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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Theme: "THE GROUP WORK ACTIVITIES IN THE WRITING ABILITY"

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SUPERVISOR APPROVAL

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DECLARATION PAGE

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Comments expressed in this report are the author’s responsibility.

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DEDICATION

First, I dedicate this research work to God. He has been my greatest light to continue fulfilling my dreams. Also, he is my strength to overcome all the adversities.

To my parents Celia Gavilanes and Wei Li. They have taught me the value of effort and dedication and they are my strongest pillars within this journey called life. Also, it is important to say that they are the people I love the most in the entire universe. All my achievements are dedicated to them.

To my maternal grandmother who takes care of me from heaven, and to my paternal grandmother who has given me her love.

To the people who loved and supported me, especially my closest friends, my family, and my life partner. I am very grateful for all the advice and support they gave me in my light and dark moments.

To my four-legged friends because they were my company all these last years, and their unconditional love is my strength to keep going.

Jiasi.

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I thank my best friends, family members, and life partner because they brought me sincere friendship and real love.

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UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE IDIOMAS

Topic: "THE GROUP WORK ACTIVITIES AND THE WRITING ABILITY"

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ABSTRACT

Group work activities nowadays are a tool that helps develop all the receptive and productive English language skills, including writing ability. This research was developed with the aim to determine the relationship between group work activities and written ability in students of the sixth semester of Pedagogy of National and Foreign Languages of the Technical University of Ambato.

To demonstrate the effectiveness of these activities, a Cambridge pre-test and post-test were applied. The group work activities were applied according to the level of the students, their age, and their preferences. The results varied in the research; it was established that the students at the beginning of the research did not have a good written level in Organization and Communicative Achievement according to the Rubric but eventually, they improved as group work activities were adapted.

An improvement in the writing level was found through essays, argumentative paragraphs, and opinions. Group work activities varied from pair work, group work and the intervention of the entire class. Students who had a low level were able to engage in group work activities positively with peers whose level was higher or regular. In addition, communication within the classroom was improved, the students were more open to asking questions or expressing their opinions with much more confidence than at the beginning of the experiment. The results obtained with the post-test helped to confirm the advantages of applying varied group work activities according to Content and Language (Annex 1).

Keywords: group work activities, writing, production, process, students

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

Group Work Activities

According to the research: *A guide for teachers the British council*, with the help and collaboration of several authors, define group work that involves students working collaboratively on set tasks, in or out of the classroom. Group work includes:

- Any learning and teaching tasks or activities that require students to work with their classmates.
- Any formal assessment tasks that require students to work in groups.

For a better understanding of these activities, Verner, S (2016) on her web page, writing the article: Six Fresh Activities for Group Work, establishes six interactive ideas in which the implementation of grammar rules, vocabulary, and above all communication can find out in a better way, the important activities are limited in:

1. **Choose vocabulary.**

   In this activity, the aim is for students to develop their lexical knowledge. The vocabulary is chosen according to the topic that is being learned. Its purpose is the grouping of students' ideas and that they work collaboratively on the same topic. Organization is essential and is a very useful activity in all English language skills, especially written and oral skills, since by choosing their own vocabulary students gain confidence and manage to work correctly in different productive assignments. Also, students can categorize their vocabulary to minimize the number of mistakes in L2.

2. **Secret Descriptions.**

   In this activity, the aim is for students to develop their lexical knowledge. The vocabulary is chosen according to the topic that is being learned. Its purpose is the grouping of students' ideas and that they work collaboratively on the same topic. At the time of writing with this group activity, students have the possibility to create secret ideas on their own and then share them with their classmates. The

key point of this is adapt their descriptions and transform them into something better to get collaborative experience. Students can create specific or general descriptions about places, jobs, food, or any interesting topic and develop their point of view about those things with their partners' help. It can help the way in which students can perceive the world.

3. **Play Ball Activity.**

   This activity is very usual and interactive when students answer a series of questions with their classmates. It is adaptable to English skills and is very popular with students of all ages. It also measures the level of knowledge competitively. Students can write their ideas and share them with their classmates through this activity that can develop motivation and good attitude in the classroom. Play helps a lot for students to feel active too. It can be adapted this, for example, students can reformulate their classmates' ideas and paraphrase them. Another way is look for some grammatical errors and try to correct them with the teacher's help.

4. **Memory Challenge.**

   Memorization and vocabulary are the main topics of this activity. By relating to learning objectives, it is easy and fun for students to try to remember hidden words or to try to follow the sequential thread of a story. In the stories, students can share parts among themselves and be able to memorize them for the end to re-write them and complete a series of activities together. This activity is based on a conscious memorization in which students can internalize the different topics and parts of a text. It is more useful with productive skills as writing and speaking because students can produce new ideas in base of memorized stories.

5. **'What will you need?'**

   The purpose of this activity is that students can develop the level of importance of items or objects according to the activity that is proposed, it is a very curious activity since the groups of students really put themselves in context about the scene that they are going to develop. This activity can be adapted and applied in all ways it means that students can write, categorize, outline, re-write, share, delete, change, choose and organize their ideas with their partners and put themselves in the topic context with the help of teacher's instruction.

6. **Getting creative activity.**

   Being creative is necessary as you can create a good study environment based on your imagination. It is necessary for students to have an active imagination with their teacher and in this way generate their own learning style. For writing tasks this activity is excellent because students do not have limits. All ideas are important, and they count as a great contribution, if they focus on the central topic.

There are also several other creative group activities such as:

- Dynamics of the challenge.
- Dynamics of shaking hands.
- Dynamics of the globe.
- Dynamics of similarities.
- Dynamics of observation.

All the group activities presented are aimed at helping students develop their learning capacities within a collaborative environment, that is, one that can be easily adapted to their social and educational needs. It is also necessary for a teacher to know how to carry out collaborative work in which students look comfortable and motivated to have better learning results.

Group work activities like these can change the conventional way to learn. The traditional form was only limited to students speaking on a topic, assigning only a single person to write and the rest dictating their ideas. With these activities all members of a group work can write and produce their tasks, Students can develop their skills equitably, share as a team and do better assignments.

Writing

Mentioning what has already been written in several research, we can take authors like Rahayaan, I., Azwan, A., and Bugis, R. (2016) to declare that: *"Writing is the most difficult language skill. In writing process, we always involve thinking skills and creative skills. Not only that, but also it is supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writing. We must choose appropriate vocabularies to*

arrange words to be a sentence and develop it to be a paragraph. Besides that, we also must use a compatible tense to express an event in certain time Writing skill is the one of skill which has to be mastered by students.''

It cannot be better explained how the written ability turns out to be the summit of all communicative results and how we can adapt ourselves to this ability in the English language and all the existing languages.

Ruegg, R. (2015) also mentions how this ability can help students in other creative senses such as autonomous learning and the ability to improve written eloquence. Several research about writing skills have been the result of a series of tests at various educational levels that make this skill a determining factor. Also, according to this author, there are some purposes of Writing:

- **To inform:** Essays are an example of informational texts; most of these texts tend to collect truthful information taken from sources in which it has been previously confirmed.
- **To entertain:** The primary purpose of texts that are written to entertain is to amuse readers.

  Examples of Texts that Are Written to Entertain:
  - Stories
  - Poems
  - Dramas
  - Songs
- **To persuade:** In a written text to persuade, the author's primary purpose is to convince them of an idea through argument or to reaffirm their beliefs. Examples of texts that are written to persuade:
  - Advertisements
  - Campaign Speeches
  - Persuasive Letters or Notes
- **To explain:** To provide a clear explanation of a topic in your assignment writing, your essay must be well structured.

- **To argue:** What is an argument? In academic writing, a discussion is usually the main idea, often called a "claim" or "thesis statement," backed up with evidence that supports the idea.
- **To Express:** Written expression is among the most complex academic tasks because it is dependent upon many subskills such as
    - Reading comprehension
    - Transcription
    - Sentence construction
    - Knowledge of genre and content
    - Planning
    - Self-regulation.

According to this research work, writing skills are as important as other skills when reporting, and expressing ideas or feelings. The essays are the most representative form when speaking academically. When we write we are putting what we want on a paper that, unlike speaking or listening, has its purpose in that it must be well organized and must have ideas in order.

Background Researchers

Considering the importance of group activities in terms of motivation and creativity, we can relate it to written ability as a means of communication in which both parties work to improve the English language learning. Several investigations help us understand these variables, of which I must point out the most important:

In the article ***''Collaborative writing and process writing approach: the effect and students' perception''*** Winarti, W and Cahyono, Y (2020) it was investigated how students could work collaboratively in pairs through a writing process. This process was experimental. It had two fundamental parts: the application of a pre-test and a post-test to highlight the relevant results.

This study required 60 students in the fourth semester from the Mathematic Department in one of the public universities in Malang, East Java Indonesia. The students were divided

into 2 groups of 30 students in each class. Students from class A were assigned to do collaborative writing in pairs, and those from class B were given a writing task done individually. The results obtained pointed out that group A could see a slight improvement although group B had good results, in group A they worked in a better environment without pressure and open to possibilities of discussion since the couples could express their points of sight and in this way write their ideas to arrive at a common one.

This gives us a better idea that group activities in pairs or a mixed group of students can achieve better results in all areas of learning. Our social context currently requires that education not only focuses on the individual as such (which is very important) but also on the general collective in education as a united team that seeks debate and exchange of ideas and continuous feedback.

In the research ***''High School Teachers' Perceptions and Implementations of Group Work in English Classes''*** by the authors Hung, M., & Mai, T. (2020) an attempt was made to emphasize group work and how their activities could become beneficial to the learning process for high school teachers. The study included the participation of 31 male teachers and 74 female teachers from more than 30 high schools in Dong Thap province, South of Vietnam, all had international accreditations, and an English level higher or equivalent to B2.

The results were positive since the perception of most teachers was that the benefits of group work are greater than the problems that it entails. The results were obtained through a questionnaire that was given to each teacher.

This research work shows how positive it is to have a perception of the benefits of the application of group work as teachers of the English language. Students are the main part of learning but also teachers do a great job of making this knowledge internalize. By showing positive results of the research the main purpose of these activities is to achieve a better level of learning and teaching.

The publication: ***''Online Students' Attitudes Toward Collaborative Learning and Sense of Community''*** by Ritushree, C. and Correia, A. (2020) focused on the correlation between collaboration and sense of community. This study required the participation of

396 students 18 years of age and older. A questionnaire and virtual tools such as Google Docs and blogs were applied.

The results showed that there is a correlation between the sense of community and collaboration that in academic terms turns out to be something positive since it shows that both students and teachers continuously establish collaborative learning growth.

The result of the research carried out by these authors also shows that group activities and the sense of community should be related as the learning objectives require it. The results also speak of a more mature sense of grouping in students who have already graduated and are greater compared to students who have not yet graduated. This information turns out to be of great relevance to the proposed topic.

