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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

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

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:** “Interactive Forums and the Writing Skill”

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Ambato – Ecuador

2022

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I, Alba Paulina Hernandez Freire, holder of the I.D No. 1803691029, in my capacity as supervisor of the Research dissertation on the topic: “INTERACTIVE FORUMS AND THE WRITING SKILL” investigated by Miss Lorena del Rocío Canchignia Bonifaz with I.D No. 1804335030, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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

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## **DEDICATION**

**TO:**

The Mighty God, who has been my guide and my sustenance, giving me the strength to fulfill every dream of my life, to my mother for every effort made to support me in reaching my goal.

Lorena.

## **ACKNOWLEDGEMENTS**

**TO:**

First of all, I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge. First of all, I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge.

Lorena.

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**TOPIC:** “Interactive forums and the writing skill”

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**DATE:** February 12<sup>th</sup>,2022

**ABSTRACT**

Nowadays, forums are used to communicate around the world as a way to transmit information and interact with others about different opinions, perspectives, feelings, or solutions in a writing way. Some educators claim that interactive forums facilitate the way to write involving grammar structures and vocabulary as the formats to present a letter. The research problem addresses the deficiencies that students have when it comes to the performance of writing skills. For that reason, this research project sought to investigate the influence that has interactive forums in the development of writing skills. Furthermore, the study was a pre- experimental design with the participation of students from 2nd Bachelor of Science at “Adventista” High School, in Ambato. The study had a population of 20 students where the interventions were applied by zoom per three weeks. During this time, it was applied a pre-test and post-test taken from Cambridge Assessment English level B1 PET to assess the writing skill in part one and two using a standardized rubric with four subscales such as; content, communicative achievement, organization and language. All of them are over 20 points that in total are 40 points. The results were analyzed through the T-student statistical test using the SPSS software and were favorable as there was a great increase in the post-test results after the treatment. In conclusion, interactive forums allow students to improve their writing skills showing a great interest to learn English as a second language with the use of media tools such as online forums.

**Keywords:** opinions, articles, forums, vocabulary and writing

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**RESUMEN**

Hoy en día, los foros se utilizan para comunicarse en todo el mundo como una forma de transmitir información e interactuar con otros sobre diferentes opiniones, perspectivas, sentimientos o soluciones de forma escrita. Algunos educadores afirman que los foros interactivos facilitan la forma de escribir involucrando estructuras gramaticales y vocabulario como formatos para presentar una carta. El problema de investigación aborda las deficiencias que tienen los estudiantes en lo que respecta a la realización de las habilidades de escritura. Por esa razón, este proyecto de investigación buscó investigar la influencia que tienen los foros interactivos en el desarrollo de las habilidades de escritura. Además, el estudio fue un diseño pre-experimental con la participación de estudiantes de Segundo de Bachillerato en Ciencias de la “Escuela Secundaria Adventista”, en Ambato. El estudio tuvo una población de 20 estudiantes donde se aplicaron las intervenciones por zoom cada tres semanas. Durante este tiempo, se aplicó un pre-test y un post-test tomados del Cambridge Assessment English level B1 PET para evaluar la habilidad de escritura en la parte uno y dos usando una rúbrica estandarizada con cuatro subescalas tales como; contenido, logro comunicativo, organización y lenguaje. Las dos partes suman un total de 40 puntos. Los resultados se analizaron mediante la prueba estadística T-student y fueron favorables ya que hubo un gran aumento en los resultados del post-test después del tratamiento. En conclusión, los foros interactivos permiten a los estudiantes mejorar sus habilidades de escritura mostrando un gran interés por aprender inglés como segundo idioma con el uso de herramientas mediáticas como los foros en línea.

**Palabras claves:** opiniones, artículos, fóruns, vocabulario y escritura.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative Background

To carry out this research, the use of different previous studies was taken into account, to analyze how interactive forums can improve the development of writing skills that allow to communicate clearly with others and create more reasons that can support the ideas with a wide range of vocabulary and grammatical structures. Moreover, the documents that will be demonstrated below contain topics related to the two variables that support and contribute to the development of the research. Technical knowledge about writing conventions, style guides and formatting for different situations are also an important part of writing skills.

First, the study elaborated by Manegre and Gutiérrez (2020) entitled “Foreign language learning through collaborative writing in knowledge building forums” which was focused on studying how the construction of knowledge in forums using English as a lingua franca can assist the learning of foreign languages. For this reason, the selected study group were Catalan students in secondary schools who worked in the collaborative writing forums to develop the tasks in an organized way that facilitates collaborative writing discussion using appropriate scaffolding. This study applied two methods to demonstrate foreign language learning, such as data triangulation and method triangulation. Moreover, students were observed during the knowledge building process collecting information and allowing the analysis of qualitative and quantitative data. The quantitative data obtained were collected through a pre-test and a post-test applied to the students to measure their level and the progress obtained, while the qualitative data were collected as the observations progressed and through a digital questionnaire applied during interventions. Finally, the analysis determined that students' comprehension and writing skills increased at high levels of confidence, and the results show an overall increase in foreign-language performance.

Second, in the study carried out by Chadha (2017) called “Comparing Student Reflectiveness in Online Discussion Forums across Modes of Instruction and Levels of Courses” the aim was to encourage reflective participation in the online classroom by ensuring that students are prepared to achieve results in whatever context is presented to them. The group of the study was 87 students who were studying in three American Politics courses across three states with different levels of academic instruction. A mixed-methods approach was used in this study. As a first step, the contents of the three participating Universities were analyzed. For this reason, of the 87 students, participation of 540 postings was obtained between posts and responses. Second, this analysis was possible to carry out with the use of MANOVAS that determine statistics between the participating groups as differences between the face-to-face and online classes and between the upper and lower-level classes. In addition, it had a survey process where it was possible to analyze the levels of knowledge of each student on the topics to be discussed. In order to be able to exchange ideas through topics that allowed discussions from their point of view to evaluate them in a collaborative website structured around interactive weekly discussions. The final results determined that the three groups of participants showed an increase in their academic reflections and in their discussions with their peers, despite the fact that each group had different academic training and level of instruction.

Third, Onyema et al. (2019) titled as “Online Discussion Forum as a Tool for Interactive Learning and Communication” the aim was to improve interactive learning and communication between students and teachers using online forums. The group of study were 30 students from the last level who were studying at "Tai Solarin" University, Nigeria. This study developed an online discussion forum using web 2.0 technologies called "CSC forum" which stands for Communication Students Classroom forum. In this study, the students were divided into two groups with 15 members each. Furthermore, the teacher selected topics to be discussed in the class that was developed with different approaches. In the first group, the conventional approach was used and in the second a conventional classroom was used, but they were also involved in the "CSC forum" to interact more with the students and provide feedback to the student's posts in the forum for three weeks. After the interventions, an objective test of 20 items was carried out on both groups based on the topics discussed during the classes. Finally, the results were collated and compared with both classes, determining

that the use of “CSC forum” has a positive impact on the development of communication and relationship between students and teachers than only with the use of a conventional approach.

Finally, the study carried out by Vikneswaran and Krish, (2016) named “Utilizing social networking sites to improve writing: a case study with Chinese students in Malaysia” whose main objective was to identify what motivates students who are learning English as a second language to develop their writing skills using social networks. The study group consisted of 10 Chinese-speaking students from a private urban school who are pursuing secondary education for the first time. Data collection was done through online discussions and interviews. In addition, a discussion forum was selected for students to complete the writing assignments, which was the class forum on Facebook. The findings showed that students were more motivated to write better in English due to the school environment and the influence of their peers on Facebook. Furthermore, the use of technology with discussion forums in the writing assignments made the students develop their ability to exchange comments and ideas through this social networking site.

## **1.2 Theoretical Framework**

### **1.2.1 Independent Variable and development**

#### **1.2.1.1 Method**

The resource to produce knowledge based on reflection in research are the methods. Hintelholher, (2013) claims that it allows to investigate, clarify and categorize problems of reality. The word method comes from two roots, "meth" which means goal and “odos” which means path. In other words, this means that the method is the way to reach the goal. Moreover, the method serves to answer research questions such as; how will it be developed and how the research was developed? Moreover, method are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic.

Behar, (2008) argues that the method in the field of research is important because it allows describing the way in which the research was carried out. It includes detailed



information on the results and explains the methods used with their validity. The use of a correct method is effective for science purposes because it can develop knowledge through research allowing it to explain the reality. In addition, the method is based on the analysis of a theory using inductive and deductive methods. In this case, the inductive method is linked to qualitative research, while, the deductive method is linked to quantitative research. However, some studies have shown that qualitative research can have an inductive or deductive process even if the research is based on an unproven theory. Furthermore, Natera, (2005) mentions that the method carried out in an research must be related to a derived theory. For this, it is important to take into account some aspects such as; what is the phenomenon of study, the objectives, and what the researcher hopes to achieve with his perspectives of analysis.

Calduch, (2012) states that the method involves a set of techniques, procedures, which will be developed in a coordinated way. For that reason, there are some types of scientific methods that can be useful for the research. First, the descriptive method that exposes the reality of a study with significant information. Second, the analytical method that starts from general knowledge to make comparisons or distinctions. Third, the comparative method demonstrates analogies and differences in study approaches. Fourth, the inductive method is a reflection focused on the end. Fifth, the deductive method is developed in a particular reality determining characteristics of statements. Sixth, the historical-logical method remains in the discipline of history in order to control the reliability of meanings. Finally, the method of investigation and action produces changes in the reality that is being investigated in a significant way

### **1.2.1.2 Strategies**

In the development of the study, it is important to determine the strategy to select the skills. The word “strategy” allows a process of analysis, selection and coordination to be carried out in a specific or reflexive way to use the skills. It is necessary take into account this process to achieve the objectives using the appropriate methods (Bayu, 2014). Besides, strategies are methods and techniques that a teacher will use to support their pupils or students through the learning process; a teacher will chose the teaching strategy most

suitable to the topic being studied, the level of expertise of the learner, and the stage in their learning journey.

Another research directed by Meyer, (2010) sought to define the concept of strategy that is directly categorized with the learning pedagogy at the micro level, the intermediate level and the macro level. Also, a strategy allows adopting some guidelines to develop the action, and associate it in a global way with learning with the use of certain methods and means. Moreover, there are two main types of strategies; cognitive and metacognitive. Killen, (2007) points out that these strategies help significantly in the teaching and learning process. Cognitive strategies make it easier for students to acquire knowledge, remember, and express information using tools such as checklists, mnemonics, or note taking. On the other hand, metacognitive strategies help students understand how they learn using tools such as self-assessments or self-regulation techniques.

Blake, (2016) says that it is necessary to know that learning the English language through reading comprehension is one of the most important skills globally for the development of critical thinking and the learning process has an order to master one's native language and usually involves first listening, speaking, reading, and writing. In the language teaching process are some features of strategies that allow the development of the skills because it contributes to the main goal such as communicative competences, being self-directed, flexibles and having an influence for a variety of factors. Furthermore, the use of language learning strategies to improve writing skills helps in the advance of new vocabulary, idioms, etc. In this case, the strategy is focused on the structure of how to write in a paragraph.

### **1.2.1.3 Virtual tools**

Around the world, Latin America has a low level of English, positioning itself as one of the developing continents worldwide. The most common causes are the lack of educational resources and the low motivation within the educational programs by having repetitive classes applying a traditional methodology. Tibus and Bendulo (2018) mention that Ecuador ranks 38th among Latin American countries classified as countries with low

level of English. These results show that education needs a change in the process of learning and acquiring a foreign language.

In addition, English language learning must be carried out with high quality teachers to meet the needs of improving language skills. Therefore, it requires an improvement in teacher training in the long term and innovative solutions are sought in the short term to immediately impact ELL outcomes. Therefore, the use of new virtual tools is a key piece in the development of second language skills. It allows the educational population to develop critical thinking in a global environment. Furthermore, the use of virtual tools facilitates distance work by allowing access to these websites anywhere in the world. The application of digital and technological resources help in the development of education in the enhance knowledge and learning in an effective way. (Son, 2018).

Finally, Hernández et al. (2012) point out that participatory learning allows to relate to others with an exchange of ideas, thoughts and points of view among themselves. Its purpose is to improve intervention in the teaching and learning process verbally or in writing, focusing on group work and the relationship between people. Virtual tools make use of technology in the learning and teaching of foreign languages. The usefulness of these tools is to create, manage, edit and publish content for all people through the use of the internet through wikis, social networks, blogs, etc. This type of participation has some advantages such as: encourages the development of solutions to problems, develops attitudes and values, generates a participatory environment.

