

# Collaborative Writing in a 21st Century Aruban English Classroom



It is through others that we become ourselves  
*L.S. Vygotsky*

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**Date:**

31 August 2018

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## Abstract

Different studies have shown that “writing” is one of the least tackled skills in classrooms with affects far beyond education. A 2012 national education study in the US has shown that many employers have indicated that new hires lack oral and especially written communication skills (National Education Association, 2012). In the field of education, studies have also shown that teachers lack appropriate pedagogical skills to teach writing as the teachers themselves also lack skills in this area (Bilal, Fareed, & Ashraf, 2016). Oral communication with colleagues in the field of education in Aruba, as well as personal experience, indicate that the above findings may also be applicable to the Aruban situation.

In reference to the above, this study was carried out in a local MAVO high school on Aruba with third-year students. It was aimed at gathering overall insight into ways to improve students’ overall performance in writing competency and stimulate student learning by using collaborative writing approaches, through adapted teaching styles. It also looked at how using the collaborative writing approach can improve students’ writing performance in a student-centered learning environment. Furthermore, it explored the areas of students’ production in writing with regard to creativity, critical thinking, language proficiency and student-learning.

Data was gathered via various means. The research results show that collaborative writing approaches not only simulates critical thinking and student learning, but it also enhances students’ production in writing with regard to creativity and language competency. The challenges, however, lie in the lack of teamwork and cooperation amongst the students. The reasons vary, but what stood out was the overall inexperience of students working in groups which resulted in many frictions. The proposed recommendations are aligned with stimulating a culture of collaboration within the classroom, the research school and across the island.

**Core concepts:** (1) collaborative writing, (2) collaborative writing and the effect on students’ production in writing with regard to creativity, (3) collaborative writing and triggers to students’ critical thinking competency, (4) collaborative writing and the effects on language competency (5) collaborative writing and triggers to student-learning, (6) limitations to collaborative writing approach.

# Chapter 1

## Introduction

### 1.1 Context

Being able to communicate both verbally and in writing has become increasingly important in today's society. We use these skills in our daily lives and with the significance of the internet, writing has gotten a more prominent role in the workforce. However, there is enough evidence that supports the argument that people in the workplace lack in written communication skills. According to National Education Association, (2012), employers indicate that although oral and written communication are among the top four skills they seek in new employees, many graduates lack in these areas, especially when it comes to complex communication skills which involve explanation, negotiation, and other forms of interaction; skills that many employers expect their employees to have. In many respects, writing is considered a difficult skill. As an indication in the U.S., we see that 81% of High school students and 40% of community college students lack in writing in the English language (National Education Association, 2012; U.S. Department of Education, 2012).

Perhaps more applicable to the Aruban context we see in studies that a more comprehensive challenge, is writing in a foreign language. Compared with first language (L1) writing, writing in a second or foreign language (L2) is considered more difficult for ESL<sup>1</sup> learners. According to Bilal, Fareed, and Ashraf (2016), an ESL writer must be cohesive, clearly structured, interesting, and properly organized in their writing, with a wide range of vocabulary and mastery in conventions. However, writing is often considered merely a part of teaching and learning grammar and syntax which limits an ESL learner from being able to grow in their writing performance (Bilal, Fareed, & Ashraf, 2016). Bilal, Fareed, and Ashraf (2016), argue that poor writing skills originate from two factors: the teacher and the student. Teachers lack appropriate pedagogic approaches to teach writing, including providing prompt and effective feedback to students. On the other hand, students face numerous challenges: effects of L1 transfer, lack of reading, motivation, and practice (Bilal, Fareed, & Ashraf, 2016). Therefore, to help students improve in writing in the L2 is to consider using pedagogical strategies, which can help enhance students'

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<sup>1</sup> ESL is the abbreviation for English as Second Language

cognition in writing or students' writing performance, and can help reduce students' fear of L2 writing.

One such pedagogical strategy that has proven to be successful is known as *collaborative writing* (Wu, 2015). Collaborative writing can be understood as a “type of assignment in which students work together from start to finish, producing a product in the context of a group” (Kennedy and Howard 2014, p. 54). According to Wu (2015) “collaborative writing may be an effective strategy in teaching and can improve students' writing performance and decrease students' writing anxiety.” However, collaborative writing requires changing classroom practice, so that teachers are no longer at the center of the learning process. The role of the teacher thus has to change from the leader to the guide, with students acquiring knowledge not only from the teacher but from their peers.

## **1.2 Problem description in the local classroom context**

The above-described challenges regarding writing is not isolated to the US or elsewhere but is applicable in my professional situation as well. As an English teacher with thirteen years of experience, both in Netherlands and Aruba I am continuously challenged with trying to improve my students' writing. Even though the general comprehension and communication level in the English language is satisfactory compared to the non-English speaking countries in Latin America and the Caribbean, the aspect of writing poses many challenges. Experience has shown that this skill is one of the most challenging tasks as it requires a number of complementary skills to achieve satisfactory levels. The above studies have shown this clearly to be the case internationally. Aruba is no different. The main challenges identified with my students as it relates to writing in the English language are:

- Adequate resources and materials: for years we did not have adequate resources and materials at our school. There is has not been any Wi-Fi access for students and there has not been any proper digital material such as television, computers for students at the school. This is an issue because it limits me from implementing innovative teaching and learning strategies in my classroom. As a result, my teaching is mainly is textbook-centered. The textbook that we use at our school is American Headway. American Headway is a method

that primarily focuses on grammar and offers many traditional methods of teaching. Furthermore, there has not been a new method introduced for English since 2004.

- PLT (*Planning, Leerstof, en Toetsing*): As a teacher, I have difficulty in dealing with the demands of the PLT system. For years there has been a lot of pressure from the school board, inspector of education, parents and the government to provide a program in which teachers deviate as little as possible. As a result, the PLT does not allow much flexibility for new ideas. The focus is mostly on grammar.
- Focus on grades: There is a high focus in our education system on grades and less on the development of overall skills. Because the system is “grade driven” it leaves little room for alternative assignments that are not test driven.

As a result, the curriculum at my school is mainly grammar focused and very little room is left to develop other skills such as reading, listening, speaking and this case particularly writing; all skills necessary to develop language proficiency. Students also struggle to express themselves in English through writing or through speaking because of the limited emphasis put on vocabulary. Furthermore, skills such as speaking and writing is mainly tackled in the exam year, in order to meet the requirements of the national learning standards. An argument can be made as to how effective this approach is in overall language development of students. It should be mentioned that the above described in the classroom coincide with some of the findings of the *Strategic National Education Plan* of 2007.

### **1.3 Research aim**

Based on the problem description above, the research aim and specific subgoals have been formulated. This research aims to gather overall knowledge and insight necessary to improve students’ overall performance in writing proficiency and stimulate student learning by using the so-called collaborative writing approach, as described in the first paragraph, through adapted teaching styles catered to students’ needs.

Within the overall context, specific subgoals have been formulated. They are to:

1. strengthen language competency in students by using collaborative writing
2. strengthen creativity in the production in writing by using collaborative writing

3. find out if collaborative writing stimulates critical thinking competency in students
4. find out if collaborative writing stimulates student-learning

Based on the research aims, the main research questions and the sub-questions have been formulated

## **1.4 Research questions and clarifications**

### ***Main research questions:***

How can collaborative writing improve students' writing performance in a student-centered learning environment?

### ***Sub-questions***

1. What effect will the collaborative writing approach have on students' production in writing with regard to creativity?
2. Will the collaborative writing approach stimulate students' critical thinking competency?
3. What effect will the collaborative writing approach have on students' language proficiency?
4. Will the collaborative writing approach stimulate student-learning?

The main research question is a practitioner-based approach in which it is the aim of the teacher as a researcher to find ways to improve students' classroom performance through applied research activities. This includes both theoretical explorations as well as practical explorations.

The sub-questions are based on the 21<sup>st</sup>-century skills of learning. By gaining more insight in the 21<sup>st</sup>-century skills, teachers would not only have gained significant knowledge how to enhance student performance more effectively in the English language but also the necessary skills needed in order for students to be successful in the ever-changing 21<sup>st</sup>-century globalized world. The sub-questions are also based on collaborative writing. By gaining more insight, it can not only help to transform teaching styles to cater students' needs but also help to contribute to students mastering the multi-dimensional abilities that are required to solve complex real-world problems in the 21<sup>st</sup> century.



## **1.5 Hypotheses**

I believe that the outcome of this study will show that through introducing collaborative writing in an environment (year 3 MAVO students) it will ultimately stimulate student learning, creativity and will improve writing performance. In addition, I believe that this study will show a host of other positive effects for students. As to these specificities, no statement can be made as this study also has an exploratory character.

## **1.6 Supplemental data**

As follows some background data is given to supplement the reader with information pertaining to the research school, classroom context and data collecting methods. It is however not extensive as this information is elaborated on in the methodology chapter.

### ***School***

This study was conducted in a local Roman Catholic Mavo school pertaining to SKOA (*Stichting Katholieke Onderwijs Aruba*). The school has a principal and a vice principal and a personal of 41 persons (both teaching and support staff). The overall student population of the school is about 518 students (235 boys and 283 girls). From this total 419 were not born in Aruba; 1 from the former Dutch Antilles, 12 from the Netherlands, 34 from Colombia, 11 from the Dominican Republic, 14 from Haiti, 3 from the Philippines, 1 from Surinam, 14 from Venezuela, 1 from the United States, 1 from Peru, 1 from the Palestine, 3 from China and 1 from Ecuador.

Additionally, should be mentioned that even though not registered in the statistics, a considerable number of students were born on Aruba but have either one or both parents born elsewhere. According to school documentation, 378 of the students speak Papiamentu at home, while 94 speak Spanish, 16 English, 14 Dutch, 11 Chinese and 5 whom speak other languages. As it relates to the research setting, specific details will be elaborated on in chapter 3.

### ***Data Collection in brief***

In general, a variety of data collecting methods have been used. These include a diagnostic test, formative assignments, a summative assignment, a self-reflection assignment, class discussion and qualitative survey. Methods of data analysis included text analysis and statistical analysis.

Text analysis included descriptions of thematic descriptions and developments. Statistical analysis included descriptions of trends, comparison of groups, and test scores.

### ***Position as a researcher***

Even though I do not have ample experience in the field of research, my work experience of over thirteen years in both the Netherlands and Aruba (VMBO/MAVO) has helped me throughout this research process. My background as an English-speaking Aruban has helped me in identifying the major problems students experience as it relates English writing. English remains a foreign language for most on the island. This background has also helped me in developing creative assignments that may stimulate students to gain confidence in themselves and their writing skills.

### **1.7 Thesis outline**

This thesis consists of five chapters. Chapter 2 elaborates on the theoretical aspects of this study, mainly an expose of collaborative writing including a framework. This chapter also provides the foundation for the methodological choices, including the evaluation methods. Chapter 3 gives an elaborate explanation of the research methodology. This chapter elaborates specifically on the target group, research assignments and evaluation methods; also, the limitations of the study. Chapter 4 presents the overall research results; both quantitative and qualitative. Chapter 5 presents an extensive discussion, conclusion and recommendations.

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

This literature review is framed by the theory of collaborative writing in a student-centered learning environment, which is the basis for 21<sup>st</sup>-century learning. A conceptual framework of the collaborative writing model has also been presented. Literature was reviewed from various sources, including journal articles, research papers, and book chapters, mostly via Google Scholar and education-based websites. Concepts that have been discussed are collaborative writing, collaborative writing and student's creative process in writing,

#### **2.2 Collaborative writing**

According to Kennedy and Howard (2014, p. 54), collaborative writing is defined as an assignment in which students work together from start to finish, producing a single paper from the group. Dale (1993) adds that collaborative writing implies meaningful interaction and shared decision-making and responsibility between group members in the writing of a shared document. This means that collaborative writing approach uses collaboration as an approach instruction that focuses on the process of working together and that enables participation in social interaction. It empowers students to build on their knowledge and writing as the skill to produce the outcome of a document (Wu, 2015). Collaborative writing gives students the ability to work together through the entire process of writing by planning, drafting, revising, editing and finalizing their written work (U.S. Department of Education, 2012).

In light of the 21<sup>st</sup>-century skills of learning, it is of utmost importance to integrate core academic knowledge, critical thinking, and social skills in teaching and learning in our classrooms to help students master the multi-dimensional abilities that are required to solve complex real-world problems (Alismail & McGuire, 2015). Collaborative writing certainly encourages the development of critical thinking and creativity.

When examining the nature of writing tasks, it is noticeable with collaborative writing that there are several types of assignments. However, most studies focused on meaning-oriented assignments (reflective writing, brochure writing, and story writing) where students pay attention to form (i.e., editing and text reconstruction) or a combination of both (Elabdali, 2016).

According to Saavedra and Opfer (2012), with the transmission model, students have the opportunity to learn information but typically do not have much practice applying the knowledge to new contexts, communicating it in complex ways, using it to solve problems, or using it as a platform to develop creativity. However, offering students a student-centered approach such as collaborative writing promotes social skills and provides a learning environment for students where they are at the center of learning.

### **2.3 Collaborative writing and student's creative process in writing**

An essential element in collaborative writing is creativity. Creativity as a notion refers to the ability to think and work with high levels of originality and expressiveness. This includes being able to brainstorm new and innovative ideas and to elaborate, refine, analyze, and evaluate original ideas (National Education Association, 2012). Creativity can be abstract and entertaining or tangible and useful; especially as it relates to writing exercises. Creativity depends on openness and responsiveness to new and diverse perspectives, as well as an ability to accept failures and see them as opportunities for learning (National Education Association, 2012).

Collaborative writing and creativity are very much intertwined. Creative writing refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. Therefore, texts such as short stories, essays, poetry, letters, journal entries, blogs, etc. can be seen as creative writing (Akhter, n.d.). Specifically, as it relates to creative writing we see that it requires one to stretch their imagination as a wonderful outlet for expression (Chen, 2017). Social constructivist approaches and collaborative pedagogy has highlighted the socially mediated nature of writing thus creative writing cannot be seen as an individual act of creativity but rather a social skill involving observation, storytelling, collaboration, and communication (Elabdali, 2016; Chen, 2017).

Examining creativity in writing is an ongoing discussion in the creativity literature (Elabdali, 2016). Elabdali states that several scholars use criterion-referenced assessment for creative writing and have provided a sample list of the criteria used by the scholars which include:

- Language use
- Control of language
- Organizational coherence
- Use of details

- Idiom
- Inventive use of language
- Originality and imagination
- Expression of theme
- Narrative elements such as plot, setting, characters, narration, theme.

There are many benefits of collaborative writing in the area of creativity. As mentioned by Elabdali (2016), complex creative tasks such as poetry or short story writing are thought to destabilize the interlanguage of learners, forcing them to engage in processes of segmentation, reanalysis, and analogy of their linguistic resources, which ultimately lead to language development. Through increase in interaction and negotiation in the process, collaborative writing also improves understanding of text coherence. Creative approaches may stimulate critical thinking because creative writing and critical thinking are interrelated. It also stimulates new ideas and perspectives (Chen, 2017; Deveci, 2018).

#### **2.4 Collaborative writing and critical thinking competency**

Another ability that is inextricably linked to collaborative writing is critical thinking. Critical thinking refers to the ability to identify a problem, analyze, interpret, evaluate, determining the best solution, and solve problems (Common Sense Education, 2016; Chen, 2017). Learning critical thinking leads students to develop other skills, such as a higher level of concentration, deeper analytical abilities, and improved thought processing (National Education Association, 2012). Critical thinking also draws on other skills such as communication, information literacy and creativity (National Education Association, 2012; Chen, 2017). A person who thinks critically is like a critical consumer of information; he or she is driven to seek reasons and evidence and the “why” and the “how” things work (Jerald, 2009).

One of the benefits collaborative writing has is that it offers students an authentic learning environment to not only practice academic reading and writing, but also stimulate reflection, knowledge sharing, and critical thinking (Hadjerrouit, 2011). While students may have a clear idea on the topic they want to write about, their emotions can prevent them from being too attached to what they write. However, with collaborative writing, they are training themselves to think critically, by stepping away from the emotions involved, looking at things in a more scientific

manner, which will ultimately help students to narrow information and edit their work better (Chen, 2017; Deveci, 2018).

Critical thinking is also stimulated through peer reviews, where students give feedback to other's written text and making them aware of the language, as well as the content in the process (Storch, 2005; Ghufron & Hawa, 2015).

## **2.5 Collaborative writing, peer review and language proficiency**

Collaborative writing has many benefits for an ESL learner (Holi & Al Ajmi, 2014). According to Al-Nafiseh (2013), one of the benefits students gain from collaborative writing is that it helps students to be more aware of the structure of the language. This can be done through peer reviewing and peer editing. As Al-Nafiseh explains that peer review is the concept of students' reviewing each other's written text and them making suggestions how the text could be improved. This can result in increasing students' motivation for writing, enabling students to view their writing through feedback from peers, helping students to learn to read their own work critically and assisting students in gaining confidence in their writing. Although peer reviews help to enhance student- learning experience, students often tend to focus on the product of the writing rather than the process of the writing (Storch, 2005).

As for improvements in writing, the process of peer writing and editing can be helpful in raising students' awareness of important organizational and syntactical elements that they otherwise might not notice on their own (Garofalo & Mulligan, 2011). Peer editing also leads to more meaningful revision in vocabulary, organization, and content, and enhances in-class interaction and improves students' writing by making them aware of the procedures to follow through their classmates' comments (Garofalo & Mulligan, 2011; Al-Nafiseh, 2013).

However, when it comes to accepting comments from their peers, they may be skeptical because they may have doubts about the reliability of non-native learners' editing comments and would rather comments of the teacher instead. Therefore, peer editing needs to be modeled, explicitly taught and controlled throughout the whole process, because of the lack the language proficiency on a native level in most ESL learners (Garofalo & Mulligan, 2011).

Whether a teacher or a classmate does the editing, it involves rereading text and editing throughout the rereading process. Therefore, editing is an effective way to improve writing performance for it does make one more aware of the structure of the language and learn from their

teacher/ peers while doing collaborative writing assignments (Al-Nafiseh, 2013; Ajmi & Ali, 2014).

