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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

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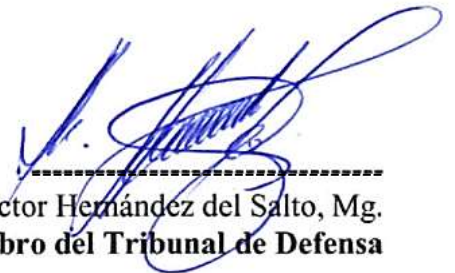
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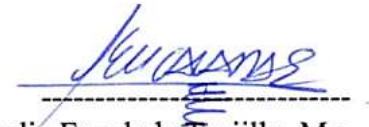
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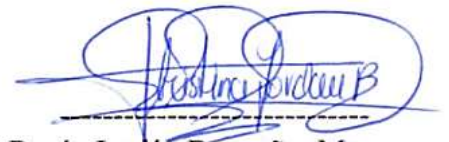
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DEDICATORY

This research is dedicated to God who blesses me every day.

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TEMA:

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LANGUAGE”

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- Métodos y Medios de Enseñanza

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RESUMEN EJECUTIVO

El objetivo de esta investigación fue analizar el uso de herramientas colaborativas en línea en el fortalecimiento del idioma inglés de estudiantes universitarios. Además, se desarrolló considerando a 36 participantes pertenecientes al primer semestre de la carrera de Pedagogía en Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. La metodología utilizada en el estudio fue el enfoque cuantitativo, con un diseño cuasi experimental ya que se contó con dos grupos para desarrollar el estudio; 16 participantes conformaron el grupo control y 20 estudiantes en el grupo experimental. Además, se aplicó un instrumento combinado a través de un pre-test y un post-test de habilidades lingüísticas en inglés basado en el Cambridge English Test of Key A2 (KET) para analizar la efectividad del uso en la mejora del idioma inglés. Además, se aplicó una encuesta validada para determinar el conocimiento de los alumnos y profesores en el uso de las herramientas colaborativas en línea. Además, se aplicó el pre-test tanto al grupo de control como al experimental para determinar el nivel de uso del idioma inglés en las cuatro destrezas básicas (escribir, leer, escuchar y hablar), que se evaluó teniendo en cuenta cada

una de las destrezas en base a las rúbricas adaptadas de Key Writing Assessment Scale Cambridge Assessment English, con sus categorías adecuadas para escribir y hablar. Al mismo tiempo, se aplicó una encuesta a ambos grupos para determinar el nivel de conocimiento sobre el valor de las herramientas colaborativas en línea. Además, se llevó a cabo un plan de intervención para el grupo experimental mediante la implementación de seis actividades, que implicaban el uso de herramientas colaborativas. Cada actividad se realizó con una guía, para el correcto uso de cada herramienta en la que los alumnos debían trabajar colaborativamente. Posteriormente, se realizó un post-test a ambos grupos, para la recolección de datos se aplicó la Student's T-test y los resultados revelaron que al inicio los dos grupos de estudiantes tenían un bajo nivel de inglés, pero después de la aplicación del uso de las herramientas colaborativas en línea, mostraron una mejora en las habilidades del idioma en el grupo experimental. Además, los participantes mostraron una actitud positiva y motivada en el uso de las herramientas colaborativas en línea. Por lo tanto, es recomendable que los profesores apliquen las herramientas colaborativas en línea en futuras clases para mejorar el inglés, ya que estas herramientas motivan la adquisición creativa y cooperativa del idioma.

Descriptor: herramientas colaborativas en línea, habilidades, participantes, mejora, el idioma inglés, grupo de control y experimental.

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THEME:

**“THE USE OF ONLINE COLLABORATIVE TOOLS TO IMPROVE ENGLISH
LANGUAGE”**

AUTHOR: Licenciada Myrian Ana Chadan Llumitasig

DIRECTOR: Doctora Verónica Elizabeth Chicaiza Redín, PhD

LINE OF RESEARCH.

- Teaching Methods and Media

DATE: May 12th, 2022

EXECUTIVE SUMMARY

This research objective was to analyze the use of online collaborative tools in the English language improvement of university students. Besides, it was developed by considering 36 participants who belonged to the first semester of the Pedagogy of National and Foreign Languages Major at the Technical University of Ambato. The methodology used in the study was the quantitative approach, with a quasi-experimental design since there were two groups to develop the study; 16 participants made up the control group and 20 students in the experimental group. Furthermore, a combined instrument was applied through a pre-test and a post-test of English language skills based on the Cambridge English Test of Key A2 (KET) to analyze the effectiveness of the use in improving the English language. Moreover, a validated survey to determine the knowledge of students and teachers in the use of online collaborative tools. Besides, the pre-test was applied to both the control and experimental groups to determine the level of English language use in the four basic skills (writing, reading, listening, and speaking), which was assessed by taking into account each of the skills based on the adapted A2 Key Writing Assessment

Scale-Cambridge Assessment English rubrics, with their appropriate categories for writing and speaking. At the same time, a survey was applied to both groups to determine the level of knowledge about the value of online collaborative tools. In addition, an intervention plan was conducted for the experimental group by implementing six activities, involving the usage of collaborative tools. Each activity was performed with a guide, for the correct use of each tool in which the students had to work collaboratively. Subsequently, a post-test was performed on both groups, for the gathering of data, the Student's T-test was applied and the results revealed that at the beginning the two groups of students had a low level of English, but after the application of the use of the online collaborative tools, they showed an improvement in English language skills in the experimental group. In addition, the participants showed a positive and motivated attitude in using online collaborative tools. Therefore, it is recommendable that teachers apply the online collaborative tools in future classes to improve the English language, as these tools motivate creative and cooperative language acquisition.

Keywords: online collaborative tools, skills, participants, improvement, English language, control and experimental group.

CHAPTER I

PROBLEM STATEMENT

1. 1 Introduction

English is now one of the most relevant languages used in many countries around the world, thus teaching English as a second or foreign language has become very important for communication nowadays. Besides, the English language performs highly important in the educational system since it is rich in culture and literature, and indeed makes a significant contribution to learning progress (Ramos, 2019). Moreover, the viral situation that the world is going through today due to the Pandemic produced by COVID 19 has changed the teaching method drastically to a virtual model, thus different teaching strategies have been implemented for students to continue improving the learning process.

Moreover, English language teaching should be more practical and oriented to the language and therefore needs different strategies for an effective outcome. As teachers move to online teaching methods, it cannot be easy to keep up the same level of engagement that would currently occur in the physical classroom (Altamirano, 2021). Thus, it is critical to find ways to allow the students to continue communicating with each other and even with those outside the virtual classroom.

In particular, the introduction of advanced and complicated technologies has altered the skills required of learners, and the ongoing growth of technology has needed the acquisition of a variety of new abilities to complete activities and solve problems in digital settings (Andrew, 2019). Furthermore, technology is fundamental in communication as it helps people communicate in an easier and faster way. In addition, the accessibility to the websites allows people to get all the information they want. Summing up, students are making the internet an indispensable tool of continuous use for virtual classes and their entertainment. For instance; they spend a lot of time on the

internet with their cell phones texting, downloading and uploading photos and videos, reading news, or just surfing social pages (La Hanisi et al., 2018)

However, the rapid growth of technology often takes them away from their work as students. Students do not focus on their lessons due to; they are distracted by the continuous use of the internet on their smartphones. Thus, it makes teachers have to be as creative as possible to find alternatives to deal with this issue. One way to do this is through the use of online collaboration tools. These tools help the teaching-learning process to be interactive in which students collaborate to achieve better and more effective use of the English language.

According to Palacios (2021), collaboration involves two or more participants interacting with each other, during the task period, working together to accomplish the same purpose. For this reason, online collaborative tools improve the English language by shifting the traditional classroom and turning it more interactive and creative. In this study, the researcher applied a quantitative methodology following a quasi-experimental design using a pre-test and a post-test to check the beginning and the end of the students' language skills level, and a survey to know their perception of online collaborative tools.

Additionally, this research is distributed in the following way; the first chapter focuses on the introduction, justification, and objectives providing a brief explanation of the topic and the different aspects of the research. Then, the second chapter describes previous researches on the topic explaining briefly articles and the literature review with theoretical concepts on the two variables. Next, chapter three shows the methodological aspect that includes the location, the population, and the techniques and instruments applied for the development of the research. Following this, chapter four shows the statistical results obtained from the survey and the tests carried out, as well as the discussion using graphs and data. Finally, chapter five establishes the conclusions of the results, recommendations, bibliography, and annexes of the study.

1. 2 Justification

The current research was undertaken with first-year students at the Technical University of Ambato's Pedagogy of National and Foreign Languages Major. English language competence has become a basic prerequisite in today's globe, where educational systems compete and scientific and technological progress reign supreme. Furthermore, learning English opens many doors for people all around the world and makes it easier to improve individual perspectives. As a result, universities must aim for excellence in the formation of professionals who are well-versed in their fields and have a strong mastery of the English language, which is frequently used as a communication medium (Shonfeld & Magen-Nagar, 2020).

Furthermore, this research is important because higher education teachers want to promote innovative experiences in teaching-learning processes, aided by technology, emphasizing changes in didactic strategies incorporating online collaborative tools into classes to improve English language skills. Besides, implementing online tools will be a great idea for teachers and students to contribute to the development of new skills and knowledge construction methods. Therefore, it is necessary to implement useful collaborative tools (Canvas, Genially, Flipgrid, Miro, Padlet, Google docs, etc) to change the traditional classes to interactive ones. Also, the use of auto-regulated technological tools for online learning allows students to practice the language in a variety of aspects, makes students feel motivated, and encourages them to learn more regardless of whether the class is face-to-face or virtual (Widiarni, 2020).

