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

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Theme: M-learning (Nearpod app) and the writing skills

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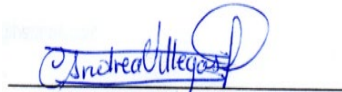
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Comments expressed in this report are the author's responsibility.



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DEDICATION

TO:

God for giving me wisdom and understanding every day in this prestigious career.

I also want to dedicate this research work to my parents who from the beginning helped me and supported me in every moment of anguish, and happiness and have been my light to reach the end of one more goal. Especially to my mother who has been my constant motivation to achieve everything I have proposed, seeing her vocation as a teacher has filled me with great expectations. To my father who always trusted me and taught me that with the effort you can fulfill any dream.

To my sisters who with love and empathy helped me in the most difficult moments, and gave me love and motivation not to give up. To my friends who were in the wrong and good times. I carry all of you in my heart.

Andrea Villegas.

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THEME: M-learning (Nearpod app) and the writing skills

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ABSTRACT

The purpose of this research is to demonstrate the impact of the Nearpod application on the development of writing skills with the interactive learning tools and resources that will allow them to dynamically participate in written lessons. The research applied a mixed approach, that is, the qualitative-quantitative method, focusing on analyzing the variables to know the characteristics of the Nearpod application and determining the collection of measurements and statistical results. The population considered for this study was 33 students with an age range between 18 and 19 years of the second semester "A" of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. The research lasted six weeks in which eight interventions were carried out. The six interventions were with topics according to the StartUp3 book and activities developed with the tools that have the application to improve the students' writing skills. On the other hand, two interventions were for the pretest and the posttest, they were evaluated using a Key English Test (KET) rubric to determine their level of mastery in written production and analyze the impact of the strategy. At the end of the interventions, quantitative data were collected and analyzed using the "SPSS" program to compare the average. As a result, the mean obtained in the pretest was 6.24 out of 10 points, while the mean in the posttest was 9.24 out of 10. In this way, it was concluded that the Nearpod application allowed to improve the writing skills of the second-semester students because the students learned about the interactive learning resources and allowed them to dynamically participate in the written lessons.

Keywords: Technology, Nearpod application, writing skills, writing performance.

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RESUMEN

El propósito de esta investigación es demostrar el impacto de la aplicación Nearpod en el desarrollo de habilidades de escritura con las herramientas y recursos de aprendizaje interactivo que les permitirán participar dinámicamente en lecciones escritas. La investigación aplicó un enfoque mixto, es decir, el método cualitativo-cuantitativo, enfocándose en analizar las variables para conocer las características de la aplicación Nearpod y determinando la recolección de mediciones y resultados estadísticos. La población considerada para este estudio fue de 33 estudiantes con un rango de edad entre 18 y 19 años del segundo semestre "A" de "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. La investigación tuvo una duración de seis semanas en las que se realizaron ocho intervenciones. Las seis intervenciones fueron con temas acordes al libro StartUp3 y actividades desarrolladas con las herramientas que tiene la aplicación para mejorar la escritura de los estudiantes. Por otro lado, dos intervenciones fueron para el pre-test y el pos-test, fueron evaluados mediante una rúbrica Key English Test (KET) para determinar su nivel de dominio en la producción escrita y analizar el impacto de la estrategia. Al final de las intervenciones, los datos cuantitativos fueron recolectados y analizados utilizando el programa "SPSS" para comparar el promedio. Como resultado, la media obtenida en el pre-test fue de 6,24 sobre 10 puntos, mientras que la media en el post-test fue de 9,24 sobre 10. De esta forma se concluyó que la aplicación Nearpod permitió mejorar las habilidades de escritura de los estudiantes de segundo semestre porque los estudiantes aprendieron sobre los recursos interactivos de aprendizaje y les permitió participar dinámicamente en las lecciones escritas.

Palabras Clave: Tecnología, aplicación Nearpod, habilidades de escritura, rendimiento de escritura.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

The study focuses on knowing the impact of the Nearpod application on the development of writing skills with interactive learning tools and resources that will allow them to dynamically participate in written lessons. The Nearpod application can also use information gamification to make learning more engaging and fun for students. Moreover, the resources that the application has have been easy to use, for example, the collaborative boards allow students to contribute with multiple perspectives, and the survey questions or open questions where students must reflect before writing their answer allows teachers to get a sense of how students are learning (Edwards, 2021). Furthermore, in this section, previous studies were analyzed to have a clear basis. Studies related to the Nearpod application in the classroom were searched on various websites such as Google Scholar, HighBeam Research, and Chemedica, then magazines such as Eric, SciELO, and Research Gate were also reviewed, which have served to collect relevant information and academic content that support and establish the relationship between the Nearpod application and writing skills. The data for these articles were taken from the year 2017 to 2022.

The following study was supported by various previous research. The research developed by Sanmugam et al. (2019) entitled “Using Nearpod as an interactive learning method” proposed in his research that interactive teaching includes short activities that can be used to break up a traditional lesson, helping to engage students during lesson time. The authors analyzed the interactive elements of the Nearpod software so that the lessons could be transmitted to student devices via the Internet. This document describes a Nearpod software application and designs a presentation using Nearpod to support student learning. Ultimately, positive results have been obtained from this research, as web-based technology such as Nearpod can be used as a teaching and learning method, especially in large classrooms to encourage interaction and promote independent learning among students in classrooms with different language skills. Moreover, this research

demonstrates the relationship between the use of the Nearpod application and the development of English language writing skills in students.

McPherson and Sarginson (2021) showed research entitled “An innovative teaching strategy to engage students in Pathophysiology/ Pharmacology” whose primary objective was to determine that active learning allows students to arouse interest and motivation in students, resulting in an improvement in learning. The Nearpod application was one of the seven recent applications that have enabled an active learning environment. Teachers have suggested that this application is easy to use to further education with various tools like quizzes, polls, gamified activities, interactive videos, and collaboration boards. This application was free for the public, in different institutions, it has been used and through the codes sent by teachers, students can enter the lesson of the day. Furthermore, the students reported that the experience they had was very rewarding because their use of the application was due to the COVID-19 pandemic. The results were positive in their learning because the teachers implemented the use of different learning exercises. Finally, this research demonstrated that the use of the Nearpod application improves students' active learning and their ability to write in English because it is useful in the classroom.

Selene (2016) studied how to improve writing skills using the mobile learning technique, for this reason, the study allows focusing on how gender pedagogy through mobile learning improves the qualities of the English text of Colombian students. For this experiment, the genres used were the personal narrative, the autobiography, and the short story. The main objective was that the students remember their life and can inform others to entertain. The written production of the participant was to be analyzed about linguistic patterns and the characteristics of the genre presented before and after reviewing the podcasts. The students had to write a personal story on a sheet of paper, each participant had to narrate the events developed during the weekend with an estimated time of 25 minutes, and then they had to make a podcast on mobile devices.

While in the second production, the student took less time. Participants' written work was analyzed for language patterns and gender characteristics presented before and after the podcast test. The analysis of the texts (personal stories, biographies, and narratives) was

based on four aspects: the structure of the genre, the unity of the text, and the figurative aspect. For example in the first attempt, it was found that the use of weak logical references and connectors allows a better understanding of the context. Also, the text does not use the appropriate pronouns to refer to the above. Although, on the second attempt, students include several connected sequences that accompany the narrative text, such as first, then, last, which allows for a better organization of the text and the establishment of logical order the logic of ideas. The text presented an improvement in lexical coherence.

Correspondingly, the analysis of previous research was carried out to learn more about the implementation and results of the application of mobile learning to improve writing in ESL teaching. In the following research, it can be analyzed and observed how students from the Universidad del Norte Barranquilla, Atlántico, Colombia applied mobile learning and were able to obtain satisfactory results in their writing level. Finally, the use of mobile learning has had a positive effect on students getting the right writing experience because they find it fun and motivating.

Hakami (2020) developed a study that allowed to know and explore Nearpod as a tool for active learning for higher education students. The research was carried out with a group of 74 female students. Shahpura College of Science and Arts, Najran University was a university that uses lectures given by teachers, although on several occasions due to the shortage of teachers for all courses, a videoconferencing system has been implemented to solve the problem and have effective communication with all the students. Every teacher must always count on the assistance of the students to have constant control and monitoring, however, a previous study confirmed that there were still many technical problems due to the lack of clarity in the sound and due to the absences of the students in the lessons.

On several occasions, there was an echo that made it difficult to understand the teacher and answer the questions he asked. This system became a great challenge for students and teachers because it did not allow them to carry out active learning classes and there was no good communication to learn the subject exposed, consequently, much of the class time was lost. The solution the teachers found was this Nearpod application because it was able

to increase student interaction. The author joined "BYOD" with Nearpod to create a comfortable active learning environment to deliver didactic tools for an active classroom. All students brought their cell phones, tablets, and laptops to enter Nearpod with the code that the teacher provided them to deliver the learning materials. Second, the teacher could monitor the students at all times and control that the students complete their activities.

The BYOD model allowed students to use their own electronic devices to respond to questions and instructions from the teacher. Furthermore, Nearpod does not offer the audio conversation service, although for this the videoconferencing system was used to help transmit the conference to all students and they can communicate with a student when necessary, they could also collect data in written or printed notes to the whole class through the doc-cam attached to the system. As a result, Nearpod was used on so many occasions that it provoked a third of the lectures, mainly when students needed to intervene in discussions and solve problems. During the classes, the teachers used their laptops to run Nearpod and control the class, the teacher was always aware that all the learning activities were fulfilled. Everyone was able to benefit from the tools that Nearpod offers, especially when at the end of each class the teacher could save a detailed report on the participation and performance of the students during the class to obtain grades and later evaluate the class. Besides, this was research that has many antecedents inside and outside the country that demonstrate the success of using the Nearpod application for learning activities with the tools it offers for good communication.

Lowry-Brock (2016) carried out a research work called "The effect of using Nearpod as a tool of active learning in the high school science classroom" whose objective was to implement active learning strategies during a lesson with technological tools in high school students. This article details the importance of active learning through new technological strategies. The research required biology teachers at Russellville High School to have access to technology so they could create active learning environments during all class sessions, including reading. To achieve this, it was necessary to include several active learning strategies using technology, several of them opted for Nearpod, an online computer application that offered agile and easy tools for learning.

In the same way, the teachers were able to notice a big difference with the use of the application because the students had an increase in their participation. Subsequently, the data collection went through pre and post-tests to measure and make a comparison between the two presentations resulting in a satisfactory improvement in active learning. Finally, this research established that there were advantages to the Nearpod application because it helps create active learning environments to increase their ability to participate and motivates them to learn the English language.

Frontiera (2013) carried out research focused on the personal learning environment (PLE) where its main objective was to know the systems that help students take control and manage their learning. Currently, many students opt for mobile devices and it has gained great popularity in educational institutes for learning various subjects due to their affordability and accessibility. For this reason, Nearpod has become a highly requested app by teachers because it offers several functionalities in one platform to connect students with their peers and content. To change the traditional way, the author recommends that content deliveries such as textbooks can be replaced with an app like Nearpod because it has a personalized collection of easy-to-use tools. The results showed that the article was intended to facilitate students' in-depth discussion on the creation of personalized learning environments and to provide professionals with the possibility of facilitating a networked learning experience. Furthermore, the research demonstrated that teachers could build a scaffolding for a networked approach to learning by providing the Nearpod application from which students take more control over the learning process.

Naveed (2016) conducted research focused on the definition of writing skills for effective communication. The author commented that when you know how to write well it will be easier for readers to understand, however, all this will require a lot of time and a lot of practice. The writing was a means of communication that was done through symbols that when joined can create words and these were formed into sentences. Sentences must be correctly structured and grammatically connected to create a piece of writing.