#### **1.2.1.4 Interactive forums**

Interactive forums are websites that allow collaborative participation with viewers They can participate by giving their own argument from a point of view on a specific topic and analyze a problem to discuss it. In these forums, it allows participants to develop the correct use of grammar, expressions and vocabulary in order to transmit clear and precise ideas, developing written skills such as research, editing, reading comprehension and timing. Soffer and Cohen (2019) say that the effect of participation in interactive forums on students of English as a Foreign Language is that they quickly develop knowledge about writing performance and their attitudes towards learning English. The growing use of the Internet has

made online discussion forums part of the educational tools. Also, the reach of technology that people have is high, allowing collective participation in educational courses and language learning courses in particular. For this reason, the use of these forums can be done synchronously or asynchronously through computer-mediated communication, providing more opportunities to learn English with people from different places.

Zubizarreta, (2021) mentions that reading in different languages exposes the development of comprehension within a different linguistic environment. In addition, it is complemented with activities and written work. In the case of the forums, the participants can transmit information about topics previously read and analyzed to obtain an approach to the language in the different types of forums such as standard, discussion, suggestion, questions and answers. For that reason, in the educational area, the development of online forums must control the participation of the group to interact. In this case, the students will influence these factors to develop the discussion forums on topics that the professor will present in his class or independently of the interests of the students.

Ojha and Acharya (2020) mention that student learning and teacher teaching could have a positive increase in improvement with technology if used properly. Technology involves methods, skills, techniques with processes for the production of goods and services to achieve it. In this way, technology achieves a more independent and active learning in relation to working together among students, improving the quality of learning and the teaching. With the rapid development of communication through technological tools, online forums promote critical thinking, knowledge construction and linked to autonomy in each language learning participant.

In addition, Zhong et al. (2019) state that the construction of knowledge begins when a group of students participate collaboratively among themselves and participate in the discussion topics creating knowledge collectively. Online computer-based discussions or online forums are used to complement face-to-face debate. Online or discussion forums within virtual tools are one of the main tools of e-learning. An online forum is also known as a message board, bulletin board, or web forum to collect information related to each point of

view. These forums allow members to post discussions, read and reply to other forum members' posts to collect a variety of information.

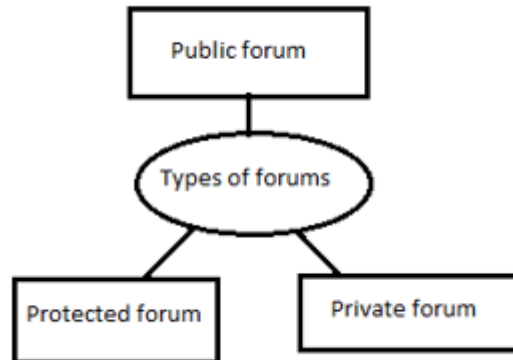
### **Types of forums**

Dommett, (2019) mentions that forums have become a motivating online social practice for current generations that use technology as a means of exchanging thoughts through calls, video cameras or messages with friends, family, or topics of interest. In this way, students develop participatory autonomy in language learning. Participants are allowed to comment and steer the discussion in whatever direction they prefer, while teachers have less participatory control over learning. The following forums allow a wide interaction to be able to develop topics for group discussion:

- **Public Forum:** Participation in these forums is generally broad and easy to do because you do not need to have a registration or account in these forums. In addition, everyone can read and send messages contributing ideas in the debate. The most used forums are the forums on social networks such as Facebook, Instagram, WhatsApp, Emails, Padlet, etc. It is open to all expression that is protected under the First Amendment. Streets, parks, and sidewalks are considered open to public discourse by tradition and are designated as traditional public forums. The government creates a designated public forum when it intentionally opens a nontraditional forum for public discourse.
- **Protected Forum:** In these cases, the protected forums need to have a prior account registration to participate, such as Classroom Management, Pro boards, etc. s not specially designated as open to public expression. For example, jails, public schools, and military bases are nonpublic forums, such forums can be restricted based on the content of the speech, but not based on viewpoint. Thus, while the government could prohibit speeches related to abortion on a military base, it could not permit an anti-abortion speaker while denying an abortion rights speaker.
- **Private Forum:** This forum has a higher level since only the administrator will allow accessibility in the participation of users who have been previously registered to these sites. Limited public forums, such as municipal meeting rooms, are

nonpublic forums that have been specifically designated by the government as open to certain groups or topics. These public forums cannot be changed to nonpublic forums by governments. Regardless of the type of forum, any exclusion must be done on a viewpoint neutral basis. Exclusion based on the speaker's viewpoint is unconstitutional.

Figure 1. **Types of forums**



**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

### **Features**

On the other hand, Sindhav, (2016) states that online forums are a site created to freely express the point of view of each individual. Everyone has access to this type of forum except those created for members. of the group where it is published more privately. This is an online discussion site where people can hold conversations in the form of posted messages. They differ from chat rooms in that messages are often longer than one line of text, and are at least temporarily archived. Also, depending on the access level of a user or the forum set-up, a posted message might need to be approved by a moderator before it becomes publicly visible. The forums have a group exhibition that are characterized by the following:

1. The forums are based on a topic of general interest
2. Most forums are done informally
3. Topics are debatable
4. Participants can express ideas freely
5. Forums can be part of a round table

## **Benefits of interactive forums**

Salter, (2015) mentions that some benefits of interactive forums enhance regular participation. A discussion forum is hierarchical or tree-like in structure: a forum can contain a number of subforums, each of which may have several topics. Within a forum's topic, each new discussion started is called a thread and can be replied to by as many peoples. The collaborative participation takes place in a structured and organized way that facilitates a learning environment with the application of analyzing real-life situations. These analyzes can be of political, social, religious, scientific, historical, etc., topics that provide information for daily life. Also, online forums are more flexible than a classroom discussion such as the followings benefits:

- Exchange of knowledge or intellectual
- Learning new knowledge and improving old ones
- Enjoy participation in a social context
- Contribute ideas to others
- Make new friends from different parts of the world

### **1.2.2 Dependent Variable and development**

#### **1.2.2.1 Language**

Chomsky, (1957) states that language contains a finite or infinite set of sentences with a finite number of elements that contribute to the structure of the language. Also, allows the sender and receiver to generate an action. In this way, they manage to modulate aspects that deepen the study of language. Language is fundamental for the development of communication between people for each culture in the different parts of the world. This language can be expressed verbally, in writing or in signs. Language allows human beings the opportunity to express their thoughts, ideas and feelings. For this reason, the use of language through science is part of Linguistics. the explicit knowledge about language, in such a way that it is subjected to a systematic and objective study (Halliday, 2020)

Furthermore, Berlo, (2000) mentions that the meanings of words and sentences are part of the knowledge of natural language. In addition, the language may include symbols that imply the structures and elements understood as vocabulary with the use of syntax to

combine those units. The grammar application allows the structure of the language. It is defined by establishing and making use of a variety of grammar and vocabulary. The use of language in people is essential to be able to transmit our ideas through the use of a language. For this reason, vocabulary is related to a structured communication system that uses words, phrases or expressions in a context (Fowler, 2017).

Aronoff and Rees-Miller, (2020) mention that written language is qualified as one of the essential instruments that makes use of thought processes. This type of language contains verbal categories that allow processing and elaboration of thought. The perceptions of individuals can be influenced by the meanings of the symbols since they have a semantic relationship. In addition, the vocabulary of the written language can extend definitions of what is meant.

#### **1.2.2.2 Language Skill**

Language skills involve all communication actions. These actions can be performed verbally, written, auditory or visual. Language skills help convey information based on your ideas, thoughts with clarity and precision. Linguistic skills have been developed in the lives of human beings since childhood with the production of oral and written text, allowing them to communicate using language skills. The four skills are considered as the fundamental axis that must be mastered in order to communicate in the face of life events. In this way, the four skills are linked allowing learning to be collective and not individual, improving the linguistic level allowing the development of communication skills (Morgan and Sellner, 2017)

Moreover, Rivers, (2018) mentions that a deep analysis in the language skills helps to improve the knowledge about each one of them. First, active listening that differentiates between hearing and listening. Hearing is acquiring sounds around your environment but listening is defined as the registration of acquired words to delve into questions such as the impulse, intention and purpose of the speaker, actively seeking to understand what other people transmit. Second, reading involves taking time for comprehension by analyzing what the author conveyed. In addition, you can take notes on the content by adding comments to deepen your analysis. Third, the speaking skill helps to transmit information



verbally using pronunciation, grammar and vocabulary according to the topic to be discussed. Sometimes, this skill for some people becomes difficult when speaking in front of an audience or in speech. Finally, writing skill that produces texts to present ideas in a clear, structured and organized way.

Language skills are fundamental in education within pedagogical practices in order to promote the development of these skills based on communication. These skills that enable a person to communicate orally or in writing in English. These include reading, writing, listening, and speaking. In addition, it is important to keep in mind that the integration of written skills with oral skills go hand in hand and cannot be separated, so all skills must be used to improve communication transmission (Banditvilai, 2016).

### **1.2.2.3 Productive**

Rukmini and Saputri (2017) say that productive skills are known as active. allows people to communicate by transmitting information verbally or in writing. For this reason, it can be defined that productive skills encompass information that can be reflected in writing and speaking while listening and reading are part of receptive skills. In addition, it must be taken into account that productive skills allow interaction to be produced by sharing ideas, feelings and beliefs. Productive skills allow control over the information that is produced. Related to learning, productive skills depend on receptive ones. It is important to develop both skills to avoid possible future problems in transmitting communication.

However, Kaviani and Mashhadi (2020) states that productive skills play an important role because they allow students to communicate and improve their language acquisition process in the classroom. Writing is also a productive skill that helps students communicate a clear message in which they can write letters, essays, or emails. In addition, it gives students the opportunity to be creative when writing. People who begin to learn another language tend to use productive and receptive skills at the same time. Productive skills, having active knowledge, receptive skills are known as passive. Passive knowledge that involves listening and reading allows active implementation with the use of grammatical structures, new vocabularies where the correct use is learned through reading and listening to the correct pronunciation.

For this reason, the two abilities are linked and are considered inseparable. Angelelli and Degueldre (2019) mention that when learning a foreign language, the first thing that happens is that receptive skills are present, acquiring knowledge so that later the practical application of productive skills can take place. It is important to maintain a level of development for all four skills because if one lacks the final result will not be complete.

#### **1.2.2.4 Writing Skill**

Berninger et al. (2017) say that “writing is a complex skill that involves a variety of environments and resources such as linguistic and technological. The writing skill has sub-skills that help in the development, improvement and production of texts. In addition, within this group the precision that is the correct and adequate use of the language is defined. Accuracy in writing ability is reflected in the production of texts with the correct use of grammar, vocabulary, legible writing, punctuation, linking words, and organized structures. The written skill is part of the four communication skills and is found in the group of productive skills. It allows to express a message using the formation of words, vocabulary, phrases and sentences applying correct grammar in reference to the language.

#### **Importance:**

Bartan, (2017) mentions that writing skills are important because they facilitate the transmission of thoughts from a written point of view. In addition, writing skills are considered transferable allowing clear communication with evidence of accurate writing. The content where it is produced makes use of active learning because it gives them the opportunity to process, analyze and understand what they are going to write in relation to their thoughts, feelings and acquired language. The writings help to put into practice the content acquired during a time of study.

