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TEMA: "ONLINE COLLABORATIVE TOOLS AND THE ENGLISH WRITING SKILL"

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Priscila

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RESUMEN EJECUTIVO

El proyecto de investigación "Herramientas colaborativas en línea y la habilidad de escritura en inglés" tuvo como objetivo investigar el impacto de las herramientas colaborativas en línea en el desarrollo de la habilidad de escritura en inglés. El presente proyecto tuvo un enfoque cuali-cuantitativo y fue basado en una investigación bibliográfica y de campo que se desarrolló con estudiantes con nivel B1 de la Unidad Educativa "Agronómico Salesiano" ubicado en Paute. En este proyecto participaron 25 estudiantes de décimo año de básica, 13 alumnos pertenecieron al grupo experimental y 12 al grupo de control. El primer grupo tenía la opción de trabajar en un entorno en línea en casa utilizando tecnologías colaborativas, pertenecían al grupo experimental y el segundo grupo que no tenían acceso a las herramientas online, participaron en el grupo de control y completaron diferentes actividades y tareas en clase. Este estudio se propuso determinar qué grupo había desarrollado eficazmente sus habilidades de escritura a través de seis actividades incluidas en los planes de lecciones. Los planes de lecciones se dividieron en cuatro secciones vista previa, presentación, producción y cierre. Cada plan de lección contenía actividades para ser desarrolladas en 70 minutos. En esta investigación, la prueba estándar de Cambridge previa y posterior fue aplicada en base al desempeño de escritura. En estas pruebas se evaluaron aspectos tales como el contenido, el logro comunicativo, la organización, y el lenguaje. Además, se utilizó como instrumento una encuesta Web 3.0, para mostrar la influencia positiva de las herramientas colaborativas en línea en el desarrollo de la habilidad de escritura en inglés. Para comprobar la hipótesis de esta investigación, las estadísticas de la prueba t de muestras emparejadas analizaron los datos cuantitativos indicando que, en los resultados, los estudiantes mejoraron su rendimiento en escritura al aplicar las herramientas colaborativas en línea.

Descriptores: habilidad de escritura en inglés, herramientas colaborativas en línea, logro comunicativo, prueba estándar de Cambridge, Web 3.0.

EXECUTIVE SUMMARY

The research project "Online Collaborative Tools and the English Writing Skill" aimed to investigate the impact of online collaborative tools on the development of English writing skills. This project had a qualitative-quantitative approach based on bibliographic and field research that was developed with students with a B1 level from the Educational Unit "Agronómico Salesiano" located in Paute. 25 students in the tenth year participated in this project, 13 students belonged to the experimental group and 12 to the control group. The first group consisted of students who had the option to work on different written assignments in an online setting at home using collaborative technologies or tools, they belonged to the experimental group and the second group of students who did not have access to the online collaborative tools or technologies for working on written assignments. They participated in the control group and completed different activities and assignments in class. This study set out to determine which group, the control or experimental, had developed effectively their writing abilities or skills through six different activities included in detail in the lesson plans. The lesson plans were divided into four sections: preview, presentation, production, and closure. Each lesson plan had different activities to develop in 70 minutes. In this research, the Cambridge standard pre and post-test was applied based on the writing performance. In these tests, aspects such as content, communicative achievement, organization, and language were evaluated. Furthermore, a Web 3.0 survey was used as an instrument to show the positive influence of online collaborative tools on the development of writing skills in English. To test the hypothesis of this research, the statistics of the paired samples t-test analyzed the quantitative data indicating that, in the results, the students improved their writing performance when applying the online collaborative tools.
Keywords: Cambridge standard test, communicative achievement, English writing skills, online collaborative tools, Web 3.0.

INTRODUCTION

This research "Online Collaborative Tools and the English Writing Skill" aims to establish the relationship between online collaborative tools and English writing skills to identify if there is a positive impact of online tools in the development of students' writing skills. This study was carried out to identify the difficulties in students' writing communication. In the English classes, it is evident that they feel frustrated when they have to interact with the teacher or with their classmates because students are afraid of producing the language in public.

In this study, a quali-quantitative research design was used to create two groups from a randomly-selected sample. The objective of this research is to analyze which group develop efficiently their writing skills on six specific activities. Thus, the instruments applied in the study were a survey to identify the types of online collaborative tools that students know about them, the pre-test and post-test to analyze the students writing skills, and the lesson plans. Based on the results of this study, it was satisfying to know how tenth-grade students improved their writing skills by incorporating online collaborative tools. Following this line, this research contributed to developing a technological environment to help students in developing their ability in writing as a way of expressing their thoughts and beliefs efficiently.

In this study, there are five chapters explained in detail:

Chapter I: states the theme and problem statement, justification, and objectives to be achieved.

Chapter II: displays the online theoretical framework, research background, themes related to teaching, teaching English, teaching strategies, independent variable theoretical support related to online collaborative tools, and the dependent variable theoretical support with the themes related to English writing skill, productive skills, and English writing subskills, the hypothesis, and signaling of hypothesis.

Chapter III: defines the methodology applied in the study considering the method of research, the research modality, the types of research, the population, the time, the instruments, the method of data collection and analysis.

Chapter IV: presents the data collected from the pre-test and post-test, the analysis of the results, the data interpretation, the pre-test and post-test average and difference, the hypothesis verification to reject the Null hypothesis or to accept the Alternative hypothesis.

Chapter V: remarks the conclusions and recommendations that are based on the objectives.

At the end of the chapters, there is included the proposal background, the general and specific objectives, lesson plans, feasibility analysis, and the annexes.

CHAPTER I

THE RESEARCH PROBLEM

1.1 THEME OF THE PROBLEM

Online collaborative tools and the English writing skill

1.2 PROBLEM STATEMENT

1.2.1 Contextualization of the problem

Writing is the most important way of human communication. It implies more than only reproducing the language is also an opportunity to share thoughts and opinions based on the knowledge of grammatical structures. Following this idea, writing is a language ability that requires comprehension and the domain of sentence structures. Additionally, students in today's educational background avoid communication through writing because they are involved in misunderstandings when transmitting messages. It is important to mention that students need to be aware of a correct way of interaction, they are learning a new language, and the necessity of using English in classes increases because they need to be able to communicate with others, but the main difficulty is the low level writing skill.

Based on this problem, students do not know the structures of the sentences, and it is the reason they feel afraid of producing the language. Thereby, students feel frustrated when they have to interact with their teacher or with their classmates. They feel concerned that their written activities are incorrect. Consequently, their anxiety in recognizing grammatical structures and practicing the language are common problems among them. However, there is difficulty at the moment of writing because students do not have the resources to develop their writing skills, because of this, they do not use vocabulary, language, and content efficiently in their learning process.

1.3 JUSTIFICATION

In today's world, writing becomes the most challenging skill to be developed in online classes. It involves more than only reproducing a new language is also the best form of sharing messages, ideas, and opinions in the teaching-learning process. Following this idea, it is important to implement technological tools in English classes as a way of involving students in the process of learning. The use of online collaborative tools boosts several challenges among students while they are developing writing skills. It is what motivates learners to contribute meaningfully in their way of writing. Thereby, students can use these online collaborative tools to share and collaborate on projects, give and receive feedback, annotate, brainstorm, and create media, to continue learning.

Writing plays an important role in the teaching-learning process. It helps students to be understood because it allows them to communicate effectively in different situations. Nowadays, students face challenges in education. These challenges are related to the use of online tools that are implemented in their classes. Thus, online tools give students control over their learning and opportunities to practice the target language in the classroom, allowing them to become self-directed learners (Khalil, 2018). Teachers reduce the likelihood of technological challenges impeding students' ability to complete assigned tasks successfully.

Additionally, online collaborative tools make a substantial impact on the students' English writing skills. In the present era, students are involved in online environments. They take advantage of technology by making learning more collaborative. Thus, students' need for interaction encourages them to use collaborative tools in online classes. They improve their quality of social interaction by building new knowledge. The use of online collaborative tools positively impacts students' performance. They incorporate cooperation and communication among students by reinforcing their writing skills.

Furthermore, there are many benefits of online collaborative tools which are applied in English classes to develop students writing skills. First of all, online collaborative tools benefit students to share new information interactively by developing writing skills in their learning process. Second, online collaborative tools benefit teachers to build a positive

learning environment where students create a sense of independence. Third, these online tools help the institution to provide the best types of collaborative tools by increasing the level of English. It motivates the student's development of writing skills by using online interactive tools in the online classrooms.

Thereby, online collaborative tools foster a more enjoyable environment for students who work together to develop writing skills in online classes. The use of these tools is feasible to carry on in any institution because students can develop writing skills to be successful in the future by using technology. Online tools prepare students for future digital demands by integrating new online collaborative tools in writing to improve their communication effectiveness. Thus, collaborative tools play an important role in the teaching-learning process where students have the opportunity to integrate these tools accurately.

Furthermore, teachers can now use technology to make teaching and learning activities more engaging. Students and teachers should be able to comprehend and use technology to its full potential today (Sudrajat & Purnawarman, 2019). Thereby, online collaborative tools involve collaborative learning connected from the interaction of peers involved in a common task. It is possible to form collaborative learning groups to engage students with the subject matter. Additionally, writing is an important part of teaching and learning because it fosters students' self-expression, identity construction, understanding, and knowledge building. Writing has traditionally been thought of as a solitary activity. Due to the discovery of new pedagogical benefits, collaborative writing has piqued the interest of many educational researchers in recent years (Liu et al., 2017).

Thus, teachers are encouraged to create courses that require students to collaborate in online learning communities to help them develop higher-order thinking skills for lifelong learning (Jahnke, 2010). As a result, it's critical to gather evidence of the types of opportunities available to students, as well as whether they support collaborative online tools as a legitimate means of assisting them in their learning. To sum up, online collaborative tools can develop collaboration through online tools to enhance writing skills.

1.4 OBJECTIVES

1.4.1 General Objective

- To establish the relationship between online collaborative tools and the English writing skill.

1.4.2 Specific Objectives

- To identify the types of online collaborative tools to develop writing skill.

- To evaluate students' writing level.

- To propose online collaborative tools to improve writing skill.

CHAPTER II

ONLINE THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

Regarding the importance of using online collaborative tools to improve English skills, the following researches state how the implementation of online tools was in national, international, and in specific cantons environments. The first study seeks to provide design recommendations for online collaborative project-based learning exercises. The authors explain in this research that the design divides a brief real-time collaborative exercise into tasks, each having a problem-solving phase in which students collaborate on programming and a reflection phase in which they reflect on what they learned in the activity (Sankaranarayanan et al., 2020). In a collaborative setting, students will be able to improve their collaborative learning process and outcomes. It allowed students to take a more in-depth look at learning outcomes (Hiele et al., 2019).

Equally important, the study "Interregional Archaeology in the Age of Big Data: Building Online Collaborative Platforms for Virtual Survey in the Andes-Peru" states that Geopacha and Logar are two online collaborative systems that can increase the potential for gaining new insights and knowledge about previous societies. In this study, the authors highlight the importance of including online collaborative platforms to continue working on different field-based research. It is important to mention that Online Platforms for Virtual Surveys can provide the opportunity to discover imagery-based prospections (Wernke et al., 2020). Based on this idea, an online learning platform has been viewed as a tool that allows students to save time, educate social skills, promote self-learning and self-discovery (Albashtawi, 2020).

In the study "Innovating in the Educommunication Classroom", Web 2.0 and digital technologies would create a real learning environment. The Educaplay tool is used to create a fun activity in which three games are created to help people comprehend advertising (Rivera et al., 2019). The type of research is descriptive where Wix, a digital collaborative gamification tool, is used to visualize the outcomes. Gamification is when the educational process is linked to game elements like badges, levels, and scores. The game is a tool for

boosting motivation. It has been discovered that studies on the relationship between language arts and gamification are generally related to second language instruction (Bal, 2019). An online questionnaire is used to determine the students' degree of satisfaction, allowing them to see firsthand if the excellent practice helped to improve its utilization.

In the research about the "Instruction of Writing Strategies: The Effect of the Metacognitive Strategy on the Writing Skills of Pupils in Secondary Education in Turkey". The goal of this study is to see how knowledge of cognition and control of cognition, both aspects of the metacognitive method, can help learners improve their writing skills (Cer, 2019). It has been shown that having a greater sense of control is linked to improved cognition, such as better memory, more effective strategy utilization, and less cognitive decline (Robinson & Lachman, 2020). Different conceptions can be explained by cognition, which is an ampliative process that transforms a sparse or inaccurate picture of the world into something richer and more correct (Shapiro & Stolz, 2019).

Therefore, in the research about "EFL Preservice Teachers' Academic Writing Skills Through Reflective Learning", the authors develop the research about the impact of reflective learning on a group of EFL preservice teachers' academic writing skills through formative feedback and self-assessment at a university in Bogotá-Colombia (Meza et al., 2021). The findings showed that when reflecting learning was used, learners' writing skills improved, resulting in self-regulation and metacognition. Metacognition research has focused on confidence as well. This includes processes like perception and action execution in addition to memory. We can inquire about a person's confidence in any judgment or decision they make (Shea, 2020).

Another important piece of research about "The portfolio resource in the development of the English writing process" highlights the benefits of the portfolio in the development of writing skills among students from the Universidad Técnica de Ambato's A1 starter level. Correlational variables helped in determining the students' writing process deficiencies through the use of pre-tests and post-test (Armijos et al., 2021). EFL students, without a doubt, struggle with writing more arduously and tediously than native speakers at all levels of schooling. The cultural, schematic, and syntactic differences between L1 and L2 have created a significant challenge in the writing process (Chaleila & Khalaila, 2020).

2.1.1 Teaching

Teaching is primarily a thinking practice and a dynamic activity that demands continual decision-making processes during the teaching preparation stage. It implies that teachers should have a considerable standard of choice autonomy both in preparing educational activities and in actual teaching circumstances (Cáceres et al., 2020). It is still viewed as a process of transmitting new concepts and understandings rather than just information. Teaching is related to a thinking practice where decision-making processes play an important role in the planning stage (Lepp et al., 2021).

Thereby, teaching is considered to be both an art and a science because it emphasizes the teacher's inventive and artistic ability in creating a worthwhile environment in the classroom for learners to understand as art (Kong, 2020). Thus, teaching is considered a science because it provides light on the logical, mechanical, or procedural stages that should be followed to ensure effective goal achievement (Robertson & Atkins, 2020). Following this line, teaching is one of the most important instruments of education, with the specific purpose of imparting knowledge.

Teaching's primary goal is to ensure that students learn effectively. That is why teaching tells learners about the information they need to know, which they cannot obtain on their own (Marshman et al., 2020). Based on this, knowledge communication is an important aspect of teaching because it can be part of the two-way interaction between the learner and the teaching sources that are critical for students' direction, progress, and development (Chatelain et al., 2018) . Furthermore, teaching as an instrument of education helps learners to acquire experiences and in developing new skills by providing students the opportunity for a brighter future.

Therefore, the goal of teaching is to engage learners in the active development of knowledge where they can use their experiences to generate new ideas for learning (Poole, 2021). Following this line, teaching is defined as the process of carrying out actions that have been proven to help students learn to create appropriate exercises and projects to encourage them to develop creativity and critical thinking (Huong et al., 2018). That is why teaching motivates students to be more open and enthusiastic about acquiring new knowledge because

they become more conscious of the value and necessity of learning by creating a positive attitude toward the willingness to learn more that results in a high degree of personal achievement (Gao, 2021).

2.1.2 Teaching English

Nowadays, English can help people adapt to the environment and work in the present and future as a communication tool because teaching English highlights the need of improving English communication skills where the best way to learn a language is to find a way to be motivated to work with different languages (Wahyuningsih & Afandi, 2020). Teaching English is considered a relevant part of education that transforms students' participation (Al-Ajmi & Aljazzaf, 2020). Teaching English is critical for educating learners to be future-ready and well-prepared to deal with communication and technology. Following this idea, teaching English is beneficial because it encourages students to use their imagination and build their originality (Chen & Jing, 2019). While teaching English, the teacher monitors students' language abilities and encourages students' positive attitudes, and motivation for English.

Thereby, the main goal of teaching English has been to improve students' communicative competence, which will aid them in their future education (Tao, 2020). Every teacher gives a lesson on different subjects focused on enhancing students' capacity. It helps them to acquire the necessary communicative abilities in English and to promote learners' use of language in communication and self-confidence, as well as practice outside the classroom (Valizadeh, 2021). Teachers generate an environment in which learners can discover and experience a sense of accomplishment in the successful acquisition of a second language. That is why teaching English leads to better learning outcomes in terms of helping the student in learning why the knowledge and skills are important to their personal, and professional future.