## **2.6 Collaborative Writing and Student-Learning**

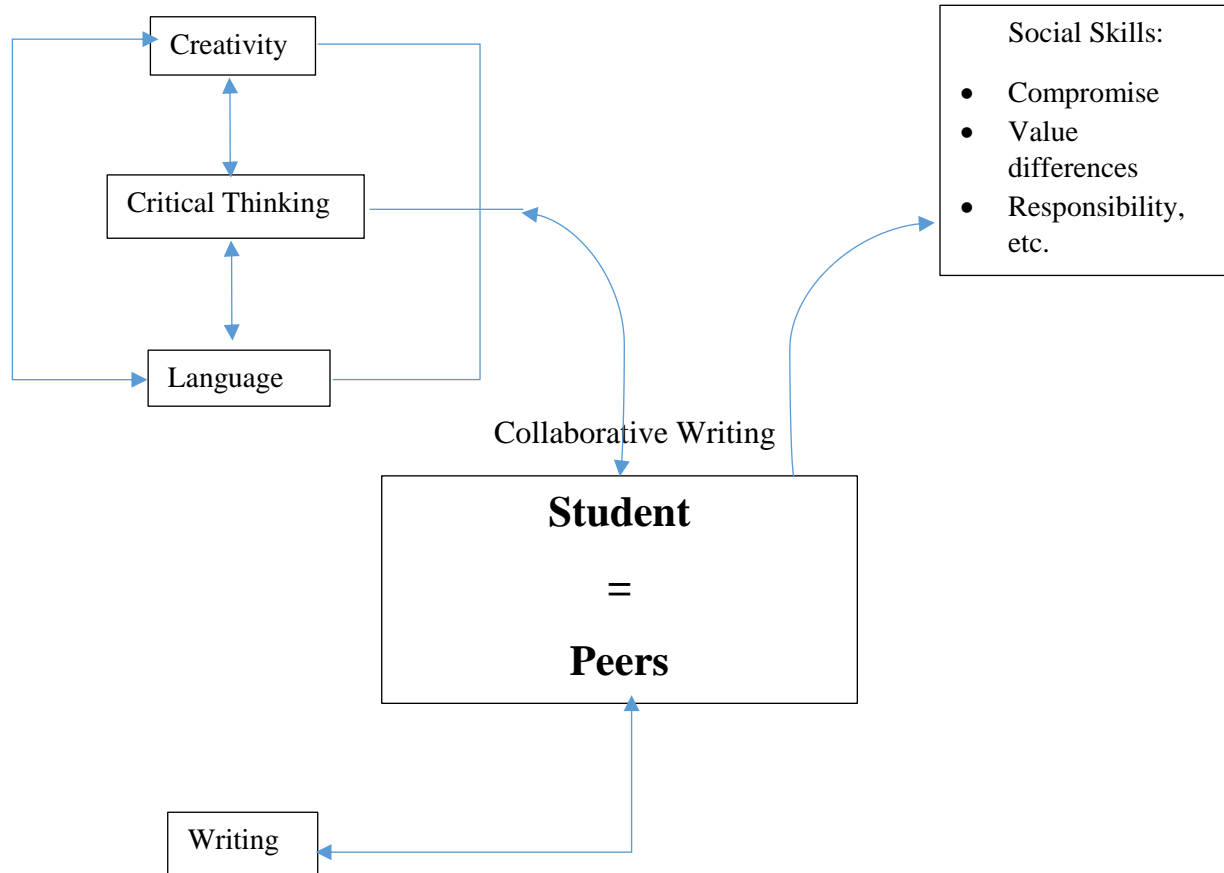
The collaborative writing approach stimulates student learning through social interactions. According to Deveci (2018), collaborative writing offers a variety of cognitive and social benefits for the students, which includes learning how to learn, learning how to work with people, learning how to compromise effectively, learning how to value differences. Deveci also added by saying that collaborative learning also enables students to assume responsibility for their own learning, and develops a sense of responsibility for sharing their expertise and newly-acquired information with their peers. According to Wu (2015) it can enhance students' cognitive outcomes, such as academic achievement and cognitive development, which can produce less anxiety in learning. Students also learn from peer reviews and peer editing which can increase language competency, because it functions as scaffolding techniques to learning (Storch, 2005). As Lightbrown & Spada (2013) points out, "language primarily develops from social interactions."

One of the challenges of collaborative writing is decision making within the group of students. With more minds at work on the writing assignment, there are more ideas and a variety of perspectives to consider (English Compost, 2008). During decision-making in writing, conflicts may arise because of differences in ideas and personal writing styles (Lee, 2011). However, studies show that while shared knowledge facilitates decision-making, differences allow the development of thinking skills as students attempt to solve the resulting conflict by adopting a strategy (Lee, 2011).

Other factors that can influence student learning include logistical problems, issue of fairness in the divisions of work, conflict with personal learning style, having difficulty to get together after school, and increased level of stress (Garofalo & Mulligan, 2011).

## Conceptual framework model of the collaborative writing approach

Based on the theoretical concepts which have emerged from the literature review, the following framework has been developed.



The model shows that students need creativity to stimulate critical thinking and language competency. However critical thinking can make students foster creativity and language competency. Also, language proficiency requires creativity and critical thinking which stimulates learning with regard to writing. Using the collaborative writing approach, students learn from peers and enhance their productivity in writing with regard to creativity, critical thinking competency, and helps students to achieve a higher level in language proficiency. As an outcome of this approach, writing and social skills are developed in the process.

### 2.7 Remarks

We can conclude that there are many benefits to working with the collaborative writing approach in different areas. The literature is fairly positive of the outcomes. Even so, there are some



challenges mentioned such as lack of group communication and trust amongst members. These challenges should not be taken lightly as they may influence the outcome of the intervention in a negative way. Also, should be mentioned that many of the studies referenced are based on ESL classrooms and were carried out in South East Asia, Europe and the U.S in both secondary and tertiary school levels; thus painting a picture that may not entirely be reflective of our context. These observations are taken into consideration.

# **Chapter 3**

## **Methodology**

In this chapter, the methodological choices and procedures will be elaborated on as well as some of the challenges encountered during the research process.

### **3.1 Research approach**

As hinted in the introduction, this research fits within the realm of practitioner-based research, which according to Cohen and Manion is understood as,

Essentially on the spot procedure designed to deal with a concrete problem located in a mediate situation. This means that ideally, the step by step process is constantly monitored over varying periods of time and by a variety of mechanisms (questionnaires, diaries, interviews and case studies) so that the ensuing feedback may be translated into modifications, adjustments, directional changes, redefinitions as necessary, so as to bring about lasting benefit to the ongoing process itself rather than some future occasion (Cohen & Manion, 1994, p. 192).

PBRE mainly focuses on micro cases specifically in the local school context and includes both quantitative and qualitative data methods. The results of the research specifically apply within the context of the research and thus cannot be generalized. However, the research results can provide significant implications for wider research in a larger context where comparisons could be made with schools islandwide. This includes MAVO, HAVO, and VWO. In order to enhance the validity and reliability of the data in combination with data collecting methods means of triangulation were utilized.

### **3.2 Research setting**

This research took place at a local MAVO and was carried out with the third-year students, ages 14 to 18. The classes were, class 3D and 3E. The aim for me was to find a teaching style that caters to students' needs through collaborative writing assignments. Class 3D consists of 22 students. 20 were born in Aruba, 1 in Haiti and 1 in Ecuador. Class 3E consists of 21 students. 15 were born in

Aruba, 2 are from the Netherlands, 2 from Colombia, 1 from the Dominican Republic and 1 from Venezuela. When looking at the spoken language at home from in class 3D: 18 speak Papiamentu at home, 2 speak Spanish, and 2 speak Chinese. In class 3E, 18 of them speak Papiamentu at home, 1 Dutch, and 2 Spanish. Some of our students have a middle-class background; a few come from lower-income families. However much details on their economic background is not available. Must also be mentioned that all students who were born in a foreign country or spoke another language than Papiamentu were spread out evenly among the groups. This study did not specifically look at the effects on these particular students for reasons of focus.

### **3.3 Specification on the stages administered to students during the research**

This research project was cross-curricular. It was integrated with the Culture and Arts subject. The students had to work in groups of five to six. Groups were organized based on A) proficiency in the English language, B) semi acquaintances with some members in the group.

The data collecting phase was done in five stages. These stages are modeled after the article *Collaborative Writing and Peer-Editing in EFL Writing Classes* (Al-Nafiseh, 2013). They have been adapted to this specific situation. The stages are:

#### *Stage 1 Introduction*

In this stage, students get familiar with all the aspects that need to be considered when writing a good short story. This was done through a placemat assignment, where students had five minutes to write a short story using the free writing technique. Once done students had to give each other feedback based on what they have written.

#### *Stage 2 Practice Stage*

In this stage, students put the different aspects that have been introduced during the first stage into practice, i.e., by getting familiar with collaborative writing, peer editing, become more aware of the organization, style, writing strategies, and other elements that constitute a text. Also to become more aware of each other's writing styles through several exercises, including finding the plot elements (introduction, rising action, climax, falling action, and resolution) in a story, editing a story that has no punctuations, and writing a short story as a group inspired by a song.

### *Stage 3 Writing Plan<sup>2</sup>*

In his stage, students set up a writing plan to create more unity in their writing but also to help them to have a plan of their writing process as a group. This could be used as a basis when writing the story.

### *Stage 4 Collaborative Story*

In this stage, students write a story collaboratively by combining each written piece<sup>3</sup> into one story with one voice. Here it is essential that those who are in charge of the editing make sure that the story has one voice. Once done, a series of evaluation methods was given in order to analyze the results based on students' language proficiency, and creative process in writing.

### *Stage 5 Self-Reflection*

In this stage, students had to reflect on their experiences and learning moments during their story writing process. Once done, a series of evaluation methods was given in order to analyze the results based on students' language proficiency, creative process in writing, critical thinking competency, and student learning.

## **3.4 Evaluation methods**

In order to analyze the data, a series of evaluation methods have been used. These evaluations are multifold. Specific names were given to the evaluation methods. This was done in order to facilitate the reading process. The evaluation methods are:

- 1) *Book Test Evaluation*, a standardized test with a creative writing assignment (i.e., personal letter) and self-reflecting assignments, administered to students during the month of October 2017 to get the overall starting conditions of students' language proficiency and creative process in writing before research.
- 2) *Collaborative Story Evaluation*, administered at the end of March and the beginning of April 2018 to get an overall view of students' language proficiency, creative process in writing, as well as students' stimulus for critical thinking competency.

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<sup>2</sup> The Writing Plan can be found in Appendix VI *Assignment Writing Plan*, page 119.

<sup>3</sup> These individual written pieces are based on the plot elements: introduction, rising action, climax, falling action and resolution.

- 3) *Self-Reflection Evaluation*, administered at the end of March and the beginning of April 2018 to get an overall view of students' language proficiency, as well as students' stimulus for critical thinking competency and student-learning after research.

### **3.5 Data analyses**

The following tools were used:

- Analytic rubrics were used to analyze the data, which was gathered from the *Book Test Evaluation* as well as the *Self-Reflection Evaluation*. Rubrics are typically the specific form of scoring instruments used when evaluating student performances or products resulting from a performance task (Mertler, 2001). Each scoring instrument can be found in Appendix II, page 89 –103.
- Content analysis is based on the *Self-Reflection Evaluation* and will provide context for the research objectives.
- MS Excel was used to illustrate the data of the overall performance of the participants in the form of diagrams, charts, and percentages.

### **3.6 Ethical considerations, validity and reliability**

Students had to sign a consent form so that their data could be used. The school's principal gave approval. Copies of the consent form can be found in Appendix I, page 49 – 88. In order to protect students' privacy, names are not mentioned in the results. Furthermore, to protect students' anonymity, each student was assigned to a code in the full report on their individual results and their work. Students who were not eligible or did not give consent were not included in the results.

The concept to use rubrics as an instrument is based on the literature review and SLO's<sup>4</sup> concept of using rubrics as an assessment tool to measure and monitor students' performance. Rubrics such as "RubiStar<sup>5</sup>," "6 Traits Writing Rubric" and SLO's "CERF's Criteria for Writing" were used to develop the rubrics and later adapted to fit within the context of the research.

In content analysis, human error is fairly possible, since there is the risk for researchers to misinterpret the data gathered, thereby generating false and unreliable conclusions (Langos, 2014,

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<sup>4</sup> SLO is a Dutch national expertise center that responsible for the development of curricula in education.

<sup>5</sup> RubiStar is a free rubrics generator to help teachers, who do not have the time to create a rubric from scratch, create a quality rubric.

p. 41). To avoid such misinterpretations, the results have been elaborated based on keywords students used in their *Self-Reflection Evaluation*.

### **3.7 Remarks on the methodological procedure**

Initially, it was the intention to conduct a survey with the students with regard to student learning and critical thinking competency. However, due to gathering sufficient information with the *Self-Reflection Evaluation* the survey was not administered.

During the research period, students were busy with other projects in school which caused significant work overload. There was one group that was dealing with a student who was frequently absent. As a result, the Culture and Arts teacher (whom I collaborated with during this project) decided to take the student out of the group.

Originally, the entire study was based on in-class lessons. Due to unforeseen circumstances, this was not possible. Rather, the *Collaborative Story Evaluation* was mainly carried out at home. I even facilitated students with an extra group session on a Saturday.

#### ***Limitations***

Four weeks of research is too short to get an overall view of students' improvement in the language because the research ended when the learning began. Moreover, if the period of the research was longer, then students would have had more time to apply peer editing. During the research process, only one evaluation was used to get an overall view of students' starting conditions. To get a better view of students' starting conditions, it would have been better to administer two evaluations instead of one. Even though students were asked to self-reflect on the collaborative process and learning moments, the questions were designed in such a way that it forced students to think critically. Therefore, these results were not used to get an overall view of students' critical thinking competency but rather used to get an overall view of the background premises of the story writing process.

## Chapter 4

### Research Results

In this chapter, the main results of the research are presented. The paragraphs are categorized per sub-question. As an added note, from the 43 students who participated (18 boys and 25 girls), 41 gave consent, 1 student did not give consent, and 1 was not eligible for the research.

#### **4.1 Collaborative writing and student's creative process in writing**

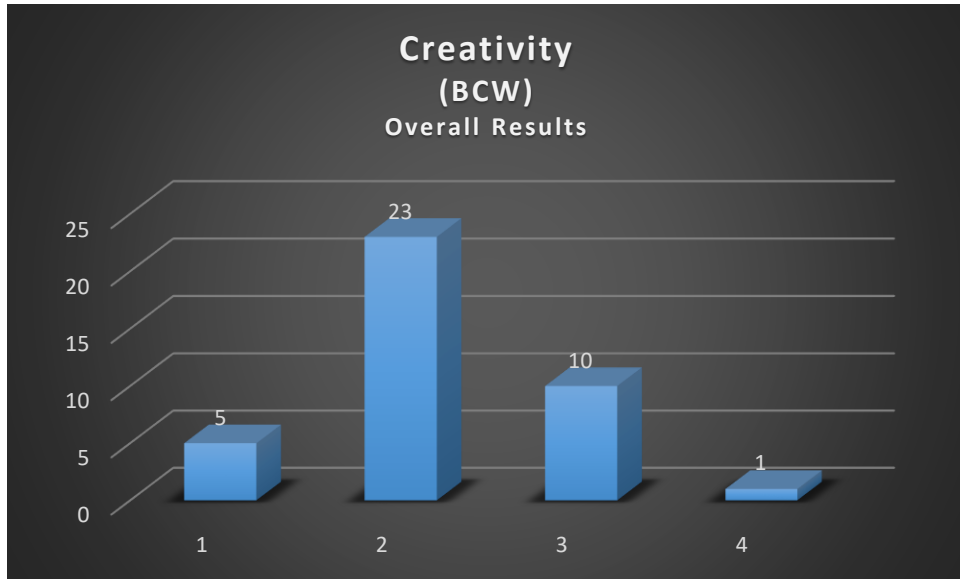
In this paragraph, general results of creative process in writing will be presented. The results of the creative process in writing is based on an analytical rubric. This analytical rubric contains elements needed for creative story writing. These elements include character development, setting, word choice, and how certain elements of the assigned topic are incorporated in the story.

The information is based on the following settings:

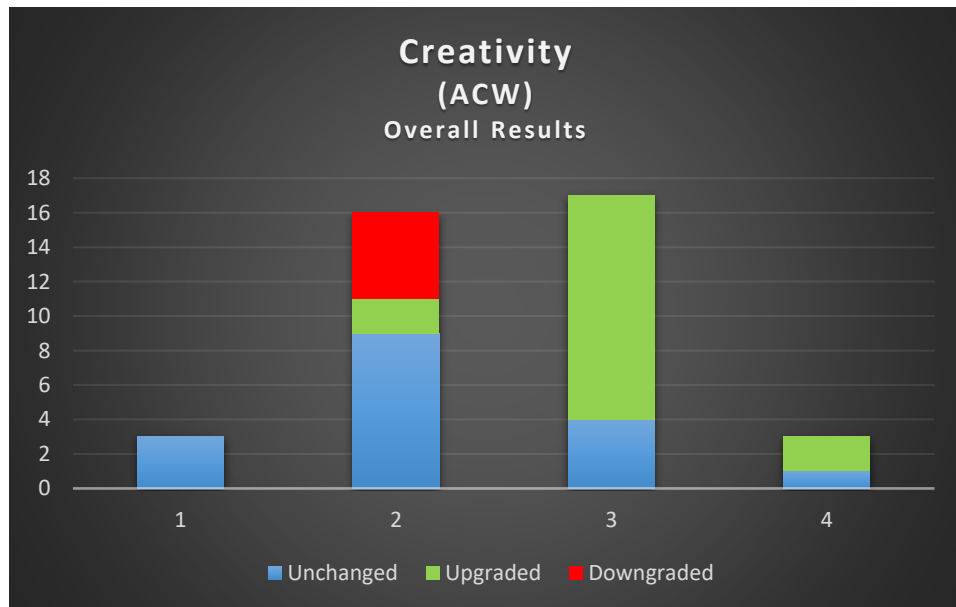
- a) In a formal setting
- b) In an informal setting

The term used to describe the formal setting is BCW = Before collaborative writing. The term used to describe the informal setting is ACW = After collaborative writing. The formal setting is based on the students' creativity in the *Book Test Evaluation* and the results of the informal setting is based on students' creativity of the first submission of the *Collaborative Story Evaluation*. A full report on students' individual results can be found on Appendix III *Results Creative process in writing class 3D and class 3E*, page 104 while the analytical rubric for students' production in writing with regard to creativity can be found on Appendix II *Instrument Creative process in writing*, page 89.

The results of the creative process in story writing are as follows:



Of the 41 students that participated in the research, two students did not participate in the first submission to the story and therefore cannot be included in these results. From the 39 students, before collaborative writing (BCW) there were 5 students in level I, 23 in level II, 10 in level III and 1 in level IV.