1.2 Objectives:

General:

- To determine the relationship between Group Work Activities and Writing Ability.

Specifics:

- To analyze group work activities to improve the students' writing ability.
- To compare the results before and after the application of group work activities to develop the students' writing ability.
- To detail the functional group work activities to enhance students' writing ability.

Objective fulfillment process

First, to analyze group work activities to improve students' writing ability, it was necessary to focus on the students' needs, organization and educational environment in which students carry out their learning process. Activities should be adapted for collaboration and support among students. In this case, virtual classes present a series of tools to work collaboratively as the 'Breakout Room Option' it has the possibility to interact with each group and it has the 'ask help option' that facilitates the explanation of different assignments. (Annex 6 and Annex 7)

To achieve the second objective: to compare the results before and after the application of group work activities to develop students' writing ability, it was necessary to carry out an experimental process in which tools are used (pre-test, experiment, and post-test) that can show a great difference before and after. Also, a statistical program (SPSS) was needed to corroborate and verify these results through Student T.

Finally, to detail the functional group work activities to enhance students' writing ability. It was necessary to select the activities that best adapted to the topics of the subject (CALL) and the needs of the students. Being group works, the activities 'What will you need' and 'Get Creative' were considered because in this way students can develop themselves in a real context, let their imagination flow and create unique assignments.

CHAPTER II

METHODOLOGY

2.1 Resources

Humans

- Researcher
- Students
- Teacher
- Research tutor

Technological material.

- Web browsers.
- e-Books.
- Internet.
- Computer.
- Mobile Devices

Institutional

- Technical University of Ambato.
- Humanities and Education School.

2.2 Methods

This research has qualitative and quantitative character for the following reasons:

Qualitative

The focus of this research is qualitative because it details everything that happens around the investigation. In other words, compares, observes, and analyzes the facts of the use of Group Work Activities for their respective influence in the Writing Skill. According to Mihas, P. (2019) qualitative research is what makes use of qualitative data to describe an aspect, instead of measuring it. To search about Group Work Activities and recognize its impressions, opinions, perspectives, elements, benefits it can contribute this project.

Quantitative

It is quantitative because it will help to measure the variable Writing Skill through test that determines if the experiment was successful and to identify other features by a defined process where begins with the approach of the problem of delimited study, data collection for subsequently perform an analysis and present them using statistical methods, generalize the results obtained and finally reach the conclusions. According to Morgan, D. L. (2018) Quantitative research is one that uses quantitative data to collect specific information, such as figures. These data are structured and statistical. Provide the necessary support to reach general research conclusions.

2.3 Research Modality

Bibliographical research

It is documentary-bibliographic, because it has the purpose of analyzing several criteria developed by authors using different bibliographic sources like books, internet, scientific articles from magazines or newspapers, the library, etc. Graterol, R. (2016). It is necessary to mention that this research is focused on an educational problem and it requires a solution. For that reason, the primary source is the books that support the two variables as Writing skill and Group Work Activities while the secondary source is the academic articles, books, journals from internet which serve as a guide to have a good explanation about the problem and how to be applied in the classroom.

Experimental Research

It is experimental because is a systematic process and a scientific approach to research, in which the researcher manipulates one or more variables and controls and measures any changes in other variables. Cerquetti, M., & Ferrara, C. (2018). The research also wants to know the relation between the Group Work Activities as independent variable with the Writing skill as dependent variable. The experimental design can be "pure". It is estimated the application of different group work activities to develop the written ability. The results will be easier to be carried out because students must adapt to new academic procedures. The control and the experimental group are 31 students of sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. On the other hand, the tabulation of information is carried out using Excel and SPSS program, the same that allows us to have information in real-time. The results obtained from the pre-test are subjected to a hypothesis verification using those programs. Finally, the presentation of the statistical data has been planned through tabulation with their respective analysis and results.

2.4 Level or type of Research

Descriptive Research

BTL, C. (2018). It is a type of research that systematically describes the characteristics of a population, situation, or area of interest. Here the research collects data based on a hypothesis or theory, exposes, and summarizes the information carefully and then analyzes the results, to extract significant generalizations that contribute to knowledge. The present investigation is descriptive in nature since tests for students should proceed to corroborate the problem through the data obtained in the applied material. The teachers and students' observation will help to know more about the conditions of learning process to apply the Group Work Activities for improving writing skill in the students and the resources and materials to reach it.

Correlational Research

According to Hermans, T. (2019). Correlational research is a type of social research that aims to measure the degree of relationship that exists between two or more concepts or variables, in a context. Sometimes only the relationship between two variables is enhanced, but relationships between three variables are frequently placed in the study. It helps to evaluate the hypothesis and the relation between dependent and independent variables in a context which is the Group Work Activities in the development of the writing ability in the students of sixth semester of the National and Foreign Language Pedagogy at Technical University of Ambato. In this case, we will know the influence of the group work activities in the student's writing skill through the application of these strategies in the classroom to determine if writing skill is improved in the students.

2.4.1 Design

The research is experimental since the application of a pre-test, treatment and a post-test are needed to be able to confirm there is or not an improvement within classroom by applying the different Group Work Activities with the Writing Ability. This will also help us to have a general practice and to recognize the context and students' needs. For this, it is necessary to have the corresponding academic support and the necessary resources or activities to carry out this process.

2.5 Population and sample

Thirty-one students of sixth semester of the National and Foreign Language Pedagogy at Technical University of Ambato participated in the research study. This group was chosen according to their level of writing ability, being the perfect group to carry out the experimental treatment.

2.6 Techniques and instruments for data collection

As a data collection technique, a pre – test will be used with different questions related to the two variables of the research topic that will be used for the Pretest and Post-test evaluation process. In the following investigation, the resources to be used are few since most of the students will carry out the investigation virtually. The materials are adapted

to the age of the students and are not difficult to obtain, which is why they are feasible for the research to be carried out. The use of ICT tools will be necessary in this research project since we need digital tools such as Programs; Web browsers; e- Books; Internet and Multi-media learning platforms (applications and video-calling programs) that in this way the use of information can also be understood.

2.7 Information collection and processing plan

- First, it was necessary to request the Annex 3 corresponding to established permissions to coordination. Sixth semester is required as the students' level ranges from intermediate to advanced. Therefore, written ability can be scored under Cambridge standards (Annex 1). In the same way, it was not possible to choose lower semesters due to the students' level and because coordination organized all the students to graduate in different courses for the global situation (pandemic).

- Second, it was required to speak with the teacher in charge of CALL subject (Computer Assisted Language Learning) to work with sixth semester students. An authorized Cambridge pre-test and post-test was applied with the respective Writing Rubric. (Annex 1 and 2)

- The Computer Assisted Language Learning subject is chosen because students can create various written assignments through technological means such as web pages and the use of computers and cell phones.

- Then, the pre-test was applied to have the first results necessary to measure the written level. (Annex 2)

- A series of activities were analyzed in the same way so students could work in pairs or groups and all of them had to be according to the topic they learned at that time and under the parameters of writing rubrics. The activities were done through the "Zoom" platform. (Annex 6)

- The activities were adapted according to the topics that students had to follow in the syllable of CALL subject. The topics were:

  i) Social Bookmarking Tools as Facilitators of Learning and Research. Collaborative Processes: The Diigo Case.
  ii) WEB 2.0: Padlet.
  iii) The Project-Based Learning and their relationship with the 'Web 2.0'.
  iv) Web 2.0: Jamboard Application.
  v) Web 2.0: Gtour application.
  vi) Web 2.0: Sway application.

  This can be evidenced in the topics of lesson plans (Annex 6).

- Later, it was necessary to analyze the different group work activities to improve written assignments. That is, in the first classes the students had a low group adaptation, and the written assignments had a low level, gradually new activities could be established that adapt to what students needed, and, in this way, a higher performance could also be achieved in the final activities. (Annex 6)

- Then, the post-test was applied to verify the results and to measure the written level of the students. (Annex 2)

- After collecting all the data, it was registered in a computer. Then, SPSS program analyzed frequency means and standard derivation.

- The total duration of intervention process was six classes established on Monday (one hour of class) and Wednesday (one hour and thirty minutes of class). The first class began on November 18, 2020 and ended on December 6, 2020. (Annex 6 and 7) Also, students worked asynchronously (20 extra hours), being a sixth level, the students had the advantage of having passed writing-related subjects in previous courses. (Annex 9)

2.8 Hypothesis

Alternative: Group work activities influence the Writing Ability of students in the sixth semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato.

Null: Group Work Activities do not influence the writing ability of students in the sixth semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato.

2.9 Variable identification

Independent: Group Work Activities.

Dependent: Writing Ability.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Pre-test results

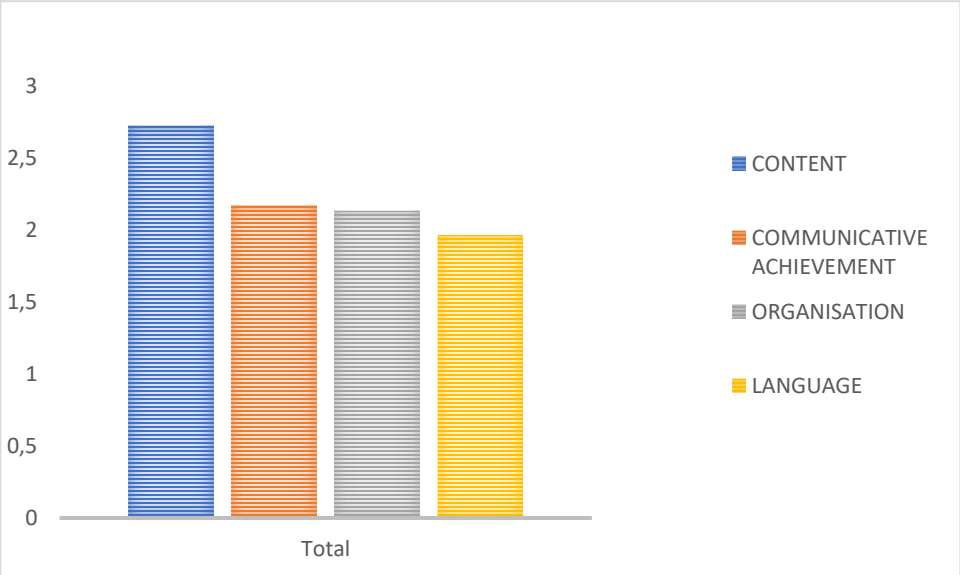
Table 1 Pre-test results

Criteria	**Average**
Content	2,74
Communicative Achievement	2,19
Organization	2,16
Language	1,94
General	**2,26**

Source: Cambridge English Language Assessment (Pre-test)

Elaborated by Li, J (2020)

Figure 1: Pretest Results



Source: Cambridge English Language Assessment (Pre-test)

Elaborated by Li, J (2020)

Analysis and interpretation of results:

The pre-test was initially applied to 31 students of the sixth semester of the Pedagogy of National and Foreign Languages career. The major test was scored under the criteria of **Content; Communicative Achievement; Organization, and Language** with a scale of 0 to 5 points according to the corresponding rubric of Cambridge English Language Assessment (See Annex 1). According to this process, the results obtained in each criterion related to written ability were averaged and it was determined that the students had a low level of this ability, since a general average of 2.26 was reached, which shows a lack of knowledge of students.