Moreover, this research has a significant impact on the learning process. Despite, the arrival of the COVID-19 pandemic has drastically changed people's lives, and therefore teaching and learning have not been an exception, the classes have been performed online, and the work of English teachers has become even more difficult. Moreover, virtuality and online resources play a relevant role in the teaching-learning process and teachers have been encouraged to adapt to the changing situation to avoid the crisis, keeping in mind the safety of the students. Thus, the application of online

collaborative tools is helpful in English classes as they involve the use of technology that students are familiar with.

In addition, the research is feasible and original because thanks to technological advances, students can easily access diverse online tools and platforms. Besides, with the pandemic situation, students have seen the necessity to acquire technological resources like; the internet, computer, and smartphones to develop the learning and use the virtual platform that the university offers for virtual classes. On the other hand, it is original as there are some kinds of research done on technological tools, it is the first time at the Technical University of Ambato where students and teachers are benefited from this through the study and analysis in terms of the auto-regulated.

In conclusion, this research determines that the application of online collaborative tools is innovative, thus it offers students an alternative university education where they strengthen the development of language skills, competencies in information processing, and knowledge construction. Moreover, this research responds to the various concerns of how tools can improve the English language through the interaction of students, communication between them, and teamwork despite not being physically in the same place, as well as deepen the theoretical and practical knowledge of the effective use of these tools in English language learning.

1. 3 Objectives

1. 3. 1 General

- To analyze auto-regulated online collaborative tools that improve the English language skills of first-semester students of Pedagogía de Los Idiomas Nacionales y Extranjeros Major.

1. 3. 2 Specific

- To identify which auto-regulated online collaborative tools are used for the English language.

- To determine the English language level before and after using online collaborative tools.
- To describe how online collaborative tools improve the English language.

CHAPTER II

INVESTIGATIVE BACKGROUND

The present research project focuses on online collaborative tools in virtual education, hence, many sources of literature called from virtual libraries were examined. The importance of these two variables proposed in the project is supported in the papers studied, therefore the following researches are quoted in the following paragraphs:

Cuenca (2015) analyzed the collaborative tools in virtual education among seventh-grade students at Atahualpa Educational Unit. The objective was to improve students' skills and capacities in using collaborative instruments to complete activities. Moreover, the author wanted to identify web 3.0 collaboration tools for teachers to use in virtual education. A qualitative approach was applied since it was an internal inquiry and the findings could not be generalized. The survey and the questionnaire were employed as the technic and instruments. In addition, the author used Google forms in virtual classes with students and professors to obtain objective and real reports. The findings showed that collaborative tools were a valuable educational resource that enabled students to learn more readily, and offer various benefits if they are used properly.

Corporan, Nagata, Hernandez and Martín (2020) aimed to investigate school teachers' perspectives on the use of collaborative tools in the twenty-first century, as mediated via ICT in the educational setting. The authors wanted to see if secondary school teachers' perceptions of their degree of ability in using technology tools to encourage collaborative work techniques with their pupils influenced the implementation of these experiences. The researchers utilized a mixed model based on the use of a questionnaire. Furthermore, the population sample (n=542) is related to Dominican Republic secondary school teachers. Nonparametric tests and categorizations were applied to provide an overview. The results indicated that teachers needed greater training in collaborative techniques and tools

mediated by ICT and that there was a digital divide between male and female teachers, as the first group had the upper hand.

Nunes and Oliveira (2021) wanted to understand what secondary school teachers thought about collaborative tools and the role they played in the teaching-learning process as a means of transmitting knowledge and communicating, as well as fostering teacher-student engagement. Besides, the authors wanted to look into the collaborative tools that teachers use the most in their profession, the benefits, and know what factors slowed the adoption of collaborative tools. The researchers used an online questionnaire to gather data from 104 participants: 33 males and 71 women, all of whom work as secondary school teachers and are between the ages of 23 and 58. The findings showed that teachers valued collaborative and cooperative learning, as all the components derived through principal component analysis have an average that indicates high levels of agreement on the benefits of this style of learning for students.

Andrew (2019) studied online collaboration using four different Google Apps. The study's goals were to 1) examine student attitudes on utilizing Google Apps for a variety of language-learning tasks, 2) examine some benefits and drawbacks of using Google Apps as a cloud-based collaborative tool, and 3) examine student behaviors when working together on Google Apps. Besides, a quantitative approach was employed to gather data from 31 participants in a pre-university EAP course in the UAE, to look into how students behaved when collaborating, field notes taken during an in-class work were also examined. The findings showed that users of Google apps cited benefits like usability, the ability to work together virtually, and the ability to provide feedback online. Participants' activities in collaboration revealed a propensity to divide work, demonstrating the flexibility that comes with working together virtually.

Rashid, Yunus, and Wahi (2019) looked into the use of Padlet for Collaborative Writing among ESL Learners. The study looked at how using Padlet, an interactive web program could enhance group writing in a language lesson. 87 students taking a language course at a public university in Malaysia made up the population. The author wanted to boost

students' language and communication skills as well as their motivation, anxiety, and help them become more independent. Several assignments that were finished throughout the semester were developed with input from the students. Examined were the student's remarks and feedback, which were gathered in the form of a questionnaire. According to the research, Padlet increased participation in-class activities, decreased anxiety, promoted dialogue between students and the teacher, enhanced language accuracy through peer learning, and promote group writing among ESL students with lower skill levels.

Kalbani¹, Naidu, Gupta and Sawafi (2020) undertook a study on introducing online collaborative environments in higher education, in a higher educational institutions in the Sultanate of Oman, the research focused on some of the methods utilized to improve math instruction at the General Foundation Program level. During the spring 2019 semester, 71 out of 345 students in the GFP program had issues with the module. The leader created a session plan and listed multiple activities using various online and mobile-accessible technologies. For instance, as Kaizala could handle almost any form of multimedia content, students were able to work together in various faculty-led events. The results demonstrated the various ways that collaborative tools were used to enhance student knowledge because they encouraged them to participate in class activities even when they were unable to make up any of their lessons due to work commitments.

Quinauco (2020) wanted to investigate how the Don Bosco Salesian Private School's male and female students' use of technology influenced their cognitive growth. 117 people have been involved in the study 111 pupils and 6 teachers. This study used a qualitative, descriptive, explanatory, and exploratory approach. In addition, the checklist and survey were integrated with other methods and tools for acquiring data, such as observation. The data processing and analysis tasks were completed using Excel. The findings demonstrated that teachers used technology resources to encourage students and intentionally captivate their attention during the teaching and learning process. Additionally, using some of them greatly aided in the planning process. On the other hand, instructional software sparked kids' interest in academic pursuits and, with proper use, turned into a useful tool for the growth of cognitive and executive processes.

Narvaez (2021) conducted a study in the first semesters of the Pedagogy in the Experimental Computing Sciences Major, to investigate the impact of ICT on cooperative learning of the programming subject matter. The author used blogs, a virtual educational platform, Padlet, and Whatsapp among group-work exercises to involve students in the learning process. The study also employs qualitative and quantitative approaches as they incorporate interviews with professors that instruct classes on programming as well as surveys, pretests, and posttests given to students. The results showed that students have a good attitude toward teamwork and the usage of the specified ICT tools for the advancement of group learning. Additionally, the use of ICT tools encouraged student participation and positively influenced the growth of cooperative and meaningful learning.

Velásquez (2020) conducted a study to assess the impact of the Vodcast technology tool on students from the Municipal Educational Unit "Antonio José de Sucre". The study included a field and bibliographic study based on a socio-educational model using a qualitative-quantitative approach. In addition, to gather data, an interview with instructors from the EGB English area was done, as well as a structured observation of seventh graders. Additionally, the author argues that technology had a positive effect on students as it enabled innovative teaching-learning methods that were different from those used in traditional education and allowed for the correct development of speaking skills both inside and outside of the classroom. The results indicated that the population had difficulty talking orally in English, prompting the development of a teachers' manual to improve English language oral communication abilities through the use of the digital tool Vodcast.

Lascano (2021) investigated the impact of Web 2.0 as a didactic tool in the development of productive communicative skills in the English language. Moreover, all components of the educational scene can benefit from this platform's capabilities. Based on a variety of criteria, including website accessibility, user count, content, user reviews, and the new modes of instruction adopted by English students and teachers, he chose five online platforms. The methodology is a qualitative, descriptive in nature with a bibliographic and documentary approach. For the theoretical framework, documentary, bibliographic and electronic files were used as instruments. The results showed that the usage of Web 2.0

has a favorable effect on the development of abilities in English language learners and is excellent for teachers looking to reinforce their students' skills in a creative way within and outside the classroom.

Muñoz (2021) intended to investigate the impact of technology learning materials on the development of reading skills in A1 level students at Cotopaxi Institute of Technology and Higher Learning. According to the author, the implementation of technological resources on the web was based on three pillars: the first was the design thinking methodology, the second was the Presentation, Practice, and Production foreign language teaching model, and the third was the use of open-source software. Comparing the academic performance of two research groups, the hypothesis was statistically assessed using the Student's t-test, with a significance of 5%. The results revealed that using technological learning tools aided the development of English reading skills, reflecting the acquisition of the English language.

Benavides (2015) proposed the use of technology to improve speaking skills and motivate students to learn the English language in 108 students in the second year of the General Unified High School of the Luis A. Martinez Educational Unit. The research applied a combination of methods: quantitative because it included real and quantifiable data collection and analysis, and qualitative because it explored the reasons for the facts under investigation and assumed a steady reality of the situation through observation. The research was also done to uncover ways to assist all members of the institution by identifying and resolving issues related to the teaching and learning process as well as problems brought on by the limited use of technology in the process of developing speaking skills. The outcomes helped the students to achieve their stated objectives and continue steady growth.

Zhiña (2021) examined the use of collaborative tools in Mathematics teaching with 20 Secondary Education students at Teresa Flor Educational Unit. The study used a qualitative and quantitative approach based on survey, a structured questionnaire on a 5-point Likert scale. Besides, the study used the Technological Acceptance Model, which

involved determining the degree of acceptance of new technologies. The findings were presented in the limited use of technological resources for the teaching of mathematics, for which the author developed resources based on collaborative tools with the ADDIE method and the interactive resources Genially, live worksheet, and Kahoot along with the seventh-grade math book. The results proved the importance and didactic value of using online tools as strategies that support the development of new skills in collaborative work.