Furthermore, the author mentioned that having good writing results in our brain better evaluating the data it receives, and organizing it better, which in turn helps to better cement

ideas and concepts in the mind, which means that we will be able to remember better. Finally, this research showed that through writing, students were carry out a process of analysis and synthesis that will lead them to understand the content and express their ideas and points of view arguing correctly.

The research conducted by Dilidüzgün et al. (2013) “The effect of process writing activities on the writing skills of prospective Turkish teachers”. The research aimed that the skill to write was a continuous process of great effort, nevertheless, the development of imagination, planning, goal setting, class monitoring, evaluate what was going to be written. In addition, it has also been used from the beginning as part of history due to the different calligraphies that existed to write facts and real events that happened. In other words, writing has undergone several changes to adapt to our language. This theory has had a good contribution to research because it has been determined that writing was a system of graphic symbols that can be used to convey meaning.

Therefore, writing improves the attention we give to information. The researchers analyze that our brain better evaluates the data it receives and organizes it in our brain to evaluate which in turn helps to better ground ideas and concepts in the mind, which means that we remember them better. Furthermore, the research demonstrated the positive impact that writing has because it favors students in their imagination and reinforces their memory, helping the ability to retain information.

Adloo and Aghajani (2018) developed a study titled "The effect of online cooperative learning on students' writing skills and attitudes through Telegram application" whose objective was to implement learning electronically but as part of omnipresence, ubiquity, personalization, and flexibility. To carry out this research, the collaboration of 70 ESP university students was necessary. Subsequently, the authors evaluated them in two different ways, in the first one, they administered a test to all the students, and then they were divided into writing groups and face-to-face Cooperative. For the post-test, it was necessary to give them a questionnaire with vocabulary to research the effect of Telegram on the attitudes of the ESP vocabulary.

Moreover, it was possible to analyze and verify that the students in the cooperative writing groups of Telegram had better results and slightly higher scores than the face-to-face cooperative writing groups because they had difficulties working. Finally, the results were positive because the students had a good experience when they learned cooperative learning but through M-learning Telegram, an application that helped them develop their writing skills. Therefore, it was possible to conclude that the cooperative learning was an approach that tries to organize activities within the classroom to turn them into a social experience through mobile learning for the development of writing skills.

Fathy (2015) et al. analyzed the effectiveness of using WhatsApp Messenger as mobile learning to develop students' writing skills. For the research, it was necessary 30 students of the second year university, the English career of the private University in Saudi Arabia. The authors divided the course into two groups, 15 students used WhatsApp Messenger technology to develop their writing skills. Nevertheless, the other group of students had to learn to develop their writing skills through a book and found it very difficult. The introductory exam consisted of three questions, the author explained that it will be a correction section, section correction, and essay writing. This survey was limited to rating, sentence structure, and idea generation. Furthermore, in the subsequent results, it was observed that the students who used the WhatsApp Messenger application as a mobile learning technique obtained high marks in writing skills and outperformed the control students. Finally, the research proved to learn on mobile devices should be seen as a useful educational tool to develop writing skills.

To conclude the background of the research, it was confirmed that the research supports all the tools of the Nearpod application for the development of writing skills.

1.2 Theoretical Framework

1.2.1 Independent variable theoretical support

Information and Communication Technology in education

Information and Communication Technology (ICT) in Education was an educational practice that uses information and communication technologies to support, improve, and

optimize the dissemination of information. According to a global survey, ICT can enhance student learning and improve teaching methods. Furthermore, the results show that students who were regularly exposed to technology through education have better knowledge, presentation skills, and innovation skills and were more active in learning than other students (Waiganjo, 2021).

The incorporation of ICTs in society and especially in the field of education has been acquiring increasing importance and has evolved over the last few years, so much so that the use of these technologies in the classroom will go from being a possibility to establishing itself as a necessity and as a basic work tool for teachers and students. The appearance of new technologies has brought about a profound change in a society that, not in vain, has come to be called the information society. In our current environment and thanks to tools such as the Internet, information was available in huge quantities within everyone's reach. It would be unthinkable to expect a change of this magnitude to have no impact on education (Fernández, 2018).

As a result, Mbodila & Muhandji stated that ICTs have developed as powerful tools for the dissemination of knowledge and information. Its rapid growth has already occurred around the world; even though, the integration of ICTs in education has profound effects on the entire educational process, from investments to the use of technologies to address key issues of access, equity, management, efficiency, pedagogy, quality, research, and innovation. The growing use of ICT as a means of instruction was changing and will likely continue to change many of the strategies used by both educators and students in the teaching and learning process (Mbodila & Muhandji, 2013).

Mobile learning

Mobile learning was a broad term that refers to the process of learning over the internet or the network using personal mobile devices such as smartphones, tablets, laptops, users, and digital portable. Mobile learning has been around meanwhile the early 2000s, but it gained popularity a few years ago when mobile devices allowed students to access education anytime, anywhere. Furthermore, the rapid advances in information technology

in our time have increased the relevance of technology to human needs. While technological devices and their uses were dependent on specific environments or locations in the past, environments and locations now have distinctive features for recent times. Mobile learning was learning in which learners were predefined, not in a particular place, or do not benefit from the opportunities that mobile technology offers. The author defined mobile learning as carrying out instructions through PDAs, computers, and mobile phones. The special feature that makes mobile learning more beneficial than online learning was the distribution of mobile device usage. Therefore, it was possible to conclude that Mobile learning was the type of learning that emerged because of the co-evaluation of the fields of mobile computing and e-learning, allowing access to self-contained e-learning content in a specific location, use of dynamically generated services, and communication with others. Mobile learning can be used to support traditional and distance learning (Singh, 2020).

Virtual platforms

Virtual platforms were online portals that offer students and teachers various resources and tools to create dynamic classes and manage training. These e-learning platforms contain various educational content that can be modified and renewed as many times as desired, in addition, they include live instructions that were saved for when the student needs feedback to enter without a problem.

Blümel and Haase (2009) mentioned that the initial learning platform system supports them by continuing to provide specific instructions on how to perform individual steps in the process. Then the student will be able to perform the assigned tasks without the help of the system. The learning platform records all student activities, as well as the time and number of attempts to complete a task. This information was then referenced to evaluate the effectiveness of the training.

Nearpod application

Joshi (2020) said Nearpod was an online application and a great resource that teachers can use to help their students learn in the classroom. This allows teachers to ask students questions such as the answer that was opened when they enter the answer or post the answer as a drawing can use Nearpod to view their work in writing or drawing as needed. Nearpod allows all students to meet in class in a personal space where teachers can comment on their answers. Besides, Nearpod has become one of the most important applications because it facilitates your lessons and students can be entered at any time to review and develop. Just pick the one you want, you can add quiz questions at certain points on the fly. After that, all students should do it and choose the correct answer while they watch, make sure they were paying attention, and let them see how they know where they need it. The ability to draw directly on the slides was a useful way to provide students with the interactive freedom to either add their images or can on the matter mark up the diagram. In the way of directing the students, they can follow their speed, while you direct the instructions, you can make time to pause and reflect or expand on the points processed, then.

Furthermore, there was a scientific publication by Edwards (2021) that pointed out the importance of a tool for differentiation, this was useful because students can be assigned different levels of homework that each will complete at their own pace. Surveys and multiple-choice questions were also useful parts of assessment tools that allow teachers to understand how students were learning. These questions were often written and spoken.

1.2.2 Dependent variable theoretical support

Language

Language was a system of conventional spoken, manual (signed), or written symbols using which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release (Robins, 2021).

Productive skills

McKenzie (2018) defined production skills include speaking and writing, i.e., creating a language. It was usually easier to get feedback from others about your actual abilities. Speaking and writing were skills visible to others and can be easier to learn and practice with the support of a teacher, friend, or colleague. To summarize, teaching productive skills was also important because written and spoken communication were basic life skills. In real life, people generally may need to inform, convince, or share ideas. They were also sometimes required to take notes, fill in forms, and write emails, letters, reports, or stories. Nevertheless, an important aspect of communicative competence was being able to adjust our language according to the status, gender, and age of the audience. The way for communicate with a child was different from the way for communicate with adults. Responding to a formal letter was different from the way we respond to a personal letter. Furthermore, we adapt our interaction according to the social status of the participants. Addressing a person of higher status, such as a judge during a trial, was different from addressing a friend. The language output can also be adjusted depending on the interaction of a male or female participant. Consequently, in any type of communication, the elements that constitute the audience must be taken into account. Otherwise, the communication may not be proper and may even be faulty.

Writing skills

Besides, in the study by Naveed (2016) the best definition of writing skills was effective communication. The author commented that when you know how to write well, it would be easier for readers to understand you however all, this will require a lot of time and a lot of practice. The writing was a means of communication that was done through symbols that when joined can create words and these were formed into sentences. Sentences must be correctly structured and grammatically connected to create a piece of writing.

The writing process

Johnson (2022) conducted research focused on the writing process that involves the various steps necessary to effectively create essays, letters, and reports. The author recommends that it was necessary to break down the writing into steps and for this reason

he has suggested a sequence of steps, but sometimes writers do not follow a straight line. The writing was recursive, and this means that it was a central function in the composition that allows returning to what has already been said to rework it, in addition, it was the ideas concretized in the written language that it was possible to return to recognize insufficiencies and inconsistencies. For example, the writer will have to correct his spelling error while the author was writing the first draft, and in this way, and would continue to do an act of revision and so on until the author could write the writing without any error.

Moreover, the writing process can be complicated but it was necessary to know it to write smoothly and with enough order (Kansas, 2022).

Step 1: Pre-writing

In this step, it was important to understand the task and brainstorm research articles to obtain detailed information on the topic we want to write about.

Step 2: Research

In this step, the writer can make outlines to organize their ideas and research that will help them create their writing.

Step 3: Drafting

In this step, the writer must create small paragraphs with their own words and make essays of what they read, always being critical. In addition, the writer cannot forget to read as many times as necessary to go into detail and eliminate unnecessary sentences.

Step 4: Revising

In this step, you need to review and rearrange the words, sentences, or paragraphs so that they make sense when reading. Read your writing aloud to make sure it flows smoothly.

Step 5: Editing and Proofreading

Finally, the writer will read her assignment and check if the spelling and punctuation were correct to publish it.

Currently, several students have forgotten or do not know this writing process and when they do essays, they usually have problems with organization and grammar. For this reason, it was important to highlight the importance of using applications and platforms that virtual media offer because they help improve the development of the foreign language.

1.2.3 Objectives

1.2.3.1 General objective

- To demonstrate the impact of the Nearpod application on the development of writing skills in students from the second semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato.

1.2.3.2 Specific objectives

- To analyze the tools of the Nearpod application to improve writing skills.
- To evaluate students' writing performance before and after applying the Nearpod application.
- To describe the impact of the Nearpod application on writing skills.

Description of the fulfillment of objectives

To achieve the objectives of this research work, several activities were carried out. Firstly, to achieve the general objective which was to demonstrate the impact of the Nearpod application on the development of writing skills, an experiment was applied that was carried out with second-semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at the Universidad Técnica de Ambato. At the end of the research, satisfactory results were obtained on how the Nearpod application improved writing skills.

In order to the first specific objective, which was to analyze the tools of the Nearpod application to improve writing skills, and extensive bibliographical research was carried out in various academic articles, web pages. These allowed knowing the different tools such as digital boards where each one can write their answers and participate voluntarily or there were also options such as memory games, drawing, surveys, and open questions

to answer in writing and orally. In addition to thousands of previously prepared lessons to develop teaching-learning.