#### **Types of writing**

Jeffrey, (2020) states that the audience and writing purpose will determine the type of writing style. The five main types of writing styles are persuasive, narrative, expository, descriptive and creative. Each of these writing genres has a distinct aim, and they all require different types of writing skills. Moreover, in an academic setting it is known as modes of

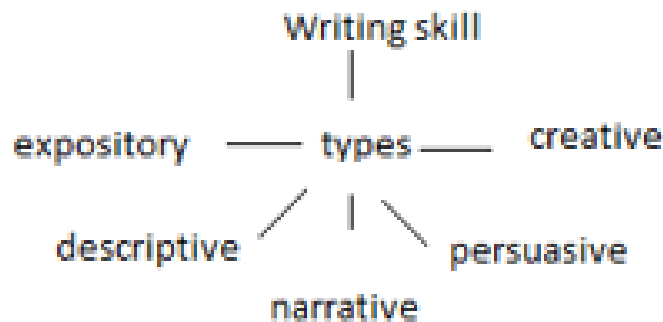
discourse or rhetorical modes. Writing skills are an important part of communication. Good writing skills allow to communicate the message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. For that reason, these are the following five types of writing:

- 1. Persuasive writing:** For this writing style, the writer is trying to convince the reader of the validity of a certain position or argument. Persuasive writing includes the writers' opinions, and provides justifications and evidence to support their claims. *Examples:* Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles; argumentative essays for academic papers.
- 2. Narrative writing:** Often seen in longer writing samples, the purpose of this writing style is to share information in the context of a story. Narratives should include characters, conflicts, and settings. *Examples:* Short stories; novels; poetry; historical accounts.
- 3. Expository writing:** This type of writing is used to explain a concept and share information to a broader audience. Expository writing provides evidence, statistics, or results and focuses on the facts of a certain topic. This type is not meant to express opinions. *Examples:* How-to articles; textbooks; news stories (not editorials or Op-Eds); business, technical, or scientific writing.
- 4. Descriptive writing:** This type of writing is used to depict imagery to create a clear picture in the mind of the reader. This method helps the readers become more connected to the writing by appealing to their senses. Descriptive writing employs literary techniques such as similes, metaphors, allegory, etc to engage the audience. *Examples:* Poetry; fictional novels or plays; memoirs or first-hand accounts of events.
- 5. Creative writing:** As with any artistic medium, the rules are really only there to be broken and creative writing is any writing that exists outside of the styles above, or even combines the styles in surprising new ways. The goal of creative writing is really to find new ways to tell stories that can surprise and delight readers. When it comes to creative writing, it allows

rewrite the rules of what great writing can be. Also, it's possible to try a new format and incorporate other languages or multimedia elements into a work.

Mantra, (2017) states that writing is the development of productions that contain a clear presentation of what is going to be discussed that allow people to transmit a message. In addition, these skills contribute with a variety of ideas previously received to be able to be written having a link that unites them through words, phrases, and sentences. Writing skills also need to have activities where they can be guided and developed in order to have an impact on your message. The Common European Framework of Reference for Languages encourages real use within activities that activate the use of language such as production of posters, report discussions written for magazines or newspapers, use of surveys and forms, take notes and dictations and brainstorm the topic

**Figure 2.** Types of writing skill



**Source:** 2nd Bachelor of Science at “Adventista” High School  
**Author:** Canchignia L. (2022)

For this research the types of writing used were persuasive writing and narrative writing to develop in students their writing skill. First, it's persuasive writing where the writer is trying to convince the reader of the validity of a certain position or argument. In this case, an interactive forum of google classroom was used to write a solution giving their opinion provides justifications and evidence to support their claims. It was taken from the Lesson plan 3 and 4 (Annex 4). Second, it's expository writing to share information in the context of a story. For that reason, it was necessary to create a story where they include characters, conflicts, and settings. It was taken from the Lesson plan 6 (Annex 4). To sum

up, these types of writing are useful to develop the skill and it allows to change the style of writing to make a connection with the audience.

### **1.3 OBJECTIVES**

#### **1.3.1 General Objective**

To analyze the influence of interactive forums in the development of English writing skill in students from 2nd Bachelor of Science at “Adventista” High School, Ambato.

#### **1.3.2 Specific Objectives**

- To state the strategies and technological resources that students use to improve English writing skill.
- To identify the level of writing knowledge using interactive forums with a pre-test and post-test.
- To identify the benefits of the exercises that interactive forums have to improve English writing skill following a specific rubric.

## **CHAPTER II**

### **METHODOLOGY**

The following chapter has the aim to describe how this research was carried out, this is presented clearly and neatly in some sections. First of all, there are the resources such as human, institutional, materials and economic resources. These are important to have a record of the elements in which the research will be developed. Secondly, the method will be explained with the approach of this research. Also, the different techniques used to achieve the result. Thirdly, the research modality will be carried out in a real environment to collect the different information. It contains the field, the bibliographic-documental and the experimental research. Fourthly, the level or type of Research is presented in descriptive and analytical way. Fifthly, in this research is important to know the population sample that will be represented in the table N<sup>a</sup>1. Sixthly, there is the description of techniques and instruments to apply the research with the procedure and the hypothesis obtained. To sum up, this chapter mentions how it can be done to find an idea for an investigation, the means and environments in which scientific research approaches can be formulated.

#### **2.1 Resources.**

For this research, it was essential to work with some resources to achieve the goals such as human, institutional, materials and economic resources. In this way, all the resources contributed significantly to the research, but the main resource that stood out the most was the human with the participation of a research tutor, review tutors, researcher, and twenty students from 2nd Bachelor of Science who contributed to this study, with their participation and predisposition to carry it out. Besides, as a fundamental part of the investigation were institutional resources such as "Technical University of Ambato" that self-managed the permission to carry out the project. Also, the "Adventista" High School, in Ambato. It represents the institution where the experiment was applied. Additionally, the materials used on this research were technological resources with the use of computers and internet to find relevant information in articles, papers, docs, magazines, journals, e-book, and thesis. Furthermore, the use of computers was essential because all the interventions were performed in a virtual modality, due to the Covid 19th. In this way, the

instruments used for the interventions were meetings by zoom, google forms, videos, worksheets, and virtual forums. Finally, the economic expenses were the use of internet to carry out the research.

## **2.2 Method.**

### **2.2.1 Research Approach**

Bryman, (2017) mentions that an inclusion can be achieved through research since it deals with research plans and procedures as a detailed compilation of methods, analysis and a clear interpretation of data, taking into account the disability of learners. For that reason, this research will have a mixed approach as Qualitative and Quantitative Approach. This will lead to the observation and evaluation of the progress of the students, establishing ideas as a consequence of the observation and with the evaluation carried out. At the same time, they will try to propose new observations and evaluations to clarify, modify the assumptions or ideas.

#### **Qualitative Approach**

In this research, discussion topics will be distributed to collect and analyze information, with a rubric that indicates the parameters that served as a guide and validity to have a better way of making decisions according to the development of the research. On the other hand, this dissertation will follow an exploratory approach since the researcher sought information on how interactive forums will help in the development of written skills in students, such as learning vocabulary, grammar, making an outline, reading comprehension and time management. Smythe, (2012) mentions that qualitative research studies reality in its natural context and how it happens, taking and interpreting phenomena according to the people involved. The conclusions of the research will be the results of the data analysis obtained during the application of the rubric to evaluate the progress obtained in a descriptive process because the researcher will describe the experience of the students based on the recommended feedback.

## **Quantitative Approach**

Hartas, (2015) says that quantitative approach has data collection as the equivalent to measuring. This citation given measure refers to the assignment of numbers to objects and events according to certain rules. This research will obtain data, where, they present a social reality seen from an external and objective perspective. The intention is to seek the accuracy of measurements or social indicators in order to generalize its results in a population. In this case, it will be in the students with the collection of data that indicate the number of students and the time in weeks how much better their ability takes them written using the interactive forums.

### **2.3 Research modality**

#### **2.3.1 Field**

In the elaboration of this work, the field research was carried out in a real environment. Furthermore, the experiment was based on their knowledge, opinions and results. It allows the researcher to observe and collect information (Burgess, 2002). For that reason, it was necessary the communication with students from the 2nd Bachelor of Science at “Adventista” High School. However, for the pandemic Covid 19th in the last years, the classes were not face-to-face, the research was carried out through the Zoom application.

#### **2.3.2 Bibliographic-documental**

Akhmetshina, (2017) mentions that the bibliographic is the type of research that helps collect information from different articles or materials previously published. In this case, the virtual library is a fundamental tool to find scientific articles, books, reviews, newspapers, reports, websites and blogs. This information is relevant because they contain useful data for the development of the research. Moreover, it's important the documental section, because this information was obtained through other documents for the public used as long as its original actor is mentioned and it can come from bibliographical sources.



### **2.3.3 Experimental research**

#### **Research design**

Rogers and Reversz, (2020) states that the experimental research is conducted by a scientific approach through the use of two sets of variables. In this research, the researcher can manipulate one or more variables in order to measure them. In the final part of the experiment, it is possible to observe if the variables had a positive effect or had no effect. For this reason, this research is pre-experimental because the researcher worked with both variables: independent and dependent. In addition, a learning method was proposed through interactive forums for the development of writing skills with students from the 2nd Bachelor of Science at “Adventista” High School, in Ambato. Furthermore, the researcher will a pre-test and post-test about an essay based on a topic to discuss using all the bases of the writing skill. This result will be evaluated with a standardized rubric of the Cambridge PET B1 level. Also, the researcher will measure the learning process of the students related to the correct level of writing and the development of vocabulary.

### **2.4 Level or Type of Research**

#### **2.4.1 Descriptive**

This research work will be descriptive because it will explore the resources that students used in the classroom. After identifying them, the researcher will describe the results of the use of interactive forums in virtual platforms to improve writing skills and conclude according to the results of the research (Avila, 2006).

#### **2.4.2 Analytical**

It will be analytical because the researcher will analyze the data obtained in student reports using the rubric with the indicated parameters to be achieved. Valcárcel, (2017) argues that analytical research is focused primarily on skills that involve critical thinking, evaluating facts, and information relative to the research being conducted.

## 2.5 Population Sample

The following research project is carried out at “Adventista” High School, located in the city of Ambato and in the parish of the same name. This study requires active participation and direct contact with students from the 2nd Bachelor of Science. The students are between 15 and 18 years old, they are made up of 11 women and 9 men. The classes are not face-to-face due to the pandemic situation, however, classes will be held in virtual mode, all this will be through Zoom meetings.

**Table 1. Population**

<b>Population</b>	<b>Experimental group</b>	<b>Total</b>	<b>Percentage</b>
<b>Male</b>	9	9	45%
<b>Female</b>	11	11	55%
<b>Total</b>	20	20	100%

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

## 2.6 Techniques and instruments

### Pre-Test and Post Test

The instrument used to collect these data is a pre-test and post-test known as the content analysis method to analyze quantitative data in which students will demonstrate their ability in English and also their writing skills before and after taking this evaluation. The pre-test and post-test are the same, but they will be applied at the beginning and at the end of the experiment, the main objective is to observe if the interactive forums improve the writing skill. The test is based on B1 level PET (PRELIMINARY ENGLISH TEST) sample test from Cambridge in writing section part 1 and part 2. This test contains the production of writing as articles, stories and emails. Where students will talk about topics from everyday life.

These measured students writing knowledge at the beginning of the intervention, and after the strategy was presented. In this section, it is important to be able to write

different types of text in English in the specific time that is in forty-five minutes. The first part is about writing an email where the candidates in this section should write about 100 words in response to the email and notes provided. Also, the score is over 20 points. It's important to keep in mind that in this part the email can be addressed to a friend or family member, so it is an informal email, that is, the email should not be formal. (Annex 2)

The quiz had its corresponding rubric that assessed content, communicative achievement, organization and language. The assessment scale was distributed into the following punctuation; all of them from 0 to 5, with 0 as the lowest declaring students had many problems with the skill and 5 as the highest score that stated the students were great at writing. The same rubric was used in the two applications, to compare students' knowledge and enhancement at the end of the post-test. (Annex 1)

The second part of the PET English exam in the writing section was selected for this investigation project because it was set to an B1 level, the appropriate level for English learners from 2nd Bachelor of Science at "Adventista" High School. This part consists of two phases where the candidates can choose; the first one was an article that is especially new in the Writing of the PET, since in the past the article began to be worked at level B2, but since the changes of 2020, the Writing of the B1 does include an article as a Writing task option in part 2. In this case, candidates must respond to an advertisement they have seen on a web page, and the theme is movies. In general, the articles will be about topics that allow you to express your opinion, and they will not be very rare topics.

In the second phase that the candidate can choose, the writing should be around 100 words too, but instead of an email or an article, a story should be written. In general, it requires a greater use of verb tenses and creativity. The pre-test helped the present project to collect data on the students' writing level and the post-test measured the influence of the strategy at the end of the interventions. (Annex 2)

## **2.7 Procedure**

For the development of this research, it was important to establish a schedule to organize all the activities. First, in this research to start with the procedure was relevant to

select the population to prepare the materials and the exam according to the level to work. In this case, the population was 20 students from the 2nd Bachelor of Science at “Adventista” High School with a certificate that allow to make the interventions in this institution approved by the rector.