Cadena (2021) sought to investigate a correlation between ICT use and comprehensive English reading among 70 third-year high school students in the Luis A. Martinez Educational Unit. The range aged was 16 to 18, with 35 in the control group and 35 in the experimental group. The experimental group was aided by using Google Slides, Forms & Docs, Mentimeter, and Miro. Additionally, pre-and post-tests for the reading component and A2 level were acquired from the official Cambridge page to evaluate students. The process was quasi-experimental. Additionally, three virtual meetings of 40 minutes were set up via Zoom. Each lesson covered a strategy and reading techniques. The Chi-square test showed that the experiment improved the participants' reading comprehension and that using technology tools helped students improve their English reading comprehension.

Moya (2013) investigated the collaborative work in Google Docs and its influence on the learning of 28 seventh-semester students in the teaching career in computer science at the Faculty of Human Sciences and Education of the Technical University of Ambato. The study used a qualitative and a quantitative method, with the latter focusing on the collection of descriptive statistical data and the comparison of its findings using statistical graphs. The findings demonstrated that a variety of strategies had to be planned to organize classroom development, including the use of information and communication technologies (ICTs) to support the teaching-learning process and traditionalist tendencies are not required. Additionally, technological resources facilitate the development of computer activities, awaken the student's interest, allow the achievement of significant knowledge, and enable the development of skills.

Ortega (2012) conducted a study at Cuenca's Maria Auxiliadora High School to assess the improvement of Listening and Speaking Skills for Teaching English Through Film Based Activities for Science Students. The study examined how films can help people learn to talk and listen. Throughout the nine-month investigation, the author looked at the fifty-eight students' motivations and achievements, and the research exposed their experiences. A Pretest and Survey about the frequency with which participants utilized the target language were applied. In addition, trimester tests and a final questionnaire on the study's conclusions were also included. The survey data gave information to compare the findings of the pretest and trimester test to confirm the students' proficiency advances. The findings suggested that using Film Based Activities in listening and speaking skills was beneficial.

Niola (2017) analyzed how task-based audio materials could help intermediate students ranged in age from 16 to 17 years old at Francisco Febres Cordero High School. The students were split up into two groups: the control group and the treatment group. The study was divided into 2 sections: first, the researcher interviewed foreigners for data; and second, the information was given to students in a treatment group. The study had a quasi-experimental structure, focused on both quantitative data collection (pre-and post-tests given to participants) and qualitative data collection (interviews with foreigners and a follow-up survey of students). In addition, inductive, deductive, and analytical reasoning were used to achieve the study's objectives. The results show that students improved their vocabulary variety knowledge and responded positively to the intervention in terms of attitude and level of pleasure.

Aguilar and Sumba (2021) studied how project-based learning (PBL) affects the growth of English writing. The author stated that project-based learning, types of learning, competencies, writing, elements of writing, and types of texts served as the theoretical underpinning for this study. The study was descriptive in nature, with a qualitative method, a documentary bibliographic style, and a socio-educational modality. The data was collected using Google Academic, Eric, and Redalyc databases, which were used to find and evaluate information from papers with empirical investigations and academic books. The findings showed that project-based learning increased students' writing

abilities while also assisting in the development of interpersonal, intrapersonal, and cognitive skills. Therefore, it had a positive impact on the evolution of English writing.

Chiguano (2021) studied critical reading strategies and the evolution of reading comprehension. The study's objectives were to define "critical reading strategies," as well as the core concepts of reading comprehension development, the elements of critical reading, the various kinds of critical reading strategies, and the role that each of these strategies played in the growth of reading comprehension in the English language. Additionally, databases from Microsoft Academic, Eric, and Science Direct and keyword-based filters were used to find the most recent and significant papers. To organize the pertinent components of the data, a synthesis matrix was used. The results show that critical reading strategies had a positive effect, demonstrating that their combination played a substantial influence in the growth of reading proficiency.

García and Garzón (2020) identified the characteristics of virtual English learning environments. The study was bibliographic-documentary in nature since the interpretation of data gathered from primary and secondary sources by many authors was recorded, which aided in the formulation of the research variables. The paper used the documentary analysis method and organized its bibliographic and documentary cards so that each one contained a summary of each research source's analysis. The results showed that the four English skills may be developed relatively well in virtual English learning environments. These skills were modified so that they could be used in situations that best matched the needs and learning preferences of each student. Additionally, they further gave students access to interactions that could create natural-looking English surroundings.

According to recent findings, it is remarkable that the authors recommend using technological tools as one of the ideal methods to improve English language skills. Besides, it is necessary to highlight the insight that teachers and students regard the use of online collaborative tools and particularly how they influence positively in the development of English language learning. Moreover, students state that through the use of these tools they have developed their language skills considerably, and therefore they

agree that they should be continuously informed about the new online collaborative tools and their appropriate use in learning since they motivate them to engage in learning differently and successfully.

Furthermore, the researchers claim that the integration of these tools in the classroom contributes not only to improving learning but also helps the interaction among peers making collaborative learning where everyone is an equal participant in the process. In conclusion, comparing the diverse studies, it was evident that the students were the principal beneficiaries since they significantly improved their English language skills with the application of online collaborative tools, thereby raising their grades substantially.

2. 2 Literature review

2.2.1 Independent variable: Online Collaborative Tools

The present research focuses on the use of online collaborative tools to improve English language from students for first semester from Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la Universidad Técnica de Ambato. This variable follows the main categories stated below:

- Information Communication Technology (ICT)
- Technology in Education
- Online Collaborative Tools

2.2.1.1 Information Communication Technology (ICT)

Information and communication technologies (ICT) are those that revolve around three basic media: computers, telecommunications, and microelectronics; but they revolve not only in isolation but more significantly in an interactive and interconnected manner, which allows new forms of communication to be achieved. (Narváez, 2021).

Advantages and disadvantages

Regarding ICT there will be great advantages such as; it focuses more on the student's interests, stimulates critical thinking and the use of different multimedia files for the presentation of information, leads to active and collaborative learning, and strengthens

free and autonomous exploratory learning. Additionally, the teacher focuses on his role as facilitator and the student focuses on the fact that he is his learning manager and all students without exception have access to the teaching. However, there are also disadvantages which include: easy-going students, teachers without ICT training, technical failures and security, technology does not reach all parts of the country and there is no physical contact between student and teacher, which is essential for learning. (Herrera, 2020)

Internet

The Internet today is a massive global web that connects networks and computers distributed around the world, allowing us to communicate and search for and transfer information without great technological and economic requirements relative to the individual.

Origins

The Internet had a military origin that can be traced back to 1969 when the Advanced Research Projects Agency (ARPA) of the U.S. Department of Defense connected four geographically distant computer systems in a network that became known as ARPAnet. But while the original idea was intrinsically linked to military security, its evolution and implementation took place around the academic world (Shonfeld & Magen-Nagar, 2020).

2.2.1.2 Technology in Education

Cause of the widespread use of ICTs in various disciplines such as cultural, social, and educational, it has managed to expand and become a part of vital areas such as the economy, education, medical, and agriculture, among others, and globally. ICTs have the greatest impact not only in terms of accessing the information on the internet but also in terms of interacting with other users on the same topic. It currently enables us to hold online classrooms with students that adhere to quality standards, as well as uncover new solutions that allow students and professors to exchange information in real-time. According to Cadena (2021), individuals are now playing a larger role since they may jointly build information

Furthermore, Quinaucho (2020) stated that today there are dizzying, permanent, and substantial changes in the social, scientific, technical, and technological world. The new social paradigms, knowledge as power over all things, communication sciences, digital technology, and access to computers with greater ease, have generated the essential problems of society: a task that must be solved by education through scientific studies. Therefore, new technologies applied in education are a necessity.

Moreover, all learning requires change, and education, as a process, must move or advance. Thus, standing still is, directly and fundamentally, the opposite of education. For these changes and new ways of doing education, it is necessary to know and understand the techniques of team management for the development of efficient educational practices (Narváez, 2021).

Additionally, technology is widespread in the most vital aspects of our daily life, such as medicine, communication, and transportation, and it is critical to be educated in this area. Although Gomez (2018) claims that technology has revolutionized other sectors, such as healing severe illnesses, connecting individuals from far away regions, and allowing humans to travel large distances, it is also required to modernize education.

2.2.1.3 Online Collaborative Tools

Online collaborative tools are mediums used as a support in the teaching-learning process that have emerged along with the need for virtual education, which allows the development of online collaborative work. They are also defined as a group of programs that can be found in free or commercial software and allow to carry out group work and offer the necessary support to develop a shared project, whose main objective is the exchange of information, its management, and control (Moya, 2013), p. 24. In other words, the author adds that the main function of these resources is to be able to exchange information with other individuals who have the same interests. Nowadays it has become an essential means to interact in education in a virtual environment.

Besides, Altamirano (2021) points out that "they are resources that stimulate the development of critical thinking in students as part of their academic and professional training" (p.7), so through these media, they acquire a wide variety of content that allows them to develop critical thinking through interaction and the use of collaborative online tools.

Additionally, collaborative tools are beneficial for more than just bringing disparate teams together. They can improve procedures and provide real-time updates to keep projects on schedule. Learners can cooperate online with the group using features such as project management, time trackers, chat, video conferences, and virtual whiteboards, depending on the tool. Collaboration technologies enable the team to finish tasks on schedule, interact with coworkers, and make the most of every resource available (Niola, 2017).

Importance

The Pandemic has brought about the need for virtual education and has promoted the integration of technology as a means of collaborative learning to interact in the production of documents based on the use of different tools to work online. Nowadays, teachers must know ways to develop teaching skills with the knowledge in technological tools and use them as techniques or instruments for the virtual learning development. Additionally, the teacher preparation must respond to the educational reality based on the competencies and skills that students should develop and not focus on repetitive methodologies that are often inadequate. To conclude, the significance is based on the knowledge and mastery of which collaborative tools to apply within the educational environment since it is known how they work and the benefits they bring to the development of the class so that learning can be consolidated.