After collaborative writing (ACW), 2 students upgraded to level II, 5 downgraded to level II, 13 upgraded to level III, and 2 upgraded to level IV. What is noticeable from the results is that 41% of the students improved, 12% dropped from level, and 41% remained in their original position.

#### **4.2 Collaborative writing and students' critical thinking competency**

These results are based on students' *ability to identify a problem* (situation) in the collaborative writing assignment; analyze, interpret, evaluate, make decisions, and solve problems.

The results have been divided into two sections:

- A summary of students' collaboration within the group which is based on students' answers on the *Self-Reflection Evaluation*. This is a qualitative description. Even though the text is somewhat lengthy I felt it to be important to detail the group's process.
- Detailed results of the story based on analytical rubrics specifically designed for critical thinking competency in story writing and is organized on the literary concepts: character development, conflict, solution, theme and plot (introduction, rising action, climax, falling action, and resolution). These results are presented in tables quantitatively. The students could receive a maximum of 4 points for the *Collaborative Story Evaluation*. The analytical rubrics can be found on page on Appendix II *Instrument Critical thinking competency rubrics*, page 91 – 99.

The results are:

#### **Class 3D**

Group: 01  
Date deadline assignment: 29 March 2018  
Date assignment was handed in: 01 April 2018<sup>6</sup>

#### *Summary process group work*

Group 1 consisted of six people from which two are boys, and four are girls. Four of the members of the group indicated that working with the group was difficult; one said that it was okay and one

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<sup>6</sup> This group got a 4-day extension period due to the problems the group with regards to communication.

did not voice their opinion on this matter. Two members of the group indicated that this was due to dealing with people with different ways of thinking, different personalities.

One of the main reasons why collaboration within the group was difficult was because of communication within the group and teamwork. According to one student, there were four members in the group that didn't get along which ultimately affected the writing. Three of the members also share this opinion. One of the members also indicated that the boys did not communicate with the girls.

What went well in the group was the writing of the story. According to two members of the group, they credited this to choosing the theme concept of the story and choosing one story that was closest to the related to the assigned task. Two members of the group indicated that they worked on the characters in duos and wrote their part of the story individually and one member indicated that they worked best in class because they argued the least and sometimes helped each other.

The results of the Collaborative Story:

Maximum amount of points to score is 4.

Results Collaborative Story					
Group 1	Character development	Problem/Conflict	Solution	Theme	
	3	4	3	4	
	Introduction	Rising action	Climax	Falling action	Resolution
	3	4	3	2	3

Group: 02  
 Date deadline assignment: 29 March 2018  
 Date assignment was handed in: 29 March 2018

*Summary process group work*

Group 2 consisted of five people of which two are boys, and three are girls. One person did not sign the consent form and was excluded from these results. From the remaining four members of

the group, one member indicated that it went very well but could have gone better if they communicated more. One student indicated that they worked well in the group despite of poor planning. One indicated that they had difficulty in dealing with different types of personalities but thought that they worked okay in the group, and one found that it went okay, despite having problems in dealing with one member of the group.

One of the points indicated that could have gone better was communication and planning. One of the reasons why communication could have gone better was due to dealing with people with different ideas, which can be stressing at times. This is according to two members of the group. One of the main reasons why planning was a problem was due to them not taking the assignment seriously. According to two of the members, they were joking and doing “crazy things” the whole time in class, which ultimately made them fall behind in their work.

What went well in the group was communication. Everyone had to do their part and helped each other when needed. This is according to three members of the group. According to one member, they even stayed in contact with each other through WhatsApp and one member of the group indicated that since they had a hard time focusing in class, they decided to divide the task and do it at home. What also helped was planning. As mentioned before they divided the task and worked on it at home. They also made and followed the writing plan. This is according to one member who indicated that the writing plan was helpful.

The results of the Collaborative Story are:

Maximum amount of points to score is 4.

Results Collaborative Story					
Group 2	Character development	Problem/ Conflict	Solution	Theme	Resolution
	3	3	3	3	
	Introduction	Rising action	Climax	Falling action	
2	3	3	3	3	

Group: 03

Date deadline assignment: 29 March 2018

Date assignment was handed in: 31 March 2018

*Summary process group work*

Group 3 consisted of six people of which three boys, and three girls. Three of the members of the group indicated that working with the group went well; two said that it was okay and one did not voice their opinion.

One of the problems this group faced was the writing of the story. One member indicated that they submitted the story late, but this was due to computer related issues. They also indicated that they had issues with the number of projects, homework, and tests they had to do, and two other members share this statement. The member also indicated having difficulty in dealing with the assignment. According to one member, they misunderstood what they had to do with the writing plan and the final assignment. They also indicated that this was due to not following the instructions of the assessments. According to another member, this led to too much rushing in finishing the writing plan and the story.

One member indicated that communication could have gone better. They indicated that there was always someone that didn't text fast enough or was lacking in the group or someone who did not know what to do or what to write, which can be frustrating at times. Another member indicated that even the brainstorming process was difficult at times because everyone had different opinions and at times made it difficult to come up with one general idea.

What went well was communication. They always had new ideas and were serious in the story writing process. This statement is shared by three group members. They pushed and helped each other, spread the work, and everybody did what he or she were supposed to do. This is according to three group members. They even made a group chat on Facebook to communicate with each other. According to two members, everyone did the editing themselves because they found it to be a tough job for two people to do for the whole group. One member also indicated that the team was open-minded and they did not mind expanding their minds even further for the story.

The results of the Collaborative Story are:

Maximum amount of points to score is 4.

Results Collaborative Story					
Group 3	Character development	Problem/Conflict	Solution	Theme	
	2	2	2	2	
	Introduction	Rising action	Climax	Falling action	Resolution
	2	3	2	1	2

Group: 04  
Date deadline assignment: 29 March 2018  
Date assignment was handed in: 30 March 2018

*Summary process group work*

Group 4 consisted of five people of which three are boys, and two are girls. All of the group members indicated that they worked well in the group. One of the challenges this group faced was time management. One member stated that everybody did everything. According to another member, this was because not all members were productive in the first week, which affected their work because they had to rush and two other members shared this statement.

Another challenge this group also faced was communication. According to one member, everything could have gone better if everybody listened and did his or her part on time. One indicated that it was difficult dealing with the group at first because everyone would have ideas and sometimes clashed with one another. One even indicated that they had difficulty in getting in contact with the members, which was shared by and another member. The other member also indicated that this was because they did not have each other's number.

According to one member, they indicated that creativity was also challenging. According to them, two members barely came up with ideas, which didn't help with the creativity in the group. What went well was teamwork. This is according to all five members of the group. According to one member, despite everyone having their opinions and ideas, they made sure that every bit of everyone's idea was used. Another member indicated that if any one of them had issues, they helped each other. Two other members also shared this statement.

What also went well was sharing and communicating via Google Drive, (one person called it e-mail). This is according to two group members. One said that working in Drive was helpful because it saves a lot of time and lets you know if someone else is working on it too. As a result, they did not need to go to each other houses to work on their story and could just work on their own parts at home together. This is according to the other member.

The results of the Collaborative Story:

Maximum amount of points to score is 4.

Results Collaborative Story					
Group 4	Character development	Problem/Conflict	Solution	Theme	
	3	3	2	3	
	Introduction	Rising action	Climax	Falling action	Resolution
	4	3	4	3	2

**Class 3E**

Group: 01  
 Date deadline assignment: 29 March 2018  
 Date assignment was handed in: 30 March 2018

*Summary process group work*

Group 1 consisted of five people from which one is a boy, and four are girls. From the five members, only three submitted the story the first time. Therefore, the self-reflection of the other two members are not included, and the summary is based on the remaining three members.

All three members indicated that they worked well in the group. However, what could have gone better was the writing of the story. This is according to two members. One indicated that they had a writing plan but didn't follow it correctly. As a consequence, the last version of the story did not give many details. According to this member, they think that this is also due to the many

changes made from the original idea of the story. Another member indicated that they wished that they could have trained more how to write stories. They also indicated that it would have gone better if everyone on the team wrote their own stories, but from the same characters, and later picked pieces they liked from each story, put them together into one, and then let one person write that story on the computer. Another problem was the absence of the group members. As one member indicated, if they were not absent then they would not have missed any explanations.

What went well was teamwork. This is according to the three members. One indicated that everyone did their part. One indicated that they helped the others with their grammatical errors and two members indicated receiving help with their grammatical errors. They contributed with ideas for the story. This is according to two members. One even indicated that there were no leaders or editors in their group. Two members also indicated that nobody judged on his or her way of speaking or their ideas. One even indicated that they had a group member who likes to write stories and that that person helped them a lot with the inspirational part and this thought was shared by that group member too. What also went well was handing in their parts of the story on time. This is according to one member.

The results of the Collaborative Story are:

Maximum amount of points to score is 4.

Results Collaborative Story					
Group 1	Character development	Problem/ Conflict	Solution	Theme	
	1	2	1	1	
	Introduction	Rising action	Climax	Falling action	Resolution
1	2	1	1	1	

Group: 02  
 Date deadline assignment: 29 March 2018  
 Date assignment was handed in: 29 March 2018

### *Summary process group work*

Group 2 consisted of six people of which four are boys, and two are girls. From the six, one did not participate in the research due to frequently being absent, and one did not hand in their self-reflection evaluation. Two members indicated that the group work went well; one indicated that it was okay; one did not voice their opinion. According to three members of the group, what could have gone better was students' responsibility for their tasks. One indicated that the rest of the group depended on two of the members to do the hard work, and to tell others what to do.

Another challenge was dealing with an absent group member. One member thought it was unfair that the Culture and Arts teacher has removed the student from of the group. According to the member, if the person remained in the group, the workload would have been lighter. Another member also indicated that they would have been able to work faster if the person came to school. However, they also indicated that there were days that other group members did not come to school either which also slowed them down. According to one member, another challenge was communication outside of school. As soon as they were not in class, they disappeared and was difficult to get in contact with them, e.g., not having a phone, not having a laptop, busy with their sports, etc.

All members indicated that what went well was sharing creative ideas. They indicated that they had many different ideas and together planned what they wanted in the story. If anyone had an idea or suggestions, he or she would voice his or her thoughts and together decide if adjustments to the story, and worked on his or her parts at home. According to three members, what also went well was cooperation and planning. One indicated that two members put the others to work and helped where needed. Another indicated that they also rechecked everything to make sure that the grammar and the information were correct before turning anything in. According to all four members, this resulted in handing in everything on time.

The results of the Collaborative Story are:

Maximum amount of points to score is 4.



Results Collaborative Story					
Group 2	Character development	Problem/Conflict	Solution	Theme	
	3	2	2	2	
	Introduction	Rising action	Climax	Falling action	Resolution
	2	3	3	3	2

Group: 03  
Date deadline assignment: 29 March 2018  
Date assignment was handed in: 29 March 2018

*Summary process group work*

Group 3 consisted of five people of which one boy, and four girls. One indicated that they worked really well; one said that it did not go at all; two indicated that they worked okay; one did not voice their opinion. One of the challenges was teamwork and planning. This is according to all five members. According to three members, most of the members did not do much. One indicated that there were times when one member had to finish the work of others, and one indicated that they had to make an extra effort to get things done. According to three members, communication was also a problem. All three indicated that they would end up in a disagreement or an argument and two indicated that the group had troubles concentrating on the work, which, according to another member, was due to being too childish.

Another problem was contact outside of school. According to two group members, they could not go to each other’s house. As a solution, they talked on devices but had difficulty in understanding or helping each other. Two members indicated that the writing of the story could have gone better. One indicated that if everyone followed the writing plan, then the story would have been better.

What went well was creativity. This is according to three members of the group. Two members indicated that they had many ideas for the story. What also went well was the story. One

indicated that everyone had the same thoughts for the story. One indicated that there were so many ideas, that they took everyone ideas and constructed one story. They also sat down and made new arrangements to the story, the moment they noticed that some group members kept changing or kept adding to the story.

According to two members, communication in the group went well. One indicated that there were no misunderstandings in what they had to do, and cooperated when needed, while the other member indicated that they worked like a unified group without shouting and fighting.

The results of the Collaborative Story are:

Maximum amount of points to score is 4.

Results Collaborative Story					
Group 3	Character development	Problem/ Conflict	Solution	Theme	
	3	3	3	3	
	Introduction	Rising action	Climax	Falling action	Resolution
	3	3	3	3	3

Group: 04  
 Date deadline assignment: 29 March 2018  
 Date assignment was handed in: 29 March 2018

*Summary process group work*

Group 4 consisted of five people of which two boys, and three girls. Two members indicated that they were effective as a group; three indicated it did not go well. According to all five members of the group, the biggest challenge was communication. One indicated that working in class was easier than outside of school. Another indicated that there would be times when one member does not respond to their message on Messenger or wouldn't speak to each other. Two indicated that at the beginning, they did not like the group. One indicated that some didn't take their work seriously,

others did not pay attention, and sometimes some even acted as if they did not care. They also indicated that if they had communicated better, then there would have been fewer conflicts, and they would have been focused more on the task. Another indicated that if they communicated more, then they did not have to do much editing.

Another challenge was teamwork and time management. One member also indicated they should have started earlier with the story. One indicated that there were times that they would have too many ideas and end up arguing or have no ideas at all. Another indicated that it would have helped if the group were more open-minded to different ideas and new things. According to two members of the group, it could have gone better if everyone sat down, came with ideas and made one story of everyone’s ideas. They should have helped each other more.

According to all five members, what went well were communication and editing. One indicated that during the story writing process the group argued less. Another indicated that the moment they set everything aside and tried to understand each other, everything went better. Four indicated that since they had many ideas and visions of how the story should be like, they discussed it, agreed on certain topics, and came up with a story that they all agreed on and according to three members cooperated. One also indicated that the editing went well.

The results of the Collaborative Story are:

Maximum amount of points to score is 4.

Results Collaborative Story					
	Character development	Problem/Conflict	Solution	Theme	
Group 4	2	2	1	3	

	Introduction	Rising action	Climax	Falling action	Resolution
	4	3	2	1	1

### General remarks

What is noticeable from the overall results of this assignment, is that according to students, communication could have gone better. This was indicated clearly by all groups. Furthermore, all groups indicated that they found improved communication within the group to be a plus. In general, we see that five out of the eight groups succeeded in their tasks, by scoring on average three points out of a maximum of four for most of the literary elements. From the groups that did not succeed, they came up with possible solutions though not always successful in solving their problems.

### 4.3 Collaborative writing and student’s language proficiency

In this paragraph, general results of the language proficiency of the students are presented. The results of the language proficiency is based on an analytical rubric specifically designed for language proficiency and is organized on the following category: vocabulary and word choice, sentence structure and sentence fluency, and grammar, spelling and punctuation.

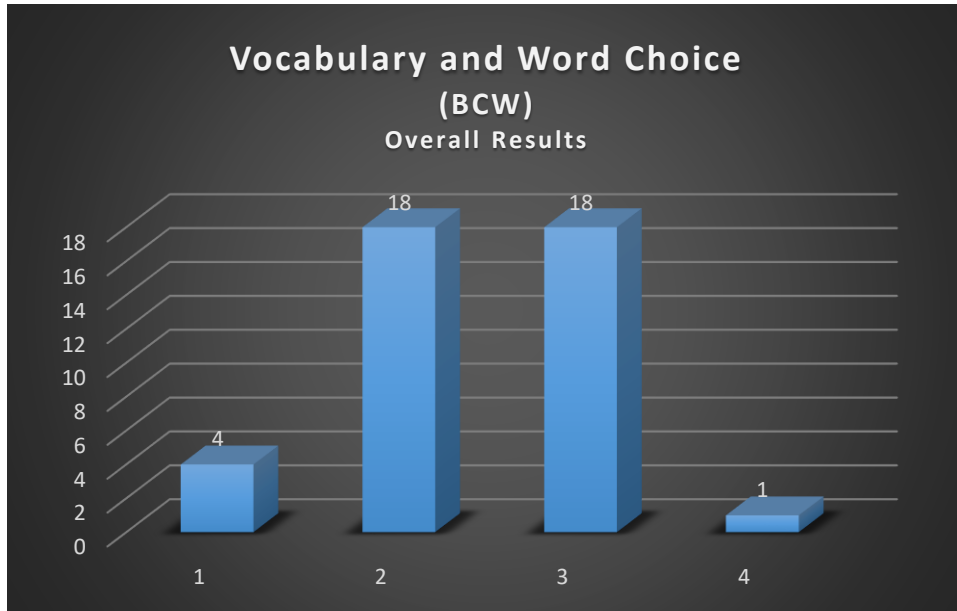
The information is based on the following settings:

- a) In a formal setting
- b) In an informal setting

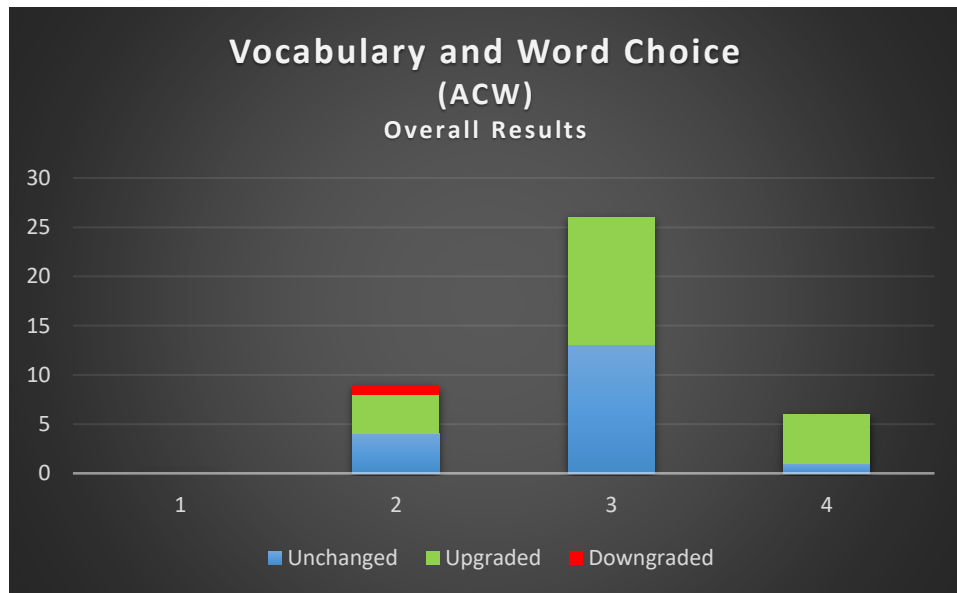
The term used to describe the formal setting is BCW = Before collaborative writing. The term used to describe the informal setting is ACW = After collaborative writing.