Moreover, this procedure was made by zoom meetings because for the pandemic was impossible to access face-to-face classes. Consequently, the writing section English Test PET(Cambridge University) was used to measure students' basic writing skills. This test was used in the pre-test and post-test, the same test is used to measure student progress. To measure the progress of the students, a standardized Cambridge rubric was used where four criterions are measured: content, communicative achievement, organization and language.

During the research, the author carried out a series of cooperative learning strategies in which he encourages students to participate actively and in groups to improve their interactive collaboration in forums developing their writing skills. All the activities and their content were according to their B1 level of English.

In total, seven sessions were carried out through the zoom platform, of which five interventions were online with the students during class time and the remaining four interventions consisted of asynchronous hours. In addition, all the activities developed had a great focus on the ability to write.

## **2.8 Hypothesis**

### **Hypothesis**

**H0:** The use of interactive forums doesn't have a positive impact on writing skill

**H1:** The use of interactive forums has a positive impact on writing skill

## **2.9 Signaling hypothesis variables**

**Independent Variable:** Interactive forums

**Dependent Variable:** Writing skill

## CHAPTER III

### 3.1 Methods of data analysis

In this chapter, the quantitative data analysis methods used were first to collect the results, where this help researchers find absolute numbers to summarize individual variables and find pattern, the descriptive analysis that was helpful to find patterns in the obtained information. For example, in this research was focused on a pre-experimental design, where, the mean represented the average for the pre-test 5.5 and the post-test 19.45. The frequency determined the number of times students obtained the PET rubric scales from 0 to 5 for each criterion. Range established the highest and lowest values reached in the pre and post-test. Then the results were analyzed with the T-test, this took into consideration the pre-test and post-test mean. There is homogeneity in the variability of data, and previously a normality test has been performed, which shows that the distribution is approximately normal. All these processes were done in the SPSS software.

### 3.2 Analysis and discussion of the results

The analysis of the data obtained from the pre-test and post-test of the experimental group that was carried out with twenty students from the 2nd Bachelor of Science at “Adventista” High School, in Ambato. The Cambridge PET exam that was used is the B1 which scored four categories of the paragraphs written by the students. These are content, communicative achievement, organization and language. Due to the global pandemic emergency, all the investigation was carried out in virtual modality through video calls in the zoom platform.

It is important to state that the PET sample test used was taken from the Cambridge English assessment, and the researcher took into account the section of writing that contains two parts. In the rubric had 5 points as the highest punctuation to reach in each criterion, and 0 as the lowest. With a total of 20 points, it contained three aspects to evaluate.

### 3.2 Pre-test results

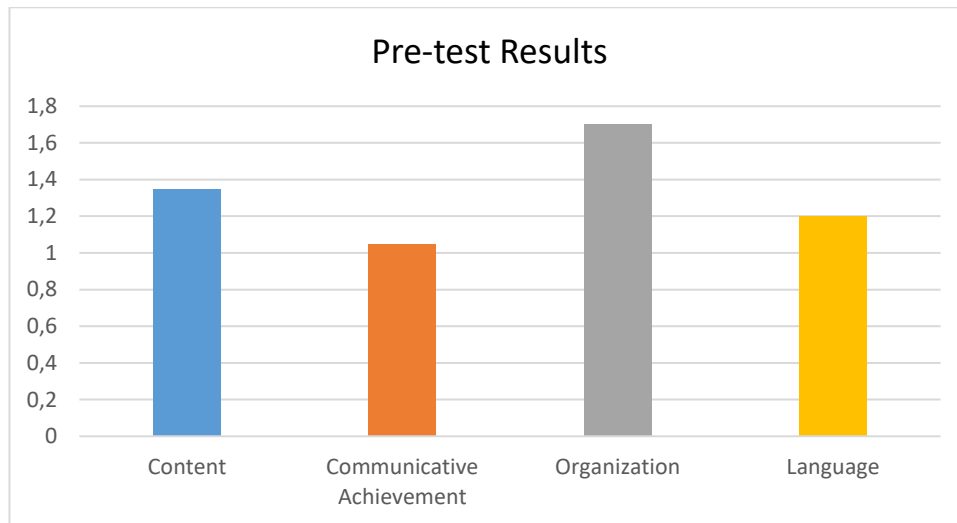
**Table 2. Pre-test results**

<b>Criteria</b>	<b>Average</b>
Content	1.35
Communicative Achievement	1.05
Organization	1.70
Language	1.20
<b>Total</b>	<b>5.30</b>

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

**Figure 3. Pre-test results**



**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

### **Analysis and interpretation**

This table shows the results of the pre-test carried out on students from 2nd Bachelor of Science at “Adventista” High School, in Ambato. The data obtained through a test based on B1 level PET sample test in writing section part 1 and part 2 (Cambridge University) contains the production of writing as articles, stories and emails. It was applied in a group of 20 students based on standardize rubric that contains four criterions to evaluate such as Content, Communicative Achievement, Organization and Language.

For that reason, the general average obtained in the pre-test in the four categories was 5.30 out of 40 points. This means that the written skill is very low in these students and they are in band 1. Furthermore, the writing section contains two parts that in total is graded over 40 points. According to the figure 1, the punctuation reached in the content criterion is represented in a blue bar with an overage of 1.35. In the communicative achievement criterion is represented in an orange bar obtaining 1.05. The organization criterion is represented in a lead bar with an overage of 1.70 and the language criterion is represented in a yellow bar with 1.20 points. Manegre and Gutiérrez (2020) mentions that how the construction of knowledge in forums using English as a lingua franca can assist the learning of foreign languages. For that reason, the results showed that students didn't have the enough knowledge to develop the writing skill and they are in band 1.

Finally, the results presented in the table 2 and the graphic 1 represent the first part of the test evaluated to students to complete with the project. This test is important because it shows how is the level of English in the students before to apply the interventions using the interactive forums to improve in the learning process in the group of students and late take the same evaluation to check how the level will improve it.

### 3.3 Post-test

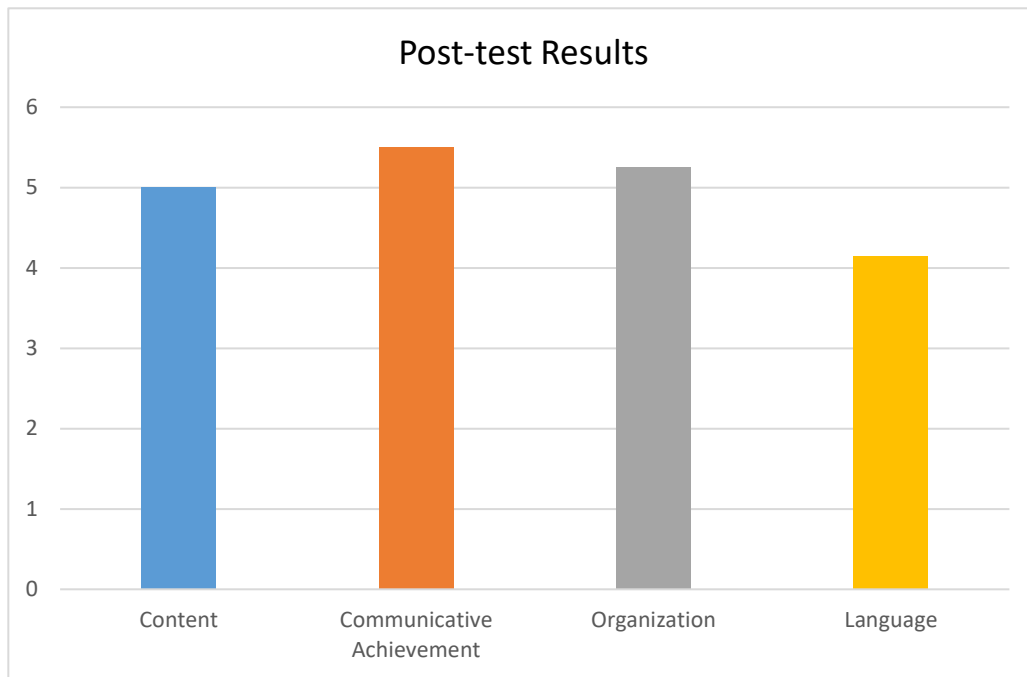
**Table 3. Post-test results**

<b>Criteria</b>	<b>Average</b>
Content	4.75
Communicative Achievement	4.95
Organization	5.05
Language	4.70
<b>Total</b>	<b>19.45</b>

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

**Figure 4. Post-test results**



**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

### **Analysis and interpretation**

This table shows the results of the post-test using the same procedure carried out as in the pre-test on students from 2nd Bachelor of Science at “Adventista” High School, in Ambato. It contains a standardize rubric that contains four criterions to evaluate such as Content, Communicative Achievement, Organization and Language. Where, the score is measured on a 5-band scales. Band number 1 represents that student have a low level in the writing skill and band number 5 represents that students have a high level of this skill.

For that reason, the general average obtained in the post-test in the four categories was 19.45 out of 40 points. This means that students had an improvement in their performance using interactive forums to develop their writing skills in a collaborative way, exchanging their knowledge and opinions from different topics during the interventions.

Furthermore, the writing section contains two parts that in total is graded over 40 points. According to the figure 2, the punctuation reached in the content criterion is represented in a blue bar with an overage of 4.75. In the communicative achievement



criterion is represented in an orange bar obtaining 4.95. The organization criterion is represented in a lead bar with an average of 5.05 and the language criterion is represented in a yellow bar with 4.70 points. Chadha ( 2017) mentions that the aim was to encourage reflective participation in the online classroom by ensuring that students are prepared to achieve results in whatever context is presented to them. For that reason, the results showed that the strategies used improved the writing skill and at the same time it was useful for their learning. However, the expected average was not the established value and this means that the students need more practice with the strategies.

Finally, the results presented in the table 3 and the graphic 2 represent the second part of the test evaluated to students to complete with the project. This test is important because it shows how is the level of English in the students after to apply the interventions using the interactive forums to improve their learning process. This means that students produce texts that are generally well organized and coherent, using basic linking words and a limited number of cohesive devices.

### 3.4 Comparative results

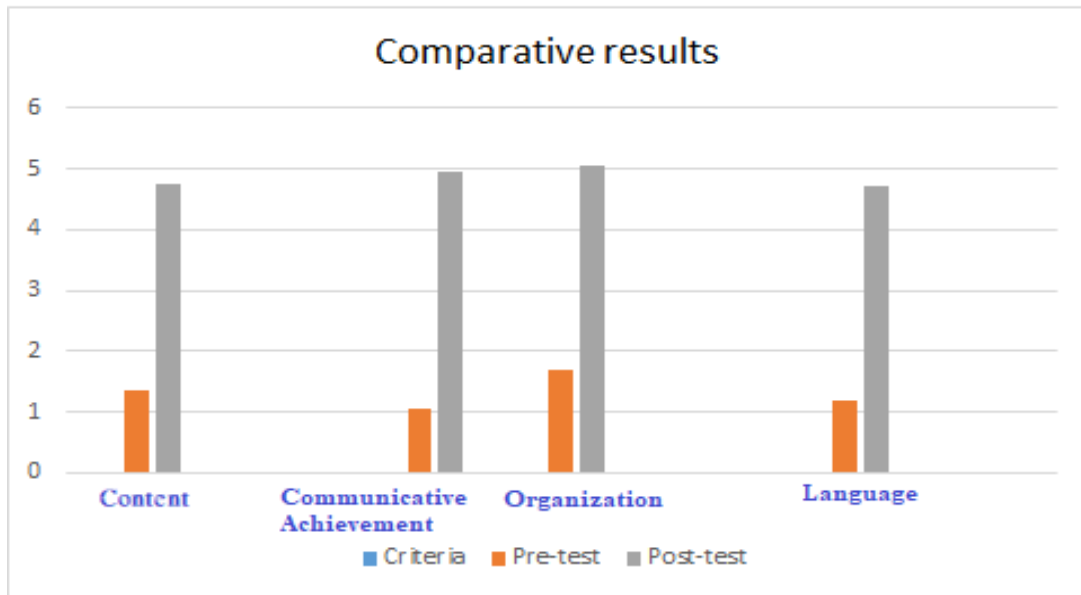
**Table 4. Comparative results**

<b>Criteria</b>	<b>Pre-test</b>	<b>Post-test</b>
Content	1.35	4.75
Communicative Achievement	1.05	4.95
Organization	1.70	5.05
Language	1.20	4.70
<b>Total</b>	5.30	19.45

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

**Figure 5. Comparative results**



**Source:** 2nd Bachelor of Science at “Adventista” High School  
**Author:** Canchignia L. (2022)

### **Analysis and interpretation of results.**

This table shows the final results making a comparison between the pre-test and post-test of students from 2nd Bachelor of Science at “Adventista” High School, in Ambato. Both results are obtained through the same test of B1 level PET in writing section part 1 and part 2 (Cambridge University). It contains a standardize rubric that contains four criterions to evaluate such as Content, Communicative Achievement, Organization and Language.