Teaching English encourages students to make better use of the English language in their communication interactions by allowing them to take control of their education (Mahmud, 2017). It provides students more participation in their language learning because they build confidence in language acquisition. Thereby, teaching English plays an important role in both deep learning and academic advancement, as well as the development of students' cognitive

capacities and thinking skills that helps students maximize their potential for competence while interacting with information and activities in the target language to involve them in a more innovative and learner-driven language education environment (Cheraghi, 2021).

2.1.3 Teaching strategies

It is important to remark the idea that teaching strategies need to be understood in the process of individual learning where students require exclusive learning environments (Cardino & Ortega, 2020). Following this idea, individual learning needs to be understood by teachers to analyze how learners interact with their environment during the learning process, assimilating information in their way by helping them in optimizing their learning, handling the learning circumstances while they are acquiring a new language (Pan et al., 2018).

To ensure and facilitate the process of knowledge transmission, teachers should use appropriate teaching strategies that best suit objectives and skills (Elsamanoudy & Abdelaziz, 2020). Students must be involved and motivated in the teaching and learning process if the teacher employs effective learning tactics to offer an innovative instructional environment that can adapt to the learner's specific requirements that follow the parameters of creativity and responsibility (Han, 2021).

Therefore, teaching strategies can help teachers to motivate students in learning as a way of promoting their own self-esteem because it is an important component of a lesson's success (Winarti et al., 2019). Thus, teachers' beliefs, knowledge, performance, and behavior play an important role as teaching techniques to create innovative classes. Regarding the strategies to use to improve students' academic engagement, teachers need to identify the learning processes and outcomes of learners (Westerdahl et al., 2020).

Consequently, when teachers implement different strategies, they create good attitudes in students by engaging them in the learning processes (Azizi, 2021). It develops students' critical thinking skills, improves knowledge retention and learning outcomes, and stimulates students to pursue further study in their academic achievement.

Thus, students learn through their teachers and peers, enhance their language and social abilities, organize new information, and think logically using a variety of strategies and procedures (Ram, 2018). The nature of an interactive and communicative classroom is beneficial for students with different learning styles, as interaction is one of the main components of a successful educational process (Pozuelos et al., 2020). To include teaching strategies, teachers must make judgments about their instruction and take into account the learners' needs and the goals of teaching to use classroom methods to either enhance or undermine students' interest with the purpose of giving them opportunities to improve their skills.

2.2 INDEPENDENT VARIABLE THEORETICAL SUPPORT

2.2.1 Online Collaborative Tools

The increase of Information and Communication Technologies (ICT) has transformed the way people communicate and share information in recent decades and because of this, the introduction of innovative collaborative tools might potentially provide some challenges (Mugahed et al., 2020). Online Collaboration Tools (OCT) "can be used to access knowledge that originates from external as well as internal sources; online tools increase the visibility and accessibility of internal expertise and therefore the use of internal knowledge". These online collaboration tools can facilitate different design tasks in which every member of the team can complete them (Yu & Zhang, 2020).

Furthermore, some benefits of using these online tools are, firstly, collaborative learners improve their problem-solving, creativity, and interpersonal relationship abilities when they use collaborative tools (Serevina & Khofiya, 2021). Students, during the learning process, are engaged in a more interactive experience when they domain technology that is why online collaborative tools can allow them to investigate and learn deeper into a subject that fascinates them (Herrador et al., 2020). Secondly, it leads learners to recognize their interests and abilities to improve their skills while they are in an educational process where an interactive way of learning is through online collaborative tools.

In the process of learning new information, students have paid close attention to online collaborative tools because they can allow students the opportunity to discuss, exchange, and share their opinions and ideas in a collaborative way where they can develop their knowledge through involvement in cooperative activities by using online tools (Vasishta et al., 2021). Thus, more institutions are now working to prepare learners to study in a collaborative environment where learning assignments can be completed using online collaborative technologies thanks to the fast growth of applying online collaborative technologies in the classrooms (Chayomcha, 2020).

Online tools can be incorporated into multiple learning styles to prepare students for the digital future since their capacity to access resources and materials will be impacted. When teachers are planning, organizing, and directing instruction to achieve objectives included in the lesson plans, they comprise material based on the needs and skills of their students, and what they find interesting is working through the internet (Khweiled et al., 2021).

Most of the activities are in the perspective of enabling meaningful cooperation in online learning environments where online collaborative tools give students fast access to information (Lakshman et al., 2021). When teachers provide students the opportunity to use technology in the classroom, they are more likely to succeed because they are working collaboratively through interactive materials (Muñoz et al., 2019). When technology is used for educational purposes, students can interactively expand their knowledge because they can learn more in a specific subject.

Students can use online collaborative tools to learn by exploring, sharing, and connecting with people and content in meaningful ways because they can use these tools to encourage new forms of communication and engagement in the classroom (Gleeson et al., 2019). The main characteristic of implementing online tools in classes is that it promotes communication. Based on this, students can use online communication tools to immerse themselves in a setting where they can write letters, reports, essays, or telegrams to convey a message.

Therefore, online collaborative tools can allow students to share their thoughts to be more precise while they are developing their writing skills (Woodrich & Fan, 2017). It helps them to develop one of the most important factors of language to synthesize ideas into logical and consistent phrases or sentences. Moreover, online collaborative tools can be implemented easily to develop online activities (Apriyanto, 2021). The efficacy of online communication and student control influence the success of online education where learners can use the online tools easily.

Thereby, to maintain the continuity of learning in the online environment, the use of online tools can be easy to use in developing tasks because the majority of these tools are accessible for teachers and students (Fajardo et al., 2018). The use of online tools for writing facilitates students' interaction in terms of discovering the innovations and digital developments to use written communication with the purpose of being part of an interaction with different people (VanLeeuwen et al., 2020).

It is important to state that these online tools are used to improve students' writing skills where they develop techniques to share their messages efficiently. The following tools can be used easily and are free to be implemented in the online teaching practice as a way of creating and adapting learning activities to help students in their learning process (Bui et al., 2018). Teachers can generate innovative content by motivating students to collaborate in performing assignments to achieve a goal by engaging them in different activities such as actively participating in the process, sharing written experiences and stories (Khalili & Ostafichuk, 2020). In this way, students benefit from the integration of online collaborative tools in the learning environment because it allows the development of writing skills.

The first online collaborative tool is Storyboard That, which is considered as a graphic arrangement that visually tells a story or a tale by arranging some pictures in a certain order. The storyboard is a visual representation where students can create a story or a dialogue with different characters, scenes, text tables, and animations to show interactive media to communicate a message. Thereby, "storyboards are a visualization tool which displays the key moments of a story, synthesizing them in a cohesive and illustrative flow" (Miron et al., 2019). With this online tool, students can analyze, comprehend, and add information by using written comments, paragraphs, and stories to the characters attached.

The second online collaborative tool is Mind Mapping, it is an interesting and useful mind mapping application that is used by students for brainstorming. It inspires students to develop their ideas and express their thoughts. With this tool, students can exchange written sentences or concepts of specific content (Dong et al., 2021). They can improve their writing skills that can be developed into innovative solutions to problems while they are creating new ideas. "Mid-mapping is an educational technique which forms by collaboration and gathering new

ideas and thoughts on charts, diagrams or topics" (Chegenizadeh et al., 2020). This online tool is a powerful interactive element that can be applied in classes to promote learning outcomes and increase student engagement.

The third online collaborative tool is Nearpod which refers to an online application that enables teachers to use slide-based teaching in the classroom (Kwiek, 2018). This digital tool allows teachers to construct interactive learning activities for students to interact with and learn from other classmates because it makes learning more interesting. Nearpod is an excellent way to make evaluation questions because students can choose the proper answer more interactively. "Nearpod can be used to support instructors to involve students in active learning by presenting different learning tasks and learning materials even in a large class" (Hakami, 2020).

The fourth online tool is Lino which is a tool that allows users to publish sticky notes on bulletin boards. Students can personalize their notes by selecting different colors and backgrounds. Thus, students can upload files and photos where they can create different dialogues or paragraphs to improve their writing skills. Thus, this collaborative tool can help students to develop knowledge, as well as brainstorming and thought to map because they can comment and respond to each other's activity. "The physical act of writing on sticky notes, arranging sticky notes, rearranging them, visual mapping, and so on slowed down the process and encouraged a slower and more meaningful interaction" (Maher et al., 2018).

The fifth online tool is Wakelet, it is a collaborative tool for organizing content where students can practice writing while they share and post articles, stories, Tweets, and essays. Students can collaborate and write new content about a specific task to demonstrate comprehension using text, graphics, and anecdotes. Wakelet "it is the only way to keep them motivated and to prevent them from leaving boring online lessons" (Koifman, 2020). Students can create connections with new context through writing stories or essays because they can gather information from many sources on the internet to write a story about a current event with some creativity.

Finally, the sixth online collaborative tool is Penzu, it refers to an online personal diary where students can add titles, text, paragraphs, and pictures to include experiences or anecdotes. "Penzu is a kind of online diary through which users can easily take notes and keep them on

the Web" (Yüce, 2020). Learners can add personal reflections and questions on assigned themes to help students to learn to write fluently by using their journals to develop thoughts in developing writing skills (Bort, 2020). Thus, responses to students' journals, as well as discussion journals between the teacher and the student, can lead to effective communication.

2.3 DEPENDENT VARIABLE THEORETICAL SUPPORT

2.3.1 English Writing Skill

2.3.1.1 English skills

In the practice of teaching is a crucial component of the language the English skills. "The more the students practice the language, the better their understanding of the language will be" (Anwas et al., 2020). Following this idea, the global spread of English prepares students to participate in real communicative settings, that is why it is critical to teach the language as a whole in a holistic manner (Shanmugavelu & Arasi, 2020).

The teaching process of English skills suggests that these skills should be based on the main characteristics of real communication by providing reliable information and sharing messages to come to an agreement (Yu et al., 2021). Teaching language education has stressed the importance of English skills as a result of the use of authentic or real-life communication. Therefore, English is important in the development of education around the world. Because of its global significance, English is given special consideration as a way of providing opportunities for effective communication (Jayanti & Sujarw, 2019).

For this reason, students must identify the importance of developing English skills, and teachers must know how to effectively teach these skills. By communicating with others, individuals can develop their skills by showing a strong link between second acquisition and the learning environment in which students find themselves (Kiatkheeree, 2018). Learners should have good expertise in the English language so that they can improve their skills. Students should seek to optimize their mastery of the English language.

In this perspective, English skills develop students' enthusiastic and meaningful qualities, such as a good attitude toward writing, reading, speaking, or reading, which is one of the

most important factors in enhancing students' English skills (Hu, 2019). It uses real-life teaching situations to develop educational content to understand students' needs and help them to acquire appropriate knowledge (Yilmaz, 2020). As a result, teaching English skills emphasize the importance of helping students to discover and to express their knowledge by encouraging them to learn how to use the language as a tool for critical thinking with the purpose of developing communicative competence. It supports students to accurate information in the essential features of actual communication (Jassim & Dzakiria, 2020).

2.3.1.2 Productive skills

Productive skills are related to the skills produced by the learners where they need to speak or write to generate language efficiently. Reading, writing, speaking, and listening are the four abilities that teachers commonly use to describe how we use language (Zahra et al., 2019). Speaking and writing are examples of productive skills, as they encourage students to develop their language. They use productive skills to create the language to express their thoughts, expressing one's feelings or a desire to accomplish something (Nadya & Abdul, 2021). It helps them to maintain social relationships by recognizing the importance of language to increase their fluency and confidence.

To teach productive skills, it is important to analyze the primary goal of teaching speaking and writing skills is to help students communicate effectively in real situations (Aprianto & Zaini, 2019). Following this line, developing productive skills effectively, students can remove communication misunderstandings caused by the lack of grammar, and pronunciation (Salvation, 2019). To develop these skills, teachers need to consider establishing a pleasant environment in which students will forget their fear of speaking or writing in a foreign language. With a comfortable environment, students can acquire productive skills more familiar with the English language, improving their fluency and accuracy.

Therefore, students may need to inform, persuade, or discuss ideas in real life because they need to speak or write relevant and coherent messages (Dragomir & Niculescu, 2020) . These abilities are crucial because learners must be able to understand words and write in order to form language. Regarding speaking and writing skills, they are important in terms of allowing

students to practice real-life tasks in the classroom because they can help them to articulate new words to share ideas in day-to-day communication (Nur & Sofi, 2019). They can communicate more by having an understanding of sentence construction in a foreign language.

2.3.1.3 Writing subskills

In our daily lives, people need to be able to write because it provides the consciousness of efficient communication. It is important in the process of learning and teaching languages (Omoera et al., 2018). In the educational context, writing in English for different purposes is undoubtedly the main activity that shows a clear message which is concise, well-organized, and it is generally free of grammatical, technical, and usage problems. With writing skills, students employ dialectics to inform their beliefs and ideas in the context where writing helps them to communicate what they think and feel in online learning where they want to show their abilities of interaction in the language learning process (Murtadho, 2021).

Writing subskills enhance students to write with imagination where the main objective of these subskills is to make learners feel a need for writing (Göçen, 2019). It is important to highlight that writing skills help learners to improve the different types of sentences and punctuation in writing by allowing them to convey ideas, messages, and emotions. While students are creating paragraphs, sentences, and essays they are developing writing skills to write successfully in both real-life and academic circumstances (Anggraini et al., 2020).

Based on this, it is important to recognize learners' interests to provide them concrete practice writing to develop writing skills efficiently. Thus, students can share experiences and opinions by increasing their confidence while they are writing (Wortman, 2020). It helps them to collaborate with one or more other students to create a single piece of writing. Furthermore, writing skills enable learners to transform their thoughts into meaningful words in a way of interacting with the message to build meanings when they write (Melia et al., 2018). Based on this, they combine information and ideas to create something new.

Thus, writing skills allow students the opportunity to engage them in the process of creating new ideas by thinking about how to express and organize their thoughts into statements and paragraphs (Rohim, 2019). When they express their ideas they are communicating ideas

through language in writing. That is why students need to remember that basic grammar plays an important role in the process of successful writing communication to make the concepts expressed clear to others.

2.3.1.4 English writing subskills

English writing skills are important in the process of learning and acquiring new knowledge. It provides opportunities to improve creativity and develop technology skills (Mariami, 2021). Because of this, writing allows students to be more creative and confident when they convey their views, beliefs, and knowledge under one's ideas. Writing skills involve critique, evaluation, and synthesis of information. English writing subskills allow students to express their beliefs freely and help them to contribute to their creativity and self-discovery in their real-life situations (Ranaut, 2018).

Additionally, the most challenging academic endeavor is writing a paragraph. It is necessary to understand and organize a paragraph in a meaningful and cohesive manner to show the main ideas and the message about the specific topic (Kartawijaya, 2018). In this way, students can analyze the sentences of their paragraphs by including supporting ideas. It helps students to present logical written tasks to persuade the reader with the purpose of conveying their thoughts and beliefs in the field of writing. It is important to remember that the most important aspects of good writing are coherence, cohesion, and unity (Hariati, 2020). These aspects can help students to comprise written texts in a logical sequence in which students can show a well-organized paragraph with the correct format.

Following this idea, to use language with the purpose of transmitting thoughts, feelings, and information in a written form, students must grasp a variety of aspects because writing allows learners to express themselves and communicate their messages to others (Robinson et al., 2019). Writing involves the development of coherent organization and domain of grammatical structures to produce the final output by using several grammatical forms to express a specific idea. Thus, it is important to highlight that writing subskills allow students to understand and include content, language use, punctuation, spelling, and sentence structure in the written performance (Ghufron & Rosyida, 2018). The following subskills are based on

the B1 Preliminary Handbook-Assessing Writing Performance Level B1 according to Cambridge.

The first writing subskill is related to Communicative Achievement. It refers to the correct text type, clear concepts, and how well the ideas are communicated in different backgrounds. "It helps students and teachers to make their points clearer and to gain proficiency, especially in situations where they lack particular registers to express certain difficult concepts" (Lomotey & Debrah, 2021). Students can be encouraged and motivated to improve their communicative competence by improving their writing skills to apply communication strategies effectively to communicate to improve their language awareness by facing different communication challenges in the educational context (Torres et al., 2020).