In the **content criteria**, an average of 2.74 was obtained; In the **communicative achievement criteria**, a mean of 2.19 was obtained; In **organization criteria** a mean of 2.16 was obtained and in the **language criteria** a mean of 1.94 was obtained.

These results show a low level of communicative achievement and language, which means that students cannot develop their ideas by handling the traditional way of learning. In terms of the organization of ideas and content, the students achieved a little more knowledge since they can contextualize what they need to develop, in this case the essays had fragile structures to what is expected to be achieved according to the level of knowledge.

It is important to emphasize that the works were shared through groups. There was a lack of collaborative balance and union. Cooperative work needs to be reinforced to develop written activities.

3.2 Post-test results

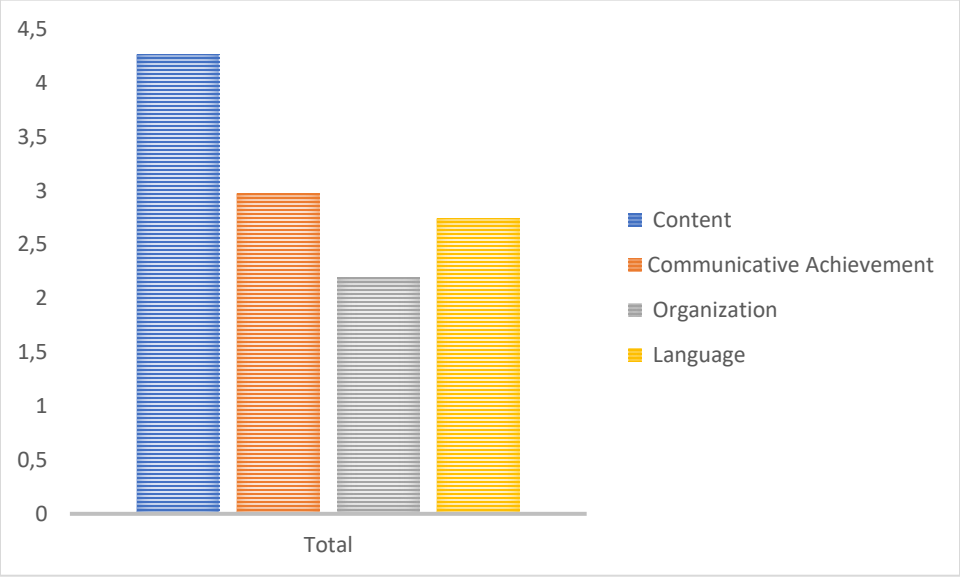
Table 2 Post-test results

Criteria	**Average**
Content	4,26
Communicative Achievement	2,97
Organization	2,19
Language	2,74
General	**3,04**

Source: Cambridge English Language Assessment (Post-test)

Elaborated by Li, J (2020)

Figure 2: Pretest Results



Source: Cambridge English Language Assessment (Post – test)

Elaborated by Li, J (2020)

Analysis and interpretation of results:

The post-test was evaluated in a similar way to the pre-test. This time the results were better since it was possible to apply the group work activities in which ideas worked among the members of the same group, in this second application a great level of **content** and **organization** was seen.

The results are shown in figure 2 in which a development of each criteria is seen in a better way, in the **content criteria** the average was 4.26; in the **communicative achievement criteria** the average was 2.97; in the **organization criteria** the average was 2.19 and in the **language criteria** the average was 2.74. Overall, a 3.04 average was obtained. It is a significant progress.

It can be said that obtained results were better than the previous ones, which shows that students can develop a better-written level and work collaboratively, this is a good learning process. One of the most significant advances was the creation of content since the students demonstrated to share their ideas and do them together, which meant a great collaborative development, as well as the way in which they could improve the organization and the language.

Although there were not many changes, it is important that students follow an appropriate writing process and know how to differentiate the different types of writing that exist.

3.3 Comparative results

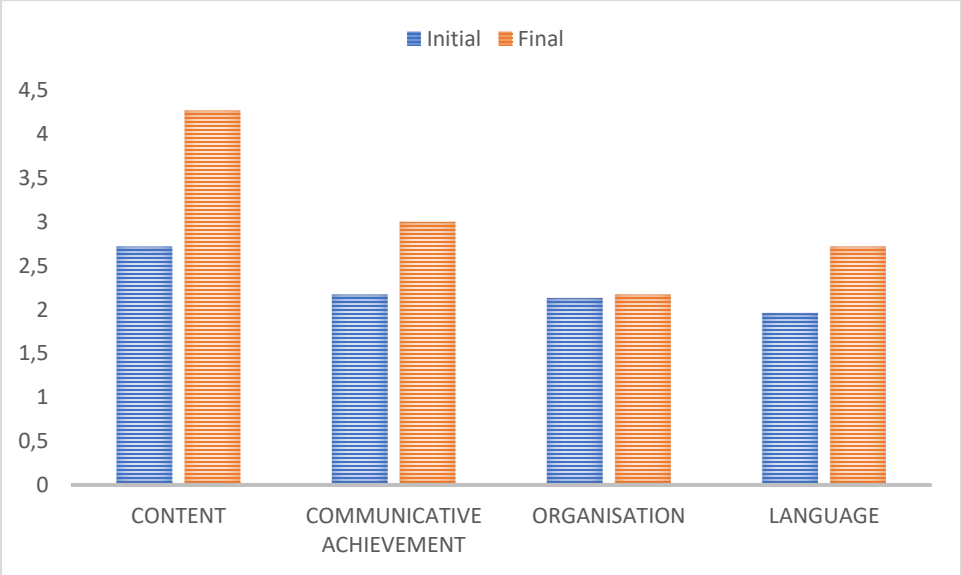
Table 3 Comparative results (PRE-POST TEST)

Criteria	**Initial Average /5**	**Final Average /5**
Content	2,74	4,26
Communicative Achievement	2,19	2,97
Organization	2,16	2,19
Language	1,94	2,74

Source: Cambridge English Language Assessment

Elaborated by Li, J (2020)

Figure 3: Pretest Results



Source: Cambridge English Language Assessment (Pre-test and Post-test)

Elaborated by Li, J (2020)

Analysis and interpretation of results:

The comparison table is based on the results obtained from the pre-test and the post-test; the difference is noticeable at first glance which means that the group activities (**Creative; Vocabulary; Descriptions; Needs; Observation**) could improve the written ability of the students. (Figure 3).

For example, at the beginning the **content criteria** began with a total average of 2.74 and at the end there was a total average of 4.26 that means that the students advanced 1.52 in the development of content, in the same way in **communicative achievement criteria** there the initial average was 2.19 and the final average was 2.97 it means a progress of 0.78. Regarding the **organization criteria**, a difference of 0.03 could be observed which, although not entirely significant, can at least exceed the initial average which was 2.16 with a final average of 2.19. In the **language criteria** the initial average was 1.94 and in the final average it was 2.74 with a difference of 0.8.

It is important to recognize that one of the weak points of the students of the sixth semester of the Pedagogy of National and Foreign Languages is the **organization** since the difference is minimal (0.03) which means that students cannot yet develop their ideas in written assignments.

In general, the results were increasing positively after the development of group work activities since the initial average was 2.26 and the final average was 3.04 with a difference of 0.78 demonstrating that the experiment was functional. The **language** and **content** were benefited in the process since the students positively improved their ideas and were also able to develop in a more formal way what they wanted to express.

3.4 Results of the intervention process (activities)

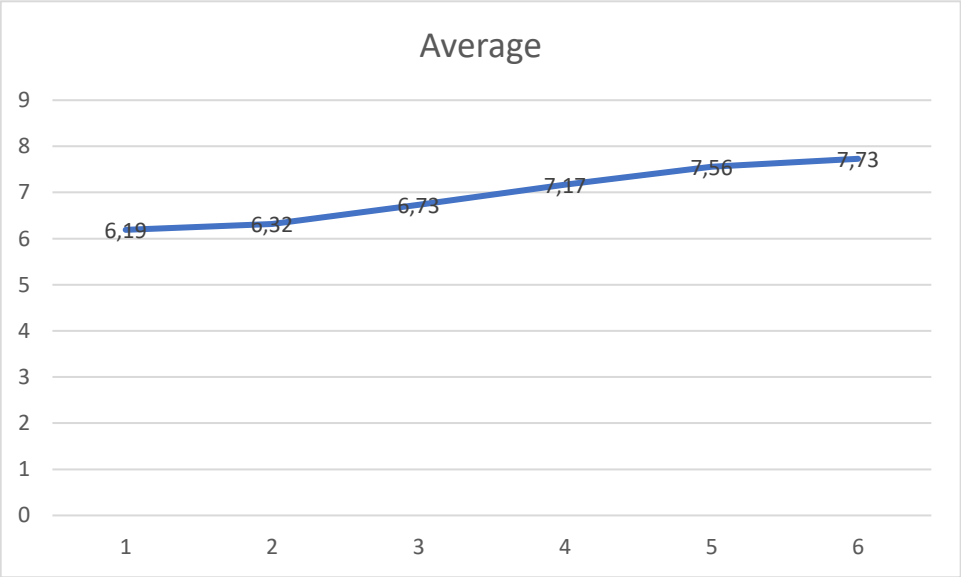
Table 4 Process results (activities)

Activities	Average
1	6,19
2	6,32
3	6,73
4	7,17
5	7,56
6	7,73

Source: Activities Averages

Elaborated by Li, J (2020)

Figure 4 Process Results



Source: Activities Average

Elaborated by Li, J (2020)

Analysis and interpretation of results:

The activities show results through an intervention process at the end of each class, the number of activities is directly proportional to the number of classes, the averages can be observed in table 4 and figure 4.

The qualifications were obtained under the criteria of: **Content; Communicative Achievement; Organization and Language** works are rated from 0 to 10 points.

The averages throughout the experiment gradually increased. In the first activity the students obtained an average of 6.19, in the second it was 6.32 in the third it was 6.73, in the fourth it was 7.17 in the fifth it was 7.56 and in the last activity, an average of 7.73.