Tools

As suggested by Galindo, (2015), "There is a great variety of collaborative tools, the challenge is to intentionally select the appropriate tool that contributes to mediate the learning process in each space and potentiate the results obtained" (p. 28). The preparation in the digital area is now a teaching requirement that will guarantee that the teaching

process is effective, as far as there has been adequate planning of the class taking into account the resources available. Among these are the following:

Canva

This is a free web tool that uses creativity and collaborative work to help students develop visual learning skills. Its program is built on project-based learning. It is also a tool for both teachers and pupils. Teachers can use it to create various didactic resources for displaying content, while students can use it to create personal exhibitions, generate photographs, and create covers to round out their major purposes (Herrera, 2020).

Genially

According to Herrera (2020), this is an online application that allows learners to create and edit visually appealing materials such as reports, interactive photos, guides, films, and infographics. There are two types of accounts: free and paid. The free version does not allow you to download the files, but it does allow you to share and embed them.

Padlet

Rashid (2019) stated that it is a free web-based application that allows users to create a "wall" where they may publish words, photographs, and even videos that can be viewed by anybody who knows the URL or location of the specific wall. It might be used as a whiteboard with a permanent record, a back-channel for questions and feedback, a review, summary, and application of key concepts, and after-class activities. Because students have immediate access to a wide range of comments from peers, Padlet enables the option to observe a variety of responses, which could allow for opportunities for peer learning and self-assessment. Additionally, Padlet assignments will assist the student in motivating and engaging them during the reading process, resulting in excellent results.

Flipgrid

It is a tool that allows users to upload videos. This is an engaging application that enables students to record videos on their computers or smartphones. According to Sánchez, (2021), the teacher gives the kids a code for an activity, which they enter or scan, and then

they may work on their speaking skills. This program can help students gain confidence while speaking because they can speak and record themselves discussing any topic of their choice, and they can improve the assignment if they notice any mistakes.

SpeakPipe

It is a voice recorder voicemail app that allows users to record audio directly from their browser using the computer's microphone. Students can use this tool to record information for any activity, listen to it to double-check the material, record it again if the work needs to be repeated, and save the recording (La Hanisi et al., 2018). This program helps students enhance their oral communication skills by allowing them to review and improve their speech records.

Google docs

It is a collaboration document where students will work collaboratively. Besides learners need just to share the online link to work cooperatively in the same document as they keep interacting and sharing ideas but the most important they can write and post their ideas, opinions, or comments. According to Andrew (2019) it will report good results on student behaviors while collaborating online.

Kahoot

It is a gamified, social educational web service that works like a game, awarding users with a high score that propels them to the top of the scoreboard as they move through the answers. A gaming board known as Kahoot can be created by anyone (Martínez, 2017). Therefore, if you're interested, you can take a quiz on triangle types, celestial bodies, or road codes. There are no restrictions as long as the application fits into one of the four categories currently accessible. It was designed for educational purposes, although it can only be used for fun. The idea is what we have heard many times: learn while having fun (Zhiña, 2021).

2.2.2 Dependent variable: English Language

The current study employs the English language as a dependent variable, the following categories are implemented:

- Communication
- Language Teaching
- English Language

2.2.2.1 Communication

According to Hannam (2017), communication is the act of transmitting information from one point to another. In the case of humans, communication is also defined as the process of conveying thoughts, feelings, and messages to another person. All living beings, on the other hand, communicate. This means that all lifeforms can communicate using a variety of signs.

Types of communication

Humans can employ one, two, or more types of communication at the same time, according to Hannam (2017), or only one at a time. Humans use communication to comprehend and be understood by others. A person can, for example, use both verbal and nonverbal communication at the same time. It's been estimated that 90% of what people say is communicated through body language. As a result, body language and gestures speak louder than words. As a result, words can be deceiving, but body language is never misleading.

Communicative Approach

Communication has always been the principal purpose for teachers when teaching English. Therefore, as a result, the communicative view of language as a tool for communication emphasizes the idea that language is used to communicate. It all started with an article by Dell Hymes about communicative competency (Mena, 2018). This paper introduced new ways of linguistics. The communicative approach was built on the foundation of communicative competence. Hymes defined communicative competence as knowing the norms for comprehending and producing both referential and social meaning

in language. He saw communicative competence as a system that included grammatical, psycholinguistic, and social components.

Hymes also looked at four factors that influence a language learner's communicative skills. These characteristics are grammar, feasibility, appropriateness, and performance. To put it another way, mastering grammar structures are not enough to communicate. It is critical to master the language and to understand when and how to apply it.

2.2.2.2 Language teaching

Almost everyone who learns English hopes to be able to converse with others. It is critical to improve the teaching process to achieve these goals. As a reason, communicative language teaching looks to be a viable option for assisting instructors in creating communicative settings in the classroom. What to teach and how to teach are the foundations of Communicative Language Teaching (CLT).

Language

Language, according to Nordquist (2017), is a human system of communication that uses arbitrary signals such as vocal sounds, gestures, and/or written symbols to communicate. Linguistics is the science of language.

2.2.2.3 English Language

History of language teaching

Richards and Rogers (2021) provide historical context for the many developments in language instruction. Students' competence levels have changed as they progressed from reading comprehension to oral communication. Since the introduction of contemporary languages to the curriculum, textbooks have mostly contained grammar principles, vocabulary, and translation. However, the objective of learning a foreign language has shifted with time, and in the twentieth century, communication became the primary goal.

Methods and approaches

Mainly, in the twentieth century, the most well-known approaches were the Grammar Translation Method and the Audio-lingual Method. The purpose of the Grammar-Translation method is to learn a language such that you can read its literature by studying grammatical rules and converting phrases. According to the article Basic Assumptions in English Teaching English as an International Language, the Audio-lingual technique centered on learning the language English as an International Language that people all over the globe use to communicate. EIL is regarded as a valuable resource for gaining access to the world's intellectual and technical resources in a variety of areas and sciences.

Language skills

Communication abilities are divided into two categories: receptive and productive. Speaking and writing are productive skills, whereas listening and reading are receptive skills. It is indeed challenging for a teacher to discover motivational tactics while also improving students' listening, speaking, reading, and writing skills.

Productive skills

Speaking and writing are both considered productive talents. These two skills are referred to as productive since they require students to develop language on their own. Speaking and writing, in other words, are two abilities that need people to manage language to convey their thoughts, ideas, experiences, and emotions in both written and spoken ways. Hossain (2015) also stated that productive skills are important when learning a language because speaking and writing allow students to practice real-life tasks in the classroom. He further said that productive skills can be used to assess how much kids have learned. Effective speaking abilities demonstrate significant improvement among students and aid in their confidence building. All of this makes improving one's speaking ability a dynamic process that takes a lot of practice, drive, and teamwork.

Speaking

The productive oral skill is speaking which produces a systematic linguistic utterance to convey meaning. Speaking is one approach to conveying what individuals are thinking

and feeling. When people do this, their brains go through a series of internal processes. Ideas, for example, are arranged into semantic frames, making them more meaningful, accurate, and cohesive. In addition, when the message is arranged, the speaker articulates the phonemes so that the message can be transmitted to the language receiver. According to Villacis (2018), when some features of speech are taken into account, all of this is achievable.

Writing

The ability to write is a social, cultural, and linguistic ability that emerges when people acquire, study and master a language in its entirety. This capacity allows people to exchange information effectively through writing or illustrations. Additionally, writing is a complex process including both cognitive and affective parts of a person's personality. Because it is not a natural ability of the human brain, formal instruction is required to acquire and systematize it. The brain develops both high and low-level cognitive skills to learn to write (Carrión, 2021).

Receptive skills

Receptive skills are those in which students receive and process information without having to produce language, whereas productive skills, such as speech, necessitate output. Understanding language through reading and listening is referred to as receptive abilities. Only when the communication is decoded correctly is it understood and interpreted correctly.

Reading

In his research, Gilakjani (2019) emphasized the relevance of reading in the knowledge society's competencies. That is, the ability to comprehend the various forms of written language required by society, as well as the necessity for individual reading, aids comprehension. In addition to obtaining, spreading, and enhancing meanings in the context of reading, it aids in our comprehension and improvement of reading skills. The use of ICTs transforms a book into a dynamic material that includes animations and multimedia annexes that aid critical analysis without sacrificing the substance of the

original. writing. In his research on reading comprehension, Rumelhart (2019) claims that reading is much more than just translating punctuation signs.

In particular, reading involves the use of language, but also the interpretation of syntactic and semantic features, as well as the handling of notions that each author intends to understand. Because it requires knowledge of frames of reference, ideology, and roles, it also incorporates cultural interference. What this author proposes allows for a broad understanding of the sub-processes and skills required within the reading process, demonstrating the significance of the component as the cultural and ideological cultural and ideological dimension that has a significant influence during the reading process. Speaking skill Hasan (2012) noted that speaking is considered the most important language skill since it is one of the means to convey information to others and through which people do most of their actions.

Listening

The ability to recognize sounds, identify them from others, identify acoustic features, recognize words heard and connect them with an image, and understand hearing information is known as listening skills. Listening skills are as essential as, but not more important than, oral abilities, because one cannot function without the other, and speaking for the sake of speaking is not a great accomplishment if what we say is not understood by others. In this perspective, listening becomes an essential social component for almost every human being, except for those who cannot hear (Córdoba Cubillo et al., 2015).