First, the general average obtained in the pre-test was of 5.30 and in the post-test in the four categories was 19.45 out of 40 points. This means that students had an improvement in their performance using interactive forums to develop their writing skills in a collaborative way, exchanging their knowledge and opinions from different topics during the interventions. Second, in the figure 3 of the comparative results, the punctuation reached in the content criterion of the pre-test is represented in an orange bar with an overage of 1.35 However, in the post-test is represented in a lead bar obtaining 4.75 points. In the communicative achievement criterion of the pre-test is represented in an orange bar with an average of 1.05, while in the post test is represented in a lead bar obtaining 4.95

points. Moreover, the organization criterion of the pre-test is represented in an orange bar with an average of 1.70, but in the post section is represented in a lead bar with an overage of 5.05. Finally, the language criterion in the pre-test is represented in an orange bar with an average of 1.20 while the post test is represented in a lead bar with 4.70 points. Onyema et al. (2019) state that to improve interactive learning and communication between students and teachers is better to use online forums. This means that students use 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.

### 3.5. Verification of hypotheses

**Alternative:** The use of interactive forums has a positive impact on writing skill in students from 2nd Bachelor of Science at “Adventista” High School

**Nulle:** The use of interactive forums doesn’t have a positive impact on writing skill in of students from 2nd Bachelor of Science at “Adventista” High School

In the current research, it was necessary to use the T-Student statistical method to verify the hypothesis where the difference between the value of the pre and post-test was compared. However, to obtain these data it was necessary to carry out several tables of comparisons, which will be explained below.

**Table 5. Descriptive Data**

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre_Total	20	100,0%	0	0,0%	20	100,0%
Post_Total	20	100,0%	0	0,0%	20	100,0%

### Descriptives

		Statistic	Std. Error	
Pre_Total	Mean	5,35	,799	
	95% Confidence Interval for Mean	Lower Bound	3,68	
		Upper Bound	7,02	
	5% Trimmed Mean	5,28		
	Median	6,00		
	Variance	12,766		
	Std. Deviation	3,573		
	Minimum	0		
	Maximum	12		
	Range	12		
	Interquartile Range	6		
	Skewness	-,180	,512	
	Kurtosis	-,816	,992	
	Post_Total	Mean	19,45	1,053
95% Confidence Interval for Mean		Lower Bound	17,25	
		Upper Bound	21,65	
5% Trimmed Mean		19,44		
Median		18,00		
Variance		22,155		
Std. Deviation		4,707		
Minimum		12		
Maximum		27		
Range		15		
Interquartile Range		8		
Skewness		,341	,512	
Kurtosis		-1,119	,992	

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

The data presented in table number 5 was obtained through the IBM SPSS statistical program. It is evident that all the students participated in the pre-test and post-test. For that reason, it was possible to observe the class participation obtaining a percentage of 100%. Furthermore, the study presents a mean of 5.35 in the pre-test data collection. However, the mean was 19.45 in the post-test. This is a positive result as there was an improvement of 14.10 with the use of interactive forums.

**Table 6. Mean T-Students**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Total	5,35	20	3,573	,799
	Post_Total	19,45	20	4,707	1,053

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

This analysis was carried out from the results of the pre-test and post-test with the data obtained in table number 6. Furthermore, it presents results that were generated thanks to the statistical software called IBM SPSS. It can be noted that there is a great difference between the pre-test and post-test means, the difference is 14.10, which is a significant advance. The initial test the average was 5,35 and the final test average was 19,45

**Table7. Paired Samples 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	Pre_Total - Post_Total	-14,100	5,139	1,149	-16,505	-11,695	-12,270	19	,000

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

Table 7 shows the results obtained and reveals that there is a great difference between the two groups, this is because the value of p is equal to 0.000; this means that it is a null value, that is, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, the experiment was effective and interactive forums influence the improvement of writing skills.

### 3.6 Discussion

After the whole data was analyzed statistically, it was demonstrated that the use of interactive forums signified an important improvement in students’ writing skills. According to the reliable data obtained in the standardized pre-test and the post-test with its corresponding rubric, it can be said that at the beginning of the research the learners had

some deficiencies in their writing abilities. Nevertheless, the use of interactive forums played a crucial role to enhance the lowest points they had, and as these were according to their interests, their engagement in classes grew day by day.

Based on the comparison of the final averages of both tests, it is important to mention that the whole's group performance was greater than before. It went from being a low 5.30 to become a 19.45 over 40 points. Divided into the five different criteria of the Cambridge rubric (content, communicative achievement, organization and language) the improvement was approximately 3 point per subskill. Moreover, it is important to highlight that the organization applied was the one that got the highest development out of the rest of the criteria.

Additionally, the benefit that has interactive forums improving the writing skills can be supported by several investigations, in which the progress was visible in all of them. For instance, in the research work of Manegre and Gutiérrez (2020) which was focused on studying how the construction of knowledge in forums using English as a lingua franca can assist the learning of foreign languages have as an analysis that determine students' comprehension and writing skills increased at high levels of confidence, and the results show an overall increase in foreign-language performance. Moreover, the study of Chadha (2017) the correlational study demonstrated the significant relationship between interactive forums and the writing skill, since the result of the T-test was under 0.05 accepting the alternative hypothesis. Additionally, the investigation presents similar outcomes with those of the project by Vikneswaran and Krish, (2016) whose main objective was to identify what motivates students who are learning English as a second language to develop their writing skills using social networks to interact as in the interactive forums.

These presented the importance of this tool to have a wide range of vocabulary, it can be considered as one of the most difficult skills to manage for students. However, with the application of different strategies and methodologies in class like the one proposed in this project, this could stop from being a problem, to become an opportunity to practice and learn English in a varied way. Since the results showed an improvement in their post-tests results like the twenty students from the 2nd Bachelor of Science at "Adventista" High School, in Ambato.

## CHAPTER IV

### 4.1. Conclusion

Interactive forums are considered as a tool that is not implemented in everyday classes nowadays as it should be. It is crucial to understand its importance to improve learners' writing skills. This research was possible with the help and willingness of the students to participate in them once the teacher looks for interesting topics and can apply them in the different virtual media with which they work.

Base on the analysis and interpretation of the results obtained from the interactive forums to improve the writing skill of the students of Fifth Level at Unidad Educativa "Adventista High School", some conclusions are presented to take into account to improve the development of English on the students in a future. Also, it favors the development of social skills through interaction and helps improve written communication skills.

Besides, the strategies and technological resources that students use to improve English writing skill helps to increase their level. Applying the different types of writing students can have different styles to write and they can feel comfortable writing different texts. Also, it shows that they have a great interest to learn English as a second language with the use of media tools such as online forums according to this study, where they can interact with their partners producing texts agreeing to the topics establish for a level B1. In addition, the use of strategies and other technological resources such as videos, padlets, games, etc, improve their English level.

Moreover, the current study identifies the level of writing knowledge using interactive forums with a pre-test and post-test. Fort that reason, it reflects through the pre-test and post-test that before to start with the interventions in the High School students has a low level of English knowledge's to develop the writing section, as the same time they don't have good control to do the tests in the specific time. However, at the of the interventions worked with them they present an increase in the writing skill section for part one and part two.

To sum up, it's necessary identify the benefits of the exercises that interactive forums have to improve English writing skill following a specific rubric for students from Fifth Level

of “Adventista” High School, in Ambato. Also, the use of interactive forums to improve writing skills can present benefits for students who try to take these types of evaluations in this case PET exam from Cambridge standards described on the rubric such as they use appropriate register focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

## **4.2 Recommendations**

At the end of this research is important to establish some ideas that can help in the implementation of the strategy to develop the writing skill in the classroom or to support any further researchers on the topic, the following recommendations were done based on the conclusions:

Through the use of interactive forums in students improve their writing skills. For that reason, it is recommended that English teachers should use different media tools during their classes to have an effective implementation at the moment to develop a topic with the skills. Also, the use of some strategies helps students to familiarize with the virtual materials to continue working in a better way in virtual modality.

As recommendation, it's so important take into account how the level of English is on the students to continue according to the level where they are. In addition, teachers must prepare some pop quiz to evaluate the students' knowledge at the end of each class. It will allow teachers know how students are improving their skills on English.

The use of interactive forums to improve their writing skill has a positive impact on the study carried out. For this, English teachers from second language must prepare a rubric to evaluate specific points as content, organization, communicative achievement and the use of language because it was beneficial for the students in their English language learning and good results were achieved with the application of them previously presented.



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## Annexes

### Annex N<sup>o</sup> 1. Rubric

B1 Preliminary for Schools Writing Examiners use the following assessment scale, extracted from the one on the next page:

B1	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 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.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole 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.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

Annex N<sup>a</sup> 2. Pre and Post-test

B1 PRELIMINARY ENGLISH TEST

Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English-speaking friend Sandy and the notes you have made.

**EMAIL**

**From:** Sandy

**Subject:** Your visit!

Hi,

I'm so excited that you're coming to stay with me for a week!

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

Also, shall we go climbing in the mountains while you're here?

Let me know if you have any questions.

See you soon

Sandy

*Me too!*

*No, because ...*

*Say which I prefer*

*Ask Sandy ...*

Write your **email** to Sandy using **all the notes**.

## Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

---

### Question 2

You see this notice on an English-language website.

**Articles wanted!**

**FILMS**

What kind of films do you enjoy?

Do you prefer watching them at the cinema or at home? Why?

**Write an article answering these questions and we will put it on our website!**

Write your **article**.

### Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*As the plane flew lower, Lou saw the golden beaches of the island below.*

Write your **story**.

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)



### Annex N<sup>a</sup> 3. Pre-test Results

CONTENT			COMMUNICATIVE A.			ORGANIZATION			LANGUAGE		
PART 1	PART 2	TOTAL	PART 1	PART 2	TOTAL	PART 1	PART 2	TOTAL	PART 1	PART 2	TOTAL
1	0	1	1	0	1	1	0	1	1	0	1
1	1	2	0	0	0	0	0	0	1	1	2
0	0	0	0	0	0	0	0	0	0	0	0
2	1	3	1	1	2	2	1	3	2	2	4
0	0	0	1	1	2	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0
2	0	2	1	0	1	1	0	1	1	0	1
1	1	2	1	2	3	1	1	2	1	1	2
1	0	1	1	0	1	2	1	3	1	0	1
1	0	1	1	0	1	1	2	3	2	0	2
2	1	3	1	1	2	1	1	2	1	1	2
1	0	1	1	0	1	2	2	4	1	0	1
1	1	2	1	1	2	1	1	2	1	1	2
2	2	4	1	1	2	0	1	1	1	1	2
1	0	1	1	0	1	0	3	3	1	0	1
0	0	0	0	0	0	2	2	4	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0
1	1	2	0	1	1	2	2	4	1	1	2
2	0	2	1	0	1	1	1	2	1	0	1

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

## PART 1 AND PART 2

Pre-test			
N.-	Part 1	Part 2	Total
Estudiante 1	4	0	4
Estudiante 2	2	2	4
Estudiante 3	0	0	0
Estudiante 4	7	5	12
Estudiante 5	1	1	2
Estudiante 6	0	0	0
Estudiante 7	5	0	5
Estudiante 8	4	5	9
Estudiante 9	5	1	6
Estudiante 10	5	2	7
Estudiante 11	5	4	9
Estudiante 12	5	2	7
Estudiante 13	4	4	8
Estudiante 14	4	5	9
Estudiante 15	3	3	6
Estudiante 16	2	2	4
Estudiante 17	0	0	0
Estudiante 18	0	0	0
Estudiante 19	4	5	9
Estudiante 20	5	1	6