It is important to realize that the initial activities show a low average. The group activities in this process were assigned randomly and manually under the options of " Breakout Room " in the application " Zoom " and the written works were also delivered on time under the function of sharing by email. At the end, in the last three activities there was a significant increase in the averages, which was 7.73, which, compared to the standard average, can be considered a better collaborative work and an improvement in writing skills. This was also possible thanks to the intervention of each group and the handling of clear instructions in the process.

3.4 Discussion of results

At the beginning, there was a lack of group work activities. The students did not reach the learning levels required to carry out written assignments. It showed a great range in organization of sixth semester students of Pedagogy of National and Foreign Languages.

This information can be observed in what Rahayaan, I., Azwan, A., and Bugis, R. (2016) establish. They report that writing is one of the most difficult skills in which a lot of creativity is needed, students must follow rules that are established in each type of writing and depending on its purpose.

In the initial stage of the pre-test, it was also possible to see the lack of collaboration in the group works, in the same way a series of activities had to be established that could help the students to have a better perspective of how to share their ideas. At the end, the results were better since the students were able to work together and develop their ideas and carry out their work.

This result is supported by the research carried out by Winarti, W and Cahyono, Y (2020) in which it was shown that mixed, group and pair activities can better develop written ability, it is essential that students learn how to work collaboratively and can demonstrate learning based on feedback and based on cooperation that are found in the different group activities.

In addition, Hung, M., & Mai, T. (2020) In their research work, it demonstrated that the benefits of working in groups are positive for teachers and students since a balance can be sought within the classroom, and in the same way, teamwork is encouraged, which is what best maintains the environment of the classroom, in the same So that when students work in groups, stress levels can be reduced by doing these tasks. There were limitations in the virtual classes such as lack of connectivity in the same way it was possible to work asynchronously with the students. (Annex 9)

3.5 Hypothesis verification

Null hypothesis: Group work activities do not influence the writing ability.
Alternative hypothesis: Group work activities influence the written ability.

To verify the hypothesis shown in this research work, the statistical method of T-Student was used to compare two independent samples and establish differences in the average of both. The T-student statistical test was used to verify the hypothesis, because it is a type of deductive statistic that allows determining the existence of significant differences between the means of two groups, the pre-test, and the post-test group.

Table 5. Mean T-Student

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average_PRETEST	2,2581	31	,26207	,04707
	Average_POSTTEST	3,0403	31	,28208	,05066

Source: Pre-test and Post-test Statistics
Elaborated by Li, J (2020)

In the data generated by the IBM SPSS statistical software, it can be observed how the initial average of the pre-test was significantly increased, which was 2.26 to an average of 3.04, which have a difference of 0.79 which shows an advance in the investigation.

Table 6. T-Student test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Average_PRETEST - Average_POSTTEST	-,78226	,48624	,08733	-,96061	-,60391	-8,957	30	,000

Source: Pre-test and post-test Statistics
Elaborated by Li, J (2020)

As shown in the table above, it is stated that there is a significant difference between the two groups, because the p-value is equal to 0.000, which is less than 0.05. According to these data obtained, the null hypothesis is rejected, and the alternative hypothesis is accepted, that is, group activities have a positive influence on written ability.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Group Work Activities and Writing Ability's relationship is positive because these activities allow good interaction patterns, harmony, integration, practice, and correct collaborative work within the classroom. When students work together with their partners, they have more confidence to carry out their activities and exchange their ideas. Group work increases the ability to develop productive skills such as writing better.
- At the beginning, the students work with their partners in different groups. There were many problems among the students as a **lack of organization** (Table 1). Cooperation did not exist and there was no harmony between students, which resulted in low grades of initial activities. (Table 4). It was necessary to apply interactive group work activities according to their needs. Eventually, students improved coexistence and were able to produce better written assignments.
- As can be seen in 'Comparative Results' (Table 3), a pre-test and a post-test were applied to review the changes at the time of applying the experimentation. The results have a good advance comparing the initial averages (2,26) with the last results (3,04). The intervention process was adapted to students' level which means that group work activities can greatly improve writing ability with a difference of 0,78.
- The more functional group work activities were 'Get Creative' because students developed better ideas and shared them with each other and 'What will you need?' because it put students in a real context to carry out the assignments. These activities were used in four lesson plans. The other two activities were 'Choose Vocabulary' and 'Secret descriptions' in the remaining two lesson plans and the discarded activities were' Play Ball Activity 'and' Memory Challenge' because they were not adaptable to the CALL subject.

RECOMMENDATIONS

- It is recommended to pay special attention to group work activities and try to improve interaction and organization with students. Also, bring a harmonious classroom environment. Students need to share their ideas assertively with a good communication, for that reason it is important that the teacher can express the instructions in a clear way. More attention should be paid to productive skills.

- It is necessary to have specific activities for students depending on their age, level, and the context in which they are. The activities applied must be coherent and adapted to the students' needs. Also, it is recommended to look for interactive activities because students need motivation through doing educational tasks to improve their skills.

- The strengths and weaknesses of the students are important data to develop group work activities. The level of learning must be known. It is important to look for relevant tests according to students' needs and what the teacher wants to achieve. It is necessary to have a record of all numerical results obtained and the corresponding programs to analyze them.

- When developing group work activities, the teacher's help is needed. It is essential that all members of the teaching-learning process work together to achieve great results. It is indispensable to pay attention to students' needs and their learning context. Group work activities should be varied, and it is indispensable look for those that can be more adaptable. Also, it is important to pay attention to the subject and the different topics to select the correct group work activities.

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ANNEXES

CAMBRIDGE WRITING RUBRIC

ANNEX 1

Cambridge English

The Assessment Scales

The B2 Assessment Scales are divided into six bands from 0–5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for Bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band. The descriptors for Band 3 and above generally indicate performance of at least B2 level.

B2	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

As you look through the scales, it may help to highlight words which make one band different from another.

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www.cambridgeenglish.org

CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge

Source: Cambridge English Language Assessment

Elaborated by Li, J (2020)

ANNEX 2

CAMBRIDGE PRE-TEST

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

FIRST CERTIFICATE IN ENGLISH

Writing **D251/02**

Sample Test 1

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer the Part 1 question and one question from Part 2.

Write your answers on the answer sheet.

Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

Each question in this paper carries equal marks.

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Source: Cambridge English Language Assessment (Pre-test)

Elaborated by Li, J (2020)

2

Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

---

1 In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Every country in the world has problems with pollution and damage to the environment. Do you think these problems can be solved?

Notes

Write about:

1. transport
2. rivers and seas
3. ..... (your own idea)

Source: Cambridge English Language Assessment (Pre-test)

Elaborated by Li, J (2020)

CAMBRIDGE POST-TEST

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

FIRST CERTIFICATE IN ENGLISH

Writing **D251/02**

Sample Test 1

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer the Part 1 question and one question from Part 2.

Write your answers on the answer sheet.

Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

Each question in this paper carries equal marks.

500/2705/0

© UCLES 2015

Source: Cambridge English Language Assessment (Post-test)

Elaborated by Li, J (2020)

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

---

2 You see this announcement in your college English-language magazine.

Book reviews wanted

Have you read a book in which the main character behaved in a surprising way?

Write us a review of the book, explaining what the main character did and why it was surprising. Tell us whether or not you would recommend this book to other people.

The best reviews will be published in the magazine.

Write your **review**.

3 You see this announcement on an English-language website.

Articles wanted

The most useful thing I have ever learned.

What is the most useful thing you have learned?
Who did you learn it from? Why is it useful?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article**.

4 You have received this email from your English-speaking friend David.

From: David
Subject: touring holiday

Some college friends of mine are visiting your area soon for a week's touring holiday. They would like to travel around and learn about your local area and its history.

Can you tell me about some of the places they could visit? What's the best way to travel around – car, bike or coach?

Thanks,

David

Write your **email**.

Source: Cambridge English Language Assessment (Post-test)

Elaborated by Li, J (2020)

PERMISSION OF TEACHERS AND STUDENTS (ANNEX 3)

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 05/10/2020

Doctor Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación.

Mg. Sarah Iza en mi calidad de Coordinadora de Sexto semestre paralelo "C" de la Carrera de la Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"The Group Work Activities and the Writing Ability"** propuesto por la estudiante Jiasi Leticia Li Gavilanes portadora de la Cédula de Ciudadanía 1805254610, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMINO

.....

Mg. Sarah Iza Pazmiño
0501741060
0984060528
sj.iza@uta.edu.ec

Source: Carta de Compromiso

Elaborated by: Pedagogia de los Idiomas Nacionales y Extranjeros (coordination 2020)

ANNEX 4

Pre-Test and Post-Test
Final Product

Name (Initials)	PRE-TEST GRADE	AVERAGE	POST-TEST GRADE	AVERAGE
A. V	5	2,5	6	3
A. O	4,5	2,25	6,5	3,25
A. C	4,5	2,25	6,5	3,25
A. K	4,5	2,25	6,5	3,25
A. L	4	2	5,5	2,75
C. K	4	2	5,5	2,75
C. N	4,5	2,25	6,5	3,25
C. L	4,5	2,25	6,5	3,25
C. J	5	2,5	5,5	2,75
C. A	5	2,5	5,5	2,75
F. A	5	2,5	5,5	2,75
G. M	3,5	1,75	7	3,5
H. J	4,5	2,25	6,5	3,25
L. E	5	2,5	5,5	2,75
M. D	5	2,5	6	3
M. J	3,5	1,75	7	3,5
M. J	5	2,5	6	3
M. J	4	2	5,5	2,75
M. K	3,5	1,75	7	3,5
O. D	5	2,5	5,5	2,75
O. T	5	2,5	5,5	2,75
P. D	4,5	2,25	6,5	3,25
P. V	3,5	1,75	7	3,5
R. C	5	2,5	5,5	2,75
S. E	4	2	5,5	2,75
S. S	5	2,5	5,5	2,75
S. N	4,5	2,25	6,5	3,25
T. L	5	2,5	5,5	2,75
T. J	4,5	2,25	6,5	3,25
U. K	5	2,5	6	3
V. P	4,5	2,25	6,5	3,25
AVERAGE	4,52	2,26	6,08	3,04

Source: Pre-test and Post-test Results

Elaborated by: Li, J (2020)