The results of the formal setting is based on students’ language proficiency in the *Book Test Evaluation* and the results of the informal setting is based on language proficiency in the *Collaborative Story Evaluation* and *Self-Reflection Evaluation*. A full report on students’ individual results can be found on Appendix III *Results language proficiency Class 3D*, page 105, and Appendix III *Results language proficiency Class 3E*, page 106 while the analytical rubric for students’ language proficiency can be found on page on Appendix II *Instrument Language proficiency rubrics*, page 100 – 102.

### Vocabulary and Word Choice

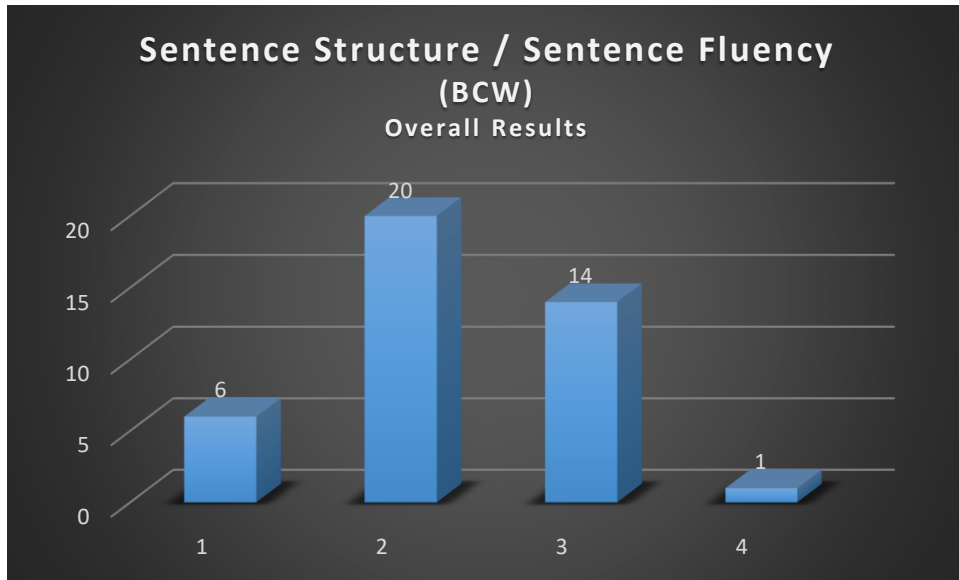


From the 41 students that participated in this research, it is noticeable that before collaborative writing (BCW) there were 4 students in level I, eighteen in level II, eighteen in level III and one in level IV.

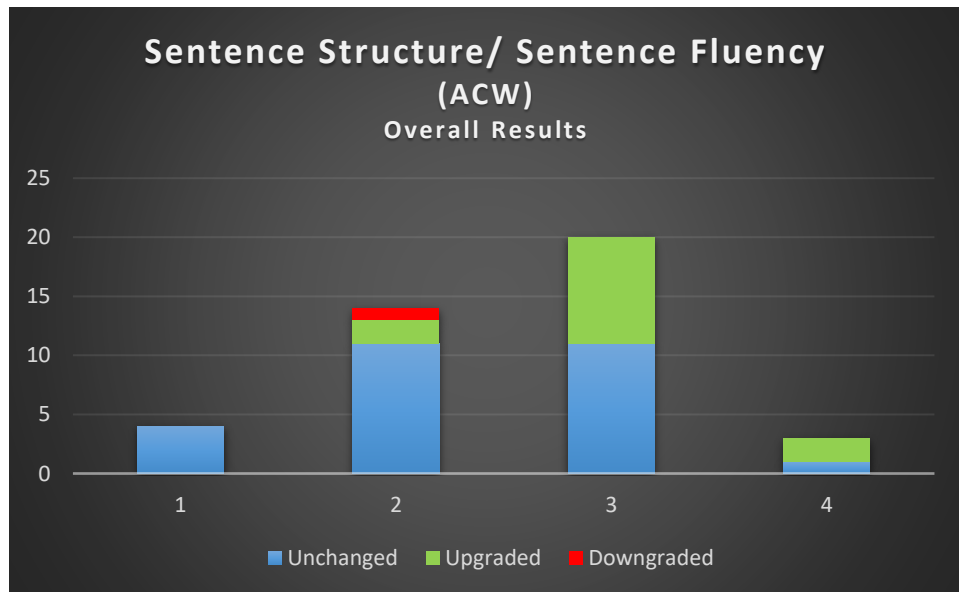


After collaborative writing (ACW), 4 students upgraded to level II, 1 downgraded to level II, 13 upgraded to level III and 5 upgraded to level IV.

### *Sentence Structure and Sentence Fluency*

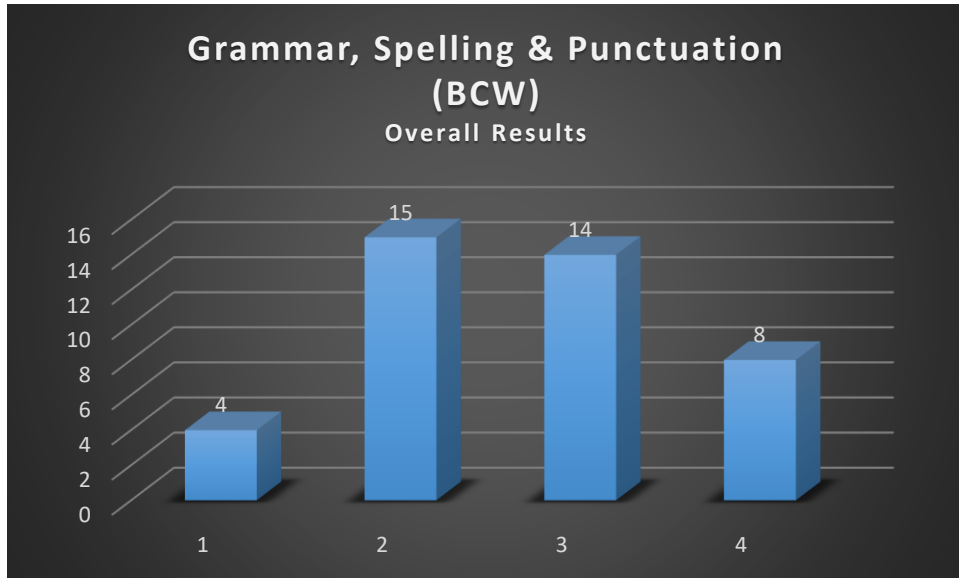


From the 41 students that participated in this research, it is noticeable that before collaborative writing (BCW) there were 6 students in level I, 20 in level II, 14 in level III and 1 in level IV.

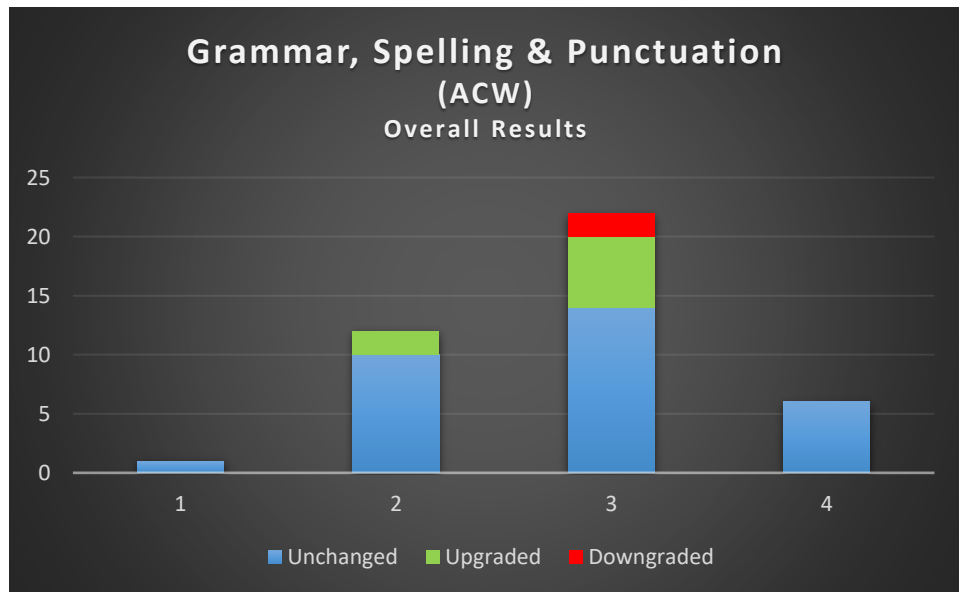


After collaborative writing (ACW), 2 students upgraded to level II, 1 student downgraded to level II, 9 upgraded to level III, and 2 upgraded to level IV.

***Grammar, Spelling and Punctuation:***



From the 41 students that participated in this research, it is noticeable that before collaborative writing (BCW) there were 4 students in level I, 15 in level II, 14 in level III and 8 in level IV.



After collaborative writing (ACW), 2 students upgraded to level II, 6 upgraded to level III and 2 downgraded to level III.

## **General remarks**

What is noticeable from the overall results is in the category Vocabulary and Word Choice is that 54% of the students improved, 2% dropped from level, and 44% remained in their original position. Next, in the category Sentence Structure and Sentence Fluency is that 32% of students improved, 2% dropped from level, and 66% remained in their original position. In the category Grammar, Spelling and Punctuation the study showed 20% of the students improved, 5% dropped from level, and 76% remained in their original position.

### **4.4 Collaborative writing and student-learning**

In the following paragraph, the results of the overall learning experience of the students in collaborative writing environment is presented. The results are based on students' answers on the *Self-Reflection Evaluation* on what they learned the most. The top three answer will be presented. Furthermore, the noteworthy data will be also presented in the results.

#### *Summary of the overall learning experience of the students*

From the forty-one students that participated in the entire study, one did not hand in their self-reflection evaluation, one did not voice their opinion, and three indicated that they did not learn anything. Eighteen students indicated that what they learned the most was dealing/ working with people in general. This includes learning how to deal with and understand people with different personalities, attitudes, ideas, and thoughts but also, as one student indicate, learning that you do not always agree on things. However, according to one student, this means start adapting how you work and accepted each other's characters, but also learning to have more patience and learning to be patient as ten students indicated.

Nine students indicated that they have learned to communicate with each other. According to three students, this includes realizing the importance of communication with other members, tell each other what you think and listen to others opinions. If not, according to one student, "everything will come crashing down." Eight students indicated that they also learned how to work together and help each other as a team.

Eight students indicated that they also learned how to write a story. This includes how to write an introduction, rising action, climax, falling action, and an ending to the story, how to write



characters for the story, and how to write a story collaboratively. Eight students indicated that they learned how to understand and write English better. Some learned through writing, some through their peers, some through editing, some through correction, and some through Google Translate. What stood out is that three students from one group indicated that by working with others, they learned not to judge a book by its cover when it comes to people's work ethic and skills.

### **General remarks**

In general, we see that through collaborative writing, the students acquired more social skills. What is also noticeable is that students developed their language skills in English via different means.

## Chapter 5

### Discussion, Conclusion and Recommendations

My overall aim of this research was to gather the insights necessary to improve students' overall performance in writing performance and stimulate student learning by using the collaborative writing approach, through adapted teaching styles catered to students' needs. In four weeks, I managed to accomplish most of the aims. The general conclusion is formulated based on the discussion of the sub-questions. The subparagraphs in 5.1 each represent a subquestion. In the end, recommendations are given regarding collaborative writing on a micro, mezzo and macro level.

#### 5.1 Discussion

##### *Collaborative Writing and Student's Creative Process in Writing*

From the overall results, 41% of the students excelled in their creativity level while 12% dropped and there are several possible reasons for this. One of the disadvantages of collaborative writing is increased level of stress (Garofalo & Mulligan, 2011). Based on students' *Self-Reflection Evaluation* several factors were contributing to the stress level. Some of the factors include poor organizational skills, poor communication between group members, and struggles dealing with the high intensity of the assignment due to poor vocabulary or understanding of the assignment; all viable reasons for a decrease in students' output in creativity.

##### *Collaborative Writing and Students' Critical Thinking Competency*

Here results show that five groups were able to do the assignment successfully while three of the groups failed. Lack of critical thinking skills may be at the root of this result by some. We see that collaborative writing requires group reflection, collaboration, knowledge sharing, and critical thinking (Hadjerrouit, 2011). Thus, evaluating these results, the students who managed to write a story cohesively, managed to attain a general consensus with regard to characters, conflict, theme, solution, and plot; to create a cohesive line within the story. Those who did not, failed. Perhaps there is a lack in the overall curriculum with regard to critical thinking that can be traced back to the primary school and traditional manners of teaching.

### ***Collaborative Writing and Student's Language Proficiency***

Students showed noteworthy improvement in language proficiency. Students excelled in vocabulary and word choice, followed by sentence structure and sentence fluency, and as last, grammar, spelling, and punctuation. As they had to write a meaning-oriented short story, they were forced to develop other language skills that normally they were not called to use. Ajmi and Ali (2014) show that when it comes to meaning oriented assignments, students paid more attention to lexical choices than to grammar. Khattib and Meihami (2015) show that the reasons why some students might improve in their grammar is that their peers have got better grammar knowledge. In the process of collaboration, they can transfer their knowledge onto weaker learners which also supports the theory of peer editing as described in chapter 2.

### ***Collaborative Writing and Student-Learning***

Results show that even though students have learned both social skills and language skills, more students indicated to have learned social skills than language skills. One of the benefits students gain from collaborative writing is that it helps build up their social skills and increase the motivation in learning a language (Garofalo & Mulligan, 2011). Lightbown and Spada (2013) also pointed out that social interactions simulate cognitive development. However, according to Dale (1993), collaborative writing is most successful among students when they are engaged in a positive social environment. This means, that in order for students to learn a language successfully, students have to build up their social skills, by learning to deal, work, and communicate with each other in order to cooperate and help each other to achieve their goal in writing a story and ultimately learning how to express themselves in the English language.

## **5.2 Conclusion**

In conclusion and in the same breath answering the main question we see that the general outcome of this research provides considerable evidence of the benefits of the collaborative writing approach as well as its challenges; especially with first-time participants. This coincides in some respects with my hypotheses in the opening chapter; I stated that improvements in writing skills in some measure would be noticeable. I cannot give exact specifications though as this was not the overall aim. The character of the study was more exploratory in nature. Furthermore can be concluded that social interactions with peers is a great way of acquiring new knowledge in ways

to improve one's writing in a realistic way. In addition, by offering students a meaning-oriented assignment such as a collaborative story, it helps to foster students' critical thinking competency, become more proficient in the English language, and nurture students' creativity, all skills needed to be better prepared for the workforce. It also helps students to adapt to certain situations that require them to use more of their imagination in order to think outside the box. This seemed to be its greatest success.

The major challenge experienced was the overall conditions students had to perform in. In theory, one often sees the positive possibilities, but in practice, there are many obstacles that emerge out of collaborative projects. Teamwork, communication, personal responsibility, lack of experience and accountability seemed to be at the core of many of the challenges. For collaborative writing to work best, it is important for students to be in a positive learning environment. If not, it decreases students' output in creativity and impedes students from improving their overall writing performance and related skills. It can also be concluded that the outcomes on the MAVO level are in many ways influenced by an education system that is teacher-centered, already beginning from primary school levels. To go about changing this culture amongst students, will take its time. Schools have to foster such a culture throughout. All stakeholders have to get on board in order to be effective.

### **5.3 Recommendations**

#### *On a micro level (as it relates to the classroom situation)*

1. It would be best to extend the period to 6 weeks. That way students will get more time to apply peer editing.
2. When creating groups, form groups based on students with:
  - a. different level of language competency;
  - b. different level of creative competency and;
  - c. semi acquaintances.

By focusing on these criteria, you can create a more balanced group that will give students an equal opportunity for learning.

3. A form can be designed with critical questions, where students have to predict what they think they will learn before collaborative writing, self-reflect on the process and what they learned

after collaborative writing using keywords only. This way students will have to rely on their prior knowledge and creativity to activate their critical thinking skills.

4. In support of the (peer) editing process; a checklist can be made based on the rubrics for language proficiency. This will help students not only to focus on content and meaning but also on language precision.
5. With an extension of the class period, students will have the space to develop their skills and language competency.

### ***On a mezzo level***

It would be recommended to offer collaborative writing training to students, but with other assignments and other forms of grouping (i.e., where students can choose their own group and groups that are made at random). This way students will have a bigger platform to learn from. Furthermore, it will also stimulate other areas of critical thinking, creative thinking and language learning.

### ***On a macro level***

It is recommended to apply collaborative writing projects to be done across curriculum lines as well as island-wide in project form. This is something that the SKOA, as well as the ministry of education, can promote. It not only minimizes the boundaries within subjects but can also help students to expand their critical thinking competency and creativity. It fosters a culture which encourages students to apply their acquired knowledge during language classes to other subjects in a holistic way; which is actually not a new concept as this was earlier suggested by education reform groups from the department of education on Aruba. It would even be ideal to expand this project to primary schools as well as it better prepares students from an early age to activate and utilize their innate creative skills as products of a multilingual society such as Aruba.

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Appendix I Consent forms students



### Participant Information and Consent Form

As a Master of Education student from the University of Curaçao, it is one of our requirements to do research on a certain area of education as a part of our thesis. I have decided to do my research on collaborative writing in school and how it will improve students' writing skills in an Aruban classroom setting. In order to be able to do this research, multiple test and assignments were done to collect data for the research. This includes the book test from The Client, the Collaborative Story and the Self Reflection. The results of this research will be processed and analyzed by me, Ms. Richardson, for academic research. All data will be processed anonymously (your name will not appear anywhere) and will be used only for research purposes of the thesis (scriptie).

If you are okay to participate in the research, and if you give your permission to use the answers for academic research, please check the box below:

#### CONSENT STATEMENT

I have read the information.

- Yes, my results may be used for academic research.
- No, my results may not be used for academic research.

Raimi German  
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### CONSENT STATEMENT

**I have read the information.**

- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Anoel Ramirez  
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### CONSENT STATEMENT

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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Samuel Antonio  
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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Yvonne Duijn  
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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

HERMAN SMITS  
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### CONSENT STATEMENT

I have read the information.

- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Shanrick Ruiz  
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### CONSENT STATEMENT

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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

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 No, my results may not be used for academic research.

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### CONSENT STATEMENT

**I have read the information.**

- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

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### CONSENT STATEMENT

**I have read the information.**

- Yes, my results may be used for academic research.  
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### CONSENT STATEMENT

**I have read the information.**

- Yes, my results may be used for academic research.
- No, my results may not be used for academic research.