The second writing subskill is content and organization. "That effective teaching requires basic skills, content knowledge, and general pedagogical skills" (Myhill et al., 2021). This effective teaching considers vocabulary, text length, grammar, and coherence as the main factors in analyzing the content of a written piece. It includes many characteristics of texts in writing that make them more understandable by demonstrating the ideas are contextually in the correct sequence to understand the fundamental function in communicating and sharing the real message in the text (Anossova & Dmitrichenkowa, 2018). The organization of the text allows students to place predominant features according to the number of paragraphs.

Another writing subskill is language based on simple grammar forms. "It is often regarded as a boring and difficult language to understand, appreciate and master because the resources used in teaching and learning are limited" (Hamid et al., 2020). To change this perspective of a difficult language, students need to use the correct language to make it easier to comprehend the information to the readers. The use of correct meaning and form of writing is frequently characterized in terms of principles that writers adhere to consciously or unconsciously to their texts as a way of providing students' consciousness of grammar (Siska, 2018). It shows a clear understanding of grammatical rules and the use of form to get a strong meaning.

It is important to mention that students need to be aware of word order sentences while they are writing because there must be a concordance between sentence and meaning (Ulicheva et al., 2020). It allows them to acquire a high degree of accuracy that is presented in a good quality of their writings. Furthermore, when students developed writing faculties with grammatical structures, spellings, punctuation, and lexical items, it makes them feel comfortable using the language because they are able to communicate in an effective way (Monteiro et al., 2021) . In this way, students can show a high quality of understanding the development of creating written texts that helps them to improve their communication abilities by enhancing concentration as well as comprehension.

The fourth writing subskill is related to Language in terms of complex grammar forms. "The emphasis is still placed on studies related to the morphological level, such as spell-checking and correct word analysis" (Alothman & Alsalman, 2020). This idea follows the system of rules in grammar that allows students to interpret and explore words or phrases by following correct grammatical forms in which the meaning or semantics needs to be related to the context (Wulandari & Harida, 2021). Regarding the complex grammar forms, students study the relations between the development of language and context that needs to be grammatically well-structured.

The fifth writing subskill is related to basic everyday vocabulary. To understand communications in texts, essays, stories, or chats, students require an extensive vocabulary where they can comprehend the meaning of different words while they are writing (Wong & Yunus, 2020). "While comprehension and communication are possible with incorrect grammar, they are far-fetched without vocabulary. That is why developing knowledge on vocabulary is a lifelong process and is of life-like importance" (Santillan & Daenos, 2020). Following this line, basic everyday vocabulary is an important component of any language-learning by providing an understanding of grammatical knowledge and functions words sequence in written communication.

It is important to use appropriate vocabulary to succeed in written performance because when students include the correct vocabulary range and the sequence of new words is well organized, they can show comprehension of the grammatical forms (Naser et al., 2019). While students are trying to share a message, they need to show confidence in their writing

as a way of demonstrating a high level of understanding of both simple and sophisticated grammar patterns. Thereby, the purpose of including basic everyday vocabulary in students' writings improved writing confidence that helps them to encourage higher interest in and attention to writing, effort, and greater creativity when they portray their ideas in written works (Huliani, 2019).

The sixth writing subskill is emphasized in Organization based on linking words. The ability to achieve an easy understanding of writing relies heavily on organizing. A well-planned organization in written essays, stories, or texts makes it easier for teachers to check the progress in students' writings (Gharehbagh, 2019). "The ideas are organized into paragraphs and include an introduction, a body, and a conclusion. Each body paragraph has a clear topic sentence explained and elaborated by the supporting sentences" (Shahsavar & Asil, 2019). The presentation of information in a structured manner is the most important aspect of successful writing because it shows an excellent process of including linking words, sentences, phrases, and comments by displaying good grammar usage and organization.

2.4 HYPOTHESIS

Null Hypothesis

The use of online collaborative tools does not improve the writing skills in tenth-grade students from Unidad Educativa "Agronómico Salesiano" in Paute.

Alternative Hypothesis

The use of online collaborative tools improves the writing skills in tenth-grade students from Unidad Educativa "Agronómico Salesiano" in Paute.

2.5 SIGNALING HYPOTHESIS VARIABLES

Independent Variable: Online collaborative tools
Dependent Variable: English writing skill

CHAPTER III

METHODOLOGY

3.1 METHOD OF RESEARCH

3.1.1 Quali-quantitative research

The main goal of this research of "Online collaborative tools and the English writing skill" was to use rigorous processes to look into the impact of online tools in B1 students. A quali-quantitative research design was used to create two groups from a randomly-selected sample. The first group consisted of students who had received the option of using online collaborative tools to work on written activities in an online environment at home. They were part of the treated or experimental group, and another group consisted of students who had not received the options of online collaborative tools to work on written activities. They completed those tasks in classes, they were part of the control group. The objective of this research was to analyze which group developed efficiently their writing skills on six specific activities.

3.2 RESEARCH MODALITY

3.2.1 Bibliographical-Documentary Research

Regarding the importance of the use of online collaborative tools, it was necessary to investigate and look for information about the types on online tools to include specific Web 3.0 tools in each activity. Thus, it was important to investigate deeply about English writing skills to have clear perspectives about the theoretical background that facilitated the development of the lesson plans.

3.2.2 Field research

The study was based on data collected directly from the real-world settings by analyzing students' conditions in developing writing skills in virtual and face-to-face classes to upload the activities in an online Moodle platform. The present research project was carried out to

the students at Unidad Educativa "Agronómico Salesiano" in Paute to investigate the impact of online collaborative tools in the development of English writing skills.

3.2.3 Online tools research

The implementation of different online tools related to Web 3.0 allowed the development of writing skills in online assignments. The use of those tools fostered students' capacity of using technology during the learning process to study and learn more about a topic to communicate specific information. Furthermore, to create a more productive experience in creating written works, Web 3.0 technologies prioritized the possibility of extracting useful data from the internet through online collaborative tools. For this reason, it was important the use of the internet as the primary source of information for effective instruction by taking advantage of computers, laptops, and cellphones to complete the online activities.

3.2.4 Experimental research

In this study, the experimental research consisted of a hypothesis, and the study of the dependent and independent variables that were observed and analyzed. The goal of the experimental research was to find a relationship between the two variables. The experimental research applied two variables, the dependent variable is the English writing skill, whereas the independent variable is online collaborative tools. This research was being conducted on tenth-grade students. The study included 25 subjects. They were all between the ages of 13 and 14 years old. It was important to mention that there was the experimental and control group and each one of the students in those groups had a B1 Level.

There were 13 students selected randomly, participating in the experimental group who had the opportunity to work on written exercises in an online setting at home using online collaborative tools. The activities for that group were presented in a face-to-face class by providing them clear explanations about each one of the tasks and the online collaborative tools to use. Each one of the students received direct instructions about the steps to follow to develop the online activities with one specific online collaborative tool. Thus, the steps to use those tools were described in face-to-face classes, and the online assignments were developed at students' homes. There were six specific online tasks where students were working on one online tool.

On the contrary, the control group consisted of 12 students who were chosen at random and were given the option to work on written tasks in a face-to-face context in Unidad Educativa "Agronómico Salesiano" in Paute without the implementation of online collaborative tools. The activities for that group were presented with detailed explanations by using the Uncover 2 book, notebook, and dictionaries. There were six different assignments that students had to complete and present in classes. Each student was given specific instructions on how to do the activities cooperatively. As a result, the evidence for the experimental group was uploaded in an online teaching tool called Moodle platform that provided support in virtual and face-to-face classes. The evidence for the control group was presented in classes through notebooks, pieces of paper, or cardboard.

3.3 TYPE OF RESEARCH

3.3.1 Descriptive Research

The research was descriptive because the characteristics and main aspects related to the independent and dependent variables were included in the Theoretical Framework. Thus, for the analysis of the statistics of this study, the Statistical Package for the Social Sciences (SPSS software) was used to get the results.

3.3.2 Correlational Research

The research was correlational because the relationship between the online collaborative tools and the English writing skills was determined after the application of online collaborative tools to verify the connection between these variables.

3.3.3 Exploratory investigation

The exploratory research was characterized by aspects that should be investigated or examined in detail in order to study a phenomenon as the impact of online collaborative tools in B1 students to develop efficiently their writing. The exploratory research clarified issues related to online collaborative tools and the English writing skill to investigate how efficiently is developing writing skills by using collaborative tools in an online setting.

3.4 POPULATION

3.4.1 Population

Students from Unidad Educativa "Agronómico Salesiano" in Paute were the study population. The participants were tenth-grade learners who had a B1 level. There were 25 subjects in the study. They were all teenagers, between the ages of 13 and 14. Students were divided into two groups and selected randomly. 13 students were participating in the experimental group (EG) who belonged to tenth parallel A and the control group (CG) consisted of 12 students who belonged to tenth parallel B. The two mixed groups were participating in the project during the first semester from November 15th to January 21st.

Participants	Level of English	Number of students	Type of group
Students from Tenth A	B1	13	Experimental
Students from Tenth B	B1	12	Control

Table 1: Population
Author: Colcha, P. (2021)
Source: Unidad Educativa "Agronómico Salesiano"

Time

In the experimental and control group, students had the time allotment of 70 minutes for the activities. The time was distributed according to the preview, presentation, production, and closure procedure. In the preview procedure, students had 15 minutes to identify, analyze and discuss different charts, vocabulary, and pictures about specific topics by using their books and notebooks to take notes. Then, in the presentation procedure, students had 20 minutes to understand the teacher's explanations by working with their classmates with the provided material. In this step, students were taking notes about the activities and asking for more instructions they needed. After that, in the production procedure, students had 25 minutes to develop the activity by working cooperatively.

Additionally, in the step mentioned before, students were creating some written texts, stories, paragraphs, and essays by showing their capacity to analyze the content and new vocabulary. It was important to mention that during these steps the teacher was monitoring students'

progress by giving them the opportunity to express their doubts or opinions about their written activities. Finally, in the closure procedure, students had 10 minutes to examine the instructions about the homework or tasks that need to be done at home. In the case of the experimental group, students had to work on online activities using one specific online collaborative platform. As a result, the processes for using those technologies were taught in face-to-face classes, and the online assignments were created at the students' homes. There were six distinct online tasks in which students worked on a single web tool.

Instruments

A survey was applied to gather data on the types of online collaborative tools that students used in their online classrooms. After that, the PET (Preliminary English Test) was applied to assess a student's writing ability. For the test, the writing section was being considered. These sections were designed so that students could write about 100 words, answered an email and wrote what kind of film did they enjoy or a story. Each one of the sections lasted 50 minutes. The results between variables were examined using descriptive statistics on the two variables, the dependent variable, and independent variable respectively. The results of the PET writing section were used to collect data for the current study. The author took the test online during the pre-test and post-test. Additionally, based on the use of collaborative tools, six lesson plans were created with different themes applied in two weeks. In the lesson plans, four sections were considered: preview, presentation, production, and close. Each lesson plan was created considering 70 minutes to complete the activities. The Boknam' template was used to develop the lesson plans.

3.5 METHOD OF DATA COLLECTION

It was necessary to apply a validated pre-test and post-test obtained from the Cambridge page. These Preliminary English Tests (PET) assessed students' writing skills. Thus, the Cambridge rubric considering the writing subskills as the communicative achievement, content, organization, language, and vocabulary was used. Those were the parameters to

assess the writing skill. Online collaborative tools were implemented for two weeks. The following table states the aspects considered in the data collection.

Questions	Logical Basis
What for?	To accomplish general and specific objectives
Who are going to participate?	Control and experimental group-population
Which features will be about?	Online collaborative tools and English writing skill
Who is the person in charge?	The researcher
When?	December 2021 (two weeks)
Where?	Unidad Educativa "Agronómico Salesiano" located in Paute
Which instruments will be used?	Survey, pre-test/post-test, and lesson plans
In what situation?	In the English classes
What is the procedure to follow?	According to the lesson plans

Table 2: Data collection
Author: Colcha, P. (2021)
Source: Unidad Educativa "Agronómico Salesiano"

Data collection and analysis

It was critical to tabulate the collected data and analyze and verify the results once the instruments were connected. It was important to tabulate the results of the survey that were applied to obtain data on the types of online collaborative tools. Thus, the results of the PET writing section were used to collect data and tabulate the results of the pre-test and post-test respectively.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALYSIS OF RESULTS

4.1.1 Pre-test and Post-test Results Experimental Group

This chapter comprises all the information gathered during the investigation procedure in tenth-grade learners from Unidad Educativa "Agronómico Salesiano" in Paute. The information of the survey applied at the beginning of the research and the results of the pre-test and post-test will be explained in detail. Based on this, this chapter is divided into two aspects.

First, the author of this study used the results and analysis of the web 3.0 tools in the teaching processes survey throughout the six lessons of the second partial. A total of 13 students took part in the survey that showed 24 questions. In the first questions, students had to include the information of their institution and their level of education, age, and gender. Then, from questions 6 to 24, students answered it by selecting different options connected to technology instruments in educational settings. Students analyzed their answers considering the online collaborative tools that they were using in the online tasks to develop their writing skills. Thus, in the survey, students could select the options about their way of learning with web 3.0 online tools. The author picked 2 relevant questions about the survey. Then, the TAM Model was applied to measure the students' perceptions about technology.

Secondly, the author analyzed the pre-test and post-test outcomes for the PET standardized test's writing component. The purpose of this part of the study is to provide a clear picture of a student's grades in the pre-test by averaging the final grade out of 10 by using the Cambridge rubric considering the writing subskills as the communicative achievement, content, organization, language, and vocabulary. Furthermore, in this part, a clear picture of a student's grades in the post-test by averaging the final grade out of 10 by using the same

Cambridge rubric contemplating the same writing subskills. These graphics and pictures related to the results of the pre-test and post-test can help the reader to analyze which group develop efficiently their writing skills and to identify the main goal of online collaborative tools in developing English writing skills.

4.2 DATA INTERPRETATION

Web 3.0 survey

In the following table, students have to choose the main types of web 3.0 tools they use to learn. They have 12 options according to the Web 3.0 survey.

Web 3.0 tools options	Number of students	Percentages
Lino	8	61,5%
Storyboard	8	61,5%
Wakelet	6	46,2%
Mind mapping	5	38,5%
Penzu	5	38,5%
Nearpod	6	46,2%
Zoom, Teams	8	61,5%
Microsoft form, google forms	3	23,1%
Plataformas Educativas (Moodle)	13	100,0%
Página personal (blog, correos)	3	23,1%
Dispositivos móviles (WhatsApp)	3	23,1%
Redes sociales (Facebook, Instagram)	3	23,1%

Table 3: Web 3.0 tools diagnosis
Author: Colcha, P. (2021)
Source: Web 3.0 survey

Graph 1: Web 3.0 tools
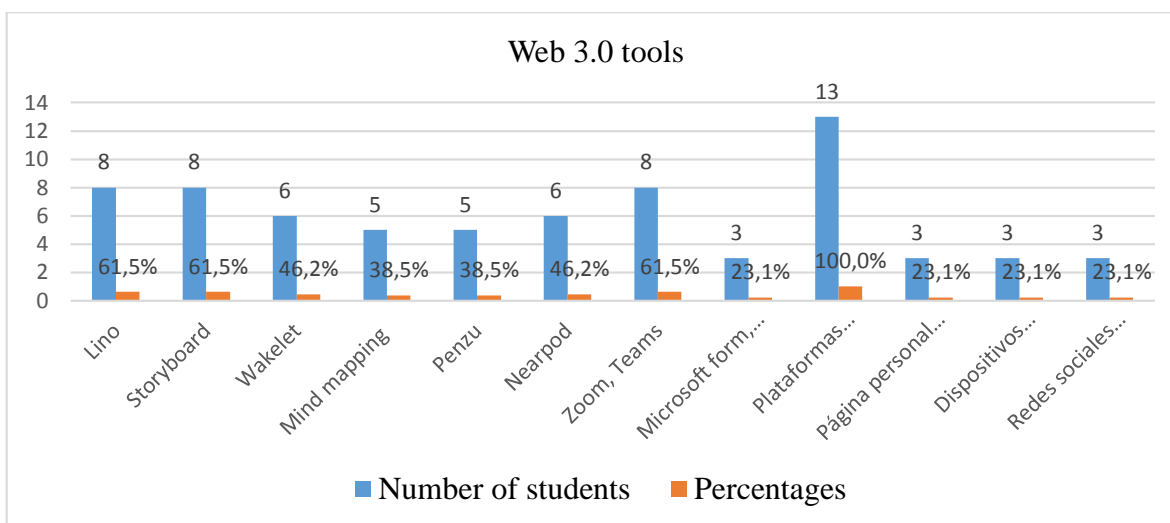
Author: Colcha, P. (2021)
Source: Web 3.0 diagnosis survey

Analysis and interpretation

Table 3 displays the findings of the web 3.0 survey where the 13 students have to respond what are the main types of web 3.0 tools that they use to learn. In this question, students have 12 options that are included in table 3. Thus, the table presents that 13 students choose Moodle as the main online tool regarding the educational platforms, it is equivalent to 100%. The Storyboard tool is the second type of web 3.0 tool that students use in their learning process. Based on the result of table 3, 8 students use this tool which means that 61,5 % understand the role of this online collaborative tool. Thereby, 8 students select Lino and Zoom or Teams which are considered as important types of web 3.0 tools. As in graph 1, it is equivalent to 61,5%.