ANNEX 5

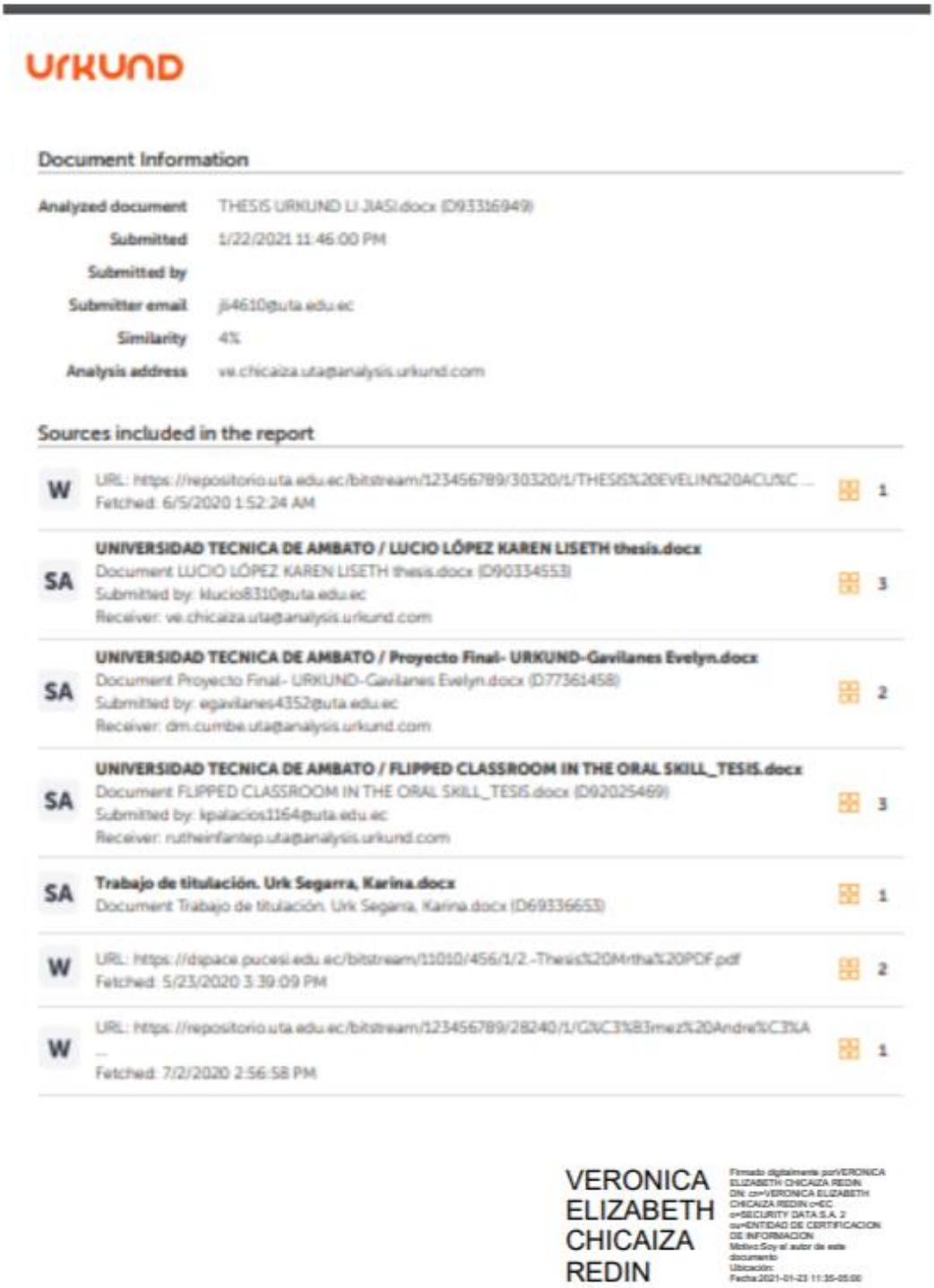
STUDENTS SIGNATURE

https://docs.google.com/document/d/1d277oBShNPHNAPav5teKtha0pVQn6XFB3dt7pyZ5t6s/edit?usp=sharing

Source: Students' Signatures

Elaborated by Li, J (2020)

URKUND REPORT



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Elaborated by Li, J (2020)

INTERVENTION PROCESS EVIDENCE

LESSON PLAN AND ACTIVITIES

ANNEX 6

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Name: Jiasi Li

Date: 17/11/20

Lesson Plan (1)

Topic	**Class**
Social Bookmarking Tools as Facilitators of Learning and Research Collaborative Processes: The Diigo Case	6th Semester ‘‘C’’
Time	**Date**
1h30min	November 18th, 2020

Learning Objectives
Students will… - Know what bookmarks tools are. - Recognize the benefits of bookmarks tools. - Know what the bookmarks tools are for.

Materials
- Genially presentation, video, internet, Zoom application

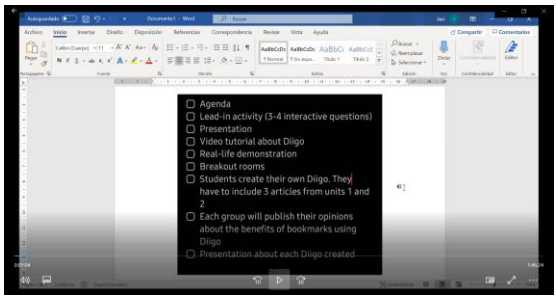
Procedure	**Time**
Presentation -An agenda is shown at the beginning so students know what they will do during the class. -The class begins with a Lead-in Activity (with 3-4 interactive questions) -An introductory video to the corresponding topic is presented (https://www.youtube.com/watch?v=-z3xfiQPE5I) . -Questions are asked about the video so that students can give their opinion about the topic they are going to learn. **Practice** -A real demonstration of using the Diigo page is presented to students	20 min 40 min

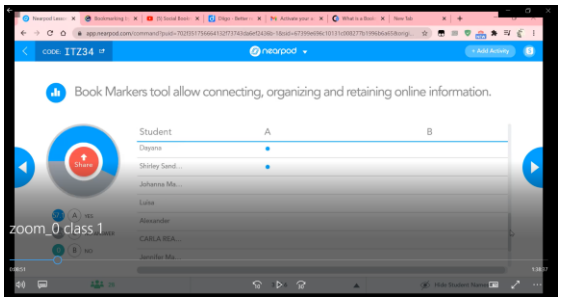
(as an interactive tutorial) -Students now receive instructions to later be placed in working groups (Using Breakout Rooms). -Students create their own Diigo -Students work with the ***'Get Creative' activity*** because they need to detail the advantages on Diigo's own website with the use of virtual notes, colored underlines and share ideas that vary a bit from the traditional selection of saving online bookmarks. -They must include 3 articles from the previous units (1 and 2) **Production** -Students will outline the purpose and benefits they will have to create their own Diigo -Each group will publish their opinions about the benefits of bookmarks using Diigo -They are going to present each work	30 min

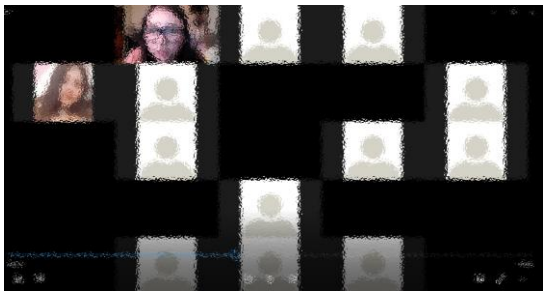
Source: Lesson Plan

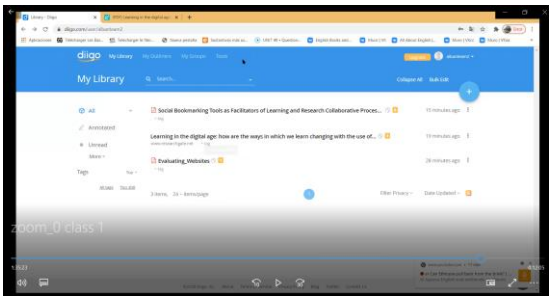
Elaborated by Li, J (2020)

Pictures









Source: Class Evidence

Elaborated by Li, J (2020)

Activities

Lead-in:

https://share.nearpod.com/e/h3nCeWYKsbb

Presentation:

https://view.genial.ly/5fb1ed2978d7c00d0bd9cf60/presentation-bookmarking

Final Product:

What is Diigo	
Names:	Date:
Benefits of Diigo	

Source: Activities

Elaborated by Li, J (2020)

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Name: Jiasi Li

Date: 19/11/20

Lesson Plan (2)

Topic	**Class**
Web 2.0	6th Semester ‘‘C’’
Time	**Date**
60min	November 23rd, 2020

Learning Objectives
Students will… - Analyze the different benefits of using Web 2.0 Tools. - Apply their ideas using a Web 2.0 tool for writing (Padlet). - Understand how the creativity works with the technology.

Materials
- Padlet, video, internet, zoom application

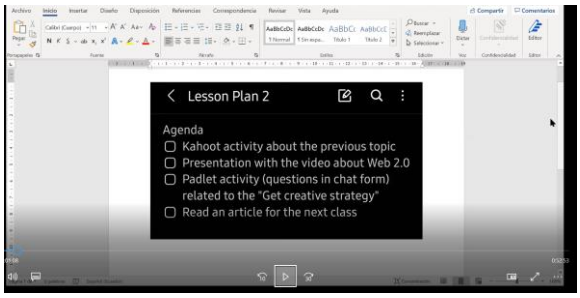
Procedure	**Time**
Presentation -An agenda is shown so that students know what they will do during class. -The class begins with a warm – up (a kahoot activity about the previous topic: social bookmarking) -An introductory video to the corresponding topic is presented. (https://www.youtube.com/watch?v=2vkui6hFpr4) -Questions are asked about the video so that students can give their opinion about the topic they are going to learn. **Practice** -The teacher presents the topic using the Canva Presentation Tool -Teacher asks some questions using the Padlet Application. -Teacher opens the ‘Chat’ option in Padlet Application. -Students write their answers - Students use the ***'Get Creative' activity*** since they must deepen their ideas and send them through notes, images or colors that can attract the attention of students in the ‘chat mode’.	15 min 30 min

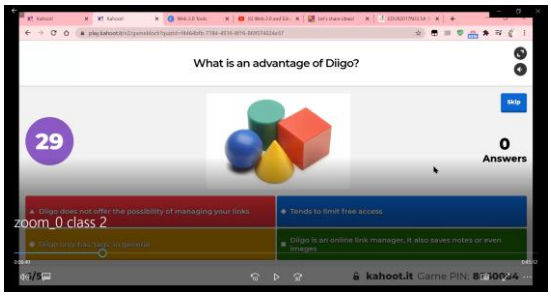
-All comments must be original and creative **Production** - The teacher read all the comments that the whole group class share in the Padlet activity -The students write a conclusion in Padlet	15 min