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

## Annex N<sup>a</sup> 4. Lesson Plan Templates

### LESSON PLAN 1

<b>Teacher:</b> Lorena Canchignia		<b>Subject:</b> English
<b>Level:</b> 2 <sup>nd</sup> Bachelor of Science at “Adventista” High School		
<b>Group:</b> 20 students		
<b>Date:</b> 07/12/21		
<b>Duration:</b> 45 minutes		
<b>Aim</b>		
<ul style="list-style-type: none"> <li>- To give a brief introduction and instructions to the students.</li> <li>- To assess the level of students' writing skills by means of a pre-test</li> </ul>		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> <li>• Teacher introduces herself and explains to students what they will be participating in.</li> <li>• Teacher gives general instructions for the activity.</li> </ul>	Zoom: <a href="https://us02web.zoom.us/j/7082817283?pwd=UzJDdEFZK3c0Z2tpdXNVYXVwU1EvUT09">https://us02web.zoom.us/j/7082817283?pwd=UzJDdEFZK3c0Z2tpdXNVYXVwU1EvUT09</a>
5 minutes	<ul style="list-style-type: none"> <li>• Teacher sends a link to google form of PET B1 level</li> <li>• Teacher tells the students that they must enter the link to complete it.</li> <li>• Teacher waits in the classroom to zoom in on the students.</li> </ul>	Pre-Test (Primary English Test) <a href="https://docs.google.com/forms/d/e/1FAIpQLSfPE5ijtW71MS50v5kLUdTBYid5kHGUuBJI9XiV1n73lexnbA/closedform">https://docs.google.com/forms/d/e/1FAIpQLSfPE5ijtW71MS50v5kLUdTBYid5kHGUuBJI9XiV1n73lexnbA/closedform</a>
35 minutes	<ul style="list-style-type: none"> <li>• Teacher asks students to enter their personal information in the google form.</li> <li>• Teacher asks the students to turn on the camera.</li> <li>• Teacher starts with the pre-test writing B1 level of PET from Cambridge</li> </ul>	Pre-Test (Primary English Test) <a href="https://docs.google.com/forms/d/e/1FAIpQLSfPE5ijtW71MS50v5kLUdTBYid5kHGUuBJI9XiV1n73lexnbA/closedform">https://docs.google.com/forms/d/e/1FAIpQLSfPE5ijtW71MS50v5kLUdTBYid5kHGUuBJI9XiV1n73lexnbA/closedform</a>

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

**Evidence:**



# Cambridge Assessment English

## Pre-test - Writing Skills

Time 45 minutes

### INSTRUCTIONS TO CANDIDATES

Do not open these questions until you are told to do so.

Write your name and candidate number on each section if they are not already there.

Read the instructions for each part carefully.

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

Write your answers below each instruction.

Write clearly. You may make alterations, but make sure your work is easy to read.

You must complete the writing within the time limit.

At the end of the test, send your answers.

### INFORMATION FOR CANDIDATES

Each question in this paper carries equal marks.

NAME: \*

Tu respuesta

CANDIDATE NUMBER \*

Tu respuesta

[Siguiente](#)

[Borrar formulario](#)

## Part 1

You must answer this question.  
Write your answer in about 100 words.

### Question 1 \*

Read this email from your English-speaking friend Sandy and the notes you have made.

**EMAIL**

**From:**

**Subject:**

Hi,

I'm so excited that you're coming to stay with me for a week!

*Me too!*

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

*Say which I prefer*

Also, shall we go climbing in the mountains while you're here?

*No, because ...*

Let me know if you have any questions.

*Ask Sandy ...*

See you soon

Sandy

Write your **email** to Sandy using **all the notes**.

Tu respuesta

---

Atrás

Siguiente

Borrar formulario

## Part 2

Choose one of these questions.  
Write your answer in about 100 words.

### Question 2

You see this notice on an English-language website.

Articles wanted!

#### FILMS

What kind of films do you enjoy?

Do you prefer watching them at the cinema or at home? Why?

**Write an article answering these questions and we will put it on our website!**

Write your **article**.

Tu respuesta

---

### Question 3 \*

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*As the plane flew lower, Lou saw the golden beaches of the island below.*

Write your **story**.

Tu respuesta

---

Atrás

Enviar

Borrar formulario

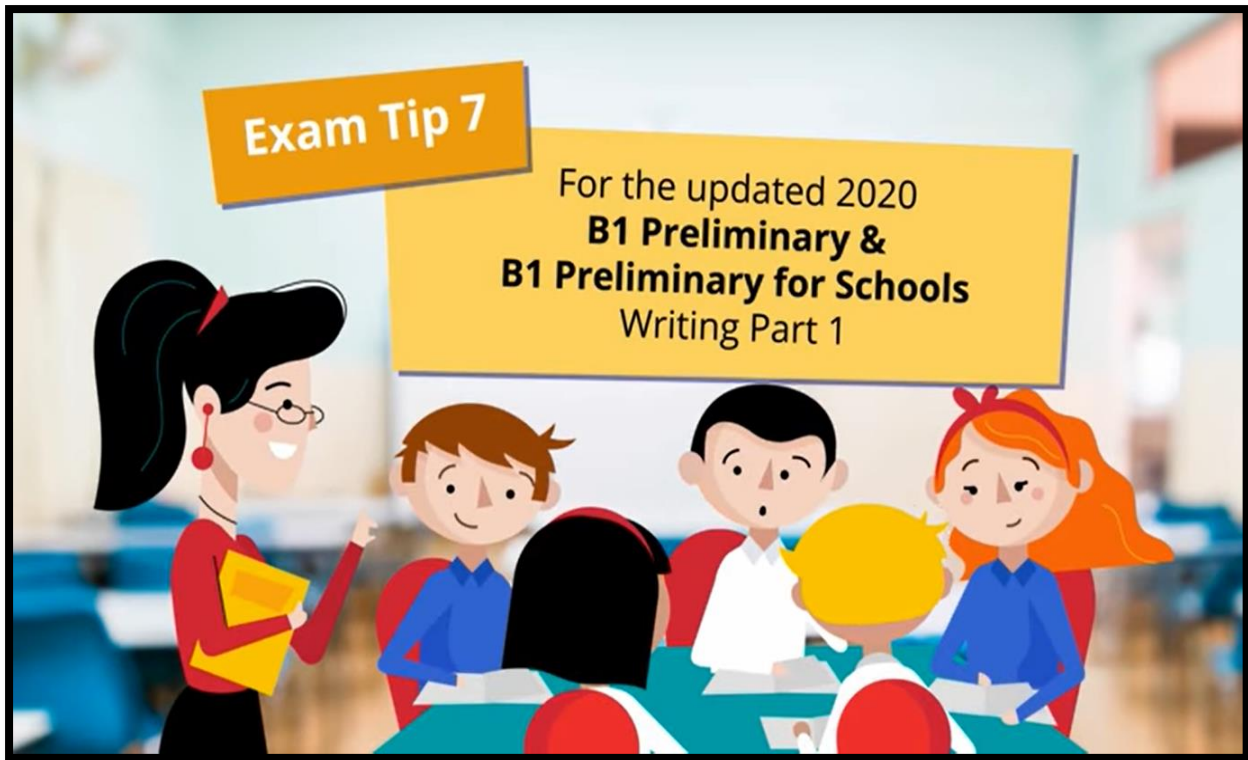
## LESSON PLAN 2

<b>Teacher:</b> Lorena Canchignia		<b>Subject:</b> English
<b>Level:</b> 2 <sup>nd</sup> Bachelor of Science at “Adventista” High School		
<b>Group:</b> 20 students		
<b>Date:</b> 08/12/21		
<b>Duration:</b> 45 minutes		
<b>Aim</b>		
- Students will be able to identify the different types of texts		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> <li>• Teacher present a video about to introduce the exam of B1 level PET (Cambridge)</li> <li>• Teacher presents some tips to apply it</li> <li>• Teacher ask ss copy some ideas of the video to discuss</li> </ul>	YouTube: <a href="https://youtu.be/ITJQst7LAcI">https://youtu.be/ITJQst7LAcI</a>
20 minutes	<ul style="list-style-type: none"> <li>• Teacher explains about the different types of text</li> <li>• Teacher asks ss to take notes of the relevant information of part 1 and part 2</li> </ul>	Nearpod: <a href="https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1">https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1</a>
20 minutes	<ul style="list-style-type: none"> <li>• Teacher ask ss to participate in a forum of Nearpod as collaborative work.</li> <li>• Teacher mentions that ss need to write 50 words to answer the question; What is a Primary English test?</li> <li>• Teacher presents the ideas in the class</li> </ul>	Forum: <a href="https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1">https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1</a>

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

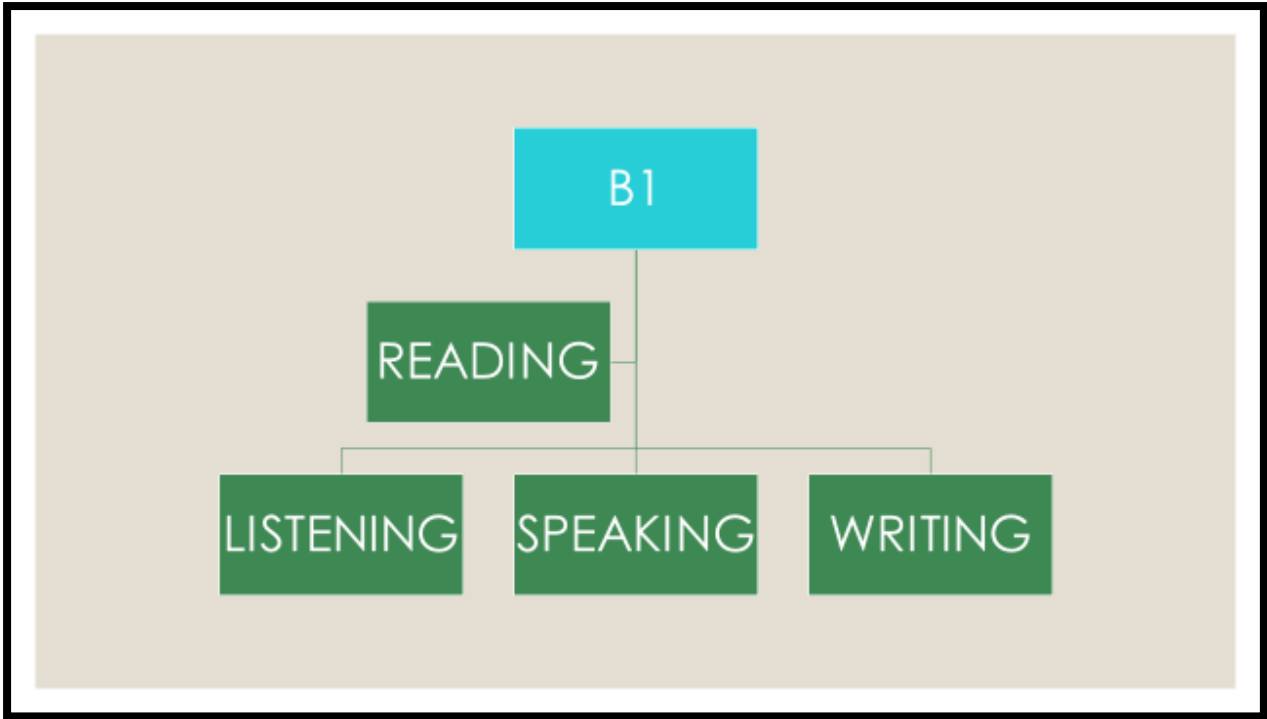
## Evidence



## PET –B1

- The B1 Preliminary qualification shows that you have mastered the fundamentals of English and have the language skills necessary for everyday use.





In Writing Part **1** you need to

- ▲ Part 1 (Write an email)
- ▶ You need to write about 100 words
- ▲ It only consists of one question

This task assumes a total of 20 points.

## In Writing Part 2 you need to

- ▶ Choose from 2 different tasks
  1. Article
  2. Story
- ▶ You need to write about 100 words for both tasks
- ▶ Do only ONE of the tasks!
- ▶ In this video, we're going to concentrate on how to write a story

Question 1  
Read this email from your English-speaking friend Sandy and the notes you have made.

EMAIL

From: Sandy  
Subject: Your visit

Hi,  
I'm so excited that you're coming to stay with me for a week!

Me but -  
On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

Yes, what are we going to do in the mountains while you're here?  
No, because -  
Let me know if you have any questions.

See you soon  
Sandy

Say which I prefer  
Ask Sandy ...

## PET B1 level

From your point of view in 50 words; What is a Primary English Test?