Furthermore, the findings show that 6 students use Wakelet and Nearpod in their learning process as relevant web 3.0 tools which represent 46,2% as graph 1 shows the percentage. Likewise, Mind mapping and Penzu are selected by 5 students who have implemented in their studies these two collaborative tools. It represents 38,5% which shows that these subjects had used these online tools. Finally, Microsoft form, google forms, personal page as blog or emails, mobile devices as WhatsApp, and social media as Facebook or Instagram 3

students have implemented in their learning process as important web 3.0 tools where according to graph 1, 23,1% employs these web 3.0 tools in their learning process.

According to the findings, students prefer to use Moodle as the main web 3.0 online tool regarding the educational platforms where they can check content and activities that help them to improve their English skills, especially the writing one. Moodle is the most important platform where students can add evidence of their activities, tasks, and projects. This educational platform allows students to continue preparing themselves for acquiring a new language. With the interactive material uploaded to this platform, subjects have the opportunity to send their evidence while they are working with online collaborative tools.

It is important to highlight that students have a clear panorama about the rest of the web 3.0 online tools that are considered as essential tools because they know that each one of them provided clear functions to help them to develop their English skills interactively. It allows students to understand the main role of each web 3.0 online tool which is why they choose more than one tool included in this question in the survey.

In table 4, students choose the main types of web 3.0 tools that their teacher uses in their classes. They have 16 options according to the Web 3.0 survey.

Web 3.0 tools options	Number of students	Percentages
Kahoot	4	30,8%
Nearpod	7	53,8%
Canva	5	38,5%
Penzu	5	38,5%
Wakelet	8	61,5%
Lino	7	53,8%
Storyboard	7	53,8%
Mind mapping	6	46,2%
Zoom, Teams	8	61,5%
Classdojo	1	7,7%
Microsoft form, google forms	2	15,4%
Plataformas Educativas (moodle)	8	61,5%
Página personal (blog, correos)	2	15,4%
Dispositivos móviles (WhatsApp)	3	23,1%
Redes sociales (Facebook, Instagram)	1	7,7%

Table 4: Web 3.0 tools used by teachers in their classes
Author: Colcha, P. (2021)
Source: Web 3.0 diagnosis survey

Graph 2: Web 3.0 tools
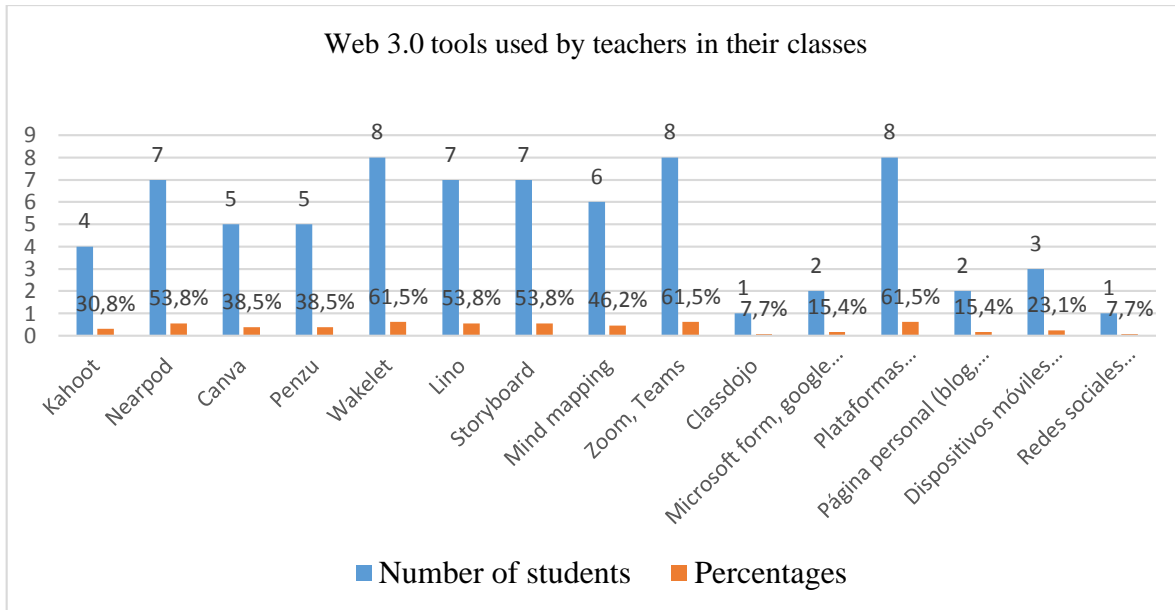
Author: Colcha, P. (2021)
Source: Web 3.0 survey

Analysis and interpretation

Table number 4 presents the results of the survey where subjects respond to the main types of web 3.0 tools that their teacher uses in their classes. They have 16 options regarding the teaching process according to the Web 3.0 survey. In this question, students have to choose the online tools that their teachers use in their virtual classes. Table 4 indicates that 8 students choose Wakelet, Zoom, and Moodle as the main tools that the teacher uses in the classes as interactive options to develop students' writing skills. This result is equivalent to 61,5 % of the total population that is presented in graph 2.

This survey's findings reveal that Nearpod, Lino, and Storyboard are the second most selected web 3.0 online tools. 7 students choose these online collaborative tools representing 53,8 % in graph 2. Thereby, 6 students select Mind mapping as the third most selected web 3.0 tool implemented by their teacher in the online classes. This result is equivalent to 46,2% of the overall population which is shown in graph 2. Thus, Penzu and Canva are selected by 5 students that based on graph 2 symbolize the 38,5% in the fourth position.

The finding of this survey shows that 4 students select Kahoot as the fifth online tool that their teacher used in class. It represents 30,8 %. Thereby, Mobile devices as WhatsApp is another option that is selected by 3 students. Based on graph 2 symbolizes the 23,1 % in the sixth position. According to the options about Microsoft form, google forms, and personal pages as blogs or emails, 2 students choose this online tool where the teacher applies in the teaching process. It represents 15,4% according to graph 2. Furthermore, the seventh online collaborative tools are Classdojo and social media. These technological tools are selected by 1 student; it represents 7,7% based on graph 2.

These results remark that teachers prefer to use Wakelet, Zoom, and Moodle as the main web 3.0 collaborative tools are used in the classes as an interactive option to develop students' writing skills. As the result is equivalent to 61,5 % of the total population in graph 2, it shows that the teachers show higher confidence in applying this tool in the teaching process. However, Microsoft form, google forms, and personal pages are the less commonly used online tools used in the teaching process because these online tools are implemented by teachers only in 15,4% according to graph 2. Therefore, Classdojo and social media as Facebook or Instagram are less implemented in the English classes.

4.2.1 Pre-test results

Table 5 shows the population's pre-test results where the task type and the writing skill developed are included in detail.

Task type	Writing Skill	Average Experimental group	Average Control group
An email	Content	2,923	3,25
	Communicative Achievement	3,000	3,17
	Organization	2,615	2,92
	Language	2,692	3,00
	Total:	**11,23**	**12,33**
An article or a story	Content	2,846	3,08
	Communicative Achievement	3,077	3,08
	Organization	2,692	2,92
	Language	3,000	2,92
	Total:	**11,62**	**12,00**

Table 5: Pre-test results
Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Graph 3:PET writing section pre-test results
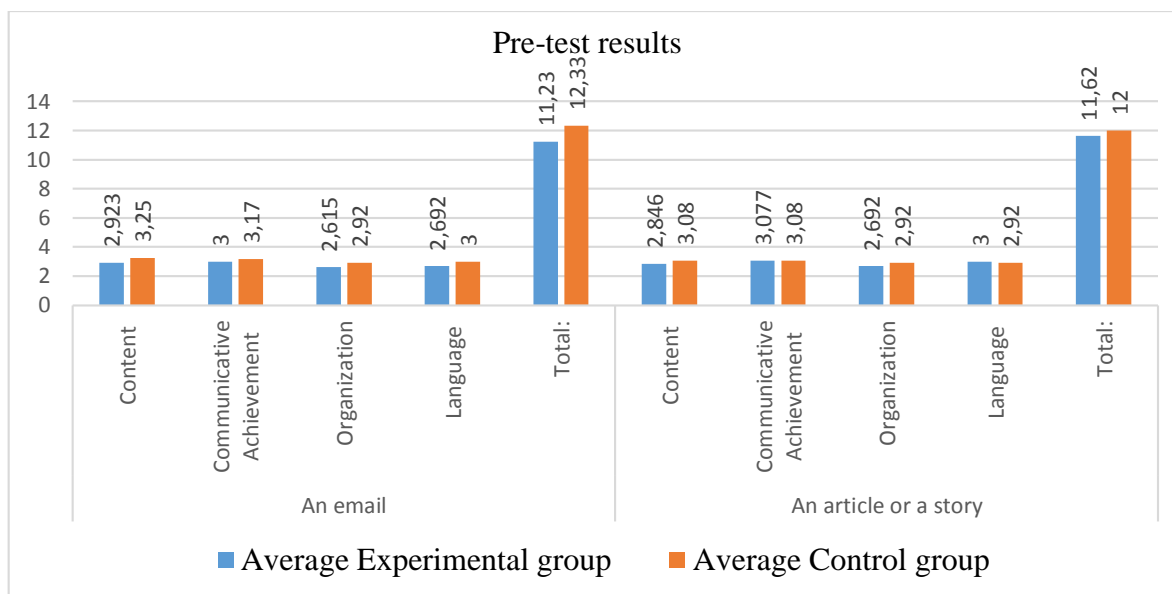
Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Analysis and interpretation

Table 5 shows the pre-test grades which are obtained from the two writing sections, the first one is the activity related to the email and the second section is related to writing an article or the story. Each part of the task evaluates content, communicative achievement, organization, and language which are the writing subskills analyzed. Furthermore, table 5 shows that, in the pre-test, the average of the experimental group in the first task is 11,23 over 20 points that denote difficulties in the development of the writing subskills when writing 100 words to answer an email. On the contrary, the average of the control group in the first task is 12,33 over 20 points, it shows that in the development of the writing subskills when writing 100 words to answer an email there are complications.

Therefore, the average of the experimental group in the pre-test is 11,62 over 20 points that denote difficulties in the development of the writing subskills the second task when students write an article or a story. On the contrary, the average of the control group in the second task is 12 over 20 points, this shows that in the development of the writing subskills when writing 100 words about an article or a story there are difficulties. It is important to mention

that in each task type, the content, content, communicative achievement, organization, and language are graded over 5 points, which means that in total there are 10 points for the section about writing an email section and 10 points for the section about writing an article or a story, that is why each one of the averages of the experimental and control group in both task types in the pre-test results is graded over 20 points. It represents that students need to get 40 points in the pre-test.

These averages of the experimental group and the control group symbolize that the performance of both groups in developing the writing subskills had difficulties in writing an email and an article or a story. It is based on the averages on graphic 5 where the experimental group got 22,85 over 40 points and the control group got 24,33 over 40 points in the pre-test where the lowest scores are obtained from the writing subskills especially organization and language.

4.2.2 Post-test results

Table 6 presents the post-test results where the two task types in the writing subskills are included. Table 6 remarks the averages of the experimental and control group as the result of the post-tests.

Task type	Writing Skill	Average Experimental group	Average Control group
An email	Content	3,769	3,250
	Communicative Achievement	4,308	3,250
	Organization	4,000	3,167
	Language	4,231	3,167
	Total:	**16,31**	**12,83**
An article or a story	Content	4,308	3,083
	Communicative Achievement	4,154	3,083
	Organization	3,923	3,083
	Language	4,077	3,000
	Total:	**16,46**	**12,25**

Table 6: Post-test results
Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Analysis and interpretation

Table 6 presents the post-test results. These scores are graded over 20 points in the writing section about the email and 20 points in the second part about writing an article or a story. Thus, in each writing subskills as content, communicative achievement, organization, and language the same score over 5 points was considered as well as in the pre-test. The total average of the 4 writing skills is over 20 points showing that the total score of the post-test is over 40 points.

Thereby, table 6 shows that in the experimental group, students get 16,31 over 20 points in creating an email to develop writing skills. According to the writing section of the article or the story, table 6 presents an average of 16,46 over 20 points. In this table, the lowest scores are obtained from the content with 3,769 over 5 points in the email task and organization with 3,923 over 5 points in the section of the article or the story. Thereby, there is the highest score in the two writing task types, for instance, in the email task, there is a score of 4,308 over 5 points, and in the article or story tasks, the highest score is 4,308 over 5 points as well.

It symbolizes that the experimental group which received the instructions of using online collaborative tools has obtained 32,77. This result is observed in table 6 as a general average of the writing subskills in the two sections that are validated over 40 points. It means that in the first section the total of 16,31 plus the total of the second section that is 16,46. The result of 25,08 is the general average of the writing subskills in the two sections that are validated over 40 points in the control group. It means that in the first section the total of 12,83 plus the total of the second section that is 12, 25.

Graph 4: PET writing section post-test results
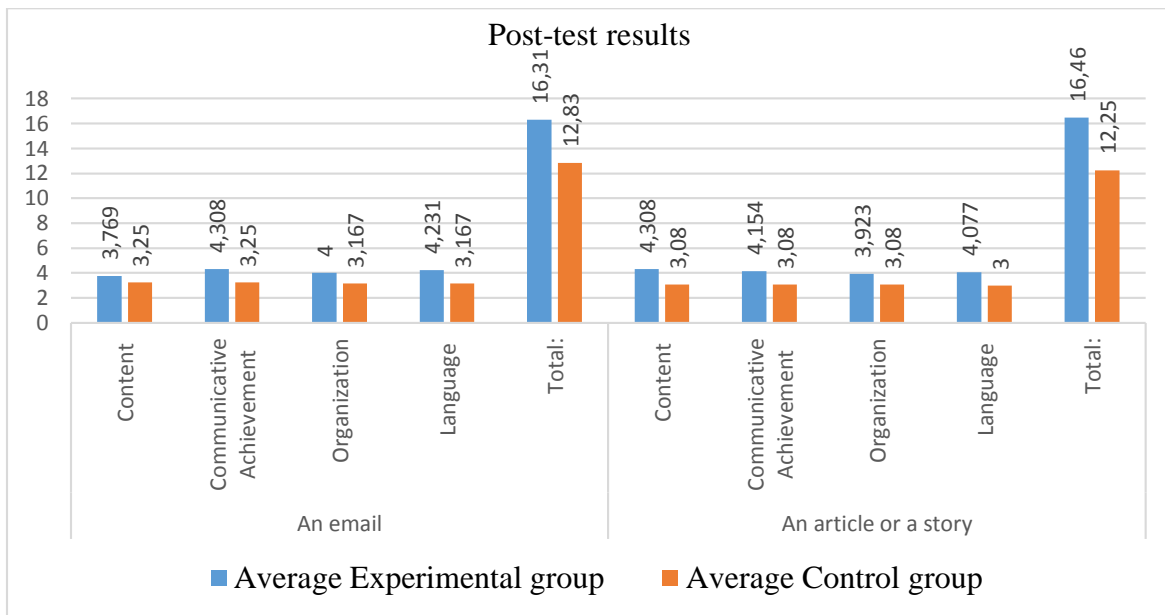
Post-test results

Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Analysis and interpretation

The results of graphic 4 show averages in the post-tests of the experimental and control group. In the total result of the experimental group, in the section of writing an email, the result is 16, 31 over 20 points, in comparison of the control group, the average is 12, 83 in the section of writing an email with a difference of 3,48 over 5 points in these two averages. In these scores, the lowest result was 3,769 in the average of the experimental group in the section of writing an email in the first task. The highest result is 4,308 in the same section of the email in the experimental group. Thus, the lowest result is 39,23 in the average of the experimental group in the section of writing an article or a story in the second task. The highest result is 4,308 over 5 points in the same section of the article or story in the experimental group.