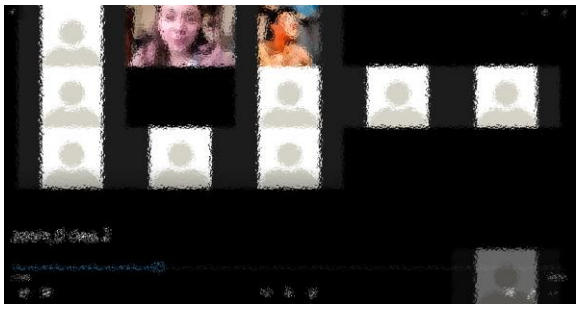
Source: Lesson Plan

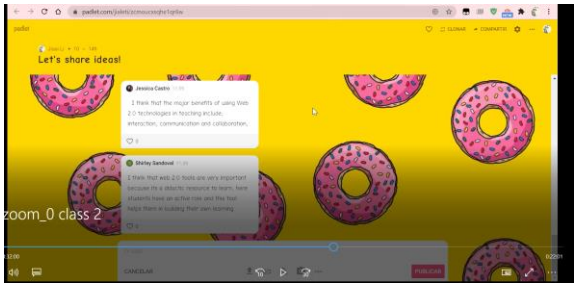
Elaborated by Li, J (2020)

Pictures









Source: Class Evidence

Elaborated by Li, J (2020)

Activities

Kahoot:

https://create.kahoot.it/share/bookmarks/f4464bfb-7184-4916-8f16-869574024e37

Canva:

https://www.canva.com/design/DAEN_XeaZGY/qwrgygTVPAQlsR5KQ0SPlQ/view?utm_content=DAEN_XeaZGY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Padlet (with students' answers):

Padlet Chat	
Name:	Date:
Questions to answer: *-Hey, what do you think about Web 2.0 tools?* *-Do you consider that these tools facilitate the learning process?* *-AS future teachers, what tool do you consider most effective to educate?* 	

https://padlet.com/jialeti/zcmoucxsqhe1qr6w

Source: Activities

Elaborated by Li, J (2020)

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Name: Jiasi Li

Date: 28/11/20

Lesson Plan (3)

Topic	**Class**
The Project-Based Learning and their relationship with the 'Web 2.0'	6th Semester ''C''
Time	**Date**
60 min	November 30th, 2020

Learning Objectives
Students will… - Create their own comic as a project using a Web 2.0 tool. - Illustrate their creativity and ideas with their partners. - Connect the use of Web 2.0 and educational topics (their context).

Materials
- Genially, Comic Web, internet, zoom application

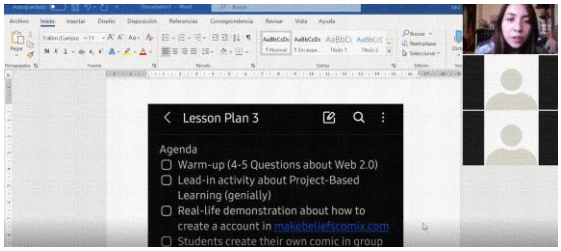
Procedure	**Time**
Presentation -An agenda is shown so that students know what they will do during class. -The class begins with a warm-up (4 or 5 questions about the previous topic: 'Web 2.0') -Then students will interact with a Lead-in activity about Project Based Learning using Genially	15 min
Practice - A real demonstration of using the makebeliefscomix.com page is presented to students (as an interactive tutorial) -The teacher gives some instructions about the activity that students need to do. -Student will organize their ideas in groups using Breakout Room option and interact between them using ***'Choose Vocabulary' activity.*** Students will use this activity to choose their own vocabulary because they can write and organize their ideas according to previously discussed topics. -The topics should be categorized according to the level of interest of students and the comic should have a funny vocabulary	30 min 15 min

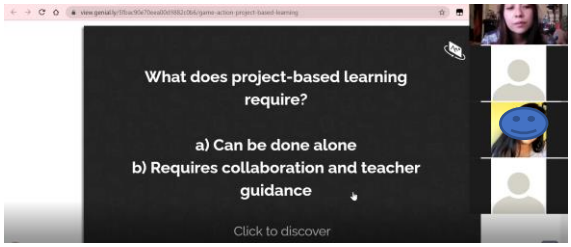
Source: Lesson Plan

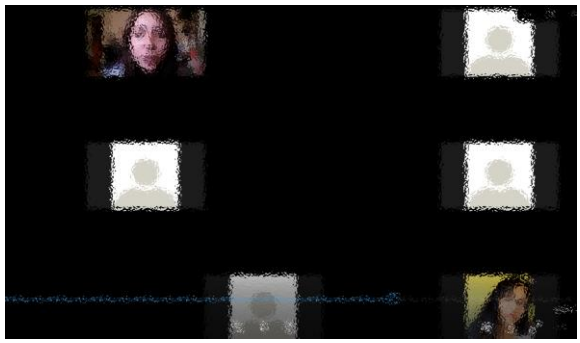
Elaborated by Li, J (2020)

Production -Students create their own comic in group about any topic any topic seen before -Students present their works	

Pictures







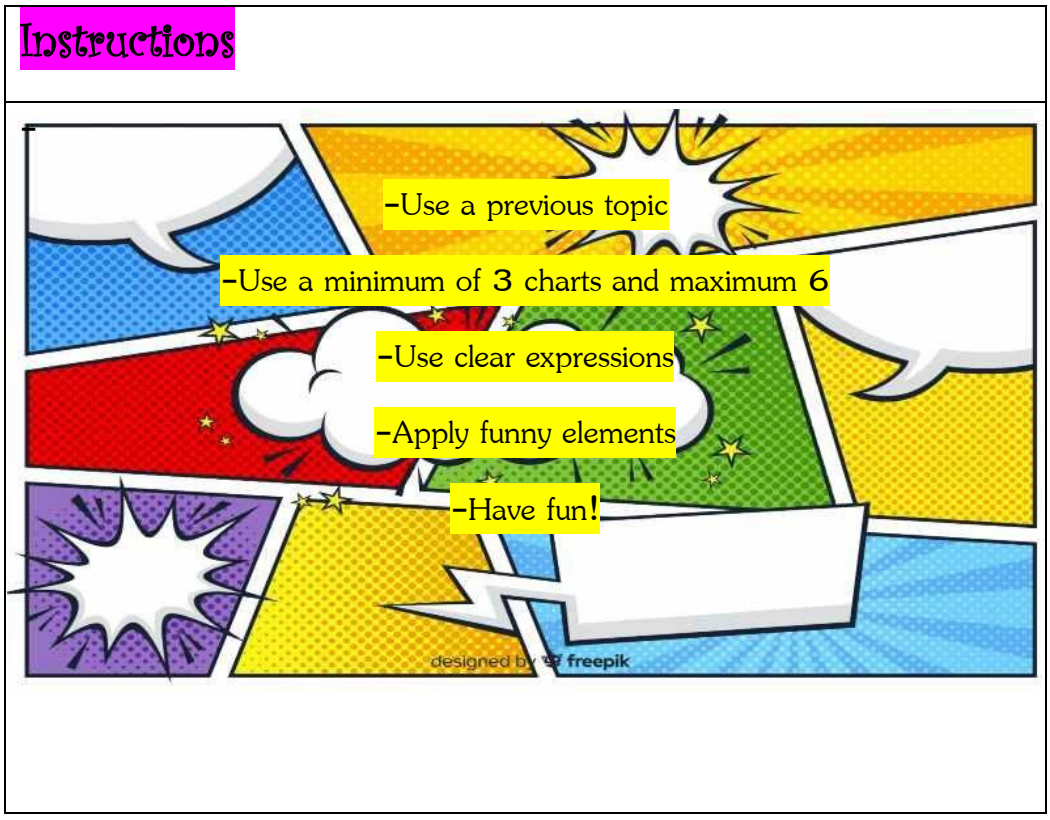
Source: Class Evidence

Elaborated by Li, J (2020)

Activities

Lead – in:

https://view.genial.ly/5fbac90e70eea00d9882c0b6/game-action-project-based-learning



Source: Activities

Elaborated by Li, J (2020)

Rubric:

Rubric for Comic Strip

Names:

Score:

	4	3	2	1
Creativity	The pictures and captions reflect an exceptional degree of student creativity. There is great attention to detail.	All but 1 of the pictures and captions reflect an Exceptional degree of student creativity.	All but 2 of the pictures and captions reflect an exceptional degree of student creativity.	More than 2 of the pictures and captions reflect little degree of Student creativity.
Theme	All panels relate to the theme.	Only some panels relate to the theme.	Only 2 panels relate to the theme.	Only 1 panel relate to the theme.
Characters and Dialogue	The main characters are clearly identified, and their actions and dialogue is well-matched to each other.	The main characters are clearly identified, and their actions and dialogue match most of the time.	The main characters are identified but not well-developed and their actions and dialogue is too general.	It is hard to tell who the main characters are?
Landscape and Props	Landscape and props are directly related to the theme or purpose of the comic and Enhance understanding of the scene.	Landscape and props are directly related to the theme or purpose of the comic.	Landscape and props are generally related to the theme or purpose of the comic.	Landscape and props seem randomly chosen OR distract the reader.
Spelling, Punctuation, and Grammar	There are no spelling, punctuation, or grammar errors.	There are 1-3 spelling, punctuation, or grammar errors.	There are 4-5 spelling, punctuation, and grammar errors.	There are more than 5 spelling, punctuation, and grammar errors.

Total points=_____x 5 = _____/ 100 points

Source: Comic Strip Rubric

Elaborated by Li, J (2020)

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Name: Jiasi Li

Date: 30/11/20

Lesson Plan (4)

Topic	**Class**
Web 2.0: Jamboard Application	6th Semester ‘‘C’’
Time	**Date**
1h30min	December 02nd, 2020

Learning Objectives
Students will… - Create their own presentation in Jamboard. - Organize their ideas about Web 2.0 through collaboration. - Explain their ideas about Web 2.0 using Jamboard.