Jayton  
Name of Participant

Class 3 D

Jayton  
Signature of Participant

20-6-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Boerstaal

18-6-2018  
Date

**MARIA COLLEGE MAVO**  
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Oranjestad, Aruba  
Tel: 582-1590  
Fax: 588-3063



UNIVERSITY  
OF CURAÇAO  
DR. MOISES DA COSTA GOMEZ

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### CONSENT STATEMENT

**I have read the information.**

- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Derineth boavara  
Name of Participant

Class 3 D

Dheoreea  
Signature of Participant

20 juni  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roerstand

18-6-2018  
Date

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**I have read the information.**

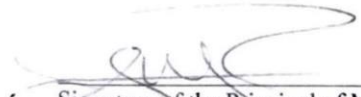
- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Melanie Thiel  
Name of Participant

Class 3 D

Melanie Thiel  
Signature of Participant

20-6-2018  
Date

  
Signature of the Principal of Maria College Mavo  
Angelise Rooversland

18-6-2018  
Date

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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Andreina Dirks  
Name of Participant

Class 3D

Andreina  
Signature of Participant

20-06-18  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Angelise Roestrand

18-6-2018  
Date

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 No, my results may not be used for academic research.

Shaysha Koefoep  
Name of Participant

Class 3 D

Shaysha  
Signature of Participant

20-6-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Angelice Roerstrand

18-6-2018  
Date

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### CONSENT STATEMENT

**I have read the information.**

- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Elianne Baez  
Name of Participant

Class 3 0

EB  
Signature of Participant

20-6-18  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
*Cingelise Roestand*

18-6-2018  
Date

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### CONSENT STATEMENT

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 No, my results may not be used for academic research.

Denzil Tromp  
Name of Participant

Class 3 D

Denzil Tromp  
Signature of Participant

20-Juni 2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Angelica Roovers

18-6-2018  
Date

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**I have read the information.**

- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Marjula Yubori Dijkhoff  
Name of Participant

Class 3 D

Marjula  
Signature of Participant

20 Jun 2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roestrand

18-6-2018  
Date

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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Jvonica  
Name of Participant

Class 3 D

Jvonica  
Signature of Participant

16 aug 2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roestland

16-6-2018  
Date

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#### CONSENT STATEMENT

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- Yes, my results may be used for academic research.
- No, my results may not be used for academic research.

Cesar Varela  
Name of Participant

Class 3 e

Cesar  
Signature of Participant

19-06-18  
Date

Angelise Rosestand  
Signature of the Principal of Maria College Mavo

18-6-2018  
Date

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 No, my results may not be used for academic research.

Rashenda Kock  
Name of Participant

Class 3 \_\_\_\_\_

[Signature]  
Signature of Participant

\_\_\_\_\_  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingeluz Roestland

18-6-2018  
Date

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 No, my results may not be used for academic research.

Shumir  
Name of Participant

Class 3 8

Shumir  
Signature of Participant

19-08-18  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Congelise Rosenstand

18-6-2018  
Date

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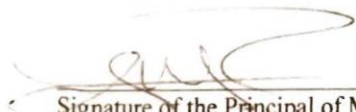
- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Carsten <sup>R.O.</sup> ~~to~~ Angela  
Name of Participant

Class 3 e

Carsten a  
Signature of Participant

19-6-2018  
Date

  
Signature of the Principal of Maria College Mavo  
Angelica Rosenstand

19-6-2018  
Date

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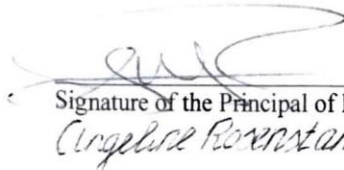
- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Ajeem M.  
Name of Participant

Class 3 e

Ajeem  
Signature of Participant

19-6-18  
Date

  
Signature of the Principal of Maria College Mavo

18-6-2018  
Date

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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Gail Asayuno  
Name of Participant

Class 3 e

[Signature]  
Signature of Participant

June 19, 2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Angelice Rosenstand

19-6-2018  
Date

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Janelen Jacobs  
Name of Participant

Class 3 E

Jani Jacobs  
Signature of Participant

18-6-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Rooversland

18-6-2018  
Date

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Rakira Abreu  
Name of Participant

Class 3 e

Abreu  
Signature of Participant

19-6-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Angelise Roerstrand

18-6-2018  
Date

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 No, my results may not be used for academic research.

Kasey Qwandt  
Name of Participant

Class 3E

[Signature]  
Signature of Participant

19-06-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelore Ravenstam

18-6-2018  
Date

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Spady Orman  
Name of Participant

Class 3 E

[Signature]  
Signature of Participant

19 juni 2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roovers

18-6-2018  
Date

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 No, my results may not be used for academic research.

Emily Isaza  
Name of Participant

Class 3<sup>e</sup>

Emily  
Signature of Participant

19-06-18  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roovers

18-6-2018  
Date

### MARIA COLLEGE MAVO

Van Leeuwenhoekstraat 5  
Oranjestad, Aruba  
Tel: 582-1590  
Fax: 588-3063



**UNIVERSITY  
OF CURAÇAO**  
DR. MOISES DA COSTA GOMEZ

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### CONSENT STATEMENT

**I have read the information.**

- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Shahntee De Cuba  
Name of Participant

Class 3 E

[Signature]  
Signature of Participant

19 June 2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roovers

18-6-2018  
Date

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Raymundo Silveira  
Name of Participant

Class 3 E

Raymundo  
Signature of Participant

19-06-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roestrand

18-6-2018  
Date

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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Maven Tolina  
Name of Participant

Class 3 e

[Signature]  
Signature of Participant

10-06-'10  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Angelise Rosestand

10-6-2010  
Date

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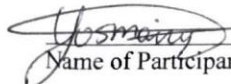
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### CONSENT STATEMENT

**I have read the information.**

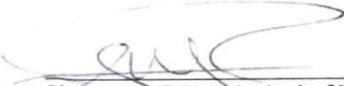
- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

  
Name of Participant

Class 3 E

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

  
Signature of the Principal of Maria College Mavo

18-6-2018  
Date

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- Yes, my results may be used for academic research.  
 No, my results may not be used for academic research.

Nikole Winterdaal  
Name of Participant

Class 3 E

Nikole  
Signature of Participant

19 juni 2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roovers

18-6-2018  
Date

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maria mendez  
Name of Participant

Class 3 E

[Signature]  
Signature of Participant

19-06-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelore Rosenstand

18-6-2018  
Date

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 No, my results may not be used for academic research.

Juan Pablo Montas Perez  
Name of Participant

Class 3 3E

[Signature]  
Signature of Participant

19-6-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelise Roestland

18-6-2018  
Date

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 No, my results may not be used for academic research.

Kimberlee Chalong  
Name of Participant

Class 3 E

Kimmy  
Signature of Participant

19-6-18  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Angelica Roestland

18-6-2018  
Date

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I have read the information.

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 No, my results may not be used for academic research.

Jose Herrera  
Name of Participant

Class 3 E

Jose  
Signature of Participant

19-06-2018  
Date

[Signature]  
Signature of the Principal of Maria College Mavo  
Cingelice Rosenstand

18-6-2018  
Date

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*Creativity*

There are four levels in which a student can fall under. A description of each level is presented below.

Level I – Beginning

There is little evidence of creativity in the written piece. This means that no attempt has been made to relate the written piece to the assigned topic. The reader has trouble figuring out when and where the events in the events took place. The main character is lacking development, and the characters are described rather than established and lack individuality. Overall, the author does not seem to have used much imagination.

Level II – Emerging

The written piece contains a few creative details. This means that parts of the written piece is related to the assigned topic, but a reader does not learn much about the topic. The reader can figure out when and where the events took place, but the author does not supply much detail about the character or setting, which can be distracting from the story. Overall, the author has tried to use their imagination.

**Or**

The written piece contains too many creative details. This means that parts of the written piece is related to the assigned topic, but a reader does not learn much about the topic. The reader can figure out when and where the events took place. However, the author supplies too many details about the character or setting, which can be distracting from the story. Overall, the author has tried to use their imagination.

Level III – Developing

The written piece contains a good amount of creative details that contribute to the reader's enjoyment. Most of the written piece is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. Some vivid, descriptive words are used to tell the audience when and where the events took place. The main

character is somewhat developed through dialogue, actions, and/ or thoughts. The author has used their imagination.

Level IV – Proficient

The written piece contains a large amount of creative details that contribute to the reader's enjoyment. The author has really used their imagination. The entire written piece is related to the assigned topic and allows the reader to understand much more about the topic. Many vivid, descriptive words are used to tell when and where the events took place. The main character is adequately developed through dialogue, actions, and/ or thoughts.

*Character Development*

There are four levels to the development of characters. A description of each level is presented below.

Level I – Beginning

The main character is lacking development. The character is described rather than established and does not undergo growth in character.

Level II – Emerging

The main characters are minimally developed due to the lack of details provided for the character development. They are described rather than established through dialogue, actions and/ or thoughts. The character undergoes somewhat growth in character.

Level III – Developing

There is sufficient details provided in the development of the main characters through dialogue, actions, and/ or thoughts and the main character undergoes growth in character. However, there is no clear understanding the role of the minor character.

Level IV – Proficient

The main character is well developed through dialogue, actions, and/ or thoughts, and it is clear what growth the main character faces. However, the role of the minor characters are somewhat clear.

## *Conflict*

There are four levels to the conflict in a plot. A description of each level is presented below.

### Level I – Beginning

It is not clear what problem the main character face

**or**

The conflict the main character faces is not logical.

### Level II – Emerging

The conflict the main character face is described and is somewhat logical.

### Level III – Developing

The conflict the main character face is described and logical.

### Level IV – Proficient

The conflict the main character faces is established and is logical.

## *Solution*

There are four levels to the solution to a conflict in a plot. A description of each level is presented below.

### Level I – Beginning

The build-up leading to the solution of the conflict was not well constructed, which leads to the solution to be unclear.

### Level II – Emerging

There was an attempt made to the build-up leading to the solution of the conflict. However, details lack to lead to a clear solution.

### Level III – Developing

There is a good build-up leading to the solution of the conflict.

### Level IV – Proficient

The build-up leading to the solution of the conflict was well constructed, which leads to a logical solution to the conflict.

## *Theme*

There are four levels to the theme of story. A description of each level is presented below.

### Level I – Beginning

No clear evidence of the theme of the story. The theme is neither well-written or logical for the story.

### Level II – Emerging

The theme of the story is not well developed, which makes it somewhat difficult to find a theme in the story.

### Level III – Developing

The theme of the story is somewhat developed, which makes it easy to find the theme in the story.

### Level IV – Proficient

The entire story well developed and is clearly related to a theme and is provided with details giving insight to the theme.

### *Plot Element Introduction*

There are four levels to the introduction of a plot. A description of each level is presented below.

#### Level I – Beginning

Very little to no attempt was made to catch the reader's attention in the introduction, i.e., the setting in the introduction is not clear, it is not clear what the role of each character is, there is no real conflict in the story, and the introduction was described rather than established. There is no tone in the story.

#### Level II – Emerging

A catchy beginning was attempted but was confusing rather than catchy, i.e., the setting in the story is somewhat introduced but lacks in detail, it is somewhat clear what the role of the characters are, and the conflict is somewhat described, but fails to set the tone in the story.

#### Level III – Developing

The introduction has a weak "grabber," i.e., the setting is introduced through some descriptive words, there is a clear distinction between the main and the minor characters, and the conflict has been described, which somewhat sets the tone in the story.

#### Level IV – Proficient

The introduction is "a grabber" or catchy, i.e., the setting is introduced through vivid, descriptive words, the role of the main characters is established, and the conflict is established which sets the tone in the story.

### *Plot Element Rising Action*

There are four levels to the rising action of a plot. A description of each level is presented below.

#### Level I – Beginning

Minimal evidence of action taking place. Lacks in development in the events which doesn't add to a good buildup in the story. There is little variety in the verbs used. The story seems a little boring.

#### Level II – Emerging

Some evidence of action taking place. There is somewhat of development of the events, which adds to the buildup in the story. A variety of verbs (e.g., passive voice) are used and describe the action accurately but not in a very exciting way.

#### Level III – Developing

Sufficient evidence of action taking place. There is a clear development of the events which adds to the buildup in the story. Several action verbs are used to describe what is happening in the story, but the word choice does not make the story as exciting as it could be.

#### Level IV – Proficient

Good evidence of action taking place. The development of the events are established which leads to a good build up in the story. Several action verbs (active voice) are used to describe what is happening in the story. The story is exciting!



### *Plot Element Climax*

There are four levels to the climax of a plot. A description of each level is presented below.

#### Level I – Beginning

The climax is incomplete or incorrect. The main character does not reach to the TURNING POINT of the story, because there is no connection between the events of the rising action and the climax and as a result, fails to lead to the falling action.

#### Level II – Emerging

The climax of the story was somewhat developed. The main character reaches the TURNING POINT of the story, but because the connection between the events of the rising action and the climax lacks in details to lead to the falling action.

#### Level III – Developing

The climax of the story was developed. The main character reaches the TURNING POINT of the story, and because there is a connection between the events of the rising action and the climax is provided with sufficient material, it leads to the falling action.

#### Level IV – Proficient

The climax of the story was clearly developed. The main character reaches the TURNING POINT of the story, and because much attention was put in connection between the events the rising action and providing sufficient material for the climax, it leads to a good falling action.

### *Plot Element Falling Action*

There are four levels to the falling action of a plot. A description of each level is presented below.

#### Level I – Beginning

There is minimal to no evidence a falling action taking place in the story. The events after the climax which leads to the resolution, are lacking and need work.

#### Level II – Emerging

There is somewhat evidence of a falling action taking place in the story. The events after the climax, are somewhat developed which leads to the resolution.

#### Level III – Developing

There is sufficient evidence of a falling action taking place in the story. The events after the climax, are sufficiently developed which leads to the resolution.

#### Level IV – Proficient

There is clear evidence of a falling action in the story. The events after the climax, are clearly developed which leads to the resolution.

### *Plot Element Resolution*

There are four levels to the falling action of a plot. A description of each level is presented below.

#### Level I – Beginning

The resolution in the story is not well developed. The resolution does not relate to the introduction, because the solution to the conflict is unclear or not logical.

#### Level II – Emerging

The resolution in the story is somewhat developed. The resolution somewhat relates to the introduction but lacks in detail, which makes the solution to conflict somewhat difficult to understand.

#### Level III – Developing

The resolution in the story reveals the solution to the conflict. The resolution relates to the introduction, and include some details, which makes the solution to the conflict somewhat logical and understandable.

#### Level IV – Proficient

The resolution in the story clearly reveals the solution to the conflict. The resolution clearly relates to the introduction and offers sufficient details, which makes the solution to conflict logical and easy to understand

*Vocabulary and Word Choice*

There are four levels in which a student can fall under. A description of each level is presented below.

Level I – Beginning

Limited vocabulary to create a picture in the reader’s mind. Verb and noun choice are rather general. Adjectives, adverbs, and phrases lack definition. Word choice and phrasing are inappropriate, repetitive or lack meaning. The overall language is limited.

Level II – Emerging

Ordinary vocabulary (high-frequency words) attempts to create a picture in the reader’s mind. Verbs, nouns, adjectives, adverbs, and phrases are adequate. Word choice (vocabulary) and phrasing lack form and inspiration. The overall language sounds a bit forced.

Level III – Developing

Ordinary vocabulary (high-frequency words) attempts to create a picture in the reader’s mind. Verbs, nouns, adjectives, adverbs, and phrases are adequate. Word choice and phrasing very seldom lack form and inspiration. The overall language sounds appropriate and rarely forced.

Level IV – Proficient

Correct, adequate word choice of the ordinary words (high-frequency words) create a clear picture in the reader’s mind. Lively verbs, specific nouns, and appropriate adjectives, adverbs, and phrases add to the meaning. Some colorful language and unusual phrasing encourage reflection. The overall language sounds appropriate.

### *Sentence Structure and Sentence Fluency*

There are four levels in which a student can fall under. A description of each level is presented below.

#### Level I – Beginning

Most of the commonly sentences sound awkward, are distractingly repetitive or are difficult to understand.

#### Level II – Emerging

Some of the commonly used sentences are well constructed, but sometimes they sound a bit awkward and sometimes repetitive which can at times interfere with the understanding of the text.

#### Level III – Developing

Most of the commonly used sentences are well constructed, seldom repetitive, and doesn't interfere with the understanding of the text.

#### Level IV – Proficient

Almost all of the commonly used sentences are well constructed and are seldom repetitive.

## *Grammar, Spelling and Punctuation*

There are four levels in which a student can fall under. A description of each level is presented below.

### Level I – Beginning

Student makes frequent errors in basic grammar (such as problems conjugating most of the verbs) which interferes with the understanding of the text. Student makes frequent errors in spelling commonly used words and punctuation, which often interferes with the understanding of the text.

### Level II – Emerging

Student makes several errors in grammar (such as mixing up in the present or the past, mixing up in the pronouns), which sometimes interfere with the understanding of the text. Student makes several errors in spelling commonly used words and or in punctuation, which may impede readability of the text.

### Level III – Developing

Student sometimes makes errors in grammar, but rarely interferes with the understanding of the text. Student makes errors in spelling commonly used words, which doesn't interfere with the understanding of the text and is able to correct himself. Students make errors in punctuation, but they do not interfere with the understanding of the text.

### Level IV – Proficient

Student rarely makes errors in basic grammar, yet have some difficulty in the complex grammar (such as the passive tense), but doesn't interfere with the understanding of the text. Student rarely makes errors in spelling commonly used words and or in punctuation, but they do not interfere with the understanding of the text.

**INDIVIDUAL REFLECTION ON COLLABORATION**  
**(= samenwerking in de groep)**

**STORY WRITING:**

**Name student:**.....

**Class:** 3 ....

**Job description:** .....

1. *This Reflection has to be...*

*Font: Times New Roman or Arial*

*Font size: 12*

- *How effective [\[1\]](#) did you work as a group? (100 – 150 words)*
  
- *What went well with the writing of the story? (100 – 150 words)*
  
- *What could have gone better with the writing of the story? (100 – 150 words)*
  
- *What did you learn about working in a group from this project that you will carry into your next group experience? (100 – 150 words)*
  
- *What tips would you give to other students who will be working on this project next year?*

[\[1\]](#) Effective working is when you get to do things to help make the work go easier.