The four basic skills are split into productive skills, such as speaking and writing, and receptive skills, such as reading and listening, in educational practice. Although this classification remains relevant, as can be observed in almost every literature on teaching methodology, the definition of what is responsive or productive has evolved. It was once thought that receptive skills required little effort and that the cognitive demands were virtually exclusively present in writing and speaking. Reading comprehension and listening comprehension, while receptive, both need a set of cognitive processes without which the person would be unable to make sense.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The current study took place at Ambato's Technical University. The participants were 36 first-semester Pedagogy of National and Foreign Languages Career students. There were 16 students in the control group and 20 students in the experimental group. Even though the students have had an English education since elementary school, they do not have a defined level of English management.

3.2 Tools and Techniques

Nowadays as a consequence of the Covid-19 pandemic, education has been done over the internet. Thus, the following materials were used to develop this inquiry using the online modality.

- Computers and laptops
- Cellphones
- Internet connection
- Zoom platform
- Online Collaborative Tools

3.3 Research Approach

3.3.1 Approach

In this research, the quantitative approach was used, which was defined as a sequential and evidential process where variables are measured in a certain context; the resulting measurements are analyzed using statistical methods, and a series of conclusions are drawn (Hernández, 2014), p. 4. The variables were determined to be the online collaborative tools and the English language. A survey was applied to the students and the teacher of the subject online to determine the level of knowledge that the participants have regarding the topic. In addition, a pre-test and post-test were applied to the two

study groups. Consequently, the results were captured in graphs and statistical data to make it simple to understand and present the conclusions.

3.3.2 Method

Furthermore, the research method applied in this research is bibliographical and documentary as it needs to support the research with concepts, theories, approaches, and viewpoints from different authors that have investigated the variables in this inquiry. This data serves as the foundation for the problem's analysis. Besides, examining what experts around the world have done and concluded in their studies gave the researcher a larger viewpoint from which to propose solutions to the problem. The method of bibliographic and documentary research entails all aspects of conceptualizing, utilizing, and analyzing publications, newspapers, diaries, articles, scientific journals, videos, and books for the investigator to thoroughly research the two variables.

3.3.3 Research level

Furthermore, this research is quasi-experimental and correlational. It is quasi-experimental because it aimed to explain some kind of causation. In the experiment, the researcher tried to determine the effects of one variable on the other. Hernández, Fernández, and Baptista (2016) stated that experimental designs are used when the researcher wants to see the possible effect of a cause. Therefore, this study consisted of two groups. One control group and another an experimental one.

This research is correlational because it examined the behavior of the two variables and how they are related. Waters (2017) pointed out that “a correlational study is a quantitative method of research in which you have two quantitative variables from the same group and you are trying to determine if there is a relationship between them” (p. 6). This means the researcher was able to evaluate if the independent variable correlated to the dependent one. Additionally, Curtis (2017) emphasized that correlational research is important because it evaluates two or more features and estimates the correlation between them.

3.4 Hypothesis – Research Question – Idea to defend

The current study was performed at the Technical University of Ambato with participants in the first semester of the Pedagogy of National and Foreign Languages Career. In this study, the use of online collaboration was implemented to improve the student's English language skills, so an experiment was conducted applying some activities which imply the use of collaborative tools as means to collect and evaluate the students' performance. Was applied an IBM SPSS statistical software and a T-student to verify the hypothesis.

Independent variable:

Online Collaborative Tools

Dependent variable:

English Language

Hypothesis approach:

Null hypothesis H0:

The use of online collaborative tools does not improve the English Language skills in students for first semester of the Pedagogy of National and Foreign Languages Major of the Technical University of Ambato.

Alternative hypothesis H1:

The use of online collaborative tools does improve the English Language skills in students for first semester of the Pedagogy of National and Foreign Languages Major of the Technical University of Ambato.

Research Questions

- (a) What are the online collaborative tools most used in the English language?
- (b) Does the English language improve through the use of different online collaborative tools?
- (c) How to use various online collaborative tools to improve the English language.?

3.5 Population or sample

This research work was carried out at the Technical University of Ambato with 36 participants in the first semester of the Pedagogy of National and Foreign Languages Career divided into two groups. The control group consisted of 16 students and the experimental group had 20 students. In addition, considering the small population size, it was not required to calculate the sample.

Table 1. Population

Semester	Group	Number	Percentage
First semester of PINE Major.	Experimental	20	56%
First semester of PINE Major.	Control	16	44%
Total		36	100%

Prepared by: Chadán, M. (2022)

Source: Universidad Técnica de Ambato PINE Major.

3.6 Data collection:

The researcher employed the testing technique through pre-and post-test directed to students to gather data about their English language skills; both included rubrics for writing and speaking parts. In addition, a survey was used as an instrument to collect the students' perceptions, so the instruments were validated by qualified English teachers.

- **Techniques:**

The researcher employed the testing technique through pre-and post-test directed to students to gather data about their English language skills; both included rubrics for writing and speaking parts. In addition, a survey was used as an instrument to collect the students' perceptions, so the instruments were validated by qualified English teachers. The collection data plan and the instruments are detailed in the tables below.

- **Instruments:**
- **Pre-test and post test**

Pre- and post-tests adapted by the researcher from Cambridge exams were used together with rubrics for writing and speaking skills. These instruments were validated by two teachers who are experts in the area. (Annex 3) The objective of the test was to analyze the students' ability to use the English language to communicate in simple situations. In addition, the tests contained twelve questions divided into four parts; reading five questions related to short emails, notices, signs, or text messages, writing a question to write an email inviting a friend to go swimming, and five questions related to basic topics to taste listening and one question about student personal information for the speaking part.

Since the test was focused on the four language skills, it lasted 60 minutes; 15 minutes for reading, 25 minutes for writing, 15 minutes for listening, and 5 minutes for the speaking part. In addition, there was an intervention that consisted of 6 sessions of 60 minutes each. Where students had to develop activities using some collaborative tools per session. After that, the post-test was administered to check students' progress in their language skills.

Survey

It is another instrument used in this study and it consists of a set of ten questions about the students' perceptions of online collaborative tools. Due to the COVID-19 pandemic, the researcher has created an online survey using the Microsoft Forms tool for data collection. Additionally, web-based surveys show several advantages, having the potential of allowing data collection in large populations than would be possible with a traditional survey. Therefore, the online survey questionnaire was sent to each student for gathering their perceptions about the online collaborative tools for improving the English language.

Rubrics:

Two rubrics were relevant instruments in this study since they allowed the researcher to measure the students' writing and speaking performance and get their scores in the

pre-and post-tests. These rubrics were taken from the Assessment Scale-Cambridge English; they did not need validation as they were adapted from Cambridge to assess the writing and speaking parts. The writing rubric was based on three criteria: content, organization, and language. The speaking rubric was based on three criteria as well; grammar & vocabulary, pronunciation, and interactive communication. Each one of these aspects was scored over 5 points with a total score of 15 points. (Annex 4)

Table 2. Data collection plan

Basic questions	Purpose
What is the goal?	To achieve the research objectives
Who is the main stakeholders?	36 students from Pedagogía de los Idiomas Nacionales y Extranjeros
What are the variables?	Online collaborative tools and the language skills
Who is the researcher?	Myrian Chadan
When?	January- February 2022
Where?	At Universidad Técnica de Ambato.
How many times?	Pre-test (once) Post-test (once)
What methods are used to collect data?	Testing
Which are the instruments?	Pre-test and post-test
In what situation?	In System and Context classes in an open, flexible context.

Prepared by: Chadan, M. (2022)

Source: Data collection

3.7 Data processing and Analysis

First, the information was collected and analyzed, Then, it was codified by scoring the tests quantitatively according to the skills and the rubrics used to assess them. Descriptive statistics and bar charts were used to make easier the explanation of the data collection. Thus, it was used frequency distribution tables and bar graphs to get a more detailed description of the gathered data. Moreover, central tendency and measures of dispersion

like mean and standard deviation were employed to make a precise description of the data. The IBM SPSS Statistical Software was used to perform this procedure.

Then, the control and the experimental group data were analyzed to find out the variances within them. The average score of each group after the treatment was studied as well as the differences between them to verify the hypothesis. Therefore, it was done by applying the Student's t-test.

3.8 Response variables or Results

Some steps were carried out to analyze the data obtained in this research, after reviewing the activities using online collaborative tools and English language skills development.

First, the pre-test was taken by students of both groups control and experimental to know their level of language skills before the incorporation of online collaborative tools in the experiment. It was done to gather data and contribute to the research results. It also helped the teacher to know the students' proficiency in the English language. Moreover, the intervention was held with 20 students in the first semester of PINE from Universidad Técnica de Ambato through the Zoom platform. Students were having online classes due to the pandemic situation of Covid-19. Thus, all students have internet access and technological devices to connect to the classes.

Furthermore, students received 3 hours of System and Context classes per week, each one of 60 minutes. The topics for each activity were developed according to the students' level and everyday situations, taking into account extra resources like tutorial videos. The topic from each activity was about the use of online collaborative tools; the advantages and disadvantages of using online tools; Virtual education issues causes and effects, defending points of view of learning English through virtual or face to face context; Interesting facts of life, and important person in the world. The video tutorials were chosen based on the online collaborative tools needed to use on each activity that was useful to students to develop the task.

Moreover, the activities were developed taking into account the conectivism theory (Shrivasta, 2018), which states that learning can emerge from the outside. Therefore, technology supports learners in acquiring knowledge, connecting, and interacting with one another. Students then developed exercises based on their prior understanding of the topic while also including the use of online collaborative technologies. Furthermore, when they collaborated to construct the assignments, they were able to engage, collaborate, and express their points of view.

Additionally, students were asked to develop activities using some online tools. The teacher provided the topic, the activity, the online collaborative tools, and how students will use them to perform each task, and the tasks were accomplished according to the topic given to the teacher each session. On the other hand, at the beginning of the experiment, students reviewed the online tools that help in a virtual education context. Moreover, the steps of using some online tools (Canva, Genially, Miro, Google Docs, Flipgrid, and Padlet) in collaboratively developing activities were also checked. It is important to remark that students were motivated on using them because they were previously instructed on how important is to develop the language skills collaboratively.