Materials
- Jamboard, video, internet, zoom application

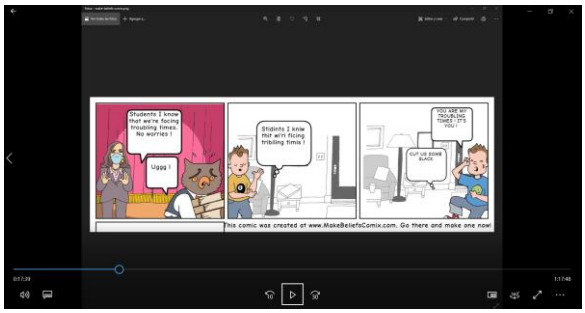
Procedure	**Time**
Presentation -An agenda is shown so that students know what they will do during class. -The class begins with a warm-up. In the warm-up, the students ask questions about the previous topic: Project- Based Learning and Comic using Zoom’s chat -Students present the rest of comics -An introductory video to the corresponding topic is presented (https://youtu.be/-RaT2sHL4aw). -Questions are asked about the video so that students can give their opinion about the topic they are going to learn.	20 min
Practice -- A real demonstration of using Jamboard is presented to students (as an interactive tutorial) -Questions will be asked that will be necessary to confirm that students understand the topic.	40 min

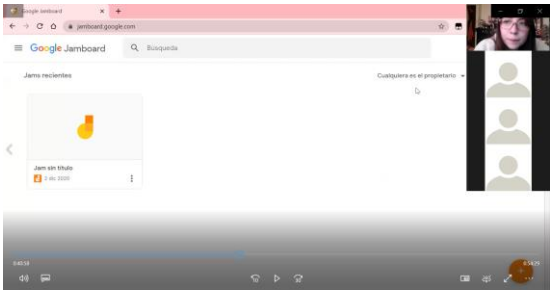
-The students work in groups class using ***'What will you need?' activity*** because they can put themselves in a context that they already saw before, and it was the use of web 2.0 applications in this way the students will share their ideas in groups and share their points of view -Students will prioritize the ideas that they have in common and that are necessary at the time of writing them - The teacher gives them instructions about the activity they are going to do **Production** -Students create their own Jamboard with the topic Web 2.0 -Students will be able to show their works	30 min

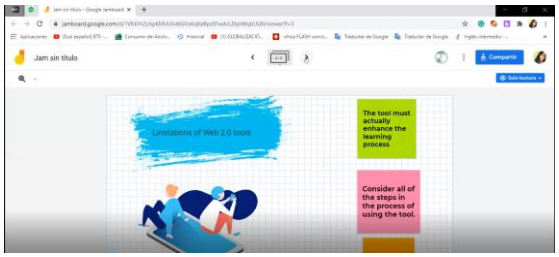
Source: Lesson Plan

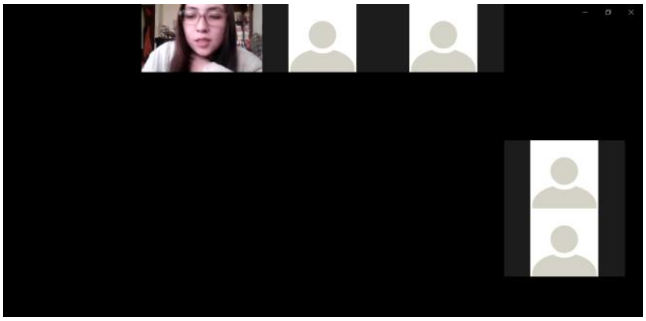
Elaborated by Li, J (2020)

Pictures









Source: Class Evidence

Elaborated by Li, J (2020)

Activities

WEB 2.0 PRESENTATION using JAMBOARD:

Group:

Score:

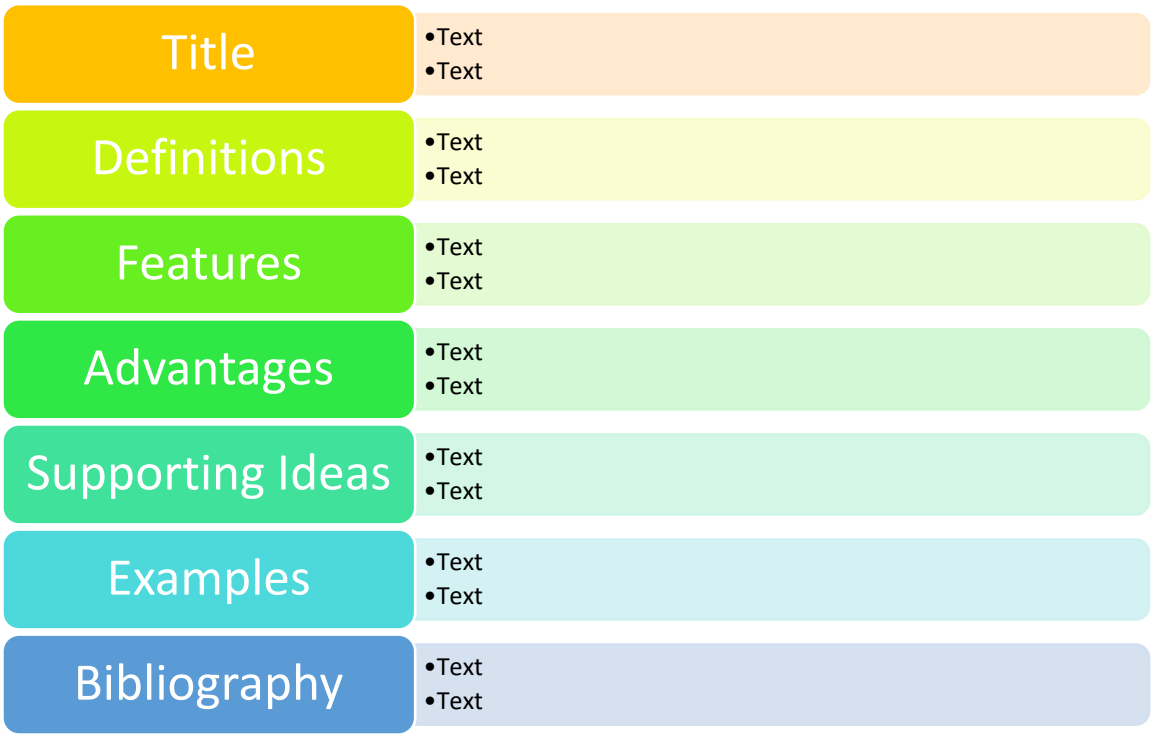
Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	

	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	**Total Points**	**100**	

Source: Jamboard Rubric

Elaborated by Li, J (2020)

Jamboard elements:



https://jamboard.google.com/d/1mhRMDS1gWNBCV-0gIhb4Ngq30Cw_zua8aanISqbTxIY/viewer?f=0

Source: Activities

Elaborated by Li, J (2020)

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Name: Jiasi Li

Date: 05/12/20

Lesson Plan (5)

Topic	**Class**
Web 2.0: Gtour Application	6th Semester ‘‘C’’
Time	**Date**
60 min	December 07th, 2020

Learning Objectives
Students will… - Generate new ideas about virtual presentations. - Illustrate definitions about different places in Gtour Application. - Detect the different main points about place’s description.

Materials
- Gtour, video, internet, zoom application

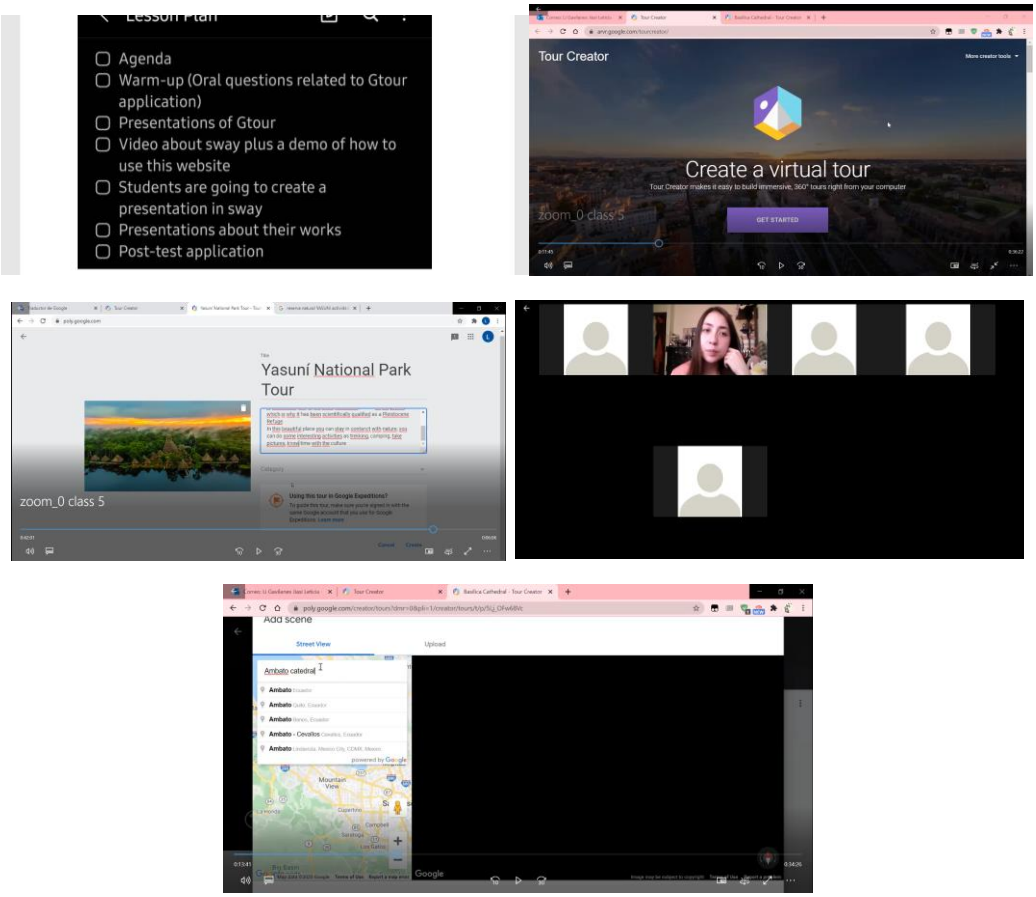
Procedure	**Time**
Presentation -An agenda is shown so that students know what they will do during class. -The class begins with a warm-up -In the warm-up, the students answer questions related to Jamboard Application using Zoom’s Chat -A video video to the corresponding topic is presented (https://www.youtube.com/watch?v=Z2N89aqCHfc). **Practice** -The teacher presents a real demonstration about the different features of Google Tour Creator -Questions will be asked that will be necessary to confirm that students understand the topic. -Teacher gives some tips to students about tools into Gtour -Teacher divides the class in groups and give the corresponding instruction to students.	15 min 30 min

-Students will work under the parameters of ***'Secret Descriptions' activity*** to develop their way to present a place. This is a very useful alternative because it needs the collaboration and the 'secret game' to explain different parts of a place for example: The history, the touristic elements, and any secret topic that students wish to implement in their groups. **Production** -Students describe any place using GTour -Students write and organize the content in a striking way -Students present their work	15 min

Source: Lesson Plan

Elaborated by Li, J (2020)

Pictures



Source: Class Evidence

Elaborated by Li, J (2020)

Activities

Sample:

Place
Photographic evidence
Interesting introduction
Description
History
Flashy Phrase
Bibliography

https://poly.google.com/view/2sX1Voa7e2L

Source: Activities

Elaborated by Li, J (2020)

Gtour Rubric:

PICTURE DESCRIPTION RUBRIC

PLACE DESCRIPTION using GTOUR

Courtesy of Miss Espinosa
http://virginiaespin29.blogspot. com.es

Students Names:
Score:

CATEGORY	4	3	2	1
GRAMMAR	The student uses accurate grammar structures.	The student uses accurate grammar structures but makes some mistakes.	The student is not very accurate when using grammar structures and makes quite a lot of mistakes.	The student does not use almost any accurate grammar structures and makes many mistakes.
VOCABULARY	The student uses appropriate and specific vocabulary.	The student uses appropriate and specific vocabulary but makes some mistakes.	The student does not always use either appropriate or specific vocabulary and makes quite a lot of mistakes.	The student does not use either appropriate or specific vocabulary and makes many mistakes.
PRONUNCIATION	The student has got an accurate pronunciation.	The student is accurate regarding pronouncing but makes some mistakes.	The student is not accurate enough regarding pronunciation as he makes quite a lot of mistakes.	The student is not accurate at all regarding pronunciation and makes many mistakes.
FLUENCY	The student is fluent when speaking.	The student is not always fluent.	The students lack fluency and hesitates quite a lot.	The student is not fluent at all when speaking.
INTERACTION	The student is able to understand and interact.	The student can understand but is not very good at interacting and does not expand his answers.	The student has quite a lot of problems to understand and interact.	The student does not either understand or interact.