**Appendix III Results**

**Creative process in writing class 3D and class 3E**

Class 3D	BCW	ACW	
	Creativity	Creativity	
3D-Gr1S1	1	2	Green
3D-Gr1S2	3	3	Blue
3D-Gr1S3	2	3	Green
3D-Gr1S4	2	4	Green
3D-Gr1S5	2	3	Green
3D-Gr1S6	2	3	Green
3D-Gr2S1	3	3	Blue
3D-Gr2S2	2	3	Green
3D-Gr2S3	3	2	Red
3D-Gr2S4	3	3	Blue
3D-Gr2S5			
3D-Gr3S1	2	2	Blue
3D-Gr3S2	3	2	Red
3D-Gr3S3	2	2	Blue
3D-Gr3S4	3	2	Red
3D-Gr3S5	2	3	Green
3D-Gr3S6	2	3	Green
3D-Gr4S1	2	3	Green
3D-Gr4S2	4	4	Blue
3D-Gr4S3	1	2	Green
3D-Gr4S4	2	3	Green
3D-Gr4S5	2	3	Green

Class 3E	BCW	ACW	
	Creativity	Creativity	
3E-Gr1S1			
3E-Gr1S2	1	1	Blue
3E-Gr1S3	1	1	Blue
3E-Gr1S4			
3E-Gr1S5	1	1	Blue
3E-Gr2S1	2	3	Green
3E-Gr2S2			
3E-Gr2S3	2	2	Blue
3E-Gr2S4	2	2	Blue
3E-Gr2S5	3	3	Blue
3E-Gr2S6	2	2	Blue
3E-Gr3S1	2	2	Blue
3E-Gr3S2	2	4	Green
3E-Gr3S3	2	3	Green
3E-Gr3S4	2	3	Green
3E-Gr3S5	2	2	Blue
3E-Gr4S1	2	2	Blue
3E-Gr4S2	3	2	Red
3E-Gr4S3	2	3	Green
3E-Gr4S4	3	2	Red
3E-Gr4S5	2	2	Blue



**Appendix III Results**

**Language proficiency class 3D**

Class 3D	BCW	ACW		BCW	ACW		BCW	ACW	
	Vocabulary and Word Choice	Vocabulary and Word Choice		Sentence Structure	Sentence Structure		Grammar, Spelling & Punctuation	Grammar, Spelling & Punctuation	
3D-Gr1S1	1	2		1	1		1	2	
3D-Gr1S2	3	3		3	3		3	3	
3D-Gr1S3	2	3		2	3		2	3	
3D-Gr1S4	2	4		3	3		4	3	
3D-Gr1S5	1	2		2	2		2	2	
3D-Gr1S6	2	3		2	3		2	3	
3D-Gr2S1	3	3		4	4		4	4	
3D-Gr2S2	2	3		1	2		2	2	
3D-Gr2S3	3	3		3	2		3	3	
3D-Gr2S4	3	2		1	1		2	2	
3D-Gr2S5									
3D-Gr3S1	3	3		1	1		2	2	
3D-Gr3S2	3	3		3	3		3	3	
3D-Gr3S3	2	3		2	3		2	3	
3D-Gr3S4	3	3		3	3		3	3	
3D-Gr3S5	2	3		2	3		2	3	
3D-Gr3S6	3	3		3	3		4	4	
3D-Gr4S1	3	4		3	3		4	4	
3D-Gr4S2	3	3		3	3		4	4	
3D-Gr4S3	1	2		1	1		1	1	
3D-Gr4S4	2	3		2	2		2	2	
3D-Gr4S5	2	3		2	3		3	3	

**Appendix III Results**

**Language proficiency class 3E**

Class 3E	BCW	ACW		BCW	ACW		BCW	ACW	
	Vocabulary and Word Choice	Vocabulary and Word Choice		Sentence Structure	Sentence Structure		Grammar, Spelling & Punctuation	Grammar, Spelling & Punctuation	
3E-Gr1S1	2	3		2	3		1	3	
3E-Gr1S2	1	2		1	2		1	2	
3E-Gr1S3	3	3		2	3		3	3	
3E-Gr1S4	3	4		3	4		4	4	
3E-Gr1S5	2	2		2	2		3	3	
3E-Gr2S1	2	3		3	3		3	3	
3E-Gr2S2									
3E-Gr2S3	2	3		3	3		3	3	
3E-Gr2S4	3	4		3	3		4	3	
3E-Gr2S5	4	4		3	4		4	4	
3E-Gr2S6	2	3		2	3		2	3	
3E-Gr3S1	2	3		2	2		2	2	
3E-Gr3S2	3	3		3	3		3	3	
3E-Gr3S3	2	2		2	2		2	2	
3E-Gr3S4	3	4		2	3		3	3	
3E-Gr3S5	2	2		2	2		2	2	
3E-Gr4S1	2	2		2	2		2	2	
3E-Gr4S2	3	3		2	2		3	3	
3E-Gr4S3	3	3		2	2		3	3	
3E-Gr4S4	3	3		2	2		3	3	
3E-Gr4S5	2	3		2	2		2	2	

*Class 3D Group 1*

## The Cattlewood Mystery

Once upon a time, far away from the capital of Guadeloupe, lived a family on one of the open fields in the place known as Grand-Terre where the sun was radiant, it was beautiful and green and not to mention the tropical breeze. It looked perfect behind the beautifulness of this place but not everything was ok with this family Loupe's mom, Nuabé, used to argue with Frank a lot which is Loupe's dad she used argue about her not being happy with her life and that she didn't want to marry a thief, but she stayed for her daughter, because she was to afraid to tell her what her father had done. So after all those years of arguing they finally got divorced and she got married to woman named Allia Laibe. After the divorce Tom got sick really actually to point where he lost his job in Domain de la vallee d'or'. He was sick with the sickness we called **Non-Hodgkin lymphoma**, which is a cancer that starts in white blood cells called lymphocytes, which are part of the body's immune system. Now the only source of money was Frank's mom, he used to borrow money from his mom every month. Also through the process of the divorce Loupe was attending a local school where she was studying English literature at school Felix Proto , so she can she can become a famous author since she didn't have a role model when her mother left so she looked up to her inspiring role model, 'Marys Condé', who wrote her favorite book, "I, Tituba: Black witch of Salem (1986)."

She went to live with her aunt in her mansion,Zevallos,97160,,198N5,Le Moule97160,with palm trees surrounding the area, it's a beautiful mansion in Guadalupe. While Loupe was living with her aunt, she went to a room and found lots of letters on a desk she begin to see them and found a letter that belongs to her father, that said she needs to go back to her old house. She begin to wonder why did his father wrote that letter and wonder why nobody give her that letter before and went back to her old house to find out what was happening. When she was in her old house she met a cruel fate. She found out who killed her father Than she was murdered. When they found her, they contacted the police who contacted her mother. When she got there she begin to go out of control because the police didn't have any answer for her. The police were no help. So, she took it a pon herself with the help of her husband to catch the murderer of her daughter. Then she asked her friend John Fransou, who is a good friend of her and is a policeman himself and the bastard boss of her late ex husband Ricky Dewrick, who said he will help them if they give him money.

The investigation proceeded, but, to no avail.

The atmosphere was heavy and very tense. They didn't want to talk to each other. What would they say? Allia grabbed Nuabé's hand and entwined there fingers together. Nuabé turned to her and smiled softly. Ricky saw them and couldn't help but make a noise of disgust. "Aaghh." Allia stopped and turned to him, anger in her eyes. "You know what, Je l'ai eu." She walked towards him. "I've had enough of your putain d'attitude." He smirked at her. "Oh really, than why don't you go complain about it to your houe? Femme au foyer!!" John stood between them. "Alright, enough you two." Ricky glared at him. "Why are you even defending these femmes retardées, huh?! Suicidaire!" Allia pushed John aside. "Quel est votre problème! What did we do wrong to make you hate us!" "THIS!" He pointed at them. "This is wrong! All of *you* are wrong! This whole investigation is nothing but a lode of merde!"

John tried to calm them down, he tried not to break out in tears, because this reminded him so much of his parents.

Nuabe herself was trying to keep calm, but she had also had enough. She raised her fist and slammed it into the nearest palm tree. It made a loud noise that caught everyone's attention. "Would you all just TAIS-TOI!!!" She turned to them, tears, grief and anger in her eyes. Ricky went to yell back, but John grabbed his arm. "Please?" he too had tears in his eyes. Ricky shut his mouth. John turned to Allia and grabbed hers too. "S'il te plaît, Allia, plus de combat." "Pourquoi t'en soucies-tu?" Ricky asked. "Because, my parents used to argue like this... before they divorced."

Their anger suddenly turned into regret.

John kept his head down, eyes dark and teary as he remember his past. And then, he felt someone hug him. He thought it might have been Allia or even Nuabé, but it turned out to be Ricky. Nuabé had a face of shock, while Allia's mouth hung wide open. John slowly hugged him back. "I understand," he pulled away and chuckled, "my parents never won parents of the year either." Allia came towards them. "You wanna talk about bad parents, HA! You should see mine on holidays, or even dinner." She started laughing at the horrible memories. Nuabé walked towards them, "Or even mine. They were not very accepting, they still aren't of me." She started laughing at her misfortune with them. They all eventually started laughing at their horrible pasts and misfortunes. Nuabé put a hand on Johns shoulder. "You know, I would have never thought, but I guess we all do have something uncommon. We're all still human. We have feelings. We're still people. And you know, we're people on a mission." She turned to John and wiped his eyes. "So why don't we work together, listen to each other, Hmm?" she turned to all of them. And let's catch this guy."

So now there all on a mission to find the murderer. they all head off to a house in which Nuabé said looked suspicious. They all head to the house and Ricky asked the man that lived in the house if he knew anything about the murder that happened. The man said no, he knew nothing of what happened while a smirk on his face. Ricky notice and took note of this. John asked the man if they could search his house just to be sure. The man said yes, so then John searched the house and found nothing except 1 thing. A mask with red stains on it. John asked the man what all that about. The man says he is a blood donor and gives blood out every month and while giving blood he dropped some on his Halloween mask. John doesn't buy it, but says; oh... ok. The man says. John goes back outside and says to his friends that the man looks acted really suspicious. Ricky goes towards John and says that he noticed that too. Nuabé then says; If this is true what I'm hearing then we are one step close to finding my daughters murderer. Alia says; Voilà de bonnes choses à entendre. So then they all wait till sunset to see if they could investigate the man's house while he is gone. The man leaves in a big jacket. Nuabé then goes through the window and everybody follows behind her. John sees a checklist with names crossed out and then sees Nuabé's daughter name on the checklist crossed out. John calls Nuabé and says ; I found.... Something. Nuabé looks in chock of what she sees before her. She starts tearing up. Alia then calms her down. Suddenly the door opens from the house, John then quickly pulls his gun out and yells ; HAND IN THE A..... John gets smacked with a wooden plank and the gun slides across the room. The masked man pulls out a gun and aims it at John which is on the ground defenseless ready to shoot. Then shoots and Ricky jumps in the way and takes the bullet. Nuabé grabs the John's gun from the ground and shoots it at the masked man. Shoots him in the shoulder and the man runs away. Alia grabs the phone and calls 911.

One week later at the hospital, Basse Terre, they are all waiting for their friend to wake up. Finally he wakes up and the doctor came to the waiting room and said he is fine, but Ricky ask what is happened

with him, why is he in the hospital. The doctor said: 'they shut you that's why you are here'. One of Ricky's friends sees a man watching them like a suspect and they follow him to the scary hospital, but he disappears. It's scary because the hospital was quiet and I have seen in a room a trill and a move weird in the bathroom and the water began to empty with nobody there. Back in the room, the Chairman of the Supervisory Board, M. Jacques Anselme tells them that their friend is getting better and they tell him that the man was caught and that the investigation and the case was finally over. Nuabé returns to her work as a social worker, working with children and disabled people & going back to her life with Allia, finally relieved that her daughter had been avenged. Ricky and John decided to work together in more investigations, Ricky providing any information or material that John needs. They all become a family together in some way, and all could finally live happy lives.

Meanwhile at the airport, De Pointe-a-Pitre Le Raizet, someone gives their ticket in and gets on a plane. The person sits down and their phone starts ringing, 'she' answers and asks: "is it done?" The "man" says: "Yes miss Cattlewood, they had caught the "murderer". "Good job John" She says. "Now we need to go somewhere else so that they couldn't find us" When she's done talking she hung up the phone and the plane starts moving. They're going to Barbuda. It's not that far from Guadeloupe, so she only needs to wait for 30min. It's from 4:15 PM to 4:45 PM. She has already bought a house to live in and called someone to pick her up. So when she got there someone is waiting for her outside the airport. She gets in the car and the man brings her home. While she's in the car waiting she has sent the address to John. So John can know where her house is. When John arrived to her house he saw a man standing in front of the house. He has a gun in his hand and points at John, when John wants to run away the man shoots him and gets in the house. Miss Cattlewood is sitting on the chair waiting for the answer. Then the man came in, she asked: "Is he dead?" "Yes, ma'am" answers the man. When she heard the answer she starts to laugh and said: "Now no one knows my secret now... No one..."

## A PROFESSIONAL BASEBALL PLAYER.

There was a time a boy named : David Ortiz ( Big Papi) who wanted to be a baseball player, He was 17 years old, dark brown hair, brown eyes, light brown skin.

He lived with his mother in San Juan. He grew with his mother and they were poor people. David's father died before he was even born, so he was the man of the house, he helped his mother, because his mother was a sick person, she had lung cancer and they could not afford medicine and the mother could not work anymore. David begin to work hard to be able to afford the medicine that the mother needed. He asked people if they needed help with anything, so he could have some money. His dream was to finish school, be a professional baseball player, but all of that was gone. He played baseball with the kids in the street and he teaches the kids how to play also. A year later there was a problem, they were going to take the house from David's mother, because she didn't pay the rent and they needed to move out, so they move to a smaller place in Punta Cana. Right close by David's house there was a baseball field and right that day they were looking for young boy to play baseball, they don't need to pay anything it was free for all to enter. So he got right in and he was very excited, happy, surprised. He said: his dreams are finally coming true. The first day that he trained, they like him that same day, because he played very good and they see that he is all in it.

The second day of training the coach saw that David was tired. The coach came and asked David why he was sad he told him, because her mom is very sick and she has no money for medicine or treatment. David started crying and the coach consoled him and told him to quiet that he would help him and that if David towards his effort he would gain a lot to help his mother. Since that day David did the best he could and every day was the best of the team and always gave the best of him only, because he wanted to take his mom out of poverty and give her a better life and above all her medicine and treatment. David always came home happy because he knew he would help his mother and also because he was playing what he loved the most. One day while David was in training they called him and told him that his mom got very sick and that she was on the way to hospital. David crying and sad he went to the hospital the coach went with him to be there at any time. The coach paid all the hospital expenses for Monica the mother of David.

After several days in the hospital the mother of David improved and left the hospital and by that time David has a nice surprise for his mother. In his first game they won 5-2 against the team of los Angeles angels and David scored one home run although his mother was in the hospital she support him from there because she saw him on television. David was happy because he would give a better life to his mom and the day came that she would leave the hospital Monica is surprised because they are going through another street that is not the one that leads to her house after David gives her a key and says:" welcome to your new life and new home". Monica started to cry and to hug David and told him:" I know you would always be the best in baseball and since you fought for that and followed your dream I am proud to be your mother". David bought one of the biggest and most beautiful houses for his mother in Punta Cana, one of the most beautiful places in the Dominican Republic. Monica is now in better health she lives now as a queen who always fought for her son. Every morning David and his mother pray to God and thank him for one more day of life and also for all they have and for allowing Monica to be better than ever. Monica although she lives

in a nice big and luxurious place she never forgets her friends in San Juan she and David visit him from time to time and they buy her gifts or give her money.

## **The sacrifice I made**

I watched my parents drink coffee and discussing something about Alejandra's report card and she just sat there and watched them.

Until my mom spoke first "what do you have to say for yourself young lady?" Alejandra answered "mom stop making it a big deal it's just a grade" my father watched my little sister until he said "go to school, we'll discuss this after dinner."

She stood up and rolled her eyes and mumbled "siempre es lo mismo" and walked out of the door leaving me behind. I stood up and said "have an n-n-nice day m-mom and d-dad" and I was about to leave when my father talked first and stopped me in my tracks "Christian when's your report card coming home?" I answered a little nervous "all t-the gr-grades a-a-aren't r-r-ready yet" my father said "okay son have a nice day at school" my mom said "son hurry or you'll lose the bus."

I grabbed my bag and rushed out of the door. When I got outside I saw Alejandra talking to some strange girl I went over at her and the girl walked off. I asked Alejandra "who I-is sh-she, a-and-"

Alejandra cuts Christian by saying "why do you care, back off and leave me alone" she walks off to the bus stop. Christian stands there for a minute and then he walks off to the bus stop and stands next to Alejandra. They keep quiet until the bus comes.

When the bus came Christian let her sister get in first and then when he got in and started searching for a place to sit in the meantime Jake the football captain and some football crew started messing with him and calling him for names and started throwing things at him until Alexa stood up and said "come on Jake leave him alone." Then Alexa's next moves surprises him he grabs Christian's arm and pulls him next to her and lets him sit next to her. They were quiet until they got to school.

When Christian got out of the bus Jake yelled "bye loser" and he started chuckling.

I just ducked my head down and started heading for the school's entrance, until a hand grabbed my shoulder and a girls voice stops me in my tracks "Hey you okay?" it's Alexa the girl that I admire, she has long light brown wavy curls and her eyes are the color of a rainy cloud in mist and her beautiful smile but she's popular and popular people don't hang out with losers.

"Y-yeah t-thanks f-for a-a-asking" I stutter and she chuckled and said "see you around, what's your name again?" I answered "C-c-Chris-t-tian" she smiled and finished her sentence "Christian." And she walked off and let me there day dreaming. Until the first bell rang and I rushed to class. School's over everyone's heading home including Alexa.



When I came home mom and dad were arguing, like always. But today was different. I came home and I heard them arguing about an affair going on between my mother and my best friend father. I felt disgusted and ran to my room shut the door and cried until I fell asleep. When I woke up it was 5 o'clock pm so I felt like I need to confront my parents. So I went downstairs to get something to eat. When I came downstairs I found my father sitting on the couch. He had some pictures in his hands and he was tearful. I just broke down and started sobbing he probably heard me because he was next to me in a blink of an eye. "Sweetheart why are you crying?" dad asked worried. I couldn't talk, I couldn't breathe, I couldn't think, I could only cry. Dad hugged me because he actually knows the answer already. After a while I found my voice and asked 'what happened between you and mom?' dad gulped and squeezed my arm and then answered "you probably heard already, your mother has an affair with Clair's father" I gulped hard and looked up in my father's eyes and I could see the pain burning in his eyes. He hid the pain with a smile.