To fulfill the second objective, which was to evaluate the writing performance of the students before and after applying the Nearpod application of the second semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at the "Universidad Técnica de Ambato", it was necessary to use the KET Cambridge evaluation instrument because the students have an A2 level. The first test was applied through a pre-test to find out the level of the students in the writing skill and then a post-test was applied to analyze the final performance of the students after having applied the activities through the Nearpod application in each class.

To achieve the third activity, which was to describe the impact of the Nearpod application on writing skills, the SPSS software statistical method was used, which allowed obtaining precise results on the improvement of writing skills. All the results of the pre-test and post-test were compared through tables and figures where numerical data could be presented, based on the criteria established in the evaluation rubric and this showed the progress of the students in writing skills with the use of the application.

CHAPTER II

METHODOLOGY

2.1 Resources

To develop this research work, it was necessary to consider various types of resources such as human, technical, technological, and research work. The human resource used was a group of second semester students belonging to the “Pedagogía de los Idiomas Nacionales y Extranjeros” at the Universidad Técnica de Ambato. This group was a key component to apply the use of the Nearpod application for the development of writing skills. Regarding technological resources, a computer, cell phones, and an adequate internet connection were important to adequately carry out this research, and other elements that served as a source of information to obtain relevant information.

2.1.1 Population and sample

This research work was carried out with a population of 33 participants, who were students in the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros”. The subjects of the study were women and the man with ages ranging from 18 to 19 years old who were taking the subject of English.

Table 1: Population

Population	Number of students	Percentage
Male	13	39,39%
Female	20	60,60%
Total	33	100%

Note: These data were taken from students of Second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).

2.1.2 Instruments and materials

- **Key English Test**

The KET English exam is the one corresponding to level A2 of the Common European Framework (CEFR) and evaluates the English knowledge of students or candidates in simple situations. This test will allow candidates to obtain a certificate that will show if they were able to understand phrases and expressions frequently used in everyday life. Candidates must demonstrate their language skills such as writing, speaking, listening and reading (Cambridge English Assessment, 2021).

The pre-test was taken at the beginning of the experiment to identify the student's level in writing, in addition the pre-test was focused on part 6 and 7 of the KET. In part 6 the students had to write an email to their friend asking questions regarding buying clothes. For part 7 the students had to describe 3 images, and they had to identify the three main events of the story and also had to consider what type of information was the most relevant.

- **StartUp 3**

StartUp is a completely new course for adults and young people who want to make their way in the world and need English to do so because it consists of 8 perfectly developed levels. The book was used to develop writing activities. The units used were from unit 4 to unit 7, and focused on lesson 5 of each unit.

- **WhatsApp**

WhatsApp was used to keep in touch between the researcher and the teacher. This process was carried out to inform the teacher which topic of the unit would be used in the application and to carry out the lesson plans according to the teacher's specifications.

- **Zoom platform**

The Zoom platform was used to be able to make the interventions virtually due to the situation that the country was going through.

2.1.3 Procedure

To increase the reliability of the research, the researcher used several hours of treatment in the second semester students and these consisted of the application of Nearpod to improve writing skills. During the sessions that the researcher attended, it was possible to analyze and develop different activities in the application with the help of the tools that it offered.

Sessions

The sessions were developed for the eight interventions.

Session 1:

To start the intervention procedure, it was first necessary to apply the pre-test based on the Key English Test from Cambridge English. The pre-test consisted of two important parts, for example, the first was to write an email to a friend asking some questions about clothing stores. The second part was about the description of three images and the students had to identify the three main events of the story and consider what type of information was the most important. The pre-test assessed students' writing ability based on an email and image description before the application of the writing process.

Session 2:

In the second-class intervention, it was necessary to immediately explain what the benefits of the Nearpod application tools were. For this, the researcher proposed to put a video about the application so that the students know about it. Subsequently, the researcher began with some activities of Unit 4 lesson 5 with the topic: Write about holiday mail and these activities will be developed with various tools that the application has. The second part would deal with a detailed explanation of the Writing Process. The researcher will give examples and strategies for each stage so that the students learn.

Session 3:

In the third class, the researcher began the class with feedback on the writing process. Subsequently, the researcher gave the necessary instructions to start the class. Additionally, the researcher explained in detail the parts of an email and gave them examples of what a formal email and an informal email look like. In the end, the students created an email to their friends about their favorite holiday food. The researcher explained that they would practice and use the writing process and on each slide, they filled in the necessary information until they finally published their email.

Session 4:

For the fourth class, it was necessary to do it virtually due to the situation in the country. The topic of the class was Write about unusual food, and the researcher began the class by explaining to the students that there were words to describe food and continued with the collaborative whiteboard where the students answered the questions and participated voluntarily. The researcher emphasized the use of process writing and showed them the necessary vocabulary to describe food. Subsequently, the students had to fill out a chart describing the unusual foods they know and then draft detailed information before publishing their post about an unusual food.

Session 5:

For the fifth class, the researcher started the class with feedback about unusual food and asked students questions about words to describe foods. Moreover, the researcher taught them in detail and with examples from daily life how transition words should be used and the benefits in writing. Finally, the researcher explained to the students that they should use the diagram from the previous class to create their post about the unusual food. The students filled out the chart and then on the final slide, they described how it looks, smells, and tastes.

Session 6:

In the sixth class, the researcher started the class with a small game made employing the tools that the application has with vocabulary about describing places. Additionally, the

researcher continued with the class and the topic was Write a description of a place. The researcher showed them a blog with a description and taught them that each place was described by paragraphs, so she taught them with a diagram what was the correct structure of a paragraph. Finally, the researcher gave them several examples and at the end, they completed the activity with an exercise where they wrote the main idea and supporting details of the place they were going to describe at the end.

Session 7:

In the seventh class, the researcher began the class with feedback on the correct way of writing paragraphs and emphasized the use of transition words and the benefits of the writing process because this allows for good spelling and consistency between paragraphs. Finally, the researcher explained to them that they should write a blog post where they recommended different places to a visitor. The students described and used all the strategies that the researcher offered them.

Session 8:

In the last session, the researcher explained to the students that they would be evaluated again but with a post-test based on the Cambridge English Key English Test. The post-test consisted of two important parts, for example, the first was to write an email to a friend asking him some questions about going swimming on the weekend. The second part was about the description of three images and the students had to identify the three main events of the story and consider what kind of information was the most important. The post-test was used to assess the writing skills of the students based on an email and a description of the image after the application of the writing process. Finally, the researcher was able to obtain satisfactory data from the students.

2.2 Methods

2.2.1 Mixed approach

This research was quantitative and qualitative. Qualitative, because it researches the variables to learn more about the aspects and characteristics of the Nearpod application, which helps with an important contribution to the research. In this research, the variety of

tools and benefits that this application has allows teachers to use it for any subject and in this research to develop students' writing skills. Finally, it is qualitative research since it carries with it a significant amount of data collected by knowing and analyze the resources and tools offered by the Nearpod application for writing development, such as digital boards where everyone can write their answers and voluntarily participate in written productions without fear of making mistakes, drawings, surveys, and open questions that were reviewed and students practiced in the different sessions resulted in an improvement in their writing skills and having fun at the same time. Bhandari (2020) explained that qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences.

Moreover, it can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. Furthermore, this research work was quantitative because it collected measurements and statistical results of the pre-test and post-test. Babbie (2010) said that quantitative research was the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

2.2.2. Research modality

Bibliographic documentary

Allen (2018) analyzed that bibliographic research may be defined as any research requiring information to be gathered from published materials. These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports, but may also consist of electronic media such as audio and video recordings, films, and online resources like websites, blogs, and bibliographic databases. Furthermore, the present research work has allowed us to search for a lot of information and identify relevant sources related to mobile e-learning, mainly with the "Nearpod application" and "Writing skills", to be well supported through the analysis of scientific articles, books, and other research work.

Field research

According to González (2018) field research was defined as a qualitative method that several scientists have used for data collection because it aims to observe, interact and understand the behavior of people in a natural environment. On this wise, the research was developed in the second semester “A” at “Pedagogía de los Idiomas Nacionales y Extranjeros” interacting in person with the students for the collection of data that would later allow an analysis.

2.2.3 Level of research

Descriptive research

The research is descriptive because it characterizes the study population and the reality that was handled in the face-to-face classroom with the students, considering the difficulties that the students have at the writing level meanwhile the results can be described after being evaluated. Descriptive research is a type of research that describes a population, situation, or phenomenon that was being studied. This is mainly because it was important to have a proper understanding of what a research problem was about before investigating why it exists in the first place (McCombes, 2019).

Explorative research

This research started in the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” and was exploratory because the problem to be investigated was already known. Furthermore, the research allowed us to know the Nearpod application to improve the writing skills with the different tools that it has. The application was an innovative way of the teaching-learning process that facilitates the teacher to have direct contact with the students and interact with them. Besides, this process allowed to know the reality of the level of English in the writing of the students. George (2021) explained that exploratory research was used when the topic being investigated was new or when a topic needs to be understood in-depth, especially if it has not been done before. The objective of this method was to explore the problem and its environment, and not to conclude it.

2.3 Hypothesis

Hi: M-learning (Nearpod app) improves the writing skills of second semester students belonging to the “Pedagogía de los Idiomas Nacionales y Extranjeros” at the Universidad Técnica de Ambato.

Ho: M-learning (Nearpod app) does not improve the writing skills of second semester students belonging to the “Pedagogía de los Idiomas Nacionales y Extranjeros” at the Universidad Técnica de Ambato.

CHAPTER III

3. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current chapter has a detailed interpretation of the statistical information that was expressed with an analysis and explanation of the same by the researcher. The data was collected from a pre-test and post-test, which were applied to 33 students of the second level of the "Pedagogía de los Idiomas Nacionales y Extranjeros" program. The information was collected to determine the influence of M-learning (Nearpod app) and the writing skills.

Moreover, for the presentation of the pre-test and post-test results, tables and bar graphs were used. The data was analyzed based on the average obtained in each of the parts with the use of the rubric that the KET has for the writing part. The researcher analyzed based on the three criteria that were: Content, Organization, and Language. All this was necessary to facilitate analysis and interpretation, and to have a better understanding of the research.

Subsequently, the IBM SPSS Statistics program was used because the program focuses on the analysis of inferential statistics. The verification of the hypothesis that was raised in the development research in two steps, the first by developing a normality test, to determine if the results follow a normal distribution. The second step was developed in a non-parametric test focused on two related samples, where the level of significance that will allow rejecting or accepting the null hypothesis was determined.

3.1.2. Pre-test results

In this section, the results of the second-level students who obtained them at the end of the pre-test were shown. The KET test taking was done by all thirty-three participants before starting treatment. Furthermore, this test aimed to know and evaluate the writing level of the students at the beginning of the experimental process. The applied test

consisted of two parts. Part 6: write an email based on notes and Part 7: write a story based on images, each part with a score of 5 points giving a total of 10 points. The following table shows the average result of the students.

Table 2: Pre-test scores

Pre-test scores		
Students	Part 6	Part 7
1	1	0
2	2	3
3	4	3
4	5	5
5	0	0
6	3	4
7	2	3
8	1	0
9	2	2
10	4	5
11	5	5
12	4	5
13	5	4
14	2	0
15	5	5
16	1	0
17	3	0
18	5	3
19	4	5
20	1	2
21	1	4
22	1	3
23	3	3
24	5	5
25	5	3
26	5	5
27	4	2
28	0	4
29	5	4
30	5	4
31	3	2
32	5	3
33	3	3

Note: Scores obtained in the pre-test by students from Second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).

Table 3: Pre-test results

Pre-test results			
	Part 6	Part 7	Pre-Test Score
Average	3,15	3,09	6,24

Note: Average scores obtained in the pre-test by students from Second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).