Total points=_____ x 5 = ____/ 100 points

Source: Gtour Rubric

Elaborated by Li, J (2020)

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Name: Jiasi Li

Date: 07/12/20

Lesson Plan (6)

Topic	**Class**
Web 2.0: Sway Application	6th Semester ‘‘C’’
Time	**Date**
1h30min	December 9th, 2020

Learning Objectives
Students will… - Integrate Web 2.0 Tools (Sway Application) to create new forms of educational presentations. - Outline their ideas about the benefits of previous tools. - Generate Sway works with their partners and improve the content.

Materials
- Sway Application, video, internet, zoom application

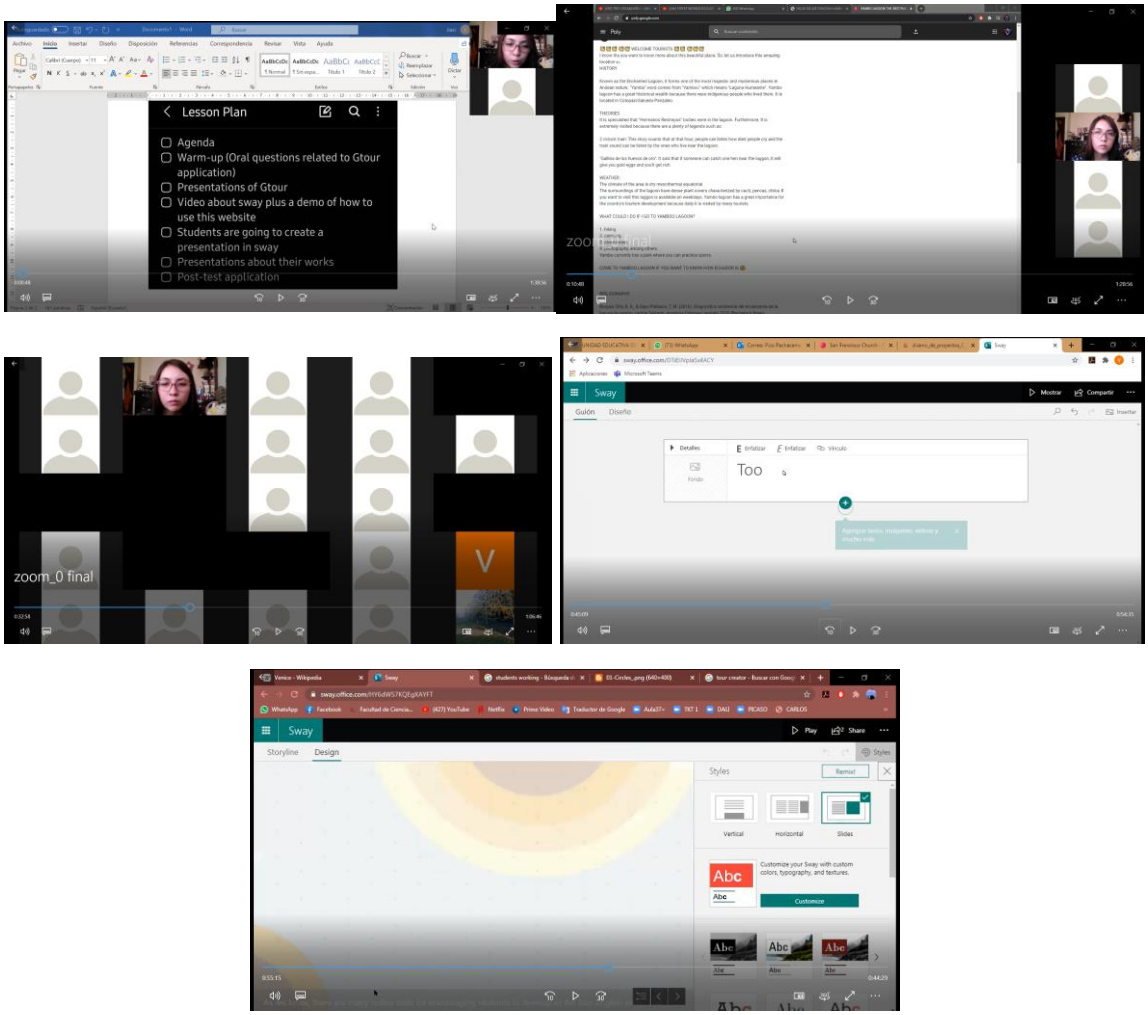
Procedure	**Time**
Presentation -An agenda is shown so that students know what they will do during class. -The class begins with a warm-up (Oral questions related to Gtour Application) -An introductory video to the corresponding topic is presented (https://www.youtube.com/watch?v=pcg6DGO9hpI). -Questions are asked about the video so that students can give their opinion about the topic they are going to learn. **Practice** -The teacher demonstrates how to use Sway in a real-time to explain some details to students -Questions will be asked that will be necessary to confirm that students understand the topic. -The teacher creates group works with students	20 min 40 min

-The teacher gives clear instructions to students and some tips to create a good work -The students work with ***'What will you need' activity*** to look for similarities between previous apps. Students put themselves in the contexts they have already experienced and in groups they manage to share their ideas and put those that are necessary. -Sway application is a very interactive tool and helps students prioritize their ideas and develop a good assignment. **Production** -Students create their own presentations in Sway Application -Students will be able to show their works	30 min

Source: Lesson Plan

Elaborated by Li, J (2020)

Pictures

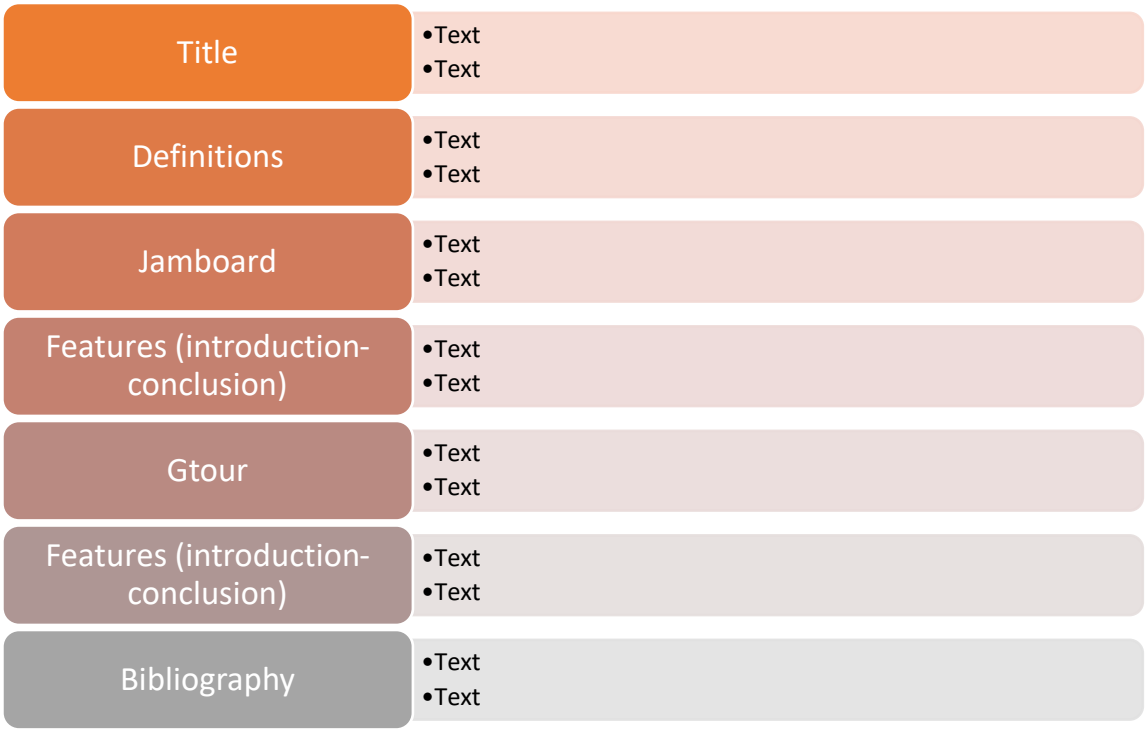


Source: Photographic Evidence

Elaborated by Li, J (2020)

Activities

Sample:



https://sway.office.com/DTiEIJVpIaSx4ACY?ref=Link&loc=play

Source: Activities

Elaborated by Li, J (2020)

Sway Rubric:

SCORING RUBRIC

Based upon the AAC&U Written Communication VALUE rubric: http://www.aacu.org/value/rubrics/written-communication

Group:

Score:

	Mastery ***Point-value: 4***	***Proficient*** ***Point-value: 3***	***Developing*** ***Point-value: 2***	***Basic*** ***Point-value: 1***
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Development of control flows logically throughout the work.	Uses appropriate, relevant, and compelling content to explore ideas. To a large extent, control flows logically.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers with few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Total points=____x 5 = ____/ 100 points

Source: Sway Rubric

Elaborated by Li, J (2020)

ANNEX 7

VIDEO REFERENCES

https://www.youtube.com/watch?v=-z3xfiQPE5I

https://www.youtube.com/watch?v=2vkui6hFpr4

https://youtu.be/-RaT2sHL4aw

https://www.youtube.com/watch?v=Z2N89aqCHfc

https://www.youtube.com/watch?v=pcg6DGO9hpI

Source: Video References

Elaborated by Li, J (2020)

ANNEX 8

VIDEO EVIDENCE

November 18, 2020 (First Class)

https://youtu.be/kNVrVh9UaUc

December 6, 2020 (Last Class)

https://youtu.be/1v8moX5u-tA

Source: Video Evidence

Elaborated by Li, J (2020)

ANNEX 9

ASYNCHRONOUS ASSIGNMENTS

https://drive.google.com/drive/folders/1SFtPFwc5IKW5XEO-M2yJf-k2XWzrH9WC?usp=sharing

Source: Asynchronous assignments

Elaborated by Li, J (2020)