I Woke up early and got out of the house before my mom woke up. I couldn't face her right now. Walking to school I notice Jake crying and he was bleeding. I came up to him and asked him worried "Jake are you okay, what-" Jake cut my words with his usual attitude 'it's none of your business' he pushes me and keeps walking. I should've told her what happened Jake thinks to himself.

At school I was not in the mood to talk because I was pissed off with my father Jake thinks in his self. I don't want to go home I can't face mom Alexa thinks to herself. My family can't find out about my addiction and secret Alejandra thinks to herself. Wh-wha-what's up w-with m-my sister sud-sudden ch-cha-change o-of a-at-ati-tude? Christian thinks to himself. Jessica message Alejandra "be on time outside, I'll pick you up don't let your brother notice you." Alejandra types "okay".

And the bell rang. While he was waiting for his ride Chris saw his sister rushing in a car. He saw the plate number, it was "10395". It was a girl, he couldn't believe his eyes "I-Is tha-that J-Jess-Jessica?" said Christian. She said "Get in!" Christian panicked and ran home to see if Alejandra was heading home, Alexa followed him. When chis arrived home he noticed that Alejandra wasn't home. Christian wondered why Alejandra was acting strange; he entered her sister's bedroom and found a small pack of white powder it looked like baking soda. Christian wasn't sure of what he saw so he flipped the bag and it was written on the bag with a black marker "10g crack, 20 USD". "Vaina es-esto n-n-no puede ser r-real" said Christian in Spanish "Alejandra would never do drugs."

He desperately ran to his room where he started searching for the location of the car that Alejandra entered. Chris remembered the plate number "10395", "Rum industry" warehouse in Havana. Alexa saw everything through a window. Christian took a taxi to the address, he did not know about Alexa following him.

"I don't want to do this anymore" said Alejandra. "You gave me your words, you chose this path" said the drug lord "Juan viral". "Pero tengo miedo, y solo estoy-" the drug lord cut her words. "I don't care if your 14, you do this and I'll spare your life" he whispered with a grin on his face.

“Just get this over with, at school you were cool with it and now you’re scared!” Jessica screams. Christian arrived. He saw Alejandra and Jessica with the drug lord. “Are you going to do this or not?” he said with his voice a little annoyed until he signs and points the gun at Alejandra’s head. Christian rushed in and stood up before Alejandra. Alexa’s eyes couldn’t believe what was taken place. The man asked ‘who are you?’ with a disgusted tone. “D-do-don’t d-do th-this” said Christian with his voice pleading. The man screams ‘I said who are you?’ Christian answers a little unsure “I’m a-ale-an-“he gets cut off by the drug lord “Alejandra?” he answers for Christian impatient Christian finishes his sentence “brother”. The drug lord gets angry and screams “shut up and move out of my way!” Christian keeps standing in front of Alejandra. The drug lord gets pissed off and pulls the hammer and asks the brother “are you going to move or what?” Christian doesn’t bug. In a split second the drug lord pulls the trigger. BAM!!!

Everything stopped. A minute passed. Is someone hurt? Did it hit me? I opened my eyes and raised my head and looked at the person standing in front of me, I wanted to find out who was the person that risked his/her life for me. When I realized who it was, I was blown away. It was...my big brother Christian. He was standing there with a red stain on his left chest and his hands on top of the red stain then all of sudden he fell on the ground. All of sudden Alexa a girl from my school came running and she bend down next to Christian, she started pressing the wound to stop the bleeding. Alejandra panicked and started calling the paramedics “hi theirs an emergency, my brother’s hurt hurry!” the woman at the other end asked “ma’am you have to calm down, tell me the adr-” Alejandra cut the woman’s words by saying “I don’t know, I’m lost” the woman answered “ma’am you have to tell me where you’re at so we can help you” Alejandra cursed and said “Solo ayúdame!” Alexa grabs the phone from Alejandra and answered the paramedics “Miss where at an abandoned rum warehouse on 6<sup>th</sup> street we need help my friend’s been shot” the paramedics answered swiftly “were on are way.” Alejandra grabs the phone and calls the cops for Jessica. As soon that she’s done calling the cops she calls her parents crying “mom Christian’s hurt you have to come down to the hospital” Ms. Martinez ended the call. The paramedics arrived and took Christian directly to the “Hospital Hermanos Ameijeiras.” When they arrived at the hospital I came next to him. I started telling him “todo va a estar bien” Alejandra whispers with tears in her eyes.

‘Ale, qu-quiero qu-que s-sepas qu-que e-esto n-no es t-tu cu-culpa y no im-im-po-porta d-donde e-estoy sie-sie-mp-pre te cui-cuidare said Christian weak and hurting. After that long speech they start to lose Christian pols. Alejandra begins to cry and the nurse had to pull Alejandra away from Christian. She falls down and cries. When her parents arrived at the hospital they had to wait for the results. After moments of waiting the doctor comes out and tell them about Christian. Unfortunately he didn’t survive the shot because he lost a lot of blood

Alexa went home after the shot of Christian because she couldn’t face the fact that he’s not going to make it.

Christian's mom got really sick of the news, she couldn't believe what she was hearing. That night Alejandra tells her parents what she has been doing these past months and tells them what was the cause of Christian's death.

Almost a year has passed since the death of Christian Martinez.

Alejandra's parents got her in a rehab a few days after the accident. Now they are paying more attention to her and they are trying to go through the phases with her but she is stubborn.

Alexa's parents are still having problems at home and they decided to get a divorce after all. But, now Alexa has to choose between them. 'Have you decided with who you're going to stay?' dad asks. 'No I haven't' Alexa answers a little lost. 'Sweetie I know it's hard for you to decide right now, but you have to. We can't live our life like this anymore, we were always fighting and were tired of all this arguing and fighting' the mother answers a little annoyed. "Don't you think I'm tired of all this nonsense and you know what the funny part is mom, that it's all your fault!" Alexa answers aggrieved and angry. "Me?" answers mom shocked. "Yes you little miss perfect. You slept with my best friend's father, yeah I know!" Alexa answers disgusted. "You ruined this family, you brought this mess. And now you want me to choose, you're so selfish!" Alexa screams with tears running down her face.

Jessica and her crew went after all to prison because Alejandra told the police about the drug delivery job she had to do.

***To be continued...***

***Student nr. 3D-Gr2S2***

I think that we did good even though we didn't plan it out that good. We helped each other very good, not like it should be but good. We all helped with the story part for English and we also helped each other with the other things. I had to write everything like when we started planning or what we were doing in class for this project and I also had to write the story. I learned a lot, especially how to write good English. It really helped me with my grammar for English. I'm really excited about this. Because it helped me a lot.

To me it didn't went that well because I needed constant help with my English. But thanks to Google Translate and the others who helped me, I did pull through. I did it. I love my part of the story because you know I did it, haha, but yes, it was good. There was a lot of things I didn't know about writing a story but with the teacher's help and advices, it was enough information for me about how to write a story. At first it was really difficult, I didn't understand noting, but then I started uderstanding slowly until I finally got it and yes. I had a lot of inspiration I guess.

I guess writing together, I really loves working in groups but I guess we needed to write it together. Maybe I'm wrong, maybe I'm right I don't really know. But for me it was good though, ofcourse planning it better could've gone way better, but we all did what we could do.

Communication defintely. We did should've talk more, planning more, helping more, communicate more. I guess that was our only problem. And also start before and not let everything for just one day. It will be more difficult and stressful. Believe me. I mean if you plan it good, you will communicate more. If you communicate good, it will be easier. And defintely, understanding what you're doing. You can't do something you don't know what your supposed to do. Understanding, helping, communicate better, asking for advice you will have zero problems.

Pay attention better when it comes to this types of projects. If you don't understand something, ask for help before it's too late. Talk to the teacher. Talk to your group members. It will help I swear. It will help you make anything better than what you thought it would. Do everything the teachers say, it will give you more points. Believe me. And again, plan it out. Don't let anything for the due date. What you can finish today, don't leave it for tomorrow. If you leave everything for the last, you will feel tired, stressed. And do your best. Do all what you can do.

***Student nr. 3E-Gr2S5***

- *How effective did you work as a group? (100 – 150 words)*

In my opinion it was OK, could've gone better. It all depends on what you work as a group. Some of us did our part just like we were supposed to. We all participated, we helped each other. We gave each other advices. And then there were the ones who did not do their part. Not like they're supposed to. It was always me and student 3E-Gr2S4 doing the hard work, and I get it. Maybe the other ones were scared to make mistakes. It is OK if you do. It means you're learning. You just have to be confident enough to try. Even me and student 3E-Gr2S4 made mistakes. They see us as their leader, and to be honest I don't want them to see us that way. I want them to be their own leader, not just someone who hangs on to other people. One of us did a mistake, we always correct each other. Working with guys is very stressful, because you'll always have to push them to do something. In our case we had to push them. Sometimes they will just sit there and let you do the hard work, but we show them that this is not how it works. We are a group and we should work as a group too. So we talk to each other and fixed it right away. So you can say working with each other was a win.

- *What went well with the writing of the story? (100 – 150 words)*

Most of the work went well. In class we planned everything. Who do you what Etc. we understood each other perfectly. Every opinion matters, so if they had something to say, we will of course sit and listen to what they have to say. So communication in class went well. While working on the story we discussed in class who will start who will follow etc. We all did the part of our story well. We discussed the names of the characters, the names of restaurants, hotels etc. So we all knew exactly what we had to do. That was also a win.

- *What could have gone better with the writing of the story? ( 100 – 150 words)*

Communication when we're not at school. So like I said, the communication class was perfect, but as soon as we are not in class anymore, everyone disappears. We text on the phone, but they take so long to answer. Or when we say "OK now it's time for you to do your part" they just disappear. One of them don't have a phone. The other doesn't have a laptop. Or they are busy with their sport etc. So that was a little bit stressful for someone who has to take care of everything, to make sure everything goes exactly like it's supposed to go. I just wished that everyone cared as much as they possibly can. Make this project you're number one priority. So that is what could've gone better. The communication out of school.

- *What did you learn about working in a group from this project that you will carry into your next group experience? (100 – 150 words)*

I learned allot. I am the person who does not like to work in a group, because I don't really have the time patience for people. I don't want to keep asking people to give a damn about our project. So I like to work alone, where I know for sure that I can get stuff done. Without having to depend on other people. But for

this project, I had to do what they ask. So I am obligated to work with a random group. It was really stressful, but there was also the good parts. You learn something from everyone. You learn how to work in a group with people that the teacher choose. I learned how to be patient. I learned how to write better. I learned how to work with others. You can say I learned something new.

- *What tips would you give to other students who will be working on this project next year?*

- 

All of you that is dealing with this project right now, just know that this is not for nothing. You will think that this is stupid or not necessary, but believe me it is. You'll learn allot. Without realizing it. You'll learn how to work with others. You learn how to be patient with others. You'll learn how to respect one another, and you'll realize what you can actually do. You will know so much about this project and what the point of this is. You will learn not only about yourself, but about others too.

**Appendix VI Assignment**

**Writing Plan**

Character 1: \_\_\_\_\_ Instert name here \_\_\_\_\_

**Write a short description about the character using all of the information that you have gathered from the handout *Character Analysis*. Make sure to tell how the character relates to the story.**

Description character:

Character 2: \_\_\_\_\_ Instert name here \_\_\_\_\_

**Write a short description about the character using all of the information that you have gathered from the handout *Character Analysis*. Make sure to tell how the character relates to the story.**

Description character:

Character 3: \_\_\_\_\_ Instert name here \_\_\_\_\_

**Write a short description about the character using all of the information that you have gathered from the handout *Character Analysis*. Make sure to tell how the character relates to the story.**

Description character:

Settings:

**When does the story take place and in what (time) period does the story take place? How long does the story last? Describe the settings using specific details from the hand out *Elements of Story*.**

Problem/ Conflict:

**Describe the conflict in the story using the handout from the hand out *Elements of Story*.**



Solution:

**Describe how the conflict gets resolved in the story using the handout *Elements of Story*.**

Theme:

**What is the message that you want the reader to learn from or become more aware of?  
Describe the theme of the story using the handout *Elements of Story*.**

*Plot Mountain in short*

Introduction:

Rising Action:

Climax:

Falling Action:

Resolution:

**Each part of the story (Introduction, rising action, climax, falling action, resolution) will be written separately. Only in groups of 6 one part can be written by 2 people. Therefore it is important to have a good writing plan in place.**

**Who will be responsible for the different sections of the story? Who will peer review each section?**

- I. Introduction:
- II. Rising Action:
- III. Climax:
- IV. Falling Action
- V. Resolution:

**What will be your group's strategy for finding information? What sources do you plan to consult? Who will be responsible for what types of information?**

**What will be your group's process for editing and reviewing the work? What process will you have for constructive feedback?**

# The Carib Knowledge Project



**A cross curricular project with Culture and Arts**

**Een vakoverstijgende project samen met Engels**

# Preface

The Caribbean region consists of many islands. These islands are located between the mainland of North and South America. All these islands have undergone their own musical development under the influence of the many cultures present. The Caribbean is the first to be colonized by Spain followed by England, France, the United States and the Netherlands. Together with the African influences from the slaves, many different types of music have been created. Some islands have even developed their own style of music. Besides that, there is also a lot of mixing between the music of the different islands. Through migration of the inhabitants of this area their music has also spread all over South America, and later also over the Western world. Many music styles break through internationally. In this way they not only influence artists from all over the world, but also take over elements of the music from countries.

This project will be tested in period 3 and will be counting as a **CP**. This project will be in collaboration with Culture and Arts (CKV). You will work in **groups of 5 or 6** and will be:

- ❖ making a **report** as a group where everyone has to write a piece, but it has to look like one person has written it
- ❖ writing a **story** where everyone has to write a piece, but it has to look like one person has written it
- ❖ doing a **presentation/ expo** based on the findings of the literature review (During Culture and Arts you'll get more information on this part)
- ❖ doing a **dance** inspired by the literature review of the Caribbean

**The end project will be:**

- A *portfolio* containing a *report* and the *story*
- A *presentation / expo*
- A *dance*

# Inleiding

Het Caribisch Gebied bestaat uit veel eilanden. Deze eilanden liggen tussen het vasteland van Noord en Zuid-Amerika. Al deze eilanden hebben hun eigen muzikale ontwikkeling doorgemaakt onder invloed van de vele aanwezige culturen. Het Caribisch gebied wordt als eerste door Spanje gekoloniseerd. Daarna komt de koloniale invloed van Engeland, Frankrijk, de Verenigde Staten en Nederland. Samen met de invloed van de slaven uit Afrika zijn er op die manier veel verschillende soorten muziek ontstaan. Sommige eilanden hebben een eigen muziekstijl ontwikkeld. Maar er is ook veel vermenging tussen de muziek van de verschillende

eilanden. Door migratie van de bewoners van dit gebied heeft hun muziek zich bovendien over Zuid-Amerika, en later ook over de westerse wereld verspreid. Vele muziekstijlen breken internationaal door. Zo beïnvloedden ze artiesten uit de hele wereld, maar nemen ze ook zelf elementen over van de muziek in de landen waar ze terecht komen.

Dit project wordt getest in periode 3 en telt als een **CP**. Dit project zal worden uitgevoerd in samenwerking met Culture and Arts (CKV). Je werkt in **groepen van 5 of 6** en je moet:

- ❖ **een verslag** maken als een groep waarin iedereen een stuk moet schrijven, maar het moet eruit zien alsof één persoon het heeft geschreven
- ❖ **een verhaal** schrijven waarin iedereen een stuk moet schrijven, maar het moet eruit zien alsof één persoon het heeft geschreven
- ❖ **een presentatie / expo** op basis van de bevindingen van het literatuuroverzicht (Tijdens CKV krijgt je meer informatie over dit onderdeel)
- ❖ **een dans** doen geïnspireerd door het literatuuronderzoek van de gekozen Caraïbische eiland

Het eindproject zal zijn:

- Een **portfolio** met een *verslag* en *het verhaal*
- Een **presentatie / expo**
- Een **dans**

# Aim of this project ....

## **Doelen voor dit project voor CKV:**

*In dit project heb je verschillende vaardigheden geleerd, namelijk:*

- Je hebt geleerd om samen te werken aan een presentatie.
- Je hebt geleerd om informatie op te zoeken over een onderwerp.
- Je kunt informatie verwerken en verwerven in een verslag.
- Je kunt informatie beoordelen op betrouwbaarheid en belang.
- Je kunt nu gevonden informatie omzetten in een kunstwerk.
- Je kunt je creativiteit gebruiken om een dans te maken.
- Je kunt je mening geven en deze verwoorden in een verslag.
- Je kunt beschrijven hoe de samenwerking verliep, goede punten en verbeterpunten.
- Je hebt geleerd om in een groepje te presenteren, met alle aspecten van dien.