Figure 1: Pre-test results

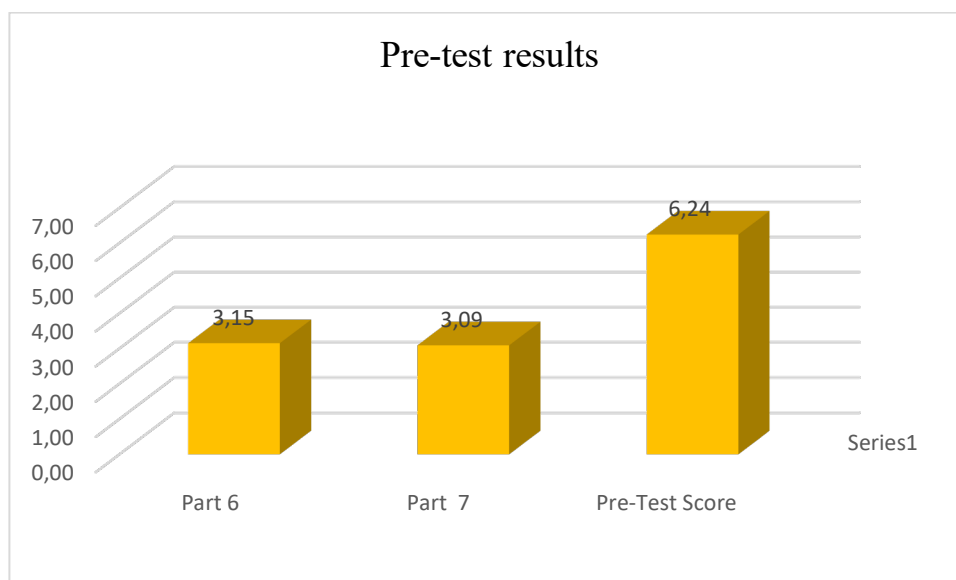


Fig.: Average information taken from the pre-test results at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).

Analysis and interpretation

The table shows the average of each of the parts of the test, where the result obtained by the students in the first part, resulted in an average of 3.15 out of 5 points. On the other hand, the average result in the second half was 3.09 out of 5 points. As a result, the average of the two parts was 6.24 out of 10 points. At this point and after having analyzed the results, it was inferred that the students require that their writing level be improved meanwhile it was shown that the averages obtained barely exceed half of the maximum grade.

According to the results, the researcher was able to analyze the main weaknesses of the students in writing skills were known. The students did not review the rubric and answered the first question without understanding what the first part asked of them, the students did not know the elements that have an email address and the class confused the verb tenses. Moreover, for the second part on creating a story, many students had vocabulary questions and in some tests, they showed difficulties in connecting ideas. Students did not check before submitting the test and did not check whether their sentences were complete and with good grammar and punctuation.

3.1.3. Post-test results

Table 4: Post-test scores

Post-test scores		
Students	Part 6	Part 7
1	5	5
2	5	4
3	5	4
4	5	5
5	5	4
6	5	4
7	4	5
8	4	4
9	5	4
10	5	4
11	5	5
12	4	5
13	5	4
14	5	5
15	5	5
16	5	4
17	5	4
18	5	3
19	4	5
20	5	4

21	5	5
22	5	5
23	5	3
24	4	5
25	5	5
26	5	5
27	4	4
28	5	4
29	5	4
30	5	5
31	5	4
32	5	5
33	5	5

Note: Scores obtained in the post-test by students from Second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).

Table 5: Post-test results

Post-test results			
	Part 6	Part 7	Post-Test Score
Average	4,82	4,42	9,24

Note. Average scores obtained in the post-test by students from Second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).

Figure 2: Post-test results

Post-test results

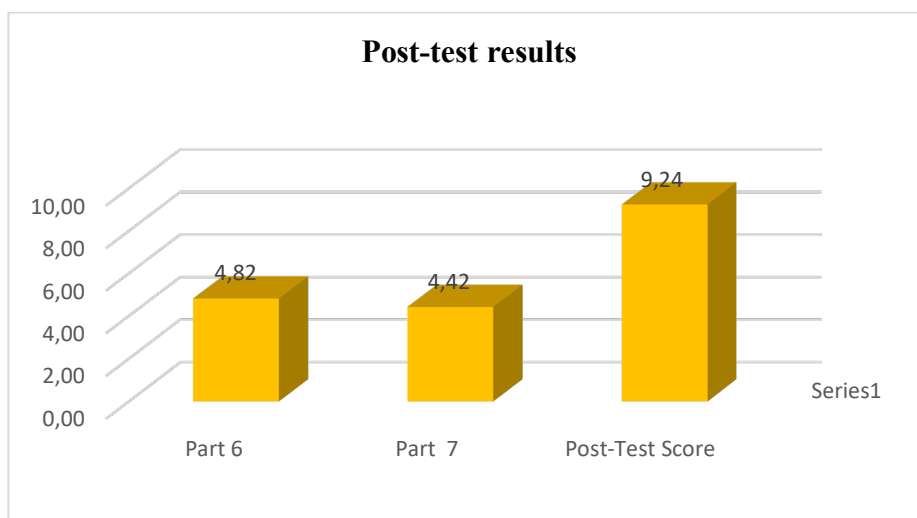


Fig.: Average information taken from the post-test results at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).

Analysis and interpretation

The results show the total average of the post-test taken from the KET test with parts 6 and 7 of the writing section, the researcher was able to analyze and develop a table, where a significant increase was evident. The result obtained by the students in the first part resulted in an average of 4.82 over 5 points. In the second part, the average increased to 4.42 over 5 points. Moreover, it can be seen that the general average of the two parts increased considerably to 9.24, this out of 10 points. Finally, the results analyzed indicate that the use of the Nearpod application had a positive impact on development and allowed a significant increase in the writing level of the students.

A post-test based on the KET test was provided to measure the results after having applied the Nearpod application, to analyze if there was an improvement in the students' writing skills. The test was applied to the same group of 33 students in the second semester, level A2 of the career in "Pedagogía de los Idiomas Nacionales y Extranjeros" at the Universidad Técnica de Ambato. The test has the same structure as the initial test, where part 1 requires students to write an email, as requested by the evaluator. While part 2 requires the participants to write a short story, based on images proposed by the evaluator. The students were able to respond gratifyingly because already knew the parts of an email and the transition words, which they then correctly used the structure of a paragraph to create the story. The rubric used allows giving a grade out of 5 points, for each part and for this reason, the content, organization and language used by the students in carrying out the test were evaluated.

3.2 Comparative results pre-test and post-test

Table 6: Pre-test and post-test average and difference

Criteria	Pre-Test Average	Post-Test Average	Difference
Part 6	3,15	4,82	1,67
Part 7	3,09	4,42	1,33
TOTAL	6,24	9,24	3,00

Note: General comparative average scores obtained in the pre-test and post-test by students at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Villegas (2022).

Figure 3: Pre-test and post-test average and difference

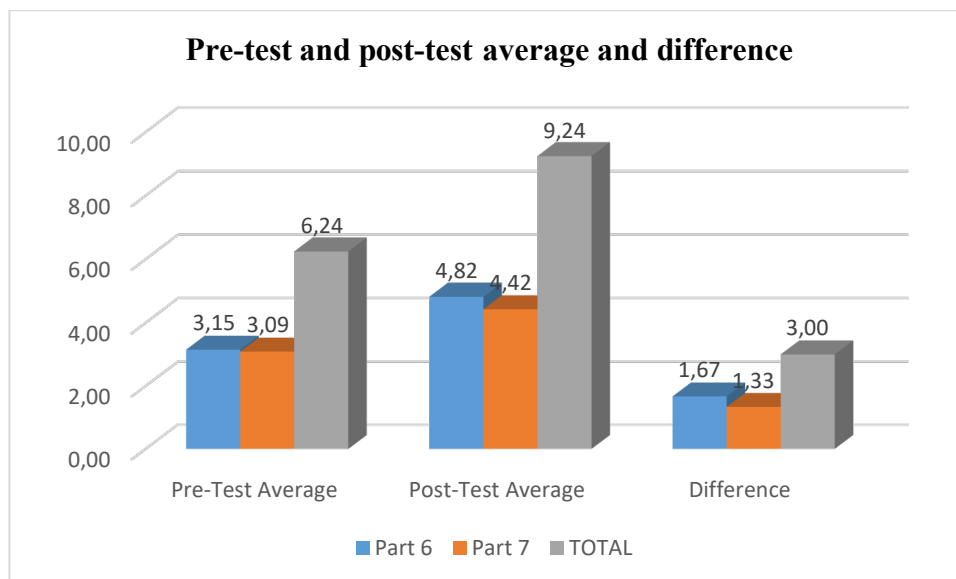


Fig.: Comparative average scores taken from the pre-test and post-test by students

Analysis and Interpretation

The table and figure above show the comparative analysis of the average results of the pre-test and post-test. The researcher prepared a comparative table, specifically to compare the averages obtained in the two parts, in the first part an average of 3.15 was evidenced in the pre-test, this value improved in the post-test to 4.82 out of 5 points, for which there was an increase of 1.67 points. However, in the second part the average in the initial test was 3.09, this value improved to 4.42 out of 5 points in the post-test because in this part there was an increase of 1.33 points. In conclusion, the general average at the beginning of the investigation was 6.24 points out of 10, however, after using the Nearpod application, this average increased to 9.24 points out of 10. There was an increase of 3 points, standing out that the use of this application had a significant impact and allowed to significantly improve the writing level of the students of the second semester with the A2 level of the career of "Pedagogía de los Idiomas Nacionales y Extranjeros" at the Universidad Técnica de Ambato.

On the other hand, the scores increased in the post-test, because it was evident that the average increased in both parts, where the score was close to the maximum score. For this reason, the researcher deduced that the use of the Nearpod application significantly

improves the skill and level of writing, because it allows the student to improve the content of the writing, organize their ideas better when writing, know how to use an appropriate language and finally by the use of the writing process. Eventually, the application was easy to use, which allows you to create content dynamically, and was designed to work well with many tools, making learning more attractive and helping to increase the level of writing.

3.3 Verification of hypotheses

3.3.1 Hypothesis statement

Null hypothesis

Ho: M-learning (Nearpod app) does not improve the writing skills of second semester students belonging to the “Pedagogía de los Idiomas Nacionales y Extranjeros” at the Universidad Técnica de Ambato.

Alternative hypothesis

Hi: M-learning (Nearpod app) improves the writing skills of second semester students belonging to the “Pedagogía de los Idiomas Nacionales y Extranjeros” at the Universidad Técnica de Ambato.

3.3.2 Test of normality

Table 7: Test of normality

	Test of normality					
	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadistic	gl	Sig.	Stadistic	gl	Sig.
Pre Test	,156	33	,040	,912	33	,011
Post Test	,279	33	,000	,784	33	,000

a. Lilliefors significance correction.

Note.: Shapiro Wilk Normality test values produced by Villegas (2022).

Analysis and Interpretation.

The table shows that the pre-test has a significance level of 0.011. On the other hand, the level of significance in the post-test was 0.000. At this point, it was observed that the results were scattered and do not follow a normal distribution. Therefore, a non-parametric test of 2 related samples, called Wilcoxon, will be applied.

In the table that represents the use of the IBM SPSS Statistic software, the researcher proceeded with the verification of the hypothesis and the following table was a normality test, which allows determining if the results of the pre-test and the post-test follow a normal distribution. As data from 33 students were collected, the Shapiro Wilk test was considered, meanwhile the study sample was less than 50.

3.3.3 Wilcoxon signed ranks test

Table 8: Wilcoxon signed ranks test

Wilcoxon signed ranks test				
		N	Mean Rank	Sum of Ranks
Post-Test Pre-Test	Negative Ranks	1 ^a	1,50	1,50
	Positive Ranks	22 ^b	12,48	274,50
	Ties	10 ^c		
	Total	33		
a. Post Test < Pre Test				
b. Post Test > Pre Test				
c. Post Test = Pre Test				

Note.: Wilcoxon signed ranks test values produced by Villegas (2022).