In comparison to the control group, the lowest result is 3,167 in the average of the control group in the section of writing an email in organization and language. The highest result of the same group is 3,25 in developing content and communicative achievement in writing an email. Thus, the lowest result is 3 over 5 points in the average of the control group in the section of writing an article or a story in the second task in developing language. The highest

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result is 3,08 over 5 points in the same section of the article or story in developing content, communicative achievement, and organization in the control group.

Furthermore, graphic 4 displays, that in the section of writing an article or a story, there is an average of 16,46 in the experimental group and an average of 12,25 in the control group. It shows that the experimental group presents few difficulties in developing content, communicative achievement, organization, and language in comparison to the control group which got 12,25 over 20 points which present more difficulties in developing these writing subskills. In conclusion, the table and graphic presented show that the students in the experimental group got better results in comparison to the control group in the results of the post-test.

4.2.3 Pre-test and post-test results experimental and control group

Table 7 presents the comparison between the initial average and the final average of the pre-test and post-test of the experimental and control group.

Table 7: Pre-test and post-test results

Task type	Writing	Pre-test result Initial average Experimental group	Post-test result Final average Experimental group	Pre-test result Initial average Control group	Post-test result Final average Control group
An email	Content	2,923	3,769	3,25	3,250
	Communicative Achievement	3,000	4,308	3,17	3,250
	Organization	2,615	4,000	2,92	3,167
	Language	2,692	4,231	3,00	3,167
	Total:	**11,23**	**16,31**	**12,33**	**12,83**
An article or a story	Content	2,846	4,308	3,08	3,083
	Communicative Achievement	3,077	4,154	3,08	3,083
	Organization	2,692	3,923	2,92	3,083
	Language	3,000	4,077	2,92	3,000
	Total:	**11,62**	**16,46**	**12,00**	**12,25**

Table 7: Pre-test and post-test results
Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Analysis and interpretation

Table 7 demonstrates the comparison between the initial average and the final average of the pre-test and post-test of the experimental and control group. The initial and final averages are obtained from the scores over 5 points in the two sections of writing and email in the first task and writing the article or story in the second task. In each one of these two sections, content, communicative achievement, organization and language are scored over 5 points, that is why each section is graded over 20 points.

In the initial average of the experimental group, the result is 11,23 in the email task where the lowest score is 2,615 in developing organization as the writing skill and the highest score is 3,000 in developing communicative achievement. These two scores are over 5 points. Thus, in the initial average of the experimental group, the result is 11,62 in the article or story task where the lowest score is 2,692 in developing organization as the writing skill and the highest score is 3,077 in developing communicative achievement. These two scores are over 5 points. It is evident that in the pre-test students presented difficulties in developing their writing skills while they complete the two sections of the test.

Consequently, in the final averages of the post-test in the experimental group, there is evidence of a significant improvement in developing content, communicative achievement, organization, and language when they complete the tasks of writing an email and an article or a story. The final average of the post-test in the experimental group is 16,31 in the first section. It shows an improvement because at the beginning the average is 11,23 in the pre-test. Additionally, the final average of the post-test in the experimental group is 16,46 in the second section. It shows an improvement because at the beginning the average was 11,62 in the pre-test.

Based on the results of the final average of the pre-test and post-test of the control group there is evidence that an improvement is not stated. In the initial average of the control group, the result is 12,23 in the email task where the lowest score is 2,92 in developing organization as the writing skill and the highest score is 3,25 in developing content. Thus, in the initial average of the control group, the result is 12,00 in the article or story task where the lowest score is 2,92 in developing organization and language as the writing skills and the highest score is 3,08 in developing content and communicative achievement.

As a result, in the final averages of the post-test in the control group, there is evidence of a significant improvement in developing content, communicative achievement, organization, and language when they complete the tasks of writing an email and an article or a story. The final average of the post-test in the control group is 12,83 in the first section. It shows no improvement because at the beginning the average is 12,33 in the pre-test. It maintains a similar range because the final averages do not show a big change. Additionally, the final average of the post-test in the control group is 12,25 in the second section. There is not much difference between the initial and final average because at the beginning the result was 12,00 in the pre-test.

Graph 5: Pre-test and post-test results (Experimental group)
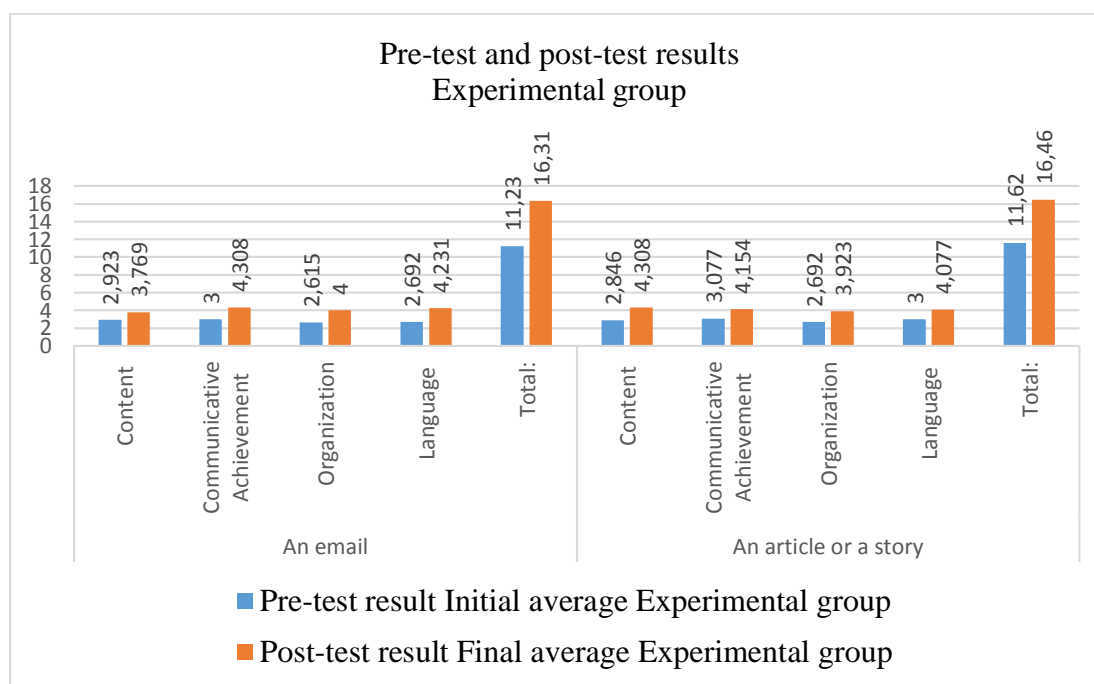
Author: Colcha, P. (2021)
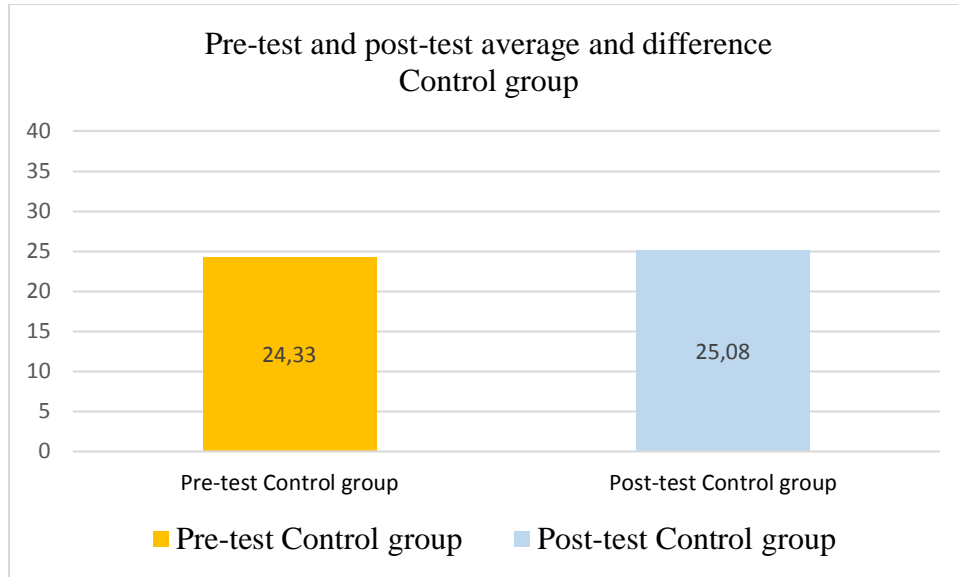**Source**: B1 Preliminary Writing Assessment Scale

Analysis and interpretation

Graphic 5 shows the results of the pre and post-test in the experimental group. In this case, the development of content, communicative achievement, organization, and language in the pre-test gets an average of 11,23 which is observed in the first section about writing an email. These results are related to the first part of the test which is writing an email. Consequently,

the result of 16,31 in the post-test illustrates the average of the development of the writing subskills. It shows that there is an improvement in developing writing skills by using online collaborative tools.

Thereby, graphic 5 demonstrates that the development of content, communicative achievement, organization, and language in the pre-test gets an average of 11,62. These results are related to the second part of the test. There is an improvement in developing these writing subskills that is why the average is 16,46 in the post-test. In conclusion, there is a significant increase in the total averages of the experimental group comparing the pre-test and post-test results. It states that from 11,23 to 16,31 there is an improvement of the students in the task about writing an email. Thus, it fosters that from 11,62 to 16,46 there is an improvement of the students in the task about writing an article or a story.

Graph 6: Pre-test and post-test results (Control group)
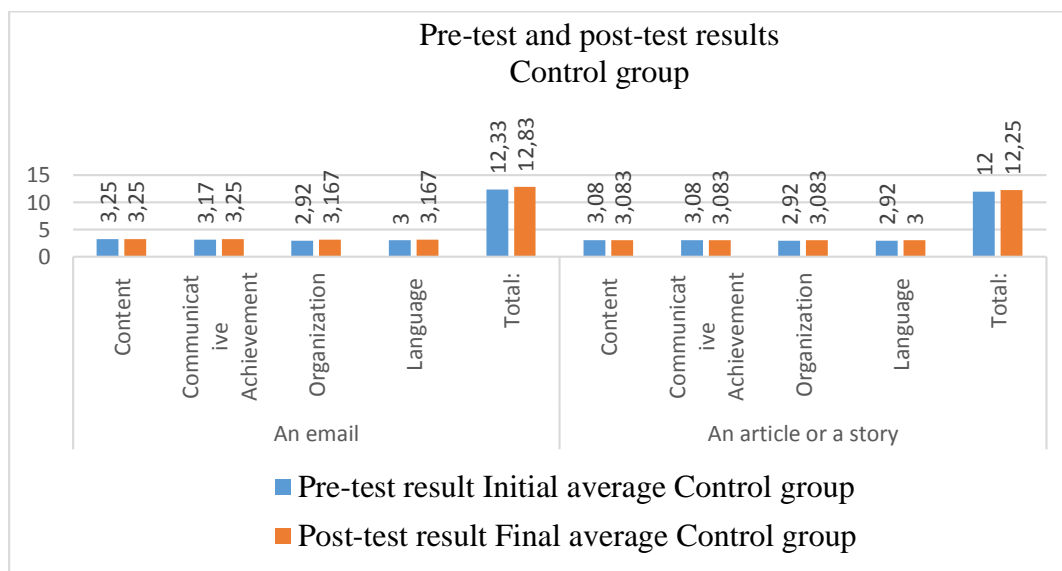
Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Analysis and interpretation

Graphic 6 shows the results of the pre and post-test in the control group. In this case, the development of content, communicative achievement, organization, and language in the pre-test presents an average of 12,33. These results are observed in the first part of the test which

is writing an email. Therefore, the progress of these writing subskills gets the result in the same section with an average of 12,83 in the post-test. It demonstrates that there was not a considerable improvement in developing the writing skills.

Thus, the same graphic 6 reveals the average of 12 and 12,5 in the results of the pre and post-test in the control group respectively. These results show that there is not a significant increase in the total averages of the control group comparing the pre-test and post-test results. It states that from 12,33 to 12,83 there is not a significant improvement of the students in the task about writing an email. Thus, it fosters that from 12 to 12,25 there is not a significant improvement of the students in the task about writing an article or a story.

4.2.4 Pre-test and post-test average and difference

Results	Pre-test	
	Experimental group	**Control group**
Average	22,85	24,33
	Post-test	
	Experimental group	**Control group**
Average	32,77	25,08
Difference	**9,92**	**0,75**

Table 8: Pre-test and post-test average and difference
Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Analysis and Interpretation

Regarding the pre-test and post-test average and difference in the experimental and control group, there are the following averages observed in table 10. In the pre-test, the average of the experimental group is 22,85 and in the post-test, the average is 32,77. Between the averages of 22,85 and 32,77 over 40 points that are the total score of the test, table 8 presents the difference of 9,92 which means that during the pre-test students have difficulties in developing their writing skills, but with the implementation of the online collaborative tools, the result increases from 22,85 to 32,77. It is evidence that in the post-test interventions, students develop their writing skills better.

On the contrary, in the pre-test of the control group the average is 24,33. The average of 25,08 represents the result of the post-test of the control group. Between the averages of

24,33 and 25,08 over 40 points that are the total score of the test, table 8 presents the difference of 0,75 which means that during the pre-test students had difficulties in developing the writing skills content, communicative achievement, organization and language, and the result maintains a similar score from 24,33 to 25,08. With this explanation, there is evidence that in the post-tests interventions, students increase 0,75 their writing skills in writing an email and an article or story.

Graph 7: Average scores pre-test and post-test experimental group
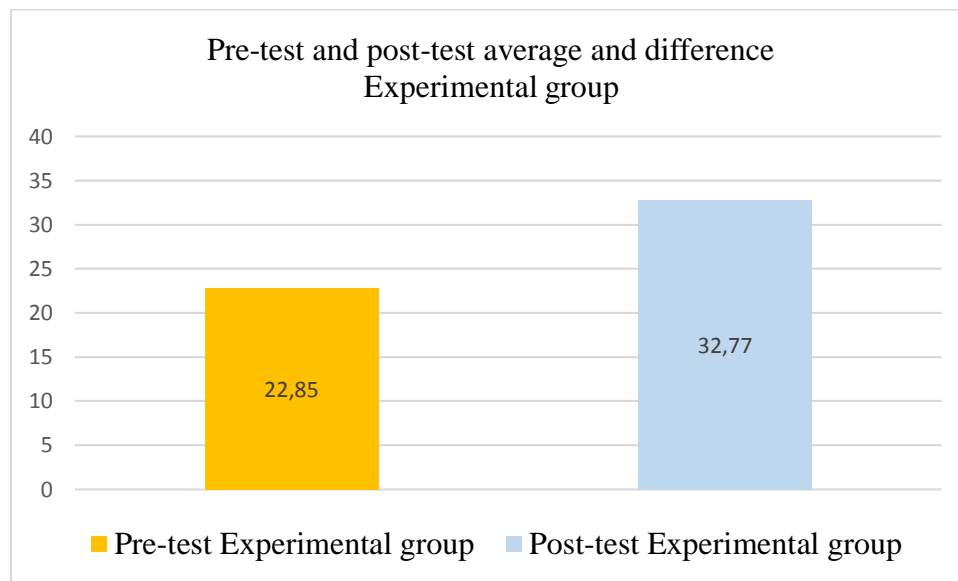
Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Analysis and interpretation

To determine the difference between the averages in the pre-test and post-test in the experimental group, it is important to indicate the difference in the increase or decrease of the compared results which were obtained from both pre and post-test. That is why, in graphic 7 about the average scores of the pre-test and post-test in the experimental group, there is the average of 22,85 over 40 points which represent the total score of the writing subskills in the section of the email and the article or the story.

In comparison with the post-test in the experimental group, the average is 32,77 over 40. The difference between these two averages 22,85 and 32,77 is 9,92 which demonstrates the significant result between the two averages in the pre-test and post-test. In conclusion and

based on the results, the use of online collaborative tools in developing writing skills increases the students' progress in this skill.

Graph 8: Average scores pre-test and post-test control group

Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Assessment Scale

Analysis and interpretation

In graphic 8 about the average scores in pre-test and post-test of the control group, there is an average of 24,33 over 40 points which represent the total score of the content, communicative achievement, organization, and language that are the writing subskills in the section of writing an email and the article or the story. In the comparison of the post-test, the average of 25,08 shows the new score in the two sections on writing that were included in the post-test.