At the end of the experiment, the post-test was taken by students to check their progress in language skills after using online collaboration for six sessions. The control group who did not have any intervention took the same test. The tests were assessed taking into account the four English skills and through the rubrics for speaking and writing parts, the rubrics contained three categories each, the writing one has; Content, organization, and language, and the speaking rubric was based on; Grammar and Vocabulary, pronunciation and interactive communication.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Demographic information

The present study is mainly made up of women, who represent 66.7% of the total sample, that is, there are two women for one man in the Pedagogy of National and Foreign Languages program at the Technical University of Ambato (Table 3).

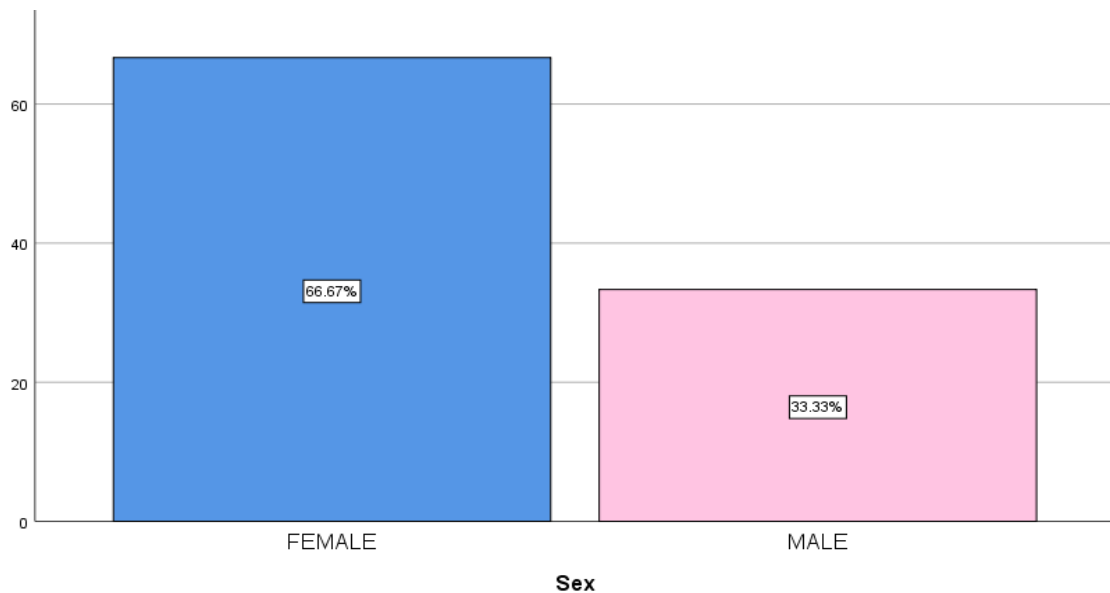
Table 3. Table of frequency of the demographic variable sex

Sex	Frequency	Percentage	Cumulative Percentage
Female	24	66.7	66.7
Male	12	33.3	100.0
Total	36	100.0	

Prepared by: Chadan, M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 1. Bar graph of the demographic variable sex



Prepared by: Chadan, M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Table 4 presents the descriptive statistics for the age of the students, which ranges from 18 to 28 years, with a mean of 20.5 years and standard deviation of 2.34.

Table 4. Descriptive statistics of the demographic variable age.

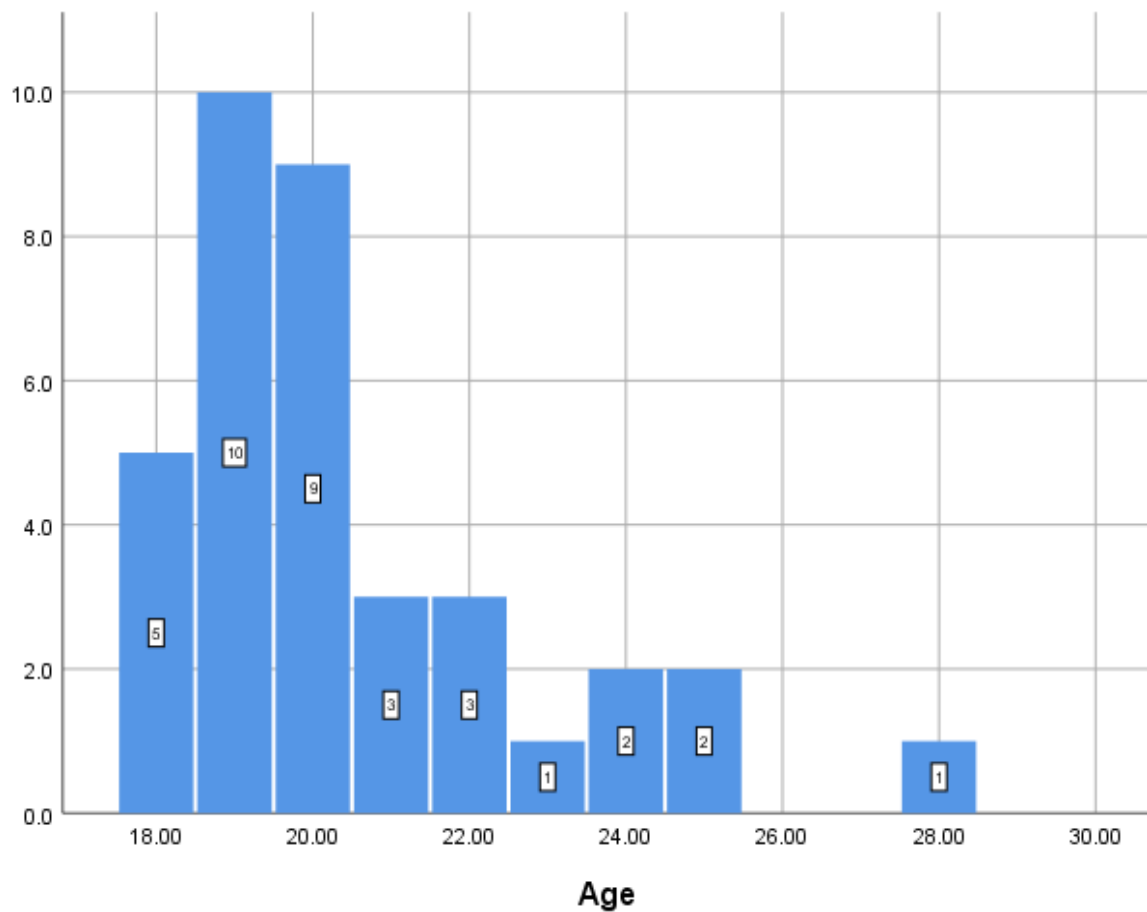
Minimum	Maximum	Mean	Standard deviation
18.00	28.00	20.50	2.34

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

The histogram in Figure 2 shows that 24 students, representing 66.67% of the sample, are aged between 18 and 20 years.

Illustration 2. Histogram of the demographic variable age



Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

4.2. Descriptive analysis of the survey

Table 5 presents the results of the first item of the questionnaire. It is observed that 77.8% of the students claim to have "little" knowledge about online collaborative tools, while the remaining 22.2% say they know "a lot" about them. These results reveal the low level of students in the use of online collaborative tools.

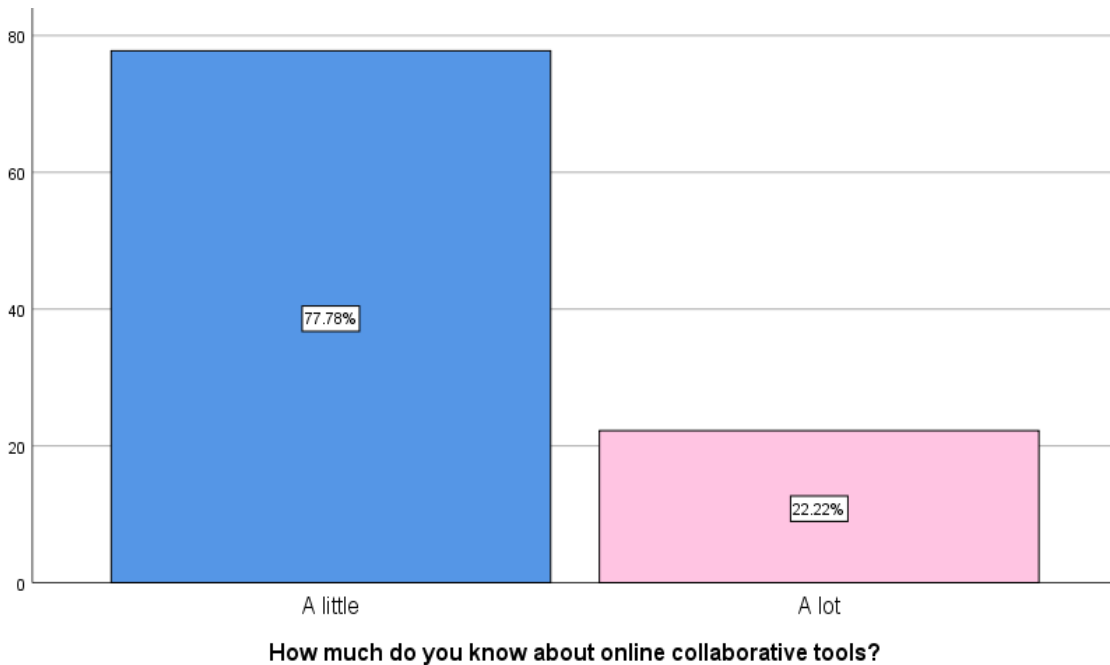
Table 5. Frequency table: How much do you know about online collaborative tools?

Scale	Frequency	Percentage	Cumulative Percentage
A little	28	77.8	77.8
A lot	8	22.2	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 3. Bar graph: How much do you know about online collaborative tools?



Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Table 6 shows the results of the second question of the survey. It is observed that 19.4% of the students' state that they have "never" participated in talks or training on the use of

online collaborative tools, 69.4% have done so "occasionally" and 11.1% do so "always". These results show that most students do not receive regular training on topics related to the use of online collaborative tools.