3.3.4 Test statistics

Table 9: Test statistics

Test statistics	
Post-Test /Pre-Test	
Z	-4,166 ^b
Sig. asintót. (2- tailed)	,000
a. Wilcoxon signed ranks test.	
b. Based on Negative Rank.	

Note.: Test statistics values with asymptotic Significance produced by Villegas (2022).

Analysis and Interpretation

The test carried out by the researcher was based on the Wilcoxon ranges, which made it possible to accurately identify the number of students who improved their scores in the post-test, as well as to identify those who decreased or had a tie with the previous test. This range test was the subtraction between the results of the pre-test and the post-test. The results of the table were remarkable, there was a negative range (a), and on the other hand, there were 22 positive ranges (b). And a total of 10 draws (c). As a result, of the average ranges, two values were shown, the first of 1.50 and the other of 12.48. The sum total of the negative ranges was 1.50, and the sum total of the positive ranges gave a value of 274.50.

After analyzing the range test, the following table was directly related to the verification of the hypothesis, a significance test was used. The table shows a significance level of 0.000, which was less than 0.05. Therefore, the alternative hypothesis was accepted, the use of M-learning (Nearpod application) improves the writing skills of second-semester students belonging to the "Pedagogía de los Idiomas Nacionales y Extranjeros" at the Universidad Técnica de Ambato.

3.4 Discussion of results

In the current research was determined that M-learning (Nearpod application) does improve the development of written production in second-semester students because after comparing the results obtained in the pre-test and post-test, a pleasing advance was observed as it went from 6,24 at the beginning of the intervention and later, with the application of 8 interventions, it changed to 9,24. This means that the first written productions were very lacking in language, without connection between ideas and their content was not good, to a more coherent text with complete sentences and connection in each paragraph, where there were no longer grammatical errors and there was good punctuation.

Endar and Yohanes (2020) stated that writing was the most difficult skill for second language and foreign-language students. For this reason, an effective teaching model was

needed to improve the writing ability of students. Researchers recommend that the use of a mobile learning application give students the privilege of using their smartphones or any electronic device to acquire writing skills more efficiently.

Abramzon (2022) explained that Nearpod makes it easy to teach any language or subject with the various interactive tools, resources, and content teachers need, all in one place. Therefore, students can access a teacher's live engagement presentation via a code that was provided and that allows students to interact with the media as they go. Additionally, the teacher can create interactive presentations that can contain quizzes, polls, videos, and collaborative boards. The tools were used to create each class with writing strategies, which caused an improvement in writing skills and provided a comfortable and dynamic environment for the students.

To conclude, the students showed a positive attitude after applying the M-learning (Nearpod application) lessons. All the activities were carefully developed with topics that the StartUp3 book provided because they were divided into parts of the writing process and where the researcher committed to writing at the end of each lesson and use of the different tools that the application had. These lessons allowed them to know the writing process as a very powerful strategy because it allows them to follow steps for correct writing. For example, the first step started with brainstorming and continued with the investigation of specific data, later they continued with drafting long or short sentences for the end to be able to publish them (Benkó, 2019).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After knowing the results and taking into account the objectives of the research work, the following conclusions have been reached

- Based on the research carried out on several scientific articles, it was shown that the Nearpod application allows interactive learning to be developed and can be used as a teaching and learning method. For this reason, it is concluded that the Nearpod application allowed to improve the writing skills of the second-semester students because the students learned about the interactive learning resources and allowed them to dynamically participate in the written lessons. Moreover, the writing process was focused on each class, and this influenced students to follow the different steps to create high-level written productions and investigate the information needed to structure different types of texts.
- At the beginning of this research study, extensive bibliographical research was carried out on various academic articles, and web pages to know the Nearpod application tools to improve writing skills. These made it possible to learn about the different tools such as digital boards where everyone can write their answers and participate voluntarily in the written productions without fear of making mistakes, drawing, surveys, and open questions. Finally, the student's writing level improved with the use of these tools due to the constant practice in each intervention.
- The students' scores after applying the Nearpod application showed that there was a significant difference between the average of the pre-test and post-test because the alternative hypothesis was accepted with a P-value of ,000. As a result, the mean obtained in the pretest was 6.24 out of 10 points, while the mean in the post-test was 9.24 out of 10. In this way, it was concluded that the Nearpod application allowed students to improve their performance in writing with high scores.

- The Nearpod application had a positive impact on writing skills. The statistical method of the SPSS software was used, which allowed obtaining precise results of the pre-test and post-test, and these were compared through tables and figures where numerical data could be presented, based on the criteria established in the evaluation rubric and this evidenced the progress of students in writing skills with the use of the application. Finally, the students improved their written production and better organized their ideas to create coherent texts in a didactic and creative way.

4.2 Recommendations

At the end of this research to help students develop their writing skills, the following recommendations are suggested.

- Teachers are advised to use the Nearpod application because they can create interactive lessons to motivate learning or you can use ready-made lessons and edit them according to the topic you need. Furthermore, students must know the strategies of the writing process for written productions in which they freely write stories, descriptions, and blogs.
- Teachers are recommended to use the Nearpod application not only for writing skills but for the development of all language skills as it has a variety of lessons with different personalized themes and is adapted to the specific needs of each student.
- Teachers are always recommended to analyze the level of the students with the use of standardized tests because they allow them to know the strengths and weaknesses in the different linguistic abilities. As a consequence, teachers could identify factors that impact student performance and observe changes or progress in the level of English.
- Teachers must be aware of and trained on educational applications. It is important to select relevant topics for the students, according to their age and level to create the lessons with the didactic resources that the application has and maintain a comfortable environment, which engages the students easily and thus they can develop their full potential in writing skill.

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ANNEXES

Annex 1. Letter of commitment

Ambato, 13/04/2022

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

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**M-learning (Nearpod app) and the writing skills**" propuesto por la estudiante Andrea Michelle Villegas Paredes, portadora de la Cédula de Ciudadanía 1805350962, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de las Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

 Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMINO

.....
Lic. Sarah Jacqueline Iza Pazmiño Mg
CI. 0501741060
0984060528
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Annex 2. Rubric



UNIVERSIDAD
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FACULTAD DE CIENCIAS HUMANAS
Y DE LA EDUCACIÓN

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Second Semester


RUBRIC

Band	Content	Organization	Language
5	All content is relevant to the task Target reader is fully informed	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.
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.	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.
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.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

Source: Cambridge English A2 Key 2020, Sample Tests Reading and Writing

Note: Writing rubric adapted from the Cambridge English KET

Annex 3. Lessons Plan

		Universidad Técnica de Ambato				TERM: April 2022- September 2022	
Lesson Plan							
1. INFORMATIVE DATA:							
Teacher:	Michelle Villegas	Subject :	English	Course:	2 nd Semester	Parallel:	“A”
N° Class	1	Topic:	Pre-test KET	General Objective	-To evaluate students' writing ability before applying the Nearpod application and the writing process	Specific Objectives	-To identify common errors in writing emails and descriptions of pictures. -To develop an ability to understand and respond to emails and descriptions of pictures.
Aim:	-To give a brief introduction and instructions to the students. -To assess the level of students' writing skills using a pre-test.		Level:	Pre-Intermediate 2A			
2. PLANNING							
Crosscutting:	Attention		Time:	30 minutes	Date: 19/05/2022		
Methodological strategies	Resources		Achievement indicators		Success indicator		
Experiences-Reflection - Greetings and Agenda - The teacher makes a motivating introduction and establishes agreements and basic rules for good teamwork. Conceptualization -The teacher starts the class with an introduction about the KET test and the importance of improving your writing level with the Nearpod application. Application -Teacher introduces herself and explains to students	Key English Test		Ability to concentrate General comprehension Accuracy of responses Writing ability.		Write an e-mail to your friend asking questions about where to find clothing stores and describe different pictures in a logical way. Produce an orderly and logical text		

<p>what they will be participating in.</p> <ul style="list-style-type: none"> -Teacher gives general instructions for the activity. -The teacher delivers the KET A2 level pre-test. -The teacher explains that they have 20 minutes to finish the pre-test. -The teacher asks students to enter their personal information in copies of the pre-test. -The students start with the pre-test writing A2 level of KET from Cambridge. -The teacher monitors the course so that all students finish the pre-test at the agreed time. 			
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Evidence



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Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación
Pedagogía de los Idiomas Nacionales y Extranjeros

Second Semester

PRE – TEST

Candidate name: _____ *Date:* _____

Class: A2 Elementary Level.

Hour: 20 minutes

Introduction: This test is based on the Key English Test (from Cambridge English)

Objective: To evaluate students' writing ability before applying the Nearpod application and the writing process.

Instructions:

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions in Writing*
- *Write your answers on the answer sheet.*
- *At the end of the test, send just the answer sheet to your teacher.*

- *Each question is worth 5.*

Writing

Writing part 1: write an email based on notes

You want to buy some clothes in an English city. Write an email to your English friend, George.

In your email,

- Ask George where to buy cheap clothes
- Ask George how to get there
- Ask what time the stores stay open.

Write 25 words or more.

Writing part 2: write a story based on pictures

Look at the three pictures.

Write the story shown in the pictures.

Write 35 words or more.



Source from Cambridge Preliminary (KET) English Sample Exam


Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Pedagogía de los Idiomas Nacionales y Extranjeros
Second Semester

RUBRIC

Band	Content	Organization	Language
5	All content is relevant to the task Target reader is fully informed	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.
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.	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.
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.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

Source: Cambridge English A2 Key 2020. Sample Tests Reading and Writing

Note. Pre-test based on the KET test to analyze the level of writing skills before the Nearpod application of the students at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Villegas (2022).

		Universidad Técnica de Ambato				TERM: April 2022- September 2022	
Lesson Plan							
1. INFORMATIVE DATA:							
Teacher:	Michelle Villegas	Subject :	English	Course:	2 nd Semester	Parallel:	“A”
N° Class	2	Topic:	Write about holiday meal.	General Objective	-To evaluate students' writing ability with the Nearpod application.	Specific Objectives	-To show ideas about festive foods. -To demonstrate the steps of the writing process.
Aim:	-To give a brief introduction and instructions to students about the Nearpod application. -To learn how to write an email about holiday meal.		Level: Pre-Intermediate 2A				
2. PLANNING							
Crosscutting:	Attention		Time:	30 minutes	Date: 26/05/2022		
Methodological strategies	Resources		Achievement indicators		Success indicator		
Experiences-Reflection - Greetings and Agenda - The teacher makes a motivating introduction and establishes agreements and basic rules for good teamwork. Conceptualization - The teacher starts the class with an introduction to the Nearpod application so that students become familiar with its tools and explains the importance of writing skill. Application -The teacher shows what application they are going to use with a video. https://www.youtube.com/watch?v=anTtMRaQLsM	Internet connection Nearpod application StartUp3 YouTube		Ability to concentrate General comprehension Accuracy of responses Writing ability.		Answer the questions, writing with a clear syntax and in a logical order. Write an email about holiday meal and use the writing process.		

