

E- Collaborative Writing Practice

Past Tense

By Anabell Rodriguez

Level: A2

Time: 50 minutes.

Skill: Writing

Language form: Grammar

Resources: GSuite (Google Meet & Google Docs)

Goal: To use past tense to write about events in the past.

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Rationale

Collaborative writing has many benefits not only on students' learning but also on developing their emotional intelligence. As stated by Mulligan and Garofalo (2011), collaborative writing can "enhance student interaction in the EFL classroom, lower the anxiety associated with completing tasks alone and raise students' self-confidence" (p. 5). However, during the pandemic, "102 countries around the world have closed all schools to stop the spread of the virus, and about 900 million children and young people stay away from school" (Sari & Nayir, 2020, p. 332). This sudden change in the class instruction created some challenges for teachers who have not been used to technology in their lessons. Sari & Nayir (2020) stated that "among the problems reported under this theme that emerged in the research were not being able to communicate, difficulty in attracting the student's interest in the lesson, not following the student's development and not being able to use the necessary materials" (p. 351). Therefore, it is important to provide strategies that can enhance student participation and engagement in the class. Silalahi and Hutauruk (2020) stated that online group tasks can facilitate students to learn concepts in depth and can improve learning outcomes through positive collaboration between students. In conclusion, teachers should increase the use of these types of e-collaborative activities in the EFL online classrooms to collect evidence of their students' skills, strengthen their sense of belonging and provide them with effective feedback.

Description of the activity

The activity is an online collaborative writing task. Either the teacher or the students will create groups of a maximum of four participants. They will be given Google Meet links to use as escape rooms to work collaboratively. Students will work in groups to complete a conversation using the past tense in a Google Docs given by the teacher.

Lesson Plan

Materials: **Google Docs, Chat, Blank sheets, pens, Meet, Wheel of names (website), Slides**

Time: **50 min**

Objectives:

By the end of the lesson, students will be able to use past tense to discuss past events.

Time/ Type	Activity Description/Skills	Resources (physical/online)
Warm Up 5 min	- The teacher will use the WHEEL OF NAMES to select students randomly. Students chosen will say a sentence using the past tense.	Wheel of Names (website)
Presentation 5 min	The teacher will show some common verbs in the present tense. Students will write the past tense form in the chat.	Verbs (Google Slides optional) Chat
Practice 25 min	The teacher will assign the groups to work on writing a conversation. The teacher will write the names of the members of the group and the link for their own Google Meet room. Students will disconnect from the Main Room and join their group links. In the groups, the teacher will post the link for each team's Google Docs. Students will follow instructions. 1- They will write three words in a piece of paper. 2- Copy everybody's words. 3- Hold their words up to get a group screenshot.	Google Meet Links (one per group) Google Docs

	4- Pick five words from the vocabulary list. 5- Write a conversation in past tense using the five words.	
Production 10 min	The teacher will inform the students that the time is over. They will close the Google Meet and join the main room. The teacher will make sure everybody is back. Then, the teacher will use the wheel of names (website) to select 2 groups to read their conversations.	Wheel of Names (website)
Wrap Up 5 min	Students will share in the chat ONE THING THEY LEARNED during the class.	Chat

Resources

Wheel of names <https://wheelofnames.com/>
 Google Docs [Collaborative Tasks](#)
 Google Meet Created by the teacher

References

Mulligan, C., & Garofalo, R. (2011). A collaborative writing approach: Methodology and student assessment. *The language teacher*, 35(3), 5-10.

Sari, T., & Nayır, F. (2020). Challenges in Distance Education During the (Covid-19) Pandemic Period. *Qualitative Research in Education*, 9(3), 328-360.

Silalahi, T. F., & Hutauruk, A. F. (2020). The Application of Cooperative Learning Model during Online Learning in the Pandemic Period. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1683-1691.