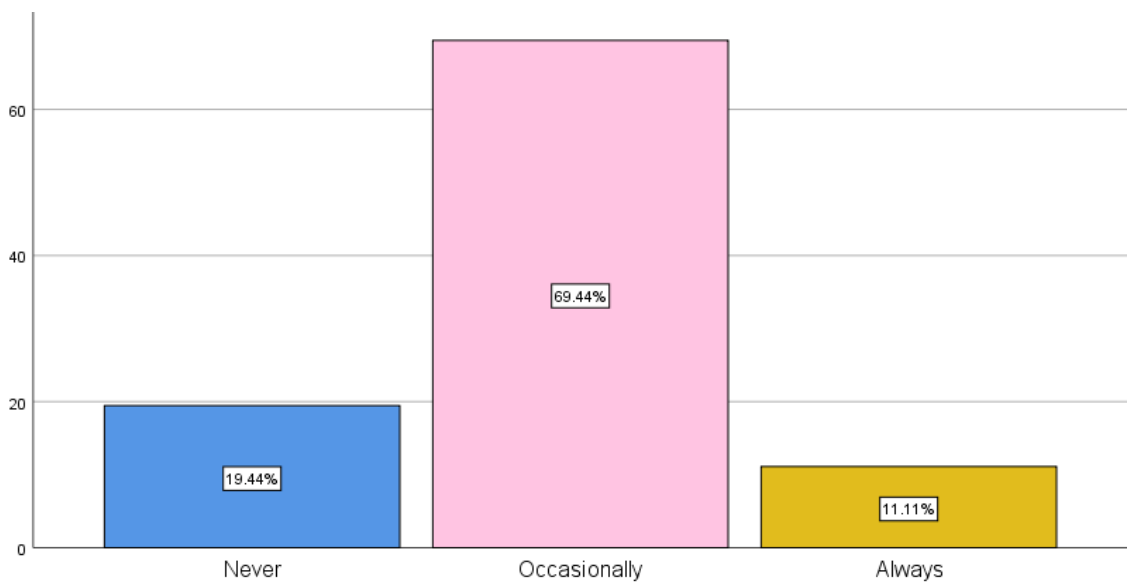
Table 6. Frequency table: How often do you participate in talks or training on the use of online collaborative tools?

Scale	Frequency	Percentage	Cumulative Percentage
Never	7	19.4	19.4
Occasionally	25	69.4	88.9
Always	4	11.1	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 4. Bar graph: How often do you participate in talks or training on the use of online collaborative tools?



How often do you participate in talks or training on the use of online collaborative tools?

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

The results of the third question of the questionnaire are shown in Table 7. It is observed that 5.6% of the students claim to know "nothing" about the application of online

collaborative tools in virtual education, 75% say they know "little" while 19.4% know "a lot" about it. These results reveal the low level of knowledge of students on issues related to the application of online collaborative tools in virtual education.

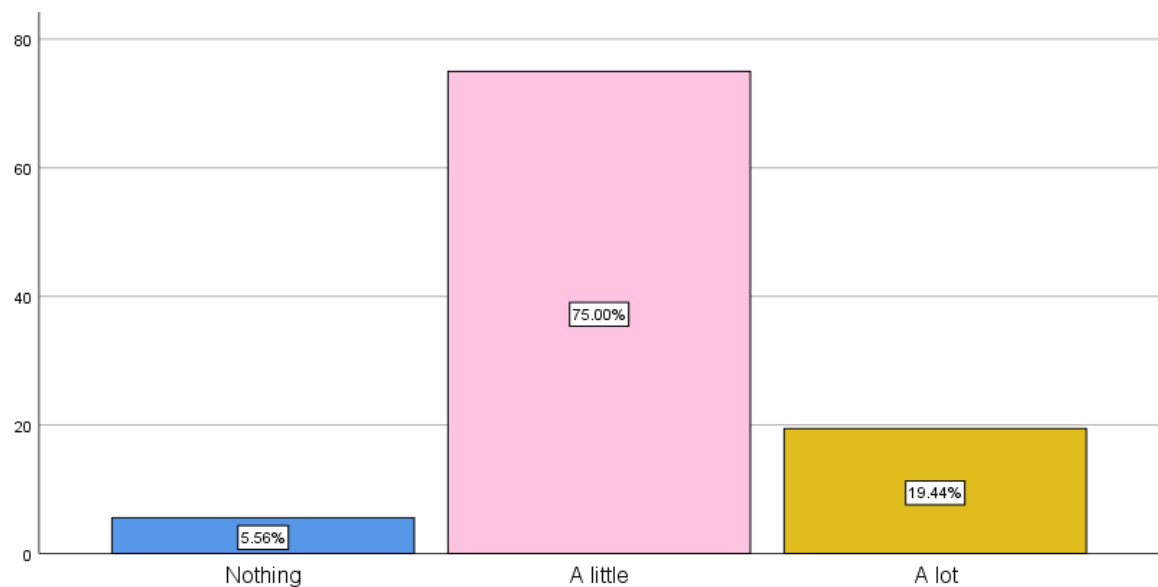
Table 7. Frequency table: How much do you know about the application of online collaborative tools in virtual education?

Scale	Frequency	Percentage	Cumulative Percentage
Nothing	2	5.6	5.6
A little	27	75.0	80.6
A lot	7	19.4	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 5. Bar graph: How much do you know about the application of online collaborative tools in virtual education?



How much do you know about the application of online collaborative tools in virtual education?

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

In table 8 the results of the fourth question of the survey are presented. It can be observed that 2.8% of the students' state that they "never" use online collaborative tools in virtual

education, 63.9% use them "occasionally" and 33.3% use them "always". These results show that the majority of students do not regularly use online collaborative tools in virtual education; however, the number of students who always use these tools can be considered significant.

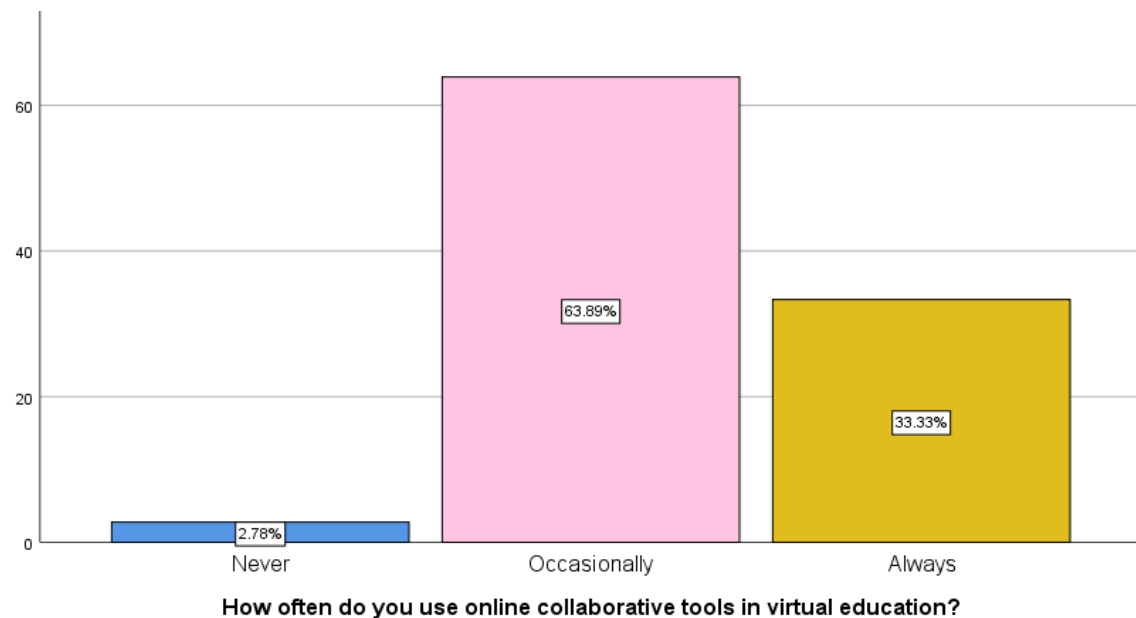
Table 8. Frequency table: How often do you use online collaborative tools in virtual education?

Scale	Frequency	Percentage	Cumulative Percentage
Never	1	2.8	2.8
Occasionally	23	63.9	66.7
Always	12	33.3	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 6. Bar graph: How often do you use online collaborative tools in virtual education?



Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program at the Technical University of Ambato.

In table 9 the results of the fifth question of the questionnaire are shown. It is observed that 11.1% of the students say that online collaborative tools for virtual education help to share documentation, 33.3% affirm that these tools benefit in the search for learning style information, while 8.3% state that they serve to form work groups, and 47.2% perceive a benefit for dynamic and interactive classes.

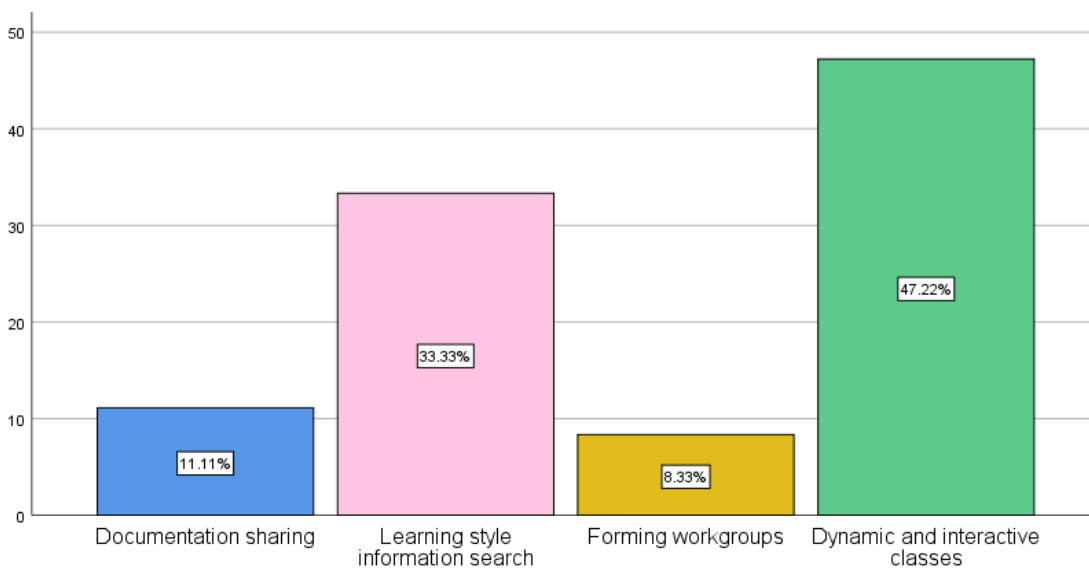
Table 9. Frequency table: What benefits do you consider that online collaborative tools bring to virtual education?