<p>-The teacher gives the general instructions and shares the link to Unit 4 lesson 5.</p> <p>-The teacher shows the Lesson 5 topic: Write about holiday meal.</p> <p>-The teacher explains the first task and gives an example of a typical dish of the country.</p> <p>Example: The most popular dish in Ecuador is Locro de papas. The principal ingredients are: Potatoes, cheese, avocado, salt, and white onions</p> <p><u>BEFORE YOU WRITE</u> https://app.nearpod.com/?pin=6QSF7 Code: 6QSF7</p> <p><i>First activity</i></p> <p>-The teacher explains that they should write their answers on the collaborative board and they can use images or videos.</p> <p>-Students should think about which dish is the most popular in their country and answer the questions: 1.What do you think is popular? 2.What are the ingredients?</p> <p>-The teacher asks for volunteers to read their answers</p> <p><i>Second activity</i></p> <p>-The teacher continues with the next slide about Alba's email.</p>			
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<p>-The teacher asks them questions about email such as:</p> <ol style="list-style-type: none"> 1.What is it 2.Who is it from? 3.Who is it to? 4.What do you think it will be about? <p>-At the end of the reading, the teacher asks some students to answer: What does Alba's family eat on Mexican?</p> <p style="text-align: center;"><i>Third activity</i></p> <p>-Students must read the email again and complete the chart with the details from the email.</p> <p>-The teacher will choose volunteers to read your answer.</p> <p><u>FOCUS ON WRITING</u></p> <p>-The teacher begins to explain about the writing process because at the end the students will have to write an email.</p> <p>- The teacher gives some examples from daily life with each step so that the students understand.</p> <p>-The teacher gives them strategies for each step.</p> <p>- The teacher gives them a quiz about the strategies they can use.</p> <p>-The teacher asks the students to give examples with the steps of the Writing Process.</p> <p>-Students participate voluntarily and give their examples.</p>			
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Evidence




Read the email again.
Complete the chart with details from the email.

Diapositiva 4 / 12

FOOD	Ingredients
mole chicken	chicken in a spicy sauce made with chili and chocolate
grilled corn	
mangos	
chiles en nogada	
tres leches cake	



Note. Lesson plan used in the treatment to teach Nearpod application and the writing skills to students students at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas(2022).

		Universidad Técnica de Ambato				TERM: April 2022-September 2022	
LESSON PLAN							
1. INFORMATIVE DATA:							
Teacher:	Michelle Villegas	Subject :	English	Course:	2 nd Semester	Parallel:	“A”
N° Class	3	Topic:	Write an email about holiday meal.	General Objective	- To teach and analyze the steps to write emails in English by studying the parts of informal emails.	Specific Objectives	
Aim:	- To learn how to write an email about holiday meal. - To create emails in an organized way and with clear ideas.		Level: Pre-Intermediate 2A			- To share ideas about holiday meal. - To learn the steps of the writing process.	
2. PLANNING							
Crosscutting:		Attention		Time:	30 minutes	Date: 27/05/2022	
Methodological strategies		Resources		Achievement indicators		Success indicator	
<p>Greetings and Agenda</p> <p>- The teacher makes a motivating introduction and establishes agreements and basic rules for good teamwork.</p> <p>Conceptualization</p> <p>- The teacher starts the class with a feedback on the Nearpod application tools and again explain the steps of the writing process.</p> <p>Application</p> <p>-The teacher will give you feedback on the Writing Process and ask you questions about your favorite holiday food.</p> <p>-Students volunteer to respond and describe their dish.</p> <p>-The teacher shares the link to start with the lesson.</p>		<p>Internet connection</p> <p>Nearpod application</p> <p>StartUp3</p> <p>Youtube</p>		<p>Ability to concentrate</p> <p>General comprehension</p> <p>Accuracy of responses</p> <p>Writing ability.</p>		<p>Answer the questions, writing with a clear syntax and in a logical order.</p> <p>Write an email about holiday meal and use the writing process.</p>	

<https://app.nearpod.com/?pin=9S7MN>

Code: 9S7MN

-Students should write an email about the foods served on their favorite holiday.

-Students will have to practice the steps of the writing process.

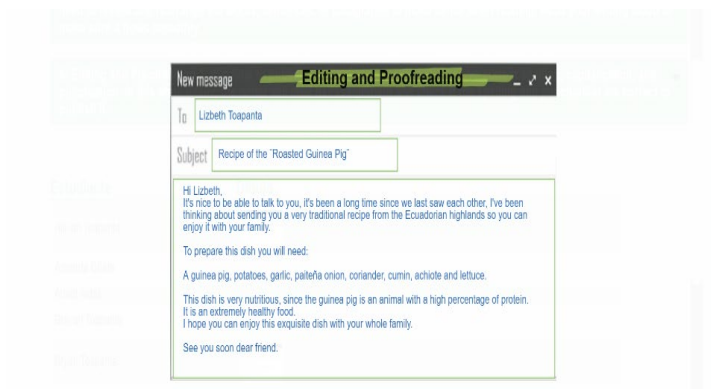
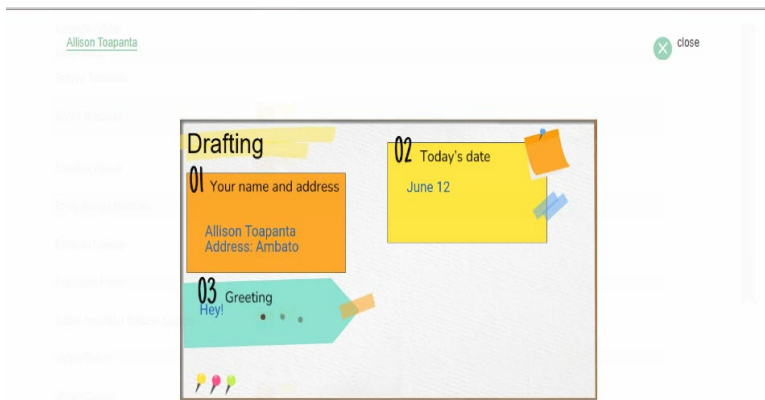
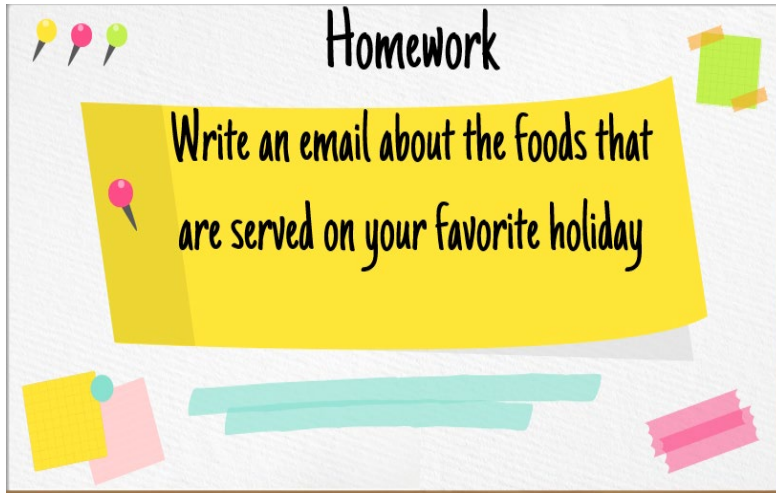
-Students should use a variety of sentences when writing the email.

-Students have time to correct grammatical and punctuation errors.


-Finishing students can post their email.

-Students read their email to the whole class and share their experience of using the steps of the Writing Process.

Evidence



Note. Lesson plan used in the treatment to teach Nearpod application and the writing skills to students students at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Villegas(2022).

		Universidad Técnica de Ambato				TERM: April 2022- September 2022	
LESSON PLAN							
1. INFORMATIVE DATA:							
Teacher:	Michelle Villegas	Subject :	English	Course:	2 nd Semester	Parallel:	“A”
N° Class	4	Topic:	Write about an unusual food.	General Objective	-To evaluate students' writing ability with the Nearpod application.	Specific Objectives	-To show ideas about an unusual food. -To learn to organize ideas before a description.
Aim:	-To develop students' abilities to organize information and construct it into a text -To develop students' abilities to revise, redraft and improve their writing -To learn how to write blog post about an unusual food.		Level: Pre-Intermediate 2A				
2. PLANNING							
Crosscutting:	Attention		Time:	30 minutes	Date: 16/06/2022		
Methodological strategies	Resources		Achievement indicators		Success indicator		
Experiences-Reflection - Greetings and agenda -It begins with the game “Time to Climb”	Internet connection Nearpod application StartUp3		Ability to concentrate General comprehension Accuracy of responses Writing ability.		Answer the questions, writing with a clear syntax and in a logical order.		
Conceptualization -Feedback from the previous class can be taken before starting a new unit to activate prior knowledge. -The importance of paying attention to the liking words for a correct description of things is explained.					Write a blog post about unusual food and describe it in a logical way. Produce an orderly and logical text.		
Application							

-The teacher sends them the link and starts with a little game about Writing process.

<https://app.nearpod.com/?pin=B7PJ6>

Code:B7PJ6

-The teacher gives the general instructions and shares the link to Unit 6 lesson 5.

-The teacher shows the Lesson 5 topic: ***Write about an unusual food.***

-The teacher explains the first task and gives an example of an unusual food.

For example:

The unusual food in Ecuador is roasted chontacuros.

BEFORE YOU WRITE

First activity

-The teacher explains that they should write their answers on the collaborative board and they can use images or videos.

-Students should think about which an unusual food in Ecuador is.

1. What are some strange or unusual foods in your country?

2. Do you like them or not?

3. What are they like?

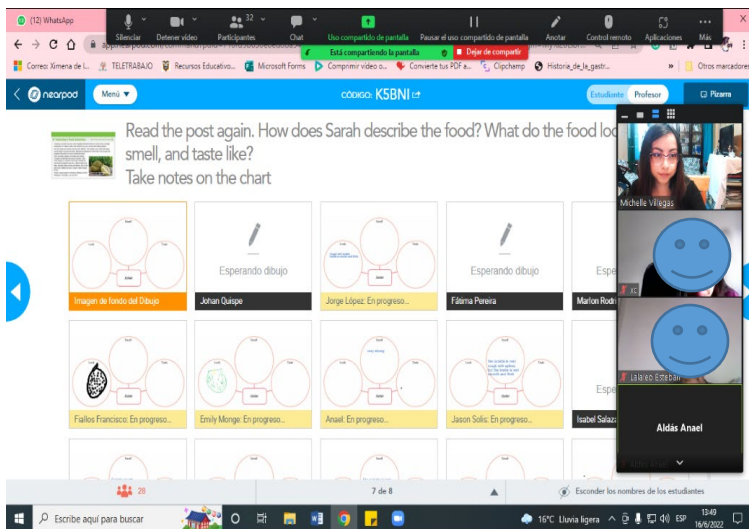
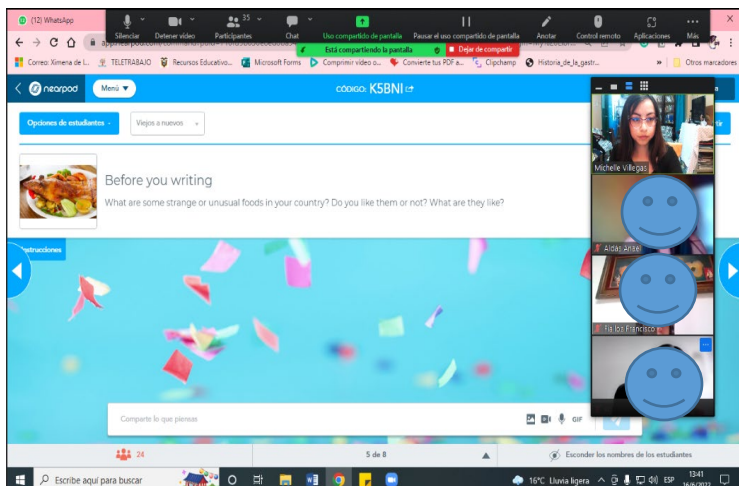
-The teacher asks volunteers to read their answers.