The difference between these two averages 24,33 and 25,08 is 0,75 which demonstrates the minimum amount between the two averages in the pre-test and post-test. Thus, this result represents that there is not an alteration in the final average. Students are developing their writing skills in the same way as they performed before. This result is observed in graph 8. Based on the results, there is not a modification in the final averages in developing writing skills. It does not affect the students' progress in this skill.

4.3 HYPOTHESIS VERIFICATION

In this experimental study, it is important to use Statistical Package for the Social Sciences (SPSS software) to evaluate if the hypothesis reveals the expected outcomes. As a result, the Paired Sample T-Test is employed for the experimental and control group, which represent the average of the pre-test and post-test results. The Paired Sample T-Test is in charge of accepting or rejecting the alternative hypothesis which states that the online collaborative tools improve the development of writing skills in tenth-grade students from Unidad Educativa "Agronómico Salesiano" in Paute. The following tables show the sample statistics of the experimental and control groups where the mean, standard deviation, and standard error mean are detailed.

		Mean	N	Standard deviation	Standard error mean
Pre-test	Experimental group	22,85	13	4,562	1,265
Post-test	Experimental group	32,77	13	3,395	,942
Pre-test	Control group	24,33	12	4,163	1,202
Post-test	Control group	25,08	12	3,655	1,055

Table 9: Samples Statistics of Experimental and Control group
Author: Colcha, P. (2021)
Source: Hypothesis validation

		N	Correlation	P value
Pre-test & Post- test	Experimental group	13	,385	,194
		N	Correlation	P value
Pre-test & Post- test	Control group	12	,870	,000

Table 10:Paired Samples Correlations of Experimental and Control group
Author: Colcha, P. (2021)
Source: Hypothesis validation

Graph 9: Samples Correlations of Experimental and Control group
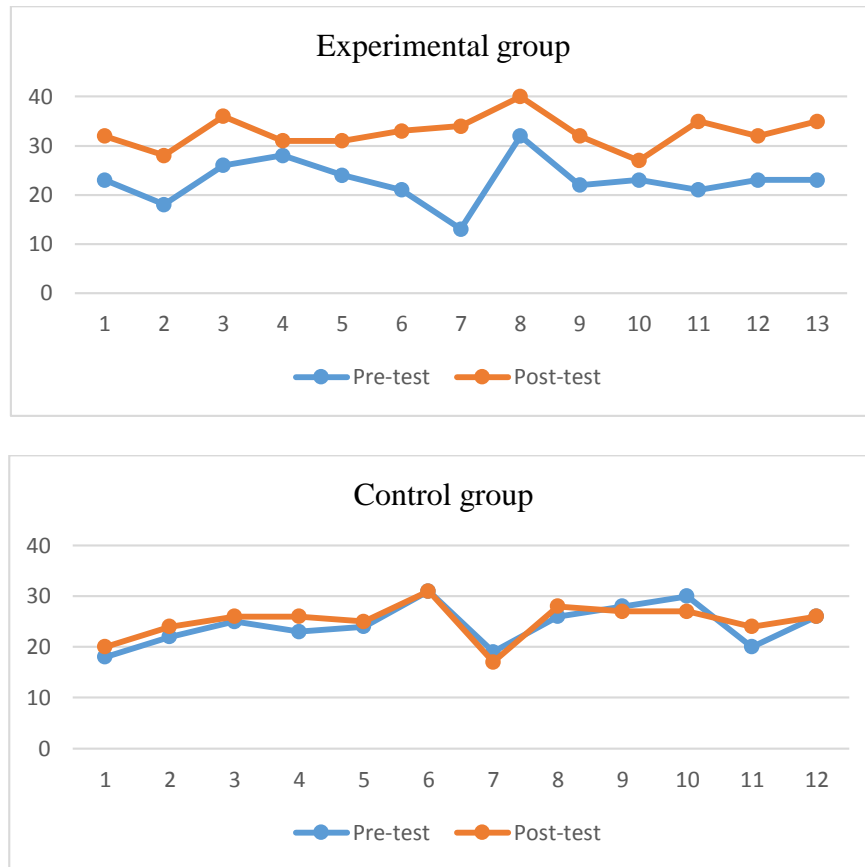
Author: Colcha, P. (2021)
Source: Hypothesis validation

		Mean	N	Standard deviation	Standard error mean	95% Confidence Interval of the Difference		t Statistic Value	df Degrees of freedom	P Value
						Lower	Upper			
Pre-test	Experimental group	-9,923	13	4,518	1,253	-12,653	-7,193	-7,919	12	,000
Post-test										
Pre-test	Control group	-,750	12	2,050	,592	-2,053	,553	-1,267	11	,231
Post-test										

Table 11:Paired Sample T-Test of Experimental and Control group

Author: Colcha, P. (2021)
Source: Hypothesis verification

4.4 DECISION

The statistical data collected by the experimental group during the pre-test and post-test applications are shown in the tables above. Table 11 about the Samples Statistic of Experimental and Control group shows that there is a significant difference between the means and the standard deviation based on the average generated from the B1 Preliminary Writing Assessment Scale of Cambridge which scores are over 40 points. As a result, the mean of 13 subjects before the experiment was 22,85, and the mean jumped to 32,77 after the experiment. The results show that the subjects' grades improved after using the online collaborative tools in developing writing skills.

Accordingly, taking into account the 95% confidence interval for the difference of means and the result of the P-value, which is 0.000 less than 0.05 which is observed in table 13. The outcome is that the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted stating that the use of online collaborative tools improves the development of writing skills in tenth-grade students from Unidad Educativa "Agronómico Salesiano" in Paute.

TAM MODEL RESULTS

In the following table, two questions are selected to analyze the responses of the TAM Model. Students have to choose the options of strongly disagree, disagree, neither agree nor disagree, agree or strongly agree if using Web 3.0 tools allows students to get their work faster and if technological tools make it easier to do students' work.

TAM Model questions	Number of students (strongly agree)	Percentages
Using Web 3.0 tools allows students to get their work faster.	10	76,9%
Technological tools make it easier to do their work.	10	76,9%

Table 122: TAM Model Results
Author: Colcha, P. (2021)
Source: TAM Model

Analysis and interpretation

Table 12 presents the findings of the TAM Model where the 13 students have to respond if they strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree about some options related to the use of Web 3.0 tools. In the questions related to if the use of Web 3.0 tools allows students to get their work faster and if technological tools make it easier to do students' work, 10 students choose the option of strongly agree, it is equivalent to 76,9%. Based on this result, students consider that using Web 3.0 tools allows them to get their activities faster because they have the domain in using it. Web 3.0 tools support students to develop their tasks in less time.

Thus, 10 students select the option of strongly agreeing about the aspect that technological tools make it easier to do students' work which represents 76,9%. It means that students have a positive perspective of using technological tools which allow them to develop their tasks easier in comparison with traditional activities where they did not include Web 3.0 tools. Finally, these results show that students have advantages when they implement in their learning process the use of Web 3.0 tools to generate more interesting development of their English skills.

4.5 DISCUSSION

The results presented in the current research demonstrates that students have the domain of technological tools which help them to develop their English skills, especially writing. Thus, the results symbolized a real learning environment where students face challenges in their virtual classes. Therefore, the survey results applied at the beginning of the experiment showed students' knowledge of Web 30.0 tools. Most of the students selected different options regarding online tools that they have used in their online classes. They showed that they were able to create the accounts and use them without difficulties. It is important to consider the application of these tools needs to be developed on students' needs.

Thus, the results from the survey stated that students understand the online tools that the teacher incorporated in classes, and based on this argumentation, students prefer to use innovative collaborative tools as a remarkable way of developing their writing skills. When they have the opportunity of choosing online tools such as Neapord, Penzu, Mind Mapping, Wakelet, Lino, and Storyboard, they can perform better their writing activities, in this way, students can integrate messages, ideas, beliefs, and thoughts to improve their writing skills and to reach worthy communication. Through the implementation of these online collaborative tools, students can create interesting written texts to show their motivation in generating new ideas to develop productive skills which help them to improve their interactions to share clear messages.

Additionally, due to the challenges to acquire a new language, teachers must analyze the incorporation of creative online tools which can enhance students to continue studying and developing new skills. In this way, the teacher can prepare students to face difficulties during their learning process. In this chapter, the application of online collaborative tools to improve writing skills is significantly achieved. It allows students to develop their writing subskills as content, communicative achievement, organization, and language to create written texts which show a huge knowledge of acquiring a second language. Despite students' mistakes in developing writing skills, the incorporation of Web 3.0 online collaborative tools can foster cooperative learning where students identify the correct online tools to develop the writing tasks.

As a final point, the use of online collaborative tools enhances the active participation of students in developing writing skills. The online tools allow students to improve their capacity of sharing written thoughts and ideas with confidence. Based on this argument, the SPSS software corroborates the statement which states that students obtain better scores in their tests after the implementation of Web 3.0 collaborative tools which were free and easy to use. Following this line, the alternative hypothesis was accepted that displays that online collaborative tools impact students' writing skills. As a result of this, in the students' improvement of their writing skills, teachers must incorporate online collaborative tools in their lesson plans templates. The activities or projects developed through Web 3.0 tools let students interact with the language in real contexts where they can communicate effectively by writing texts, essays, messages, and stories to expand their knowledge in an advanced level of English to demonstrate their ability to improve their English skills with the domain of Web 3.0 online collaborative tools.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The use of online collaborative tools to develop English writing skills in tenth-grade learners from Unidad Educativa "Agronómico Salesiano" in Paute is verified with the appropriate statistical analysis with the results detailed in the tables and graphics presented before. Thereby, in this chapter, some conclusions and recommendations are included to highlight the results obtained in data collection that demonstrate that Web 3.0 online collaborative tools increase students' writing skills. There are four important aspects to consider about it.

1. The relationship between the online collaborative tools and the English writing skill was influenced positively because it incremented students' writing skills. This argument is supported with the verification of the alternative hypothesis where the use of online collaborative tools improves students' writing abilities is accepted. It represents that students who use Web 3.0 tools influence effectively students' development of writing skills. In the statistical analysis, the P-value was less than 0.05 which indicates that the use of online collaborative tools improved English writing skills in terms of content, communicative achievement, organization, and language that were developed with online activities in the virtual classes.

2. Neapord, Penzu, Mind Mapping, Wakelet, Lino, and Storyboard were the types of online collaborative tools that facilitated the development of writing skills. It is evident students' progress in developing writing skills through online activities where the use of these online collaborative tools was implemented. In this learning process, students show enthusiasm in using interesting online tools which were new for them despite their knowledge of technology. In their online classes, they had the opportunity to discover the functions of each of the online collaborative tools that at the beginning of the lesson, it became a challenge to use while they were performing the online activities.

3. Before including online collaborative tools in the English classes, students' writing level did not reach the highest proficiency level in writing. They presented difficulties while working on written texts, dialogues, and essays. During the process of including online collaborative tools, students felt more confident when writing emails, articles, or stories by trying to adapt to new content, vocabulary, and grammatical structures with Web 3.0. It allowed them to increase their writing level, creativity, and collaborative work which involved students discovering and investigating deeper the topic to be learned.

4. Students felt enthusiasm while working with advanced and new technologies as a way of being involved in the technological era where students seek an opportunity to continue studying with technological resources. The online collaborative tools proposed as Neapord, Penzu, Mind Mapping, Wakelet, Lino, and Storyboard increased students' writing skills in an interactive way of learning which allowed students to improve their writing skills successfully in both real-life and academic situations. This impact of applying online tools prepares students for digital experiences and increases students' writing levels.

5.2 Recommendations

Considering the result, the analysis, and the significant relationship between the online collaborative tools to develop English writing skills in the current study, it is important to recommend the following:

1. The coordinator of the English Area, teachers, and coworkers must talk about the importance of the relationship between online collaborative tools and the English writing skill in the meetings of the English area. This group should be the main support of using these online tools in the English classes to develop creative spaces where students can develop their writing skills. The English coordinator should motivate the rest of the teachers to include in their lesson plans the implementation of Web 3.0 tools to work on written texts, essays, and stories.

2. Teachers are strongly encouraged to use these online tools to continue improving students' writing skills for future success. The activities in their lesson plans should motivate students to complete the tasks with the online collaborative tools support. It is recommended that Neapord, Penzu, Mind Mapping, Wakelet, Lino, and Storyboard be implemented to facilitate the development of students' writing skills.

3. Teachers must evaluate students' writing level through surveys to identify their proficiency level in writing and to recognize what type of online tool they are familiar with. By evaluating students' writing levels, teachers and coworkers should incorporate online collaborative tools in their classes as a positive way of engaging students in producing writing works creatively.

4. In the learning process, it is demonstrated that students prefer using digital tools as an interesting way of learning English. For this reason, it is recommended that teachers apply the proposed online tools as interactive material for them to foster the student's interests and needs in the virtual or face-to-face classes to improve their level of English.

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ANNEXES
Annex 1: Approval

Formato de la Carta de aceptación

Unidad Educativa
Fiscomisional Agronómico Salesiano

ING. SAÚL LEANDRO GUAMÁN ÁLVAREZ
RECTOR DE LA UNIDAD EDUCATIVA AGRONÓMICO SALESIANO

AUTORIZA

Que la Licenciada **Priscila Tatiana Colcha Caldas,** con **C.I. 0105755375,** aplique el plan de trabajo de titulación con el tema "*ONLINE COLLABORATIVE TOOLS AND THE ENGLISH WRITING SKILL*" en la Unidad Educativa Agronómico Salesiano, dando el respectivo CONSENTIMIENTO para la ejecución del mencionado plan.

CONSENTIMIENTO, que extiendo para fines pertinentes.

Paute, 02 de Septiembre de 2021.

Atentamente:

Ing. Saúl Guamán Álvarez
RECTOR

E-mail: agronomicosalesiano@gmail.com
www.agronomicosalesianopaute.edu.ec

Telf.: 2125 109
Uzhupud - Paute - Azuay
Yugmacay - Paute - Azuay

Annex 2: Web 3.0 diagnosis survey

Link:
https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr3x1Rpw
eH-LFLjoc2MrpyhjdUNUNZMkdSMEtPN1kwTExFSUg0T0VOMzRUTi4u

Author: Colcha, P. (2021)
Source: Web 3.0 survey

Annex 3: Pre-test and Post-test

PET Writing section

Part 1

You must answer this question.

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

Question 1

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

EMAIL

From: Sandy

Subject: Your visit!

Hi,

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

Me too!

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

Say which I prefer

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

No, because ...

Let me know if you have any questions.

See you soon

Ask Sandy ...

Sandy

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

2

Choose one of these questions.

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

Question 2

You see this notice on an English-language website.

Articles wanted!
FILMS What kind of films do you enjoy? Do you prefer watching them at the cinema or at home? Why? **Write an article answering these questions and we will put it on our website!**

Write your article.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

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

Write your story.

Author: Colcha, P. (2021)
Source: B1 Preliminary Writing Cambridge University

Annex 4: Pre-test and Post-test Assessment

B1 Preliminary Writing Assessment Scale

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

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

Author: Colcha, P. (2021)
Source: Web 3.0 survey

Annex 5: Lesson plan Boknam' template

Boknam' template

Boknam Ahn

Procedure	Description	C.I	time
Preview	• For brainstorming, T presents some well-known dances around the world relevant to the text by using visuals such as video clips and pictures and arouses their interest in the topic. • Through a guessing game, T gets Ss to think of what they know about the kinds of dances (Appendix B). • * T offer clues one by one by PPT and Ss guess what dance it is whenever they see the clue. Clues are sentences including features of a specific dance. Through this game, Ss can gain new vocabulary used in the dances.	T-S T-S	10'
Presentation	• T makes Ss select one of dances they want to learn more and search for the information about the dance by using Smart Phone. Ss complete the worksheet in pairs (Appendix C). • T gets Ss to share their ideas in groups. Through this activity, Ss compare their own information with members in groups and notice their good expressions or unknown features about the dances. They can revise their information in the worksheet. During activities, T monitors their activities and sometimes points out some important features.	S-S S-S	25'
Production	• T makes Ss write one paragraph about the dance to give to other students in an informational expository text (Ss may utilize the fact profile).	T-S	10'
Closure	• T tells Ss to put the writing draft into the portfolio. • T gives homework to Ss: Surveying the information about their dances	T-S	5'

Author: Colcha, P. (2021)
Source: Boknam' template

Annex 6: TAM Model

Link:
https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr3x1Rpw
eH-LFLjoc2MrpyhjdUN1NDSEEzMjFGVDZNTE1ZQU5DTkFRQlNJUS4u

Author: Colcha, P. (2021)
Source: TAM Model

Annex 7: Proposal

INFORMATIVE DATA

Lesson plans based on online collaborative tools to improve the English writing skill.