Share thoughts and/or images here

250



Post

### LESSON PLAN 3

<b>Teacher:</b> Lorena Canchignia		<b>Subject:</b> English
<b>Level:</b> 2 <sup>nd</sup> Bachelor of Science at “Adventista” High School		
<b>Group:</b> 20 students		
<b>Date:</b> 10/12/21		
<b>Duration:</b> 45 minutes		
<b>Aim</b>		
- Students will be able to do simple different grammatical structures as in present, past and future tense.		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> <li>• Teacher sends a link of a worksheet to complete it.</li> <li>• Teacher asks ss listen the song “Beliver, imagine dragons” to complete the blanks.</li> <li>• Teacher checks the answers with the class</li> </ul>	Worksheet: <a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Worksheets_with_songs/Believer,_Imagine_Dragons_fm742534xn">https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Worksheets with songs/Believer, Imagine Dragons_fm742534xn</a>
20 minutes	<ul style="list-style-type: none"> <li>• Teacher explains the use of the simple present, past, future and continuous tense.</li> <li>• Teacher presents an example of an e-mail and asks ss identify and highlight the different structures.</li> </ul>	Nearpod: <a href="https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1">https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1</a>
20 minutes	<ul style="list-style-type: none"> <li>• Teacher ask ss to participate in an interactive forum of google classroom.</li> <li>• Teacher explains the instructions to students.</li> <li>• Teacher mentions that they need to comment in two post of your friends.</li> </ul>	Google Classroom: <a href="https://classroom.google.com/c/NDQzMTUxOTE1MDA1/p/NDU0MzQwOTI2NjY3/details">https://classroom.google.com/c/NDQzMTUxOTE1MDA1/p/NDU0MzQwOTI2NjY3/details</a>

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

## Evidence



# Believer

First things first, I'mma say  the words inside my head  
I'm fired up and  of the way that things have been  
Oh Ooh  
The way that things have been  
Oh Ooh  
Second things second, Don't you tell me what you  that I can be  
I'm the one at the  I'm the master of my sea  
Oh Ooh  
The  of my sea  
Oh Ooh  
I was broken from a  age  
Taking my soul into the masses  
Writing my  for the few  
That look at me, Took at me, Shook at , Feel at me  
Singing from  ache to the pain  
Taking my message from the .  
Speaking my lessons from the brain  
Seeing the beauty  love  
Pain  
You made me a, You made me a believer  
  
You made me a, You made me a believer  
Believer  
Pain  
You  me down, You build me up believer  
Believer  
Third things third, send a prayer to the ones up above  
All the hate that you heard has  your spirit to a dove  
Oh Ooh

# SIMPLE PRESENT TENSE

POSITIVE FORM				NEGATIVE FORM				
Sbj + V1(-s,-es,-ies)				Sbj + does/do NOT + V1				
He	+		starts	He	+	does not	+	start
She			doesn't	start				
It			start					
I	+		start	I	+	do not	+	start
You				don't				
We								
You								
They								
<b>+</b> Ex: I like it. Ex: She likes it.				<b>-</b> Ex: I do not ( don't ) like it. Ex: She does not ( doesn't ) like it.				
QUESTION FORM								
Does/Do + Sbj + V1								
Does	+		He	+			start	
			She				start	
			It				start	
Do	+		I	+			start	
			You					
			We					
			You					
	They							
<b>?</b> Ex: You like it.      --->>      Do you like it? Ex: He likes it.      --->>      Does she like it?								

# PAST SIMPLE TENSE

## TO BE

+

**S + Was/were**

They were friends.

-

**S + was not/were not + ...**

They weren't friends.

?

**Was/Were + S + ...?**

They weren't friends.

## VERBS

**S + V-ed**

She worked yesterday.

**S + did not + verb (base form)**

She didn't work yesterday.

**Did + S + verb (in base form)?**

Did she work yesterday?

Usage

Example

# SIMPLE FUTURE TENSE



**S+will/shall + V(bare form)**

I will go to Thailand.

**S + will not/won't + V(Base form)**

I will not go to Thailand.

**Will + S + V(Base form) +...?**

Will you go to Thailand?

## PRESENT CONTINUOUS

I am walking,  
you are walking,  
he/she/it is walking,  
we are walking,  
you are walking,  
they are walking

## PAST CONTINUOUS

I was walking,  
you were walking,  
he/she/it was walking,  
we were walking,  
you were walking,  
they were walking

## FUTURE CONTINUOUS

I will be walking,  
you will be walking,  
he/she/it will be walking,  
we will be walking,  
you will be walking,  
they will be walking

Read the following email and highlight the different grammatical structures:

Yellow: present tense.

Green: past tense.

Instrucciones

To: Alice (alice@notmail.com )  
CC:  
Subject: My family


Hi Alice,  
How are you? I hope you're well. Thanks for your last e-mail. This time I'm writing to tell you about my family.

My mother's name is Amparo and my father's name is Juan. My mother is 45 years old and my father is 55. My mother is a doctor and my father is a dancer. I love them both very much.


I have a horrible little brother and no sisters. His name is Fernando. He goes to the same school as me. He is 8 years old. He loves playing football, video games and annoying me! I like playing basketball and going out with my friends. I don't like school because my teacher is always angry.

We have one dog called Bobbi. He is always happy.

Well, that's all for now. I hope to hear from you soon.



Segundo Bachillerato  
Adventista High School

 **Anuncio**

Lorena Canchignia • 21:06

---

Hello dears,  
Read the following situation and give a solution in 100 words. Also, you must comment on two posts of your friends.  
English has been changing over time as well as technology. Do you think that writing an email is easier than writing a letter by hand?

## LESSON PLAN 4

<b>Teacher:</b> Lorena Canchignia		<b>Subject:</b> English
<b>Level:</b> 2 <sup>nd</sup> Bachelor of Science at “Adventista” High School		
<b>Group:</b> 20 students		
<b>Date:</b> 13/12/21		
<b>Duration:</b> 45 minutes		
<b>Aim</b>		
- Students will be able to produce an e-mail		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> <li>• Teacher sends a link of a worksheet to complete it.</li> <li>• Teacher asks ss put the email in the right order.</li> <li>• Teacher checks the answers with the class</li> </ul>	Worksheet: <a href="https://es.liveworksheets.com/pr1307415ml">https://es.liveworksheets.com/pr1307415ml</a>
20 minutes	<ul style="list-style-type: none"> <li>• Teacher explains how to write an email,</li> <li>• Teacher asks ss take notes</li> <li>• Teacher shows a new email and asks ss replied using the steps.</li> </ul>	Nearpod: <a href="https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1">https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1</a>
20 minutes	<ul style="list-style-type: none"> <li>• Teacher asks ss work in pairs to produce an e-mail and replied it.</li> <li>• Teacher gives the instructions and send the her e-mail where ss need to send.</li> </ul>	E-mails <a href="https://gmail.com">https://gmail.com</a>

**Source:** 2nd Bachelor of Science at “Adventista” High School  
**Author:** Canchignia L. (2022)



## Evidence

### PUT THE EMAIL IN THE RIGHT ORDER

Hi Alice,  
How are you? I hope you're well. Thanks for your last e-mail. This time I'm writing to tell you about my family.

Love,  
María xxxxxx

My mother's name is Amparo and my father's name is Juan. My mother is 45 years old and my father is 55. My mother is a doctor and my father is a dancer. I love them both very much.

I have a horrible little brother and no sisters. His name is Fernando. He goes to the same school as me. He is 8 years old. He loves playing football, video games and annoying me! I like playing basketball and going out with my friends. I don't like school because my teacher is always angry.

We have one dog called Bobbi. He is always happy.

From: María ( [maria@terra.es](mailto:maria@terra.es) )

To: Alice ( [alice@hotmail.com](mailto:alice@hotmail.com) )

Well, that's all for now. I hope to hear from you soon.

Subject: My family

**Write your reply, making sure you use all of the notes**

To: Alex  
From: Alex  
Hi,  
Many thanks for inviting me to come and stay with you for a couple of weeks. I asked my mum and dad and they said yes!  
Which month would be best for me to come?  
We've never really about your home like?  
I'll start planning. What should I see you soon?

That's great! / That's fantastic news!

November = my birthday lots of parties.

It's got 3 bedrooms. A big garden.

Something warm - a scarf?

Hi Alex,  
Thanks for the email. That's great news that you can visit me for a couple of weeks!

November is the best time to stay because it's my birthday so we'll have a big party and lots of fun. We can go to the cinema, and there are lots of other things to do in my town.

We live in quite a big home. There are 3 bedrooms and a big garden with a shed, so we can play football outside if you like.

Bring something warm. A scarf, and a warm coat because it is cold in November.

See you soon!

**Remember: check all spelling and grammar!**

Hi Alex  
Thank you for the news that you can visit me for a couple of weeks!

November is the best time to stay because it's my birthday so we'll have a big party and lots of fun. We can go to the cinema, and there are lots of other things to do in my town.

We live in quite a big home. There are 3 bedrooms and a big garden with a shed, so we can play football outside if you like.

Bring something warm. A scarf, and a warm coat because it is cold in November.

See you soon!

### Team Building Meeting Invitation Email Template

Date: 29.06.18

Dear Team Members,

This is to inform you that the Marketing Department is organizing a Team Building Meeting for all our staff members on 2<sup>nd</sup> July, 2018 at Meeting Audi- I from 11 a.m. till 7 p.m.

In order to grow in our career, it is extremely important that we grow together and that can only happen if we work as a team so that our skills and talents synergize to bring better results. That's the reason our department keeps organizing various team building activities from time to time.

At this event, we have organized a meeting in which all team members will be asked to share their experiences as the team member. They can also come up with suggestions or share reasons which restrict them from delivering the performance they expect to. There will also be a few team building indoor games along with a lunch sponsored by the Company.

We look forward to your presence at this team building event which is been organized for helping each one of us grow. In case you think you will not be able to attend this meeting, kindly inform the same to Ms. Geeta Gupta at 98989-12345.

Best Regards,

Anjali Sharma

Marketing Manager

Fullerton Technology Ltd.

To: Kayla Jaramillo

From: Lorena Canchignia

Hi.

The reason why I have taken the audacity to write to you is to extend a cordial invitation to a Christmas dinner the same that will take place on December 25 of this year at 8:00 PM. The dinner will be something simple but cozy so it is requested if possible to attend semi formal dresses because there will be fun activities. The address is Ambato, Macasto Valle Hermoso 3 House G211.

Please confirm your attendance as soon as posible.

Glad to have your presence teacher I say goodbye

See you soon!

Kayla.

## LESSON PLAN 5

<b>Teacher:</b> Lorena Canchignia		<b>Subject:</b> English
<b>Level:</b> 2 <sup>nd</sup> Bachelor of Science at “Adventista” High School		
<b>Group:</b> 20 students		
<b>Date:</b> 15/12/21		
<b>Duration:</b> 45 minutes		
<b>Aim</b>		
- Students will be able to identify expressions to express opinions.		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> <li>• Teacher presents a video about to introduce the class</li> <li>• Teacher presents some phrases for expressing an opinion</li> </ul>	YouTube: <a href="https://youtu.be/I517e6oW-GM">https://youtu.be/I517e6oW-GM</a>
20 Minutes	<ul style="list-style-type: none"> <li>• Teacher explains the use of linking words</li> <li>• Teachers play the video again to express opinions</li> <li>• Teachers asks ss to complete the chart</li> </ul>	Nearpod: <a href="https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1">https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1</a>
20 Minutes	<ul style="list-style-type: none"> <li>• Teacher presents a discussion activity in which ss should give their personal opinions and defend them with strong arguments.</li> <li>• Teacher sends a link of google form to share with the whole class.</li> </ul>	Google form: <a href="https://docs.google.com/forms/d/e/1FAIpQLScaEyOB49N8HPCHI158d1pxHNCIRrte8YZVQ6Ctwzx4oBriOA/viewform">https://docs.google.com/forms/d/e/1FAIpQLScaEyOB49N8HPCHI158d1pxHNCIRrte8YZVQ6Ctwzx4oBriOA/viewform</a>

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

# Phrases for expressing an opinion

## LINKING WORDS IN ENGLISH

### ADDITION

In addition  
And  
Similarly  
Likewise  
As well as  
Besides  
Another  
Furthermore  
Also  
Moreover  
And then  
Too  
Not only ... but also

### SEQUENCE

Firstly  
Initially  
In the first stage  
One reason  
To begin with  
Secondly  
Another reason  
Another advantage  
Then  
Earlier  
Later  
After this

### CONSEQUENCE

As a result  
Thus  
So  
Therefore  
Consequently  
It follows that  
Thereby  
Eventually  
Then  
In that case  
Admittedly

### CONTRAST

However  
On the other hand  
Despite  
In spite of  
Though  
Although  
But  
On the contrary  
Otherwise  
Yet  
Instead of  
Rather  
Whereas

<b>Expressing opinions</b>	<b>Ask other people's opinions</b>
<b>Expressing agreement</b>	<b>Expressing disagreement</b>
<b>Expressing interruption</b>	

## ARTICLE

Segundo Banchillerato

---

IQ. Write your name

Tu respuesta \_\_\_\_\_

---

-Write your answer in about 100 words. \*

You see this notice on an English-language website.