Second activity


-The teacher continues with the next slide about

<p>Sara's blog post.</p> <p>-The teacher asks them questions about blog post such as:</p> <ol style="list-style-type: none"> 1. What is the durian? 2. What do you think it will be about? 3. Do you know any unusual food? <p>-At the end of the reading, the teacher asks some students to answer: Why does she think this food is unusual?</p> <p>Third activity</p> <p>-Students must read the blog post again and complete the chart with the details like look, smell and taste.</p> <p>-The teacher will choose volunteers to read your answer.</p> <p>-The teacher explains that for the next activity it is their turn to fill in the chart with unusual foods that they know.</p> <p>-Students should think of the most unusual food they have ever eaten.</p> <p>-Students must answer the following questions on the chart.</p> <ol style="list-style-type: none"> 1. What made it so unusual? 2. How did it look, smell and taste? 			
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Evidence



Note. Lesson plan used in the treatment to teach Nearpod application and the writing skills to students students at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas(2022).

		Universidad Técnica de Ambato				TERM: April 2022-September 2022	
LESSON PLAN							
1. INFORMATIVE DATA:							
Teacher:	Michelle Villegas	Subject :	English	Course:	2 nd Semester	Parallel:	“A”
N° Class	5	Topic:	Write a blog post about an unusual food.	General Objective	-To evaluate students' writing ability with the Nearpod application.	Specific Objectives	-To share ideas about an unusual food. -To learn to organize ideas before a description.
Aim:	-To develop students' abilities to organize information and construct it into a text -To develop students' abilities to revise, redraft and improve their writing -To learn how to write blog post about an unusual food.		Level: Pre-Intermediate 2A				
2. PLANNING							
Crosscutting:	Attention		Time:	30 minutes	Date: 17/06/2022		
Methodological strategies	Resources		Achievement indicators		Success indicator		
Experiences-Reflection - Greetings and Agenda -The teacher makes a motivating introduction and establishes agreements and basic rules for good teamwork. Conceptualization -Feedback from the previous class can be taken before starting a new unit to activate prior knowledge. -The importance of paying attention to the liking words for a correct	Internet connection Nearpod application StartUp3		Ability to concentrate General comprehension Accuracy of responses Writing ability.		Answer the questions, writing with a clear syntax and in a logical order. Write a blog post about unusual food and describe it in a logical way. Produce an orderly and logical text.		

<p>description of unusual food.</p> <p>Application</p> <p>-The teacher sends them the link and starts the new lesson.</p> <p>https://app.nearpod.com/?pin=WQHG9</p> <p>Code: WQHG9</p> <p>-The teacher begins to explain about linking words.</p> <p>-The teacher gives examples of how to use the linking word.</p> <p>For example:</p> <p>Transition provide greater cohesion by making it more explicit or by pointing out how ideas relate to teach other.</p> <p>Emphasis</p> <ul style="list-style-type: none"> • Indeed • Obviously • Clearly • Especially <p>Addition</p> <ul style="list-style-type: none"> • Additionally • Furthermore • Also • As well as that • Besides • Moreover <p>Contrast</p> <ul style="list-style-type: none"> • Unlike • Nevertheless • On the other hand • In contrast • While 			
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<p>Order</p> <ul style="list-style-type: none"> • First • Second • Finally • At this time • Before <p>-Students should write a blog post about an unusual food.</p> <p>-Students use the diagram from the previous class where they described how it looks, smells and tastes.</p> <p>-Students should use linking words and describe in detail any unusual foods they have ever eaten.</p> <p>-Students at the end of their post share it with the whole class and read it to their classmates</p>			
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Evidence

Diapositiva 1 / 4

Write a blog post about the unusual food you described



Ver

Diapositiva 4 / 5

Show contrast


We can use these words to contrast two different things or two different ways of thinking about something

However	Unlike	But
On the other hand	In contrast	While
Even though		Although

01
02
03
04
05
06


Unusual food.

Last week my mom cooked the most famous dish in Ecuador. That's Fanesca.
It is the first time my mom has prepared fanesca.
We investigated the ingredients, immediately, we went shopping.
When my mom finished cooking. I was excited because it was the first time she ate fanesca.
The fanesca had many ingredients such as fish, corn, beans, pepper, peanuts, milk, salt, egg, cheese, among others.
The fanesca looked delicious, it was a yellow soup. The fanesca had an unusual smell because there were many ingredients even though the fanesca had a smell of rotten fish. At the time of eating, fanesca had a bitter taste. My mom did not prepare the fanesca well but she did not want to bother her, on the other hand, I told her that the fanesca was delicious.
Finally, I don't want to eat fanesca again!



FANESCA

Note. Lesson plan used in the treatment to teach Nearpod application and the writing skills to students students at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Villegas(2022).

		Universidad Técnica de Ambato				TERM: April 2022- September 2022	
LESSON PLAN							
1. INFORMATIVE DATA:							
Teacher:	Michelle Villegas	Subject :	English	Course:	2 nd Semester	Parallel:	“A”
N° Class	6	Topic:	Write a description of a place.	General Objective	-To evaluate students' writing ability with the Nearpod application.	Specific Objectives	-To describe places using appropriate vocabulary and phrases. -To understand how to give both verbal and written descriptions of a place.
Aim:	-To develop students' abilities to organize information and build it into a text. -To develop students' skills to revise, rewrite, and improve their writing. -To learn to write paragraphs to write a blog post about your favorite place.		Level: Pre-Intermediate 2A				
2. PLANNING							
Crosscutting:	Attention		Time:	30 minutes	Date: 23/06/2022		
Methodological strategies	Resources		Achievement indicators		Success indicator		
Experiences-Reflection - Greetings and Agenda -The teacher makes a motivating introduction and establishes agreements and basic rules for good teamwork. Conceptualization -Feedback from the previous class can be taken before starting a new unit to activate prior knowledge. -The importance of paying attention to the liking	Internet connection Nearpod application StartUp3		Ability to concentrate General comprehension Accuracy of responses Writing ability.		Answer the questions, writing with a clear syntax and in a logical order. Write a blog post about a place. Produce an orderly and logical text.		

words for a correct description.

Application

-The teacher begins with feedback from the past class.

-The teacher sends them the link and starts with a little game about vocabulary of word to describe places.

-The teacher gives the general instructions and shares the link to Unit 7 lesson 5.

<https://app.nearpod.com/?pin=79D18>

CODE: 79D18

-The teacher shows the Lesson 5 topic: ***Write a description of a place.***

-The teacher explains the first task and gives an example of your favorite place.

For example:

Sydney is listed as one of the 15 most visited cities in the world, with millions of tourists coming each year to see attractions such as the Botanic Gardens, the City Harbour, the Royal National Park, the Opera House.

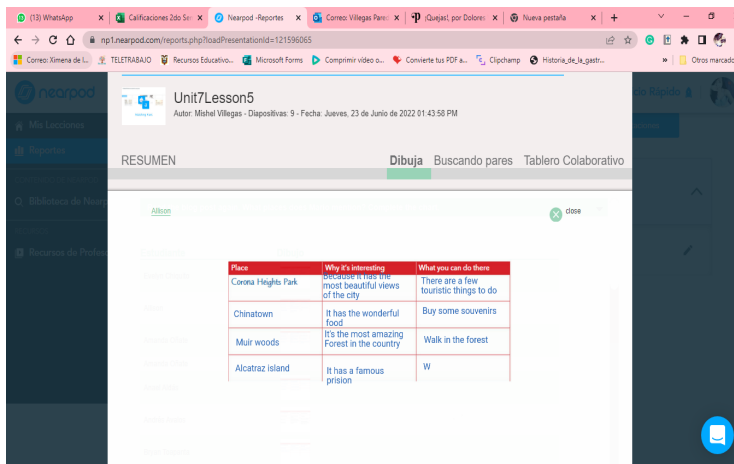
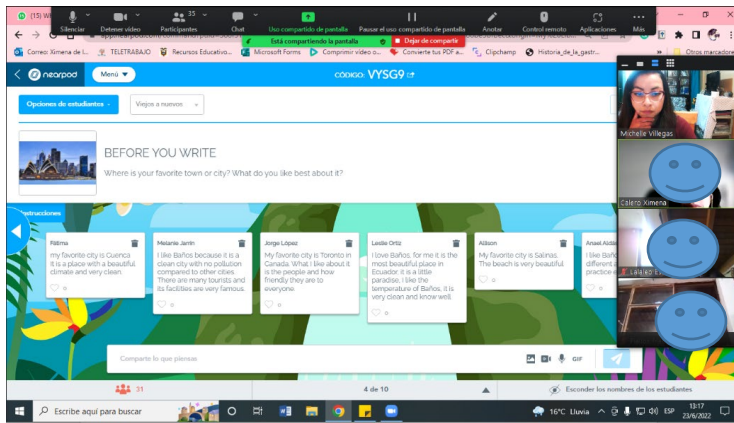
BEFORE YOU WRITE

First activity


-The teacher explains that they should write their answers on the collaborative board and

<p>they can use pictures, GIF and videos.</p> <p>-Students should think about your favorite place.</p> <ol style="list-style-type: none"> 1. Where is your favorite town or city? 2. What do you like about it? <p>-The teacher asks volunteers to read their answers.</p> <p><i>Second activity</i></p> <p>-The teacher continues with the next slide about Mario's blog.</p> <p>-The teacher asks them questions about blog post such as:</p> <ol style="list-style-type: none"> 1. Do you know Alcatraz Island? 2. Do you know where Chinatown is? 3. Would you like to visit Muir Woods? <p>-At the end of the reading, the teacher asks some students to answer:</p> <p>Mario wrote a blog post about San Francisco. What does he think of the city?</p> <p><i>Third activity</i></p> <p>-Students must read the Mario's blog again and complete the chart with the details from the blog post.</p> <p>PLACE</p> <ol style="list-style-type: none"> 1. Why is interesting? 2. What you can do there? <p>-The teacher will choose volunteers to read your answer.</p>			
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Evidence



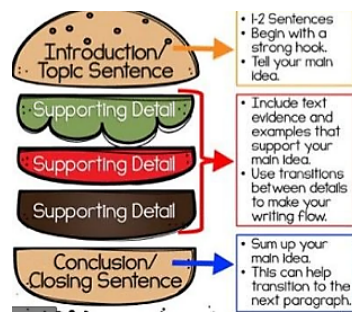
Note. Lesson plan used in the treatment to teach Nearpod application and the writing skills to students at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).

		Universidad Técnica de Ambato				TERM: April 2022- September 2022	
LESSON PLAN							
1. INFORMATIVE DATA:							
Teacher:	Michelle Villegas	Subject :	English	Course:	2 nd Semester	Parallel:	“A”
N° Class	7	Topic:	Write a description of a place.	General Objective	-To evaluate students' writing ability with the Nearpod application.	Specific Objectives	-To describe places using appropriate vocabulary and phrases. -To understand how to give both verbal and written descriptions of a place.
Aim:	-To develop students' abilities to organize information and build it into a text. -To develop students' skills to revise, rewrite, and improve their writing. -To learn to write paragraphs to write a blog post about your favorite place.		Level: Pre-Intermediate 2A				
2. PLANNING							
Crosscutting:	Attention		Time:	30 minutes	Date: 24/06/2022		
Methodological strategies	Resources		Achievement indicators		Success indicator		
Experiences-Reflection - Greetings and Agenda -The teacher makes a motivating introduction and establishes agreements and basic rules for good teamwork. Conceptualization -Feedback from the previous class can be taken before starting a new unit to activate prior knowledge. -The importance of paying attention to the liking	Internet connection Nearpod application StartUp3		Ability to concentrate General comprehension Accuracy of responses Writing ability.		Answer the questions, writing with a clear syntax and in a logical order. Write a blog post about a place. Produce an orderly and logical text.		

words for a correct description.