## **Aim of this project for English:**

*The aim of this project is that...*

*all students should know:*

- the difference between accurate information and false information.
- how to reflect critically on your work and learning process through a work journal.
- how to build up a story
- use the research and the story to create a dynamic presentation
- divide of the tasks in the groups effectively
- reflect on your work process individually and as a group

*all students should be able to:*

- work together on a presentation
- organize the layout of the short story
- process accurate information in a project using more than one source to verify your information
- access reliable and important sources
- process found information into a short story
- give and express your opinion critically in a work journal
- describe how the collaboration went and improvement for a next project
- sell your country using all the information you have collected during the literature review

# Week planner

Week	Week	Les inhoud CKV	Les inhoud Engels
1	Februari 13	Groepen vormen, eiland kiezen, plannen	
2	Februari 19	<ul style="list-style-type: none"> <li>Onderzoeken</li> </ul>	<ul style="list-style-type: none"> <li>Taakverdeling voor het schrijven van het verhaal</li> <li>Introductie les <i>writing 101</i></li> </ul>
3	Februari 26	<ul style="list-style-type: none"> <li>Onderzoek verwerken in verslag</li> </ul>	<ul style="list-style-type: none"> <li>Vorbereiding voor het schrijven van het verhaal en duidelijke afspraken maken over de stijl van schrijven binnen het groep</li> <li>Maak een <i>writing plan</i> voor het verhaal</li> <li>Oefenen met schijven in een groep met behulp van verschillende hulpmiddelen / technieken</li> </ul>
4	Maart 5	<ul style="list-style-type: none"> <li>Verslag inleveren (eerste gedeelte)</li> </ul>	<ul style="list-style-type: none"> <li>Oefenen met schijven in een groep met behulp van verschillende hulpmiddelen / technieken</li> </ul>
5	Maart 12	<ul style="list-style-type: none"> <li>Werken aan dans &amp; Expo</li> </ul>	<ul style="list-style-type: none"> <li>Begin met het schrijven van het verhaal als een groep in de klas</li> <li>Werken aan het verhaal in de klas</li> <li>Aanpassingen maken in het verhaal als een groep</li> </ul>
6	Maart 22	<ul style="list-style-type: none"> <li>Dans oefenen</li> <li>Definitieve versie van onderzoek inleveren</li> </ul>	<ul style="list-style-type: none"> <li>Werken aan het verhaal (thuis)</li> <li>Aanpassingen maken in het verhaal als een groep (thuis)</li> </ul>
7	<b>Maart 28</b>	<ul style="list-style-type: none"> <li>Dans oefenen</li> </ul>	<ul style="list-style-type: none"> <li>Aanpassingen maken in het verhaal als een groep (thuis)</li> <li>Definitieve versie van onderzoek en verhaal inleveren via <b>Edmodo</b></li> </ul>
<b>Paasvakantie: 29 maart t/m 6 april 2018</b>			
8	April 12	<ul style="list-style-type: none"> <li>CKV Presentatie dans</li> <li>Inleveren reflectie verslag van het verslag (report)</li> </ul>	<ul style="list-style-type: none"> <li>Oefenen spreken voor Project dag: 26 April</li> <li>Leren hoe je bron moet vermelden in het verslag (report)</li> </ul>



			<ul style="list-style-type: none"> <li>• Inleveren reflectie verslag van het verslag (report) en van het verhaal</li> </ul>
9	April 19	Werken aan expositie	<ul style="list-style-type: none"> <li>• Oefenen spreken voor Project dag: 26 April</li> </ul>
10	April 26	Project dag: Maria College Gaat op Reis – Caribbean Edition	
11	April 30	Inleveren de definitieve versie van het portfolio inclusief reflectieverslag van verslag, verhaal, dans en presentatie/ expo	

## Specifications on the project ...

You will have to hand in a **portfolio**, which contains the following:

### ***Report (= Verslag) (English/ Culture and Arts)***

1. **Title page**

Here you put the following information:

- Title (name of the island)
- Name of all the group members (including the last name)
- Subject (English and CKV)
- Class
- Date
- Picture / Illustration

2. **Contents page** (= inhoudsopgave)

3. **Introduction** (250 words - 300 words)

In your own words, as a group you have to:

- explain what have to do in this project;
- give reasons why you have decided as a group to choose the Caribbean island,
- say what you want to achieve as a group with this project
- explain what the inspiration was behind the story

4. **Chapter 1 Literature Review** of the chosen country

- In your own words give information on the following:

1.1 **General information:**

- ✚ Inhabitants (How many people are living there and what kind of people are living there),
- ✚ Geography (The size of the island),
- ✚ Economy,
- ✚ Traditional food and drinks from the island,
- ✚ Traditions of the islands,
- ✚ Folktales and myths, etc.

1.2 **Music** (the style of music, history of the types music on the island, instruments used in the music)

1.3 **Dance** (style of dance, history of the dance, types of clothing used in the dance)

1.4 **Architecture** (type of buildings, houses, museums)

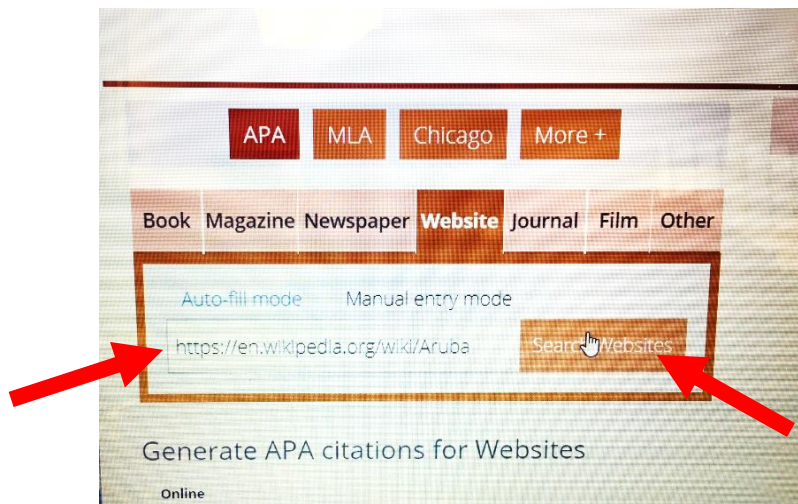
1.5 **Famous person** from the island (artist, celebrity etc.) with the background information on the person

5. **Chapter 2 Work Journal (Reflective verslag)**

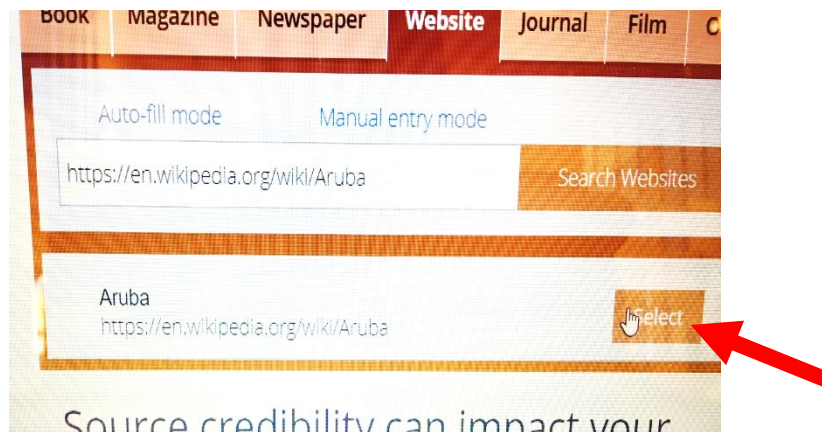
6. **Reference page** (APA style)

- To do this use the following site <https://www.citationmachine.net/apa/cite-a-website/manual>
  - o Follow the pictures

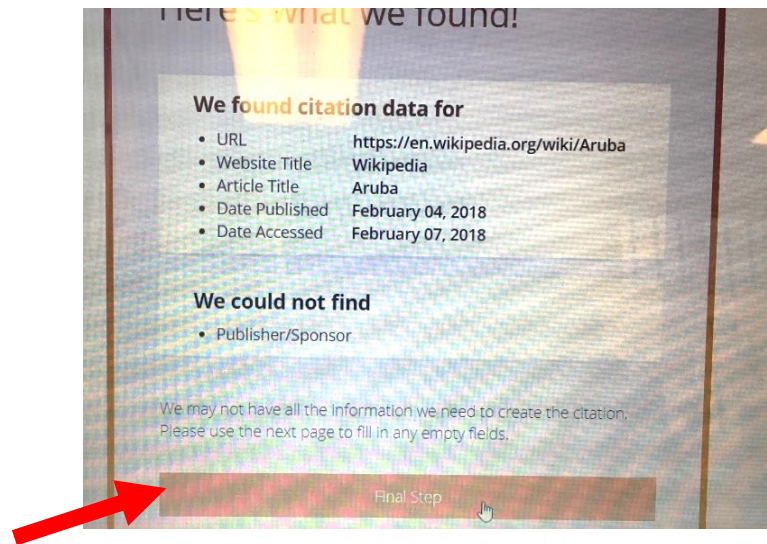
- **Copy and paste** the website and click **search websites** like this:



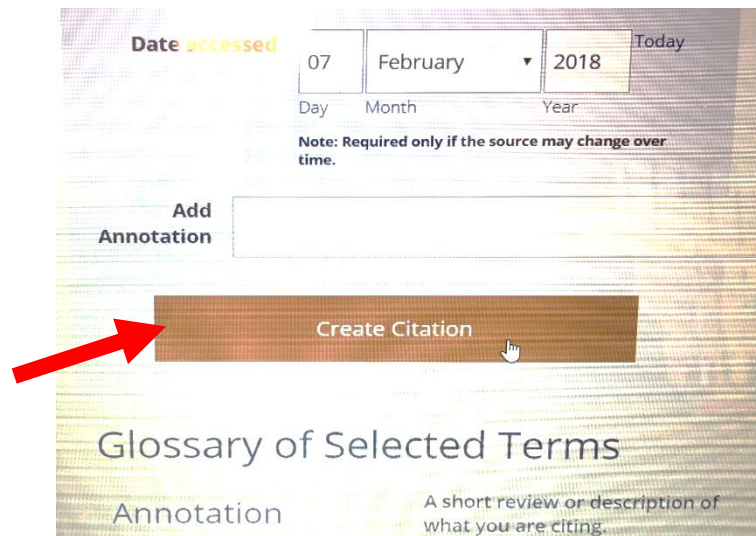
- Next click **select** like this:



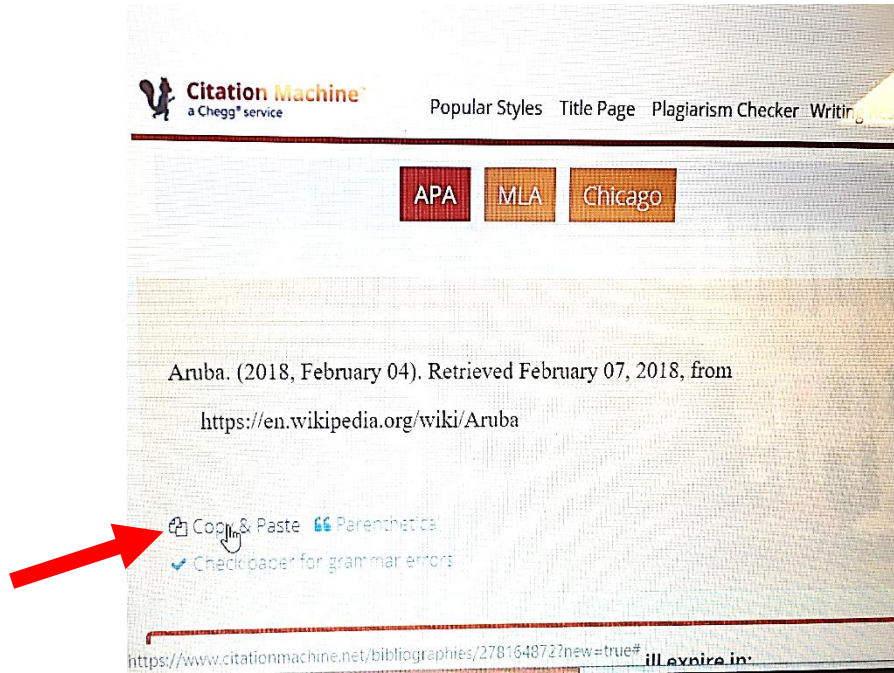
- Then click **final step** like this:



- Then click **create citation** like this:



- As last click **copy & paste** like this:



- Then paste it in the reference page. In the end, it looks like this:
  - Aruba. (2018, February 04). Retrieved February 07, 2018, from <https://en.wikipedia.org/wiki/Aruba>

## 7. Appendix (bijlage)

- Here, you put **the story** that was written during the English lessons and any additional information or pictures in this part
- This portfolio has to be...
  - Font: **Times New Roman or Arial**
  - Font size: **12**
  - Spacing: **1.5**
  - Title Font size: **16** (*letter type can be other than Times New Roman or Arial*)

**NOTE:** You have to use a minimum of **5 websites/ books and 2 YouTube videos**

## The Story (English)

You are going to write a short story set in the Caribbean.

**The amount of words =**

- Groups of 5 → between 800 to 1000 words
- Groups of 6 → between 1000 to 1200 words

**Age group =** G, PG, PG 13

These are the following steps you need to take when writing a story:

1. Choose a genre
2. Choose an age group
3. Come up with an idea for the story
4. Choose the places the story will take place at
5. Choose and describe your characters from the story
6. Make a writing plan

In the writing plan, you have to work out the following steps:

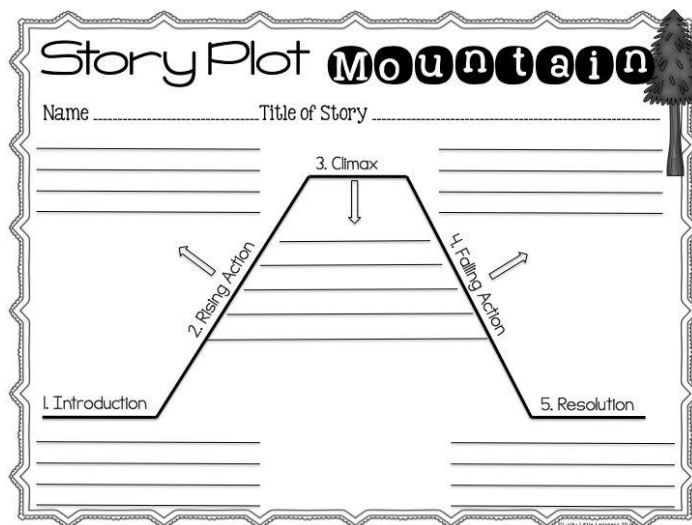
Step 1 – Introduction

Step 2 – Rising action (Build up)

Step 3 – Climax

Step 4 – Falling action (Cooling down)

Step 5 – Resolution



More information on how to make a writing plan will be provided during the English lessons

7. Write the story

During the lessons, you will get more information, guidance, and handouts on how to do this.

8. Edit the story

## ***Work Journal***

In this document, you have to reflect on:

### The Project (In Group)

- Who were the people in your group?
- How did the preparation for the project go? ( 100 – 150 words)
- How did the process go when working on the project? (200 – 250 words)

### Collaboration (Individual)

- How effective did the group work? (100 – 150 words)
- What went well with the project? (100 – 150 words)
- What could have gone better? ( 100 – 150 words)
- What did you learn about working in a group from this project that you will carry into your next group experience?(100 – 150 words)
- What tips would you give to other students who will be working on this project next year?

This reflection on the collaboration process has to be done for the:

- literature review
- story

### Progress Report

Date:	Description of what has been done (activity):	Worked done by:	The amount of hours:

## ***Presentation / Expo (Culture and Arts)***

In this section, you must use the information you acquired in from your research to exhibit and present your country. Each group will get a tent to expose their products.

*The exhibition can be done in different forms:*

1. **General information:**  
Can use audio-visual in form of video or PowerPoint presentation, but can also food and or drinks from your chosen island
2. **Music:**  
Can use instruments or drawings / photos of instruments, but can also be done in video format or PowerPoint
3. **Dance:**  
Can use garments, fabric photos and or videos
4. **Architecture:**  
You have to make a model of the building that you have examined during the research
5. **Famous person / artist:**  
A drawing must be made of the famous person / artist or illustrate something that has to do with him / her.

### **NOTE:**

- Make a plan in advance as to who is going to do what and where (plan van aanpak)
- During the presentation, the whole group must be dressed in something that represents the country. Whether is in the color of the country, a typical traditional clothing of the country etc.
- Use the hand out "Making an Exhibition in 7 Steps" for help

## ***Presentatie / Expo (CKV)***

In dit gedeelte moeten jullie de informatie die je in de onderzoek hebt gekregen, gebruiken om een expositie te maken en de informatie en uitvindingen te presenteren van de gekozen eiland. Elk groep zal een tent krijgen om hun producten te exponeren.

*De bedoeling is dat jullie de expositie gebruiken om je onderzoek te presenteren. Jullie kunnen in verschillende vormen het doen:*



1. **Algemene informatie:**  
Audiovisueel in vorm van video of PowerPoint presentatie, maar ook eten en of drank van jullie gekozen eiland.
2. **Muziek:**  
Jullie kunnen instrumenten of tekeningen/foto's van instrumenten gebruiken, maar ook in video's of PowerPoint.
3. **Dans:**  
Jullie kunnen kledingstukken, stoffen foto's en of video's gebruiken.
4. **Architectuur:**  
Jullie moeten een maquette maken van het gebouw dat jullie hebben onderzocht.
5. **Beroemde persoon/kunstenaar:**  
Er moet een tekening worden gemaakt van het beroemde persoon/kunstenaar of iets die te maken heeft met hem/haar.

**LET OP:**

- maak vooraf een planning wie/ wat/ waar zal doen (plan van aanpak)
- tijdens het presentatie moet de hele groep geüniformeerd zijn.
- Gebruik het stencil "een tentoonstelling maken in 7 stappen" als hulpmiddel.

## ***Dance (Culture and Arts)***

The dance style that you have researched in the literature review will be used to present your dance.

In your presentation, you must use the following dance elements:

- **Body:**
  - + Move: stretch, bend
  - + Steps: walk, diagonal, circle, glide
- **Time:** slow – fast
- **Space:** Different directions
  - + Right – left
  - + Forward – backwards
  - + Diagonal
  - + In circle
  - + Deep layer, middle layer and high layer
- **Strength:** Coordination
  - + Staccato
  - + Fast slow
  - + Light heavy

### **Note:**

- **Length:** a minimum of 3 minutes and a maximum of 5 minutes.
- Each element must come back in the dance.
- You can choose in which order the elements are presented
- The dance elements can be repeated more than once.
- The music must come from the chosen Caribbean island!
- The chosen song must be danced completely (Can use a mix, but it must be ready for the mid evaluation which will take place 2 weeks before the day of the presentation of the dance).
- The group must be uniformly dressed.
- An attribute of the chosen island must be used during the presentation.
- Everyone must participate!

## ***Dans (CKV)***

De dansstijl die je in de vorige opdracht hebt onderzocht wordt in dit opdracht gebruikt om je dans te presenteren.

In je presentatie moet je de volgende danselementen gebruiken:

- **Lichaam:**
  - ✚ bewegen: rekken, strekken, buigen
  - ✚ voortbewegen: lopen, diagonaal, kring, glijden
- **Tijd:** langzaam – snel
- **Ruimte:** Verschillende richtingen
  - ✚ Rechts – links
  - ✚ Naar voren – naar achteren
  - ✚ Diagonaal
  - ✚ In cirkel
  - ✚ Diepe laag, midden laag en hoge laag
- **Kracht:** Coördinatie
  - ✚ Staccato
  - ✚ Snel-langzaam
  - ✚ Licht-zwaar

### **LET OP:**

- **Lengte:** minimaal 3 minuten en maximaal 5 minuten.
- Elk element moet terugkomen in het dans.
- De volgorde mogen jullie zelf kiezen.
- De danselementen kunnen herhaald worden.
- Het muziek moet afkomstig zijn van je Caribische eiland!
- Het gekozen lied moet helemaal gedanst worden. (Liedjes mixen mag, maar het moet klaar zijn voor het tussenevaluatie die plaats zal vinden 2 weken voor het dans presentie).
- Het groep moet geüniformeerd zijn.
- Er moet een attribuut gebruik worden van het gekozen eiland tijdens het presentatie.
- Iedereen moet mee doen!

**BE CREATIVE,  
THINK OUTSIDE THE BOX  
AND  
ENJOY**