**Articles wanted!**

**FILMS**

What kind of films do you enjoy?

Do you prefer watching them at the cinema or at home? Why?

**Write an article answering these questions and we will put it on our website!**

Write your **article**.

Tu respuesta \_\_\_\_\_

## LESSON PLAN 6

<b>Teacher:</b> Lorena Canchignia		<b>Subject:</b> English
<b>Level:</b> 2 <sup>nd</sup> Bachelor of Science at “Adventista” High School		
<b>Group:</b> 20 students		
<b>Date:</b> 21/12/21		
<b>Duration:</b> 45 minutes		
<b>Aim</b>		
- Students will be able to identify the different types of texts		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> <li>• Teacher presents a video about the parts of story</li> <li>• Teacher presents some tips to apply it</li> <li>• Teacher ask ss copy some ideas of the video to discuss</li> </ul>	YouTube: <a href="https://youtu.be/_nePjWXecQ">https://youtu.be/_nePjWXecQ</a>
20 minutes	<ul style="list-style-type: none"> <li>• Teacher explains information to complete a story.</li> <li>• Teacher asks ss to take notes of the relevant information of part 2</li> <li>• Teacher teaches some grammar points as adjectives, adverbs and time expressions</li> </ul>	Nearpod: <a href="https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1">https://app.nearpod.com/?pin=FE1EBFC5403618B48706CC0EDA9C9F83-1</a>
20 minutes	<ul style="list-style-type: none"> <li>• Teacher will present an example of a story.</li> <li>• Teacher asks ss identify the structures used in the example</li> <li>• Teacher ask ss to create a story related with the example and send to her email.</li> </ul>	Email: <a href="https://gmail.com">https://gmail.com</a>

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

## Evidence



1. What is the exam task?

- ▶ You need to write a story for your English teacher.
- ▶ You are given the first line and you must continue the story

**Question 3**  
Your English teacher has asked you to write a story.  
Your story must begin with this sentence.  
*Jo looked at the map and decided to go left.*  
Write your **story**.



## 2. Planning

- ▶ Take 5 minutes to write down the ideas you want to talk about in your story.

### Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*Jo looked at the map and decided to go left.*

Write your **story**.

- ▶ Take 5 minutes to write down the ideas you want to talk about in your story.

### Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*Jo looked at the map and decided to go left.*

Write your **story**.

Plan (3 paragraphs):

1) Background to the story:

Where was Jo? Why was he there?

2) Main events: What happened?

3) Ending: How did the story finish?

## 3. Structure

- ▶ You MUST start with the sentence that you're given.
- ▶ Divide your story into 3 paragraphs (beginning, middle and ending):
  - ▶ Paragraph 1: the background to the story
  - ▶ Paragraph 2: the main events
  - ▶ Paragraph 3: the ending
- ▶ Use time expressions to order the events (e.g. first / then / later / as soon as / the next day / finally)
- ▶ Use past tenses: past simple / past continuous / past perfect
- ▶ Make your story interesting by giving it an unexpected ending.

## 4. Useful Language

- ▶ **Adjectives**  
e.g. excited, angry, delighted, exhausted, confused, pleasant, dull, cheerful, tiny, huge ...
- ▶ **Adverbs**  
e.g. quickly, slowly, carefully, heavily, well, badly ...
- ▶ **Past tenses**  
Past simple: Main events  
Past continuous: longer actions in the past, describing the weather  
Past perfect: events that happened before a past event

## Example Answer

Jo looked at the map and decided to go left. It was raining heavily, and his umbrella was broken. His friends decided to stay in the village café instead of coming with him.

At first, Jo thought about going back to the café but his desire for adventure was stronger than his fear. As soon as he turned left, he found what he was looking for: the old tree with the broken branches pointing in the direction where the box was buried. Joe opened the box anxiously.

Finally, Jo went back to the café wearing his grandpa's old watch. He was the proudest boy in the world.

[www.thewritingpod.com](http://www.thewritingpod.com) - [www.thewritingpod.com](http://www.thewritingpod.com)

- ✓ This student has started with the sentence given
- ✓ Clear paragraphs
- ✓ Linking words
- ✓ Adjectives and adverbs
- ✓ Past tenses
- ✓ Unexpected ending

NORELIS NARANJO 2 BGU Recibidos x



nore norelis <norecordova888@gmail.com>  
para mí ▾

mar, 21 dic 2021, 16:26 ☆ ↶ ⋮

🌐 inglés ▾ > español ▾ Traducir mensaje

Desactivar para: inglés x

Jack climbed out of the boat and ran as fast as he could to the beach.

When he got to the beach he went into the sea for a while and started swimming, while he was swimming he met a beautiful fish, its color was a very beautiful green, he could catch it and put it in a toy bucket, he was watching the beautiful fish, until his mom came and told him that fish are free and need freedom, he proceeded to put it in the sea, then he went back home and the next day he went back to the sea. He swam and again he found the beautiful fish, and so it went for a long time, Jack always went with the fish, one day Jack went, he did not find his fish and after 1 week he found it but it was in a cover and it could not get out, Jack took it out immediately, and set out to clean the beach and he realized that the beach was very dirty, Jack understood at that moment that he had to take care of nature and especially his little fish.

## LESSON PLAN 7

<b>Teacher:</b> Lorena Canchignia		<b>Subject:</b> English
<b>Level:</b> 2 <sup>nd</sup> Bachelor of Science at “Adventista” High School		
<b>Group:</b> 20 students		
<b>Date:</b> 07/12/21		
<b>Duration:</b> 45 minutes		
<b>Aim</b>		
<ul style="list-style-type: none"> <li>- To give a brief introduction and instructions to the students.</li> <li>- To assess the level of students' writing skills after the interventions by means of a post-test</li> </ul>		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> <li>• Teacher introduces herself and explains to students what they will be participating in.</li> <li>• Teacher gives general instructions for the activity.</li> </ul>	Zoom: <a href="https://us02web.zoom.us/j/7082817283?pwd=UzJDbEFZK3c0Z2tpdXNVYXVwU1EvUT09">https://us02web.zoom.us/j/7082817283?pwd=UzJDbEFZK3c0Z2tpdXNVYXVwU1EvUT09</a>
5 minutes	<ul style="list-style-type: none"> <li>• Teacher sends a link to google form of PET B1 level</li> <li>• Teacher tells the students that they must enter the link to complete it.</li> <li>• Teacher waits in the classroom to zoom in on the students.</li> </ul>	Post-Test (Primary English Test) <a href="https://docs.google.com/forms/d/e/1FAIpQLSehEoNbjXiZeNb0TVABP066PXs4tpDsoj2D6ngiY3cCxRN2IA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSehEoNbjXiZeNb0TVABP066PXs4tpDsoj2D6ngiY3cCxRN2IA/viewform</a>
35 minutes	<ul style="list-style-type: none"> <li>• Teacher asks students to enter their personal information in the google form.</li> <li>• Teacher asks the students to turn on the camera.</li> <li>• Teacher starts with the post-test writing B1 level of PET from Cambridge</li> </ul>	Post-Test (Primary English Test) <a href="https://docs.google.com/forms/d/e/1FAIpQLSehEoNbjXiZeNb0TVABP066PXs4tpDsoj2D6ngiY3cCxRN2IA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSehEoNbjXiZeNb0TVABP066PXs4tpDsoj2D6ngiY3cCxRN2IA/viewform</a>

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

**Evidence:**



# Cambridge Assessment English

## Post-test - Writing Skills

Time 45 minutes

### INSTRUCTIONS TO CANDIDATES

Do not open these questions until you are told to do so.

Write your name and candidate number on each section if they are not already there.

Read the instructions for each part carefully.

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

Write your answers below each instruction.

Write clearly. You may make alterations, but make sure your work is easy to read.

You must complete the writing within the time limit.

At the end of the test, send your answers.

### INFORMATION FOR CANDIDATES

Each question in this paper carries equal marks.

NAME: \*

Tu respuesta

CANDIDATE NUMBER \*

Tu respuesta

[Siguiente](#)

[Borrar formulario](#)

## Annex N<sup>a</sup> 5. Post-test Results

CONTENT			COMMUNICATIVE A.			ORGANIZATION			LANGUAGE		
PART 1	PART 2	TOTAL	PART 1	PART 2	TOTAL	PART 1	PART 2	TOTAL	PART 1	PART 2	TOTAL
2	2	4	2	3	5	2	2	4	2	2	4
4	3	7	3	3	6	3	3	6	3	3	6
2	3	5	5	5	10	2	2	4	3	3	6
3	2	5	2	2	4	2	2	4	2	2	4
2	2	4	4	4	8	3	2	5	1	0	1
1	2	3	1	1	2	3	3	6	3	3	6
3	2	5	2	2	4	2	3	5	2	2	4
3	2	5	3	2	5	4	3	7	3	3	6
3	2	5	3	3	6	2	2	4	2	2	4
2	2	4	3	3	6	2	2	4	2	0	2
3	4	7	3	2	5	3	3	6	3	5	8
4	3	7	3	3	6	4	4	8	3	3	6
2	2	4	2	3	5	2	2	4	2	2	4
3	3	6	3	3	6	4	4	8	3	4	7
2	1	3	4	2	6	2	2	4	3	3	6
2	1	3	1	2	3	2	2	4	2	3	5
3	3	6	1	1	2	2	2	4	2	1	3
1	2	3	1	0	1	2	2	4	2	2	4
2	1	3	2	2	4	2	2	4	1	1	2
3	3	6	3	2	5	3	3	6	3	3	6

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

## PART 1 AND PART 2

<b>Post-test</b>			
<b>N.-</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Total</b>
Estudiante 1	8	9	17
Estudiante 2	13	12	25
Estudiante 3	12	13	25
Estudiante 4	9	8	17
Estudiante 5	10	8	18
Estudiante 6	8	9	17
Estudiante 7	9	9	18
Estudiante 8	13	10	23
Estudiante 9	10	9	19
Estudiante 10	9	7	16
Estudiante 11	12	14	26
Estudiante 12	14	13	27
Estudiante 13	8	9	17
Estudiante 14	13	14	27
Estudiante 15	11	8	19
Estudiante 16	7	8	15
Estudiante 17	8	7	15
Estudiante 18	6	6	12
Estudiante 19	7	6	13
Estudiante 20	12	11	23

**Source:** 2nd Bachelor of Science at “Adventista” High School

**Author:** Canchignia L. (2022)

## Annex N<sup>a</sup> 6. Urkund Report



### Document Information

Analyzed document	THEORICAL FRAMEWORK.pdf (D125183003)
Submitted	2022-01-16T22:11:00.0000000
Submitted by	
Submitter email	lcanchignia5030@uta.edu.ec
Similarity	4%
Analysis address	albaphernandezf.uta@analysis.urkund.com

### Sources included in the report

<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / FINAL RESEARCH PROJECT.pdf</b> Document FINAL RESEARCH PROJECT.pdf (D91731424) Submitted by: lcanchignia5030@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.urkund.com	 12
<b>SA</b>	<b>Draft 2 Summary AW2.pdf</b> Document Draft 2 Summary AW2.pdf (D21951586)	 1
<b>W</b>	URL: <a href="https://apps.jsg.utexas.edu/profiles/files/cv/SCHALLERT,_DIANE_-_CV_2017.pdf">https://apps.jsg.utexas.edu/profiles/files/cv/SCHALLERT,_DIANE_-_CV_2017.pdf</a> Fetched: 2019-11-26T22:46:17.1370000	 1
<b>W</b>	URL: <a href="https://journal.walisongo.ac.id/index.php/vision/article/view/4791">https://journal.walisongo.ac.id/index.php/vision/article/view/4791</a> Fetched: 2020-07-27T06:11:26.7630000	 1
<b>W</b>	URL: <a href="https://scholar.google.com/citations?user=3pFZJolAAAAJ&amp;hl=en">https://scholar.google.com/citations?user=3pFZJolAAAAJ&amp;hl=en</a> Fetched: 2022-01-17T01:07:37.4600000	 1



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