Application

-The teacher explain the parts of paragraph with a graphic of burger because it is the easiest way to learn. A paragraph is a group of sentences that talks about a single idea, or topic.



A basic paragraph should consist of four key parts.

1. Topic Sentence (sometimes called a paragraph leader).
2. Development (a detailed explanation of the topic.
3. Example (this can be data, stats, evidence, etc..).
4. Summary (summarize the ideas and evaluate how effective these are.)

- Students must write a blog about their favorite places but answering the following questions:

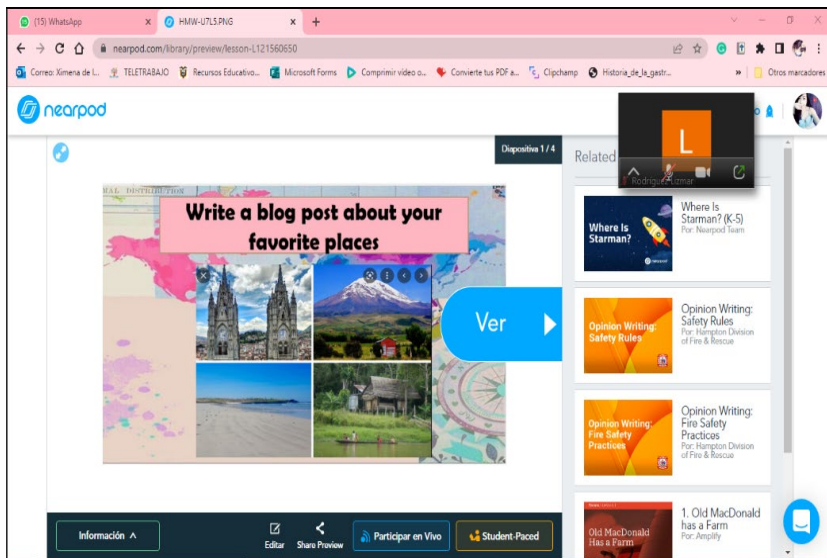
- Describe where a visitor should go, why you recommend the places, and what person can do there.

-Students write their blog in paragraphs and use adjectives to describe places. On the other hand, they also use transition words to end one paragraph and start another.

-Finally, the students check the grammar is correct and the punctuation to publish.

-Students read your blog voluntarily.

Evidence



Writing Skill

01 Paragraph

- A paragraph is a group of sentences that talks about a single idea, or topic.
- An effective paragraph often begins with a topic sentence that expresses the main idea.
- The rest of the sentences in the paragraph support the main idea of that paragraph, and maintain a consistent flow.
- These sentences are organized in a way to keep the flow of ideas.

Introduction/
Topic Sentence

Supporting Detail

Supporting Detail

Supporting Detail

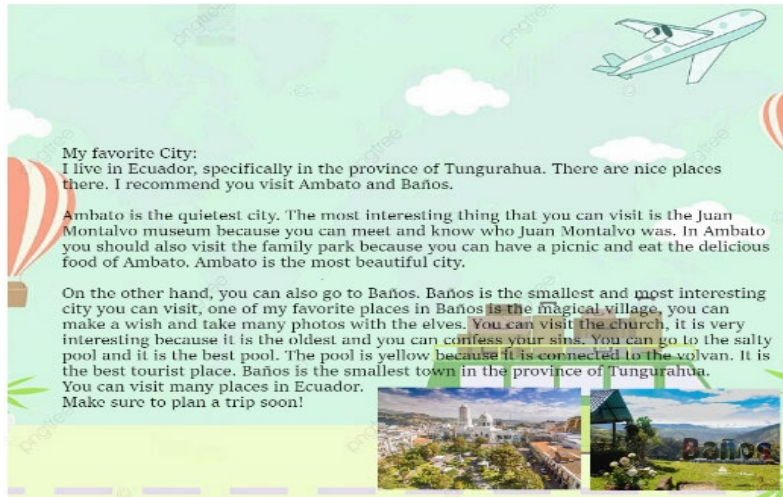
Conclusion/
Closing Sentence

- 1-2 Sentences
- Begin with a strong hook.
- Tell your main idea.

- Include text evidence and examples that support your main idea.
- Use transitions between details to make your writing flow.

- Sum up your main idea.
- This can help transition to the next paragraph.



RESUMEN				Dibuja
Detalles del desempeño de estudiantes				Estudiantes: # 29
Nombre	Otro	Actividades	Participación	
Dibuja				
1. Allison Toapanta <small>IP: 45.70.198.170</small>		100%	100%	
2. Anael Aidás <small>IP: 193.228.208.109</small>	Anael	100%	100%	
3. Andres Avalos <small>IP: 45.173.223.8</small>		100%	100%	
4. Bryan Toapanta <small>IP: 180.171.83.49</small>		100%	100%	
5. Carolina Rivera <small>IP: 45.189.58.17</small>	Caro	0%	0%	
6. D <small>IP: 181.188.300.121</small>		0%	0%	
7. Emily Monge <small>IP: 280.90.3000.1017.7401.8148.121.2296</small>		50%	50%	
8. Esteban Lalaleo <small>IP: 189.89.153.132</small>	Fernando	100%	100%	
9. Fátima Pereira <small>IP: 2800.310.68.4030.6602.75e345c-918e</small>		100%	100%	
10. Fillos Francisco <small>IP: 2800.137.0e.8360.2560.0019.0ae2.9159</small>		100%	100%	




My favorite City:
I live in Ecuador, specifically in the province of Tungurahua. There are nice places there. I recommend you visit Ambato and Baños.

Ambato is the quietest city. The most interesting thing that you can visit is the Juan Montalvo museum because you can meet and know who Juan Montalvo was. In Ambato you should also visit the family park because you can have a picnic and eat the delicious food of Ambato. Ambato is the most beautiful city.

On the other hand, you can also go to Baños. Baños is the smallest and most interesting city you can visit, one of my favorite places in Baños is the magical village, you can make a wish and take many photos with the elves. You can visit the church, it is very interesting because it is the oldest and you can confess your sins. You can go to the salty pool and it is the best pool. The pool is yellow because it is connected to the volvan. It is the best tourist place. Baños is the smallest town in the province of Tungurahua. You can visit many places in Ecuador. Make sure to plan a trip soon!

Note. Lesson plan used in the treatment to teach Nearpod application and the writing skills to students students at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas(2022).

		Universidad Técnica de Ambato				TERM: April 2022- September 2022	
Lesson Plan							
1. INFORMATIVE DATA:							
Teacher:	Michelle Villegas	Subject	English	Course:	2 nd Semester	Parallel:	“A”
N° Class	8	Topic:	Post-test KET	General Objective	-To evaluate students' writing ability after applying the Nearpod application and the writing process	Specific Objectives	-To identify the improvement in the writing of an email and write a story with the main events. -To develop the ability to understand and respond coherently to each question.
Aim:	-To measure student progress after learning writing strategies. - To assess the writing level of the students through a post-test.		Level:	Pre-Intermediate 2A			
2. PLANNING							
Crosscutting:	Attention		Time:	30 minutes	Date: 30/06/2022		
Methodological strategies	Resources		Achievement indicators		Success indicator		
Experiences-Reflection - Greetings and Agenda - The teacher makes a motivating introduction and establishes agreements and basic rules for good teamwork. Conceptualization -The teacher starts the class with an introduction about the KET test and the importance of improving your writing level with the Nearpod application. Application -Teacher introduces herself and explains to students what they will be participating in.	Key English Test Internet connection Zoom application		Ability to concentrate General comprehension Accuracy of responses Writing ability.		Write an e-mail to your friend asking questions about when can Tony have free time to go swimming and describe different pictures in a logical way. Produce an orderly and logical text		

<p>-The teacher reminds them that for each question they must use all the strategies that have been analyzed in the previous classes for good writing.</p> <p>-Teacher gives general instructions for the activity.</p> <p>-The teacher sends the link with the KET A2 level post-test. https://app.nearpod.com/?pin=JBWS7 CODE: JBWS7</p> <p>-The teacher explains that they have 20 minutes to finish the post-test.</p> <p>-The students start with the post-test writing A2 level of KET from Cambridge. Students enter the application and register their names to start.</p> <p style="text-align: center;">Part 1</p> <p>-Students should write an email to their friend Toni asking the following questions:</p> <ul style="list-style-type: none"> • Ask Toni to go swimming with you on Saturday • Say where you want to go swimming • Say how you will travel there. <p>-Students must put into practice everything learned in past classes about writing process.</p> <p>-Students must answer the question using the rubric, because Content, Language</p>			
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and Organization will be evaluated.

Part 2

-In this part students can use the vocabulary about the description of places and also create small paragraphs to write the story.

-Students must look at three pictures and describe a short story of what the pictures show.

-Students need to look at the pictures and identify the 3 main events of the story.

-Students should consider what kind of information they need.

-The teacher monitors the course so that all students finish the post-test at the agreed time.

Evidence

Reporte de sesión

POST-TEST KEY WRITING
Autor: Michel Villegas - Diapositivas: 7 - Fecha: Jueves, 30 de Junio de 2022 01:44:27 PM

RESUMEN

Nombre	IP	Progreso	Progreso
1. Evelyn Chiquito	IP:49.188.58.9	100%	100%
2. Allison Toapanta	IP:49.70.188.178	100%	100%
3. Amanda Oñate	IP:190.90.78.80	100%	100%
4. Anael Aldás	IP:170.239.206.109	100%	100%
5. Andres Avalos	IP:200.40.3022.1074.8070.8960.7671.8450	100%	100%
6. Bryan Toapanta	IP:190.171.83.50	100%	100%
7. Carlos Bravo	IP:197.280.181.54	100%	100%
8. Emily Monge	IP:181.188.201.198	50%	50%
9. Emily Monge	IP:181.188.201.198	0%	0%

Part 2: write a story based on pictures
Draw a story shown in the pictures...

05:13

Nombre	Estado
Marion Rodriguez	En progreso...
Rosmary Sinchiguano	En progreso...
Esteban Lalaleo	En progreso...
Natalie Carolina Rivera Valle	En progreso...
Shirley Garzon	En progreso...
heidi Coraima Alaga Sanchez	En progreso...
Isabel Salazar	En progreso...
Carlos Bravo	En progreso...
Karina Masabanda	En progreso...
Jason Solis	En progreso...
Kimberlyn Sailema	En progreso...
Allison Toapanta	En progreso...



Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Second Semester

POST – TEST

Candidate name: _____ **Date:** _____

Class: *A2 Elementary Level.*

Hour: *40 minutes*

Introduction: *This test is based on the Key English Test (from Cambridge English)*

Objective: *To evaluate students' writing ability after applying the Nearpod application and the writing process.*

Instructions:

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions in Writing*
- *Write your answers on the answer sheet.*
- *At the end of the test, send just the answer sheet to your teacher.*
- *Each question is worth five.*

Writing

Writing part 1: *write an email based on notes*

You want to go swimming on Saturday with your English friend, Toni.

In your email:

- **Ask Toni to go swimming with you on Saturday**
- **Say where you want to go swimming**
- **Say how you will travel there.**

Write the email/story on your answer sheet.

Write 100 words or more.

Writing part 2: write a story based on pictures

Look at the three pictures.

Write the story shown in the pictures.

Write **120 words** or more.



Source from Cambridge Preliminary (KET) English Sample Exam

Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Pedagogía de los Idiomas Nacionales y Extranjeros
Second Semester

RUBRIC

Band	Content	Organization	Language
5	All content is relevant to the task Target reader is fully informed	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.
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.	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.
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.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

Source: Cambridge English A2 Key 2020. Sample Tests Reading and Writing

Note. Post-test based on the KET test to measure the results after having applied the Nearpod application and to analyze an improvement in the writing skills of the students at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Villegas (2022).