Topic: "Online collaborative tools and the English writing skill".

Executing Institution: Unidad Educativa "Agronómico Salesiano"

Beneficiaries: Teachers and students at Unidad Educativa "Agronómico Salesiano"

Project responsible: Lcda. Priscila Tatiana Colcha Caldas; Magíster Ruth Elizabeth Infante Paredes

PROPOSAL BACKGROUND

This study was carried out considering the problems that B1 level students have at Unidad Educativa "Agronómico Salesiano" when they try to communicate their thoughts and ideas in a new language, English. In the classes, it was clear that there were difficulties in communicating correctly, these problems were related to content, communicative achievement, language, and organization in students' written texts, essays, and paragraphs in consequence their writing production presented complications.

Thus, the possible solution to face those challenges in writing was the use of online collaborative tools. Based on this, bibliography research was developed to identify in detail how online tools improve students' English writing skills. At that point, six lesson plans, focused on online collaborative tools, were created to be applied in the English classes.

JUSTIFICATION

This proposal was presented with the main objective of helping learners increase their writing skills. The use of online collaborative tools allowed the opportunity of improving students' productive skills, especially writing. Thus, the implementation of these online tools provide an interactive learning context where students feel confident when using Web 3.0 tools. Based on this, the use of online tools allowed students to work cooperatively since they are discovering digital tools and showing enthusiasm for using those tools. Furthermore, this

proposal benefited teachers and students who belong to Unidad Educativa "Agronómico Salesiano" because there were planned activities that improved their writing production.

OBJECTIVES

General Objective

- To propose six lesson plans to be applied in the English classes that are based on Online collaborative tools to improve tenth-grade students' English writing skills at Unidad Educativa "Agronómico Salesiano" in Paute.

Specific Objectives

- To develop online activities that increase the English writing skill
- To assess the impact of using online collaborative tools through the pre-test and post-test

FEASIBILITY ANALYSIS

This study is considered feasible because of the Institution's regulations, students and teachers agreed to use online collaborative tools in the English classes. They had the opportunity to analyze the results and concluded that the implementation of online collaborative tools will be beneficial for the institution, teachers, and students who will increase their writing skills.

THEORETICAL BASIS

In recent decades, the rise of information and communication technologies (ICT) has changed the way people communicate and exchange information. There are a variety of technologies available to help students with online classes. Online Collaboration Tools (OCT) "may be used to access knowledge that originates from external as well as internal sources; online tools boost the visibility and accessibility of internal expertise and hence the use of internal knowledge" (Yu & Zhang, 2020). These online collaboration tools can help with a variety of activities that can be completed cooperatively.

Students have paid close attention to online collaborative tools in the process of learning new information because they can share their opinions and ideas in a collaborative way where they can develop their knowledge through participation in cooperative activities using online tools. As a result of the rapid increase of online collaboration technologies in classrooms, more institutions are attempting to educate students to study in a collaborative environment where learning tasks can be performed utilizing online collaborative technologies to develop writing skills efficiently. writing subskills let students write with imagination, motivating them the need of continuing writing (Göçen, 2019).

Proposal development

Students can improve their writing skills in online tasks by using different online tools related to Web 3.0. The ability of students to use technology during the learning process to study and learn more about a topic, as well as transmit specific information, is strengthened. Web 3.0 technologies emphasize the capacity to gather relevant information from the internet using online collaborative tools, resulting in a more productive experience when writing. As a result, it is vital to use the internet as the primary source of information for effective training using PCs, laptops, and cellphones to complete online assignments.

For this development, six lesson plans were developed where students had 70 minutes to complete the tasks, the themes were chosen from the Uncover 2 Book Cambridge, Unit 7 Visions of the Future. Each session had a time limit and followed four sections: preview, presentation, production, and close. The "Enhanced Writing Lesson" template was used to develop the lesson plans (Boknam, 2014).

METODOLOGY

The main purpose of the study was to investigate the impact of online tools on B1 students. A quali-quantitative study design was used to divide a randomly selected sample into two groups. Two groups participated in the study, the control and the experimental group. Thus, a survey was applied to the experimental group to gather data on the types of online collaborative tools. After that, the PET (Preliminary English Test) was applied to assess students' writing skills.

ASSESSMENT

A rubric to assess the online activities was taken from the Cambridge page that is presented in Annex 4: B1 Preliminary Writing Assessment Scale. In this assessment, four parameters were considered content, communicative achievement, language, and organization.

LESSON PLANS

Introduction

The use of different online tools related to Web 3.0 helps students to improve their writing skills in online assignments. Students' ability to use technology during the learning process to study and learn more about a topic and communicate specific information is enhanced by the usage of these technologies. Web 3.0 technologies stress the ability to pull valuable material from the internet through online collaborative tools to provide a more productive experience when creating written works. As a result, it is critical to use the internet as the major source of knowledge for effective training through completing online tasks using computers, laptops, and cellphones.

Students in both the experimental and control groups had 70 minutes to complete the tasks, which included the same themes as the ones presented in the chart below. The lesson plans for the experimental group included instructions for the type of online tool students had to use in each assignment. There were six sessions, each with a time limit divided into four sections: preview, presentation, production, and close. The lesson plans were formatted using the "Enhanced Writing Lesson" template (Boknam, 2014).

Additionally, students were working on 6 online activities where the topics were taken from the Uncover 2 Book Cambridge, Unit 7 Visions of the Future. The activities were related to the following themes or titles. In the first theme "will and won't for future predictions", students had to write sentences with future predictions. They had the option of creating negative or positive sentences. The second theme was "adverbs of possibility", learners had to include the sentences with the adverbs of possibility in the columns: sure, pretty sure, and not as sure. Then, the third theme was "technology verbs" where students had to analyze

some questions with the possible answers and they had to choose the right option to complete the ideas about technology.

The fourth theme was "first conditional with will, may and might", students had to match the right main clause with the result clause, and complete the sentences. The fifth theme was "using your cell phone (important/not important)", students had to write a story about a life without a cell phone. They had to include two paragraphs explaining how important is their cellphone or if it is not important, they had to provide reasons. Finally, the sixth theme was an "opinion paragraph", students had to write an opinion paragraph about how do they think will live in the future? Students had to recognize and use the steps like the introduction, body, and conclusion. The following table presents the activities explained before and the online collaborative tools implemented in each task.

	Time Allotment	Title	Activity	Writing Subskills	Online Collaborative Tool
Lesson plan 1	70 minutes	Will and won't for future predictions	Write sentences with future predictions	Communicative Achievement	Storyboard That
Lesson plan 2	70 minutes	Adverbs of possibility	Include the sentences with adverbs of possibility in the columns: sure, pretty sure and not as sure	Content and organization	Mind Mapping Online
Lesson plan 3	70 minutes	Technology verbs	Choose the right option to complete the ideas about technology.	Language (simple grammar forms)	Nearpod (Time to climb)

Lesson plan 4	70 minutes	First conditional with will, may and might	Match the right main clause with the result clause, and complete the sentences.	Language (complex grammar forms)	Lino
Lesson plan 5	70 minutes	Using your cell phone (important/not important)	Write a story about a life without a cell phone (2 paragraphs).	Basic everyday vocabulary	Wakelet
Lesson plan 6	70 minutes	An opinion paragraph	Write an opinion paragraph about the topic using the steps presented in class.	Organization (linking words)	Penzu

Tabla 13: Lesson plans
Author: Colcha, P. (2021)
Source: Unidad Educativa "Agronómico Salesiano"
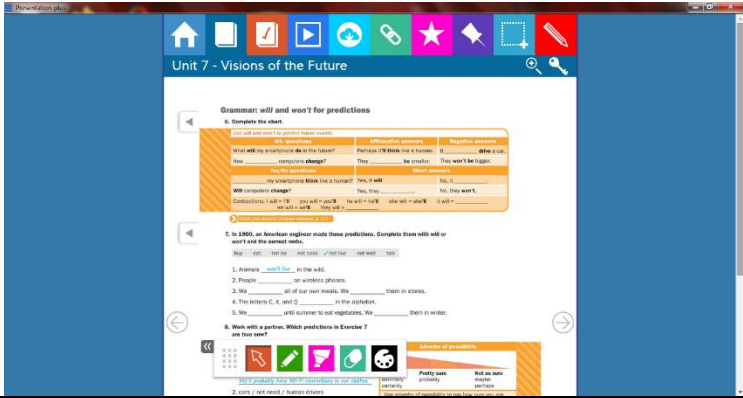
Lesson plan 1

1. Title: will and won't for future predictions

2. Source: Uncover 2 Combo B

3. Objectives: Identify the correct structures of will and won't in sentences related to future predictions. Recognize the right structure of will in questions to talk about future events.

4. Grade: tenth-grade students.

5. Level of students: B1

6. Background: Students are all between the ages of 13 and 14 years old. They are receiving classes in a face-to-face modality in Paute, and the assignments are sent to be developed in an online classroom called Moodle platform-Esemtia. Furthermore, students have a good level of English; they can identify the main ideas presented in classes. They try to answer in English with some hesitation. They can write simple texts and provide short answers. Students write e-mails and stories with some difficulties, but they convince a clear message.

7. Time Allotment: 70 minutes

8. Writing Subskills: Communicative Achievement

9. Online Tools: Storyboard That

10. Lesson plan (Appetizing stage)

   Specific aims

   • Students can write down their future predictions.
   • Students can express their ideas using will and won't.
   • Students can recognize the structures of future predictions in positive,

negative, and question forms.

11. Main activities: write sentences with future predictions

12. Teaching and Learning Plan

Procedure	Description	C.I	time
Preview	• Teacher presents the chart on page 67 by using keywords and vocabulary about the use of will and won´t. • Teacher shows in the chart some examples of future predictions. • Students listen, check and repeat the new vocabulary. • Students use the book and notebook to take notes. 	T-S T-S	15
Presentation	• Teacher summarizes the main structures in positive, negative, and question forms by using the whiteboard. • Teacher shows some sentences and questions using will and won´t. • Students complete the chart about future predictions. • Students write down the structures and sentences explained about the positive, negative, and question forms. • Students compare this information in groups and the teacher monitors this activity by giving points for class participation. The teacher provides feedback and helps students to check the right answers.	T-S T-S	20
Production	• The teacher explains the classwork about will-won´t for future predictions. • Students need to write 6 sentences with will and won´t. • Students must be creative while they create these sentences.	S-S	25
Closure	• The teacher writes down on the whiteboard the homework that must be developed in "storyboard". She writes the link and the steps to help students to do this homework. • In the homework, students need to include the sentences created in class, and type them on the link "storyboard". They need to choose characters, text tables, and interesting backgrounds to do this homework.	T-S	10

- With a screenshot, students must be sent this homework in the Moodle platform the next day 4 pm.
- The teacher asks them to check the example uploaded in the same platform to help them to have a clear idea about the homework.
  Link:
  https://www.storyboardthat.com/es/storyboards/madity/storyboard/edit
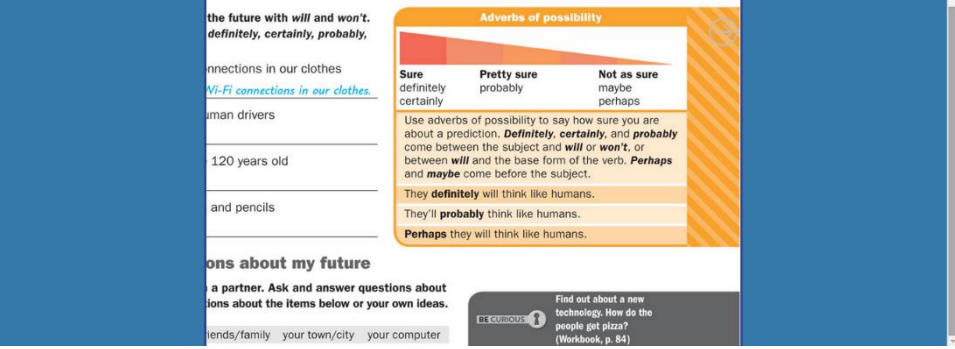
Lesson plan 2

1. Title: Adverbs of possibility

2. Source: Uncover 2 Combo B

3. Objectives: Recognize the functions of adverbs by writing how sure students are about a prediction. Be familiar with the adverbs: definitely, certainly, probably, maybe, and perhaps, and identify their position in a sentence.

4. Grade: tenth-grade students.

5. Level of students: B1

6. Background: Students are all between the ages of 13 and 14 years old. They are receiving classes in a face-to-face modality in Paute, and the assignments are sent to be developed in an online classroom called Moodle platform-Esemtia. Furthermore, students have a good level of English; they can identify the main ideas presented in classes. They try to answer in English with some hesitation. They can write simple texts and provide short answers. Students write e-mails and stories with some difficulties, but they convince a clear message.

7. Time Allotment: 70 minutes

8. Writing Subskills: Content and organization

9. Online Tools: Mind Mapping Online (Bubbl.us)

10. Lesson plan (Appetizing stage)

Specific aims

- Students can identify the content related to adverbs of possibility.
- Students can organize the adverbs of possibility in a chart.
- Students can recognize adverbs of possibility by writing their ideas in the columns: sure, pretty sure and, not as sure.

11. Main activities: include the sentences with adverbs of possibility in the columns: sure, pretty sure and, not as sure.

12. Teaching and Learning Plan

Procedure	Description	C.I	time
Preview	• With the game "Go and stop", students pass the marker between them and when they listen to the word "stop" and if someone has the marker, he/she needs to read the paragraph on page 67 about adverbs of possibility. • Another student with the marker, and if he/she listens to the word "stop", needs to draw on the whiteboard the scale of sure, pretty sure and, not as sure. • Students listen, check and repeat the new vocabulary. 	T-S T-S	15
Presentation	• Teacher shows in the scale drawn by the student some examples about adverbs of possibility. • Teacher summarizes the use of definitely, certainly, probably, maybe, and perhaps. • Students take notes on their notebooks about the position of these adverbs in the sentences. • Students explain in their own words what they understand of the previous explanation. They do this activity in groups and the teacher monitors this activity by giving points for class participation. The teacher provides feedback.	T-S T-S	20
Production	• The teacher explains the classwork about the chart and scale of adverbs of possibility: sure, pretty sure and, not as sure. • Students create the chart and the scale where they can identify the adverbs of possibility: sure, pretty sure and, not as sure. • Students need to organize the sentences in the chart by checking the columns where they are going to write the answers.	S-S	25

Closure	• The teacher writes down on the whiteboard the homework that must be developed in "Mind Mapping Online (Bubbl.us)". She writes the link and the steps to help students to do this homework.	T-S	10

• The teacher writes down on the whiteboard the homework that must be developed in "Mind Mapping Online (Bubbl.us)". She writes the link and the steps to help students to do this homework.
• In the homework, students need to create a chart (the same as they did in classes). They need to include the sentences and structures learned in classes about adverbs of possibility: sure, pretty sure and, not as sure.
• In each one of the columns they need to type the right sentence identifying the scale of sure, pretty sure and, not as sure. Students can check the example and create a new one following the same format.
• Students need to send the link with their chart in the Moodle platform the next day 4 pm.
Link:
http://go.bubbl.us/c3fcc4/7f85?/New-Mind-Map
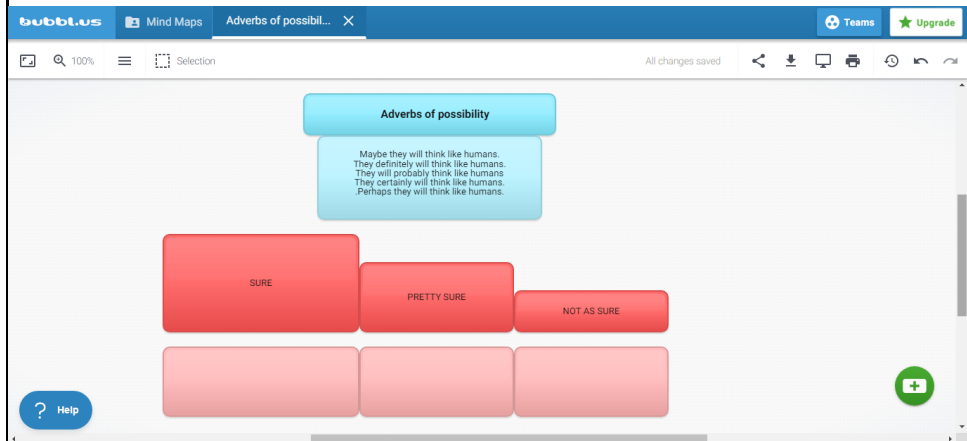
Lesson plan 3

1. Title: Technology verbs

2. Source: Uncover 2 Combo B

3. Objectives: Be familiar with technology verbs and identify the right spelling and the correct pronunciation. Identify the context to use the technology verbs.

4. Grade: tenth-grade students.

5. Level of students: B1

6. Background: Students are all between the ages of 13 and 14 years old. They are receiving classes in a face-to-face modality in Paute, and the assignments are sent to be developed in an online classroom called Moodle platform-Esemtia. Furthermore, students have a good level of English; they can identify the main ideas presented in classes. They try to answer in English with some hesitation. They can write simple texts and provide short answers. Students write e-mails and stories with some difficulties, but they convince a clear message.

7. Time Allotment: 70 minutes

8. Writing Subskills: Language (simple grammar forms)

9. Online Tools: Nearpod (Time to climb)

10. Lesson plan (Appetizing stage)

    Specific aims

         a. Students can identify the common technology verbs.
         b. Students can recognize when do we have to use these verbs.
         c. Students can understand the technology verbs in different contexts.

11. Main activities: choose the right option to complete the ideas about technology.

12. Teaching and Learning Plan

Procedure	Description	C.I	time
Preview	• With the game "Simon says", students need to do the mimic related to the verb. They are going to work in teams. For example, if the teacher says "play video games", the first group needs to do the mimic and another group is going to guess. The group who is doing the mimic cannot talk, only the group who is guessing can speak. • Teacher provides a list with these common verbs. • Students write the verbs that they understood on a piece of paper.	T-S T-S	15
Presentation	• Teacher writes down the list of technology verbs on the whiteboard. • Teacher shows some sentences and phrases with these verbs. • Students take notes and practice the correct spelling. • Students compare this information in groups by providing more examples, and the teacher monitors this activity by giving points for class participation.	T-S T-S	20
Production	• The teacher asks students to complete the activity on page 68. • Students need to match the pictures with the correct sentence. • Students check the answers and some volunteers come to the front and write their answers. They need to explain why is that answer the correct option.	S-S	25
Closure	• The teacher explains the homework that must be developed in "Nearpod". She writes the link and the steps to help students to do this homework. • Students need to include the code provided in classes. Then, they need to complete the online activity related to technology verbs. • Students need to include the name and last name at the beginning of the activity because, in the report in Nearpod, the teacher is going to check that each student finishes the activity. • Students need to send the evidence of this homework in the Moodle platform until Friday 10th, 4 pm. • Link: https://app.nearpod.com/?pin=E23018D7347F54ACEDC550B5BC335788-1	T-S	10

Lesson plan 4
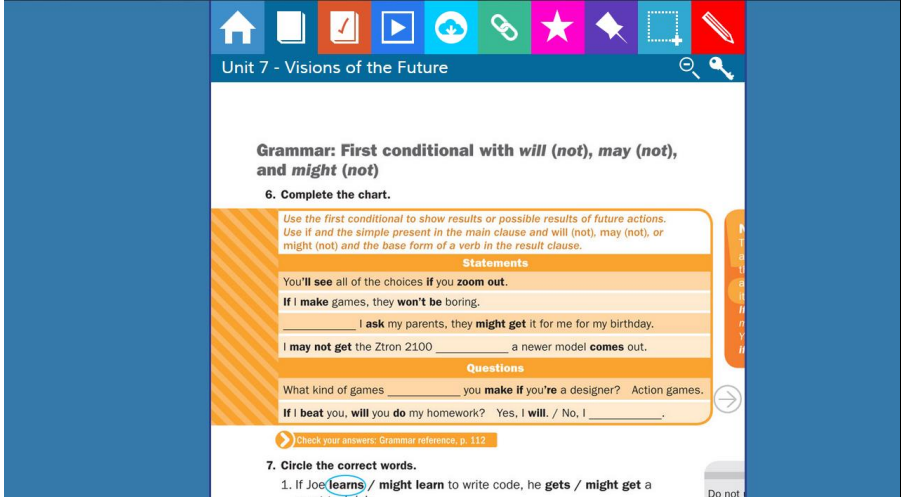
1. Title: First conditional with will, may and might

2. Source: Uncover 2 Combo B

3. Objectives: Be familiar with the first conditional to show results of future actions. Recognize the correct structure of the main clause and the result clause.

4. Grade: tenth-grade students.

5. Level of students: B1

6. Background: Students are all between the ages of 13 and 14 years old. They are receiving classes in a face-to-face modality in Paute, and the assignments are sent to be developed in an online classroom called Moodle platform-Esemtia. Furthermore, students have a good level of English; they can identify the main ideas presented in classes. They try to answer in English with some hesitation. They can write simple texts and provide short answers. Students write e-mails and stories with some difficulties, but they convince a clear message.

7. Time Allotment: 70 minutes

8. Writing Subskills: Language (complex grammar forms)

9. Online Tools: Lino

10. Lesson plan (Appetizing stage)

    Specific aims

    a. Students can distinguish the structure of the first conditional with will, may and might.

    b. Students can identify the main clause and the result clause in sentences.

    c. Students can convey a message by using the first conditional.

11. Main activities: match the right main clause with the result clause, and complete the sentences.

12. Teaching and Learning Plan

Procedure	Description	C.I	time
Preview	• Teacher presents the chart on page 69 by using keywords and vocabulary about the first conditional with will, may and might. • Teacher shows with the flashcards the list of pronouns, verbs, will/won't, and if to explain the ideas related to the first conditional. With the game "teams", each one of the students is going to put in order the right word. • Students use flashcards and the book to check new material. 	T-S T-S	15
Presentation	• Teacher writes down and shows some sentences related to the first conditional. • Students are going to use their cardboards to take notes about each one of the structures. They are going to use a chart to divide the clauses into main and result clauses. • Students complete this chart with the information provided in classes. • Students compare this information in pairs, and the teacher monitors this activity by giving points for class participation. The teacher chooses six students to write their examples on the whiteboard.	T-S T-S	20
Production	• The teacher asks students to complete the chart on page 69. • Students need to complete the statements with the first conditional with will, may and might. • Students check the answers and some volunteers come to the front and write their answers. They need to explain why is that answer the correct option.	S-S	25

Closure	• The teacher explains the homework that needs to be developed in "Lino". She writes the link and the steps to help students to do this homework. • Students need to include 6 squares in Lino. The three squares need to be related to the main clauses and the next three squares need to be related to the result clauses. They can include some pictures to associate the sentence with the examples. • While they are typing their sentences, they connect the main clause with the result clause. Students can check the example uploaded to the platform. • Students need to send the link and the screenshot of this homework to the Moodle platform. • Link: http://linoit.com/users/priscilacc/canvases/First%20conditional%20	T-S	10
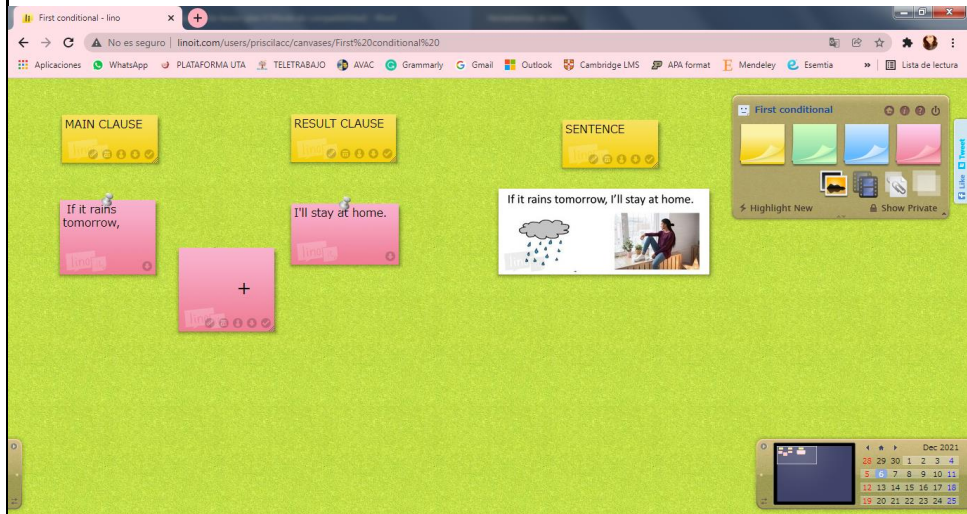
Lesson plan 5

1. Title: Using your cell phone (important/not important)

2. Source: Uncover 2 Combo B

3. Objectives: Highlight the importance of using the cell phone in classes or at home. Identify the main aspects that the use of cell phones is not important.

4. Grade: tenth-grade students.

5. Level of students: B1

6. Background: Students are all between the ages of 13 and 14 years old. They are receiving classes in a face-to-face modality in Paute, and the assignments are sent to be developed in an online classroom called Moodle platform-Esemtia. Furthermore, students have a good level of English; they can identify the main ideas presented in classes. They try to answer in English with some hesitation. They can write simple texts and provide short answers. Students write e-mails and stories with some difficulties, but they convince a clear message.

7. Time Allotment: 70 minutes

8. Writing Subskills: Basic everyday vocabulary

9. Online Tools: Wakelet

10. Lesson plan (Appetizing stage)

 Specific aims

a. Students can recognize the pros and cons of using cell phones.

b. Students can convey a clear message about the use of this device in classes or at home.

c. Students can analyze the possible answers about how important is your cell

phone to you?

11. Main activities: write a story about a life without a cell phone (2 paragraphs).

12. Teaching and Learning Plan

Procedure	Description	C.I	time
Preview	• Teacher presents two printed pictures where a group of children is using the cell phone in classes in an incorrect form. The second picture is related to a group of girls who are using their cell phones to do their homework at home. • Teacher asks students to provide some information about the first and second pictures. • Students describe what are they looking at. • Students write this description in their notebooks.	T-S T-S	15
Presentation	• Teacher writes down a graphic organizer with the student's ideas about the use of the cell phone. • Teacher writes down, on the whiteboard, a Venn diagram where students can visualize the pros and cons of using this device. • Teacher asks some students to complete the diagram with their ideas. She monitors this activity by giving them some words to complete the phrases.	T-S T-S	20
Production	• Students write a story by using these ideas in the Venn Diagram. • Students need to write it in their notebook in two paragraphs. • Students write at least 6 sentences in each one of the paragraphs. • Teacher monitors this activity.	S-S	25
Closure	• Teacher explains the homework that needs to be developed in "Wakelet". She writes the link and the steps to help students to do this homework. • Students need to include the two paragraphs in Wakelet. They need to improve the story worked in classes. • Students can check the example uploaded to the platform. • Students need to send the screenshot of this homework in the Moodle platform. They include their full names. • Link: https://wke.lt/w/s/4pEA0y	T-S	10

Lesson plan 6

1. Title: An opinion paragraph

2. Source: Uncover 2 Combo B

3. Objectives: Differentiate the common phrases to write about personal opinions. Recognize the steps to write an opinion paragraph as the introduction, the reasons, the examples, and the conclusions.

4. Grade: tenth-grade students.

5. Level of students: B1

6. Background: Students are all between the ages of 13 and 14 years old. They are receiving classes in a face-to-face modality in Paute, and the assignments are sent to be developed in an online classroom called Moodle platform-Esemtia. Furthermore, students have a good level of English; they can identify the main ideas presented in classes. They try to answer in English with some hesitation. They can write simple texts and provide short answers. Students write e-mails and stories with some difficulties, but they convince a clear message.

7. Time Allotment: 70 minutes

8. Writing Subskills: Organization (linking words)

9. Online Tools: Penzu

10. Lesson plan (Appetizing stage)

   Specific aims

      a. Students can identify the steps to write an opinion paragraph.

      b. Students can recognize the right expressions and phrases to include in their paragraphs.

      c. Students can convey a message when they write about how do they

think will live in the future?

11. Main activities: write an opinion paragraph about the topic using the steps presented in class.

12. Teaching and Learning Plan

Procedure	Description	C.I	time
Preview	• With the game called "sticky notes", the teacher gives each one of the students some papers with words related to opinion paragraphs. • Students need to put in order and pronounce the complete expression. • Then, students change their papers and another student needs to identify the new phrase. • Students use their dictionaries and book to recognize some common expressions.	T-S T-S	15
Presentation	• Teacher writes down and shows some sentences related to opinion paragraphs. • Teacher explains the steps to write this paragraph: introduction, the reasons, the examples, and the conclusions. • Students take notes. • On a piece of paper, they write a brainstorming by answering how do they think will live in the future?	T-S T-S	20
Production	• Students write the first paragraph related to the introduction. • Teacher monitors this part of their writing. • Then, they provide some reasons about their way of living in the future. • Students include some ideas about the examples and conclusions about their life in the future.	S-S	25
Closure	• The teacher explains the homework that needs to be developed in "Penzu". • The teacher writes the link and the steps to help students to do this homework. • Students need to include their opinion paragraph by answering how do they think will live in the future? • Students need to send the link and the screenshot of this homework in the Moodle platform. • Link: https://penzu.com/p/c9c41f88	T-S	10
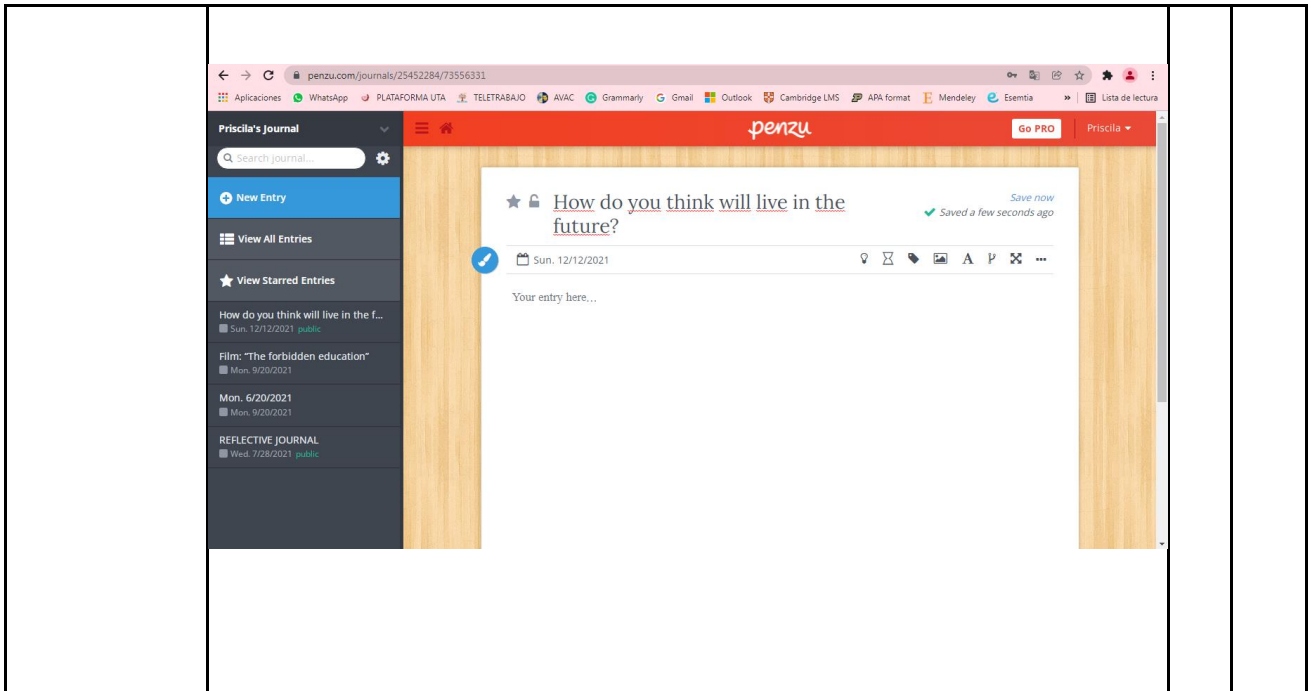
Annex 8: Evidences

Experimental group's classes

Control group's classes

Annex 9: Urkund report

Curiginal

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