Scale	Frequency	Percentage	Cumulative Percentage
Documentation sharing	4	11.1	11.1
Learning style information search	12	33.3	44.4
Forming workgroups	3	8.3	52.8
Dynamic and interactive classes	17	47.2	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 7. Bar graph: What benefits do you consider that online collaborative tools bring to virtual education?



What benefits do you consider that online collaborative tools bring to virtual education?

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

In table 10 the results of the sixth question of the questionnaire are presented. It can be seen that 55.6% of the students consider that online collaborative tools are " a little" effective in improving learning, while the remaining 44.4% say that they are " a lot" effective. Although the majority of students have a negative perception of the effectiveness of online collaborative tools, this percentage is not much higher than the number of students who affirm the opposite; this polarization of criteria makes a more in-depth study relevant and necessary.

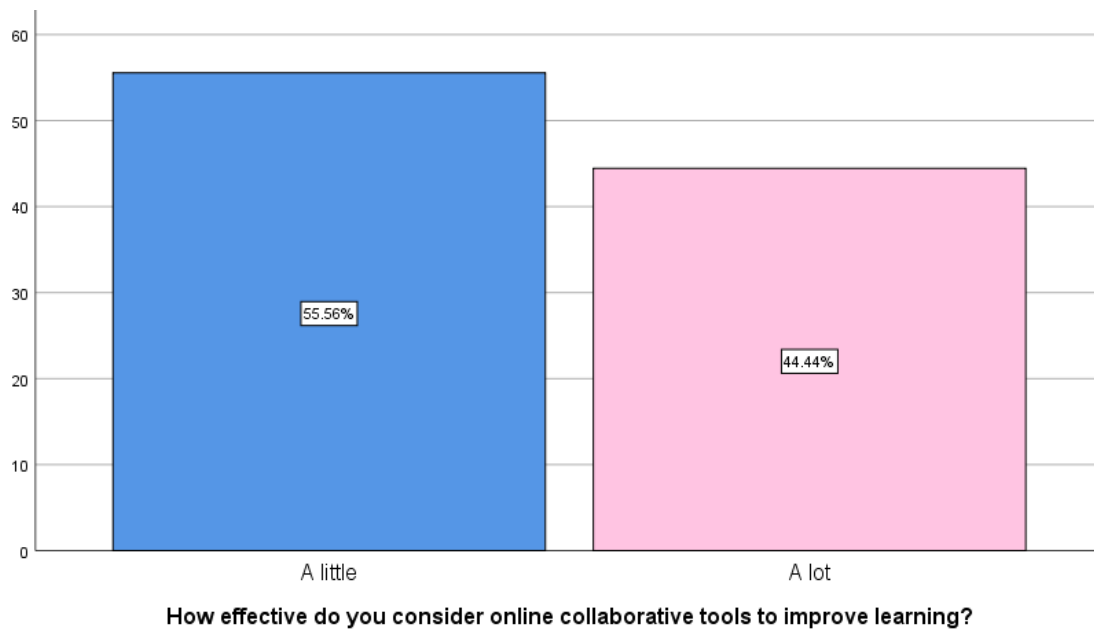
Table 10. Frequency table: How effective do you consider online collaborative tools to improve learning?

Scale	Frequency	Percentage	Cumulative Percentage
A little	20	55.6	55.6
A lot	16	44.4	100.0
Total	36	100.0	

Prepared by: Chadán M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 8. Bar graph: How effective do you consider online collaborative tools to improve learning?



Prepared by: Chadán M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

In table 11, the results of the seventh question of the questionnaire are shown. It is observed that 2.8% of the students' state that they "never" use online collaborative tools for the development of English language learning, 66.7% use them "occasionally", and 30.6% use them "always". These results suggest that the majority of students do not use online collaborative tools regularly, however, the number of students who always use such tools can be regarded as significant.

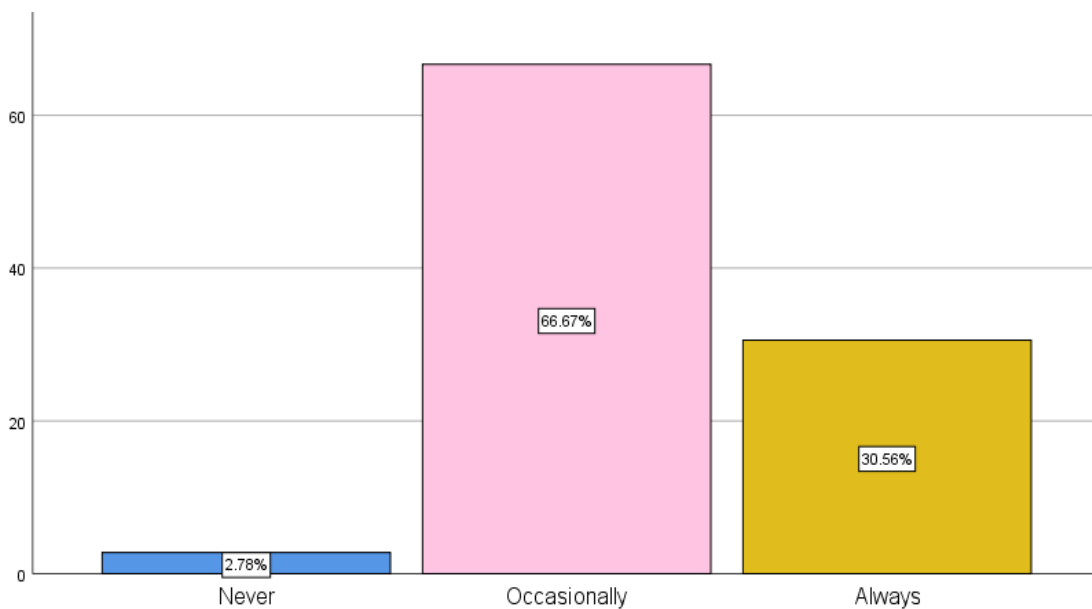
Table 11. Frequency table: How often have you used online collaborative tools for English language learning development?

Scale	Frequency	Percentage	Cumulative Percentage
Never	1	2.8	2.8
Occasionally	24	66.7	69.4
Always	11	30.6	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 9. Bar graph: How often have you used online collaborative tools for English language learning development?



How often have you used online collaborative tools for English language learning development?

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

In table 12 the results of the eighth question of the questionnaire are reported. It is observed that 52.8% of the students consider that online collaborative tools are " a little" useful for English language development, while 47.2% think that they are " a lot" useful. Although the majority of students have a negative perception of the usefulness of online collaborative tools for English language development, this majority is not much higher than the number of students who affirm the opposite, this criteria bias makes a deeper study relevant and necessary.

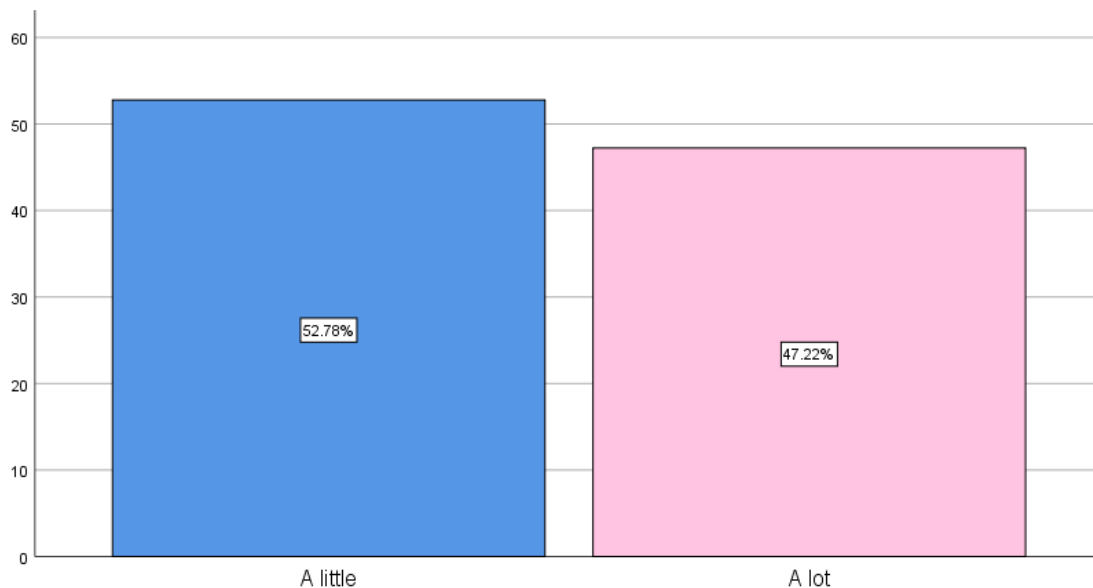
Table 12. Frequency table: How useful have you found online collaborative tools for English language development?

Scale	Frequency	Percentage	Cumulative Percentage
A little	19	52.8	52.8
A lot	17	47.2	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 10. Bar graph: How useful have you found online collaborative tools for English language development?



How useful have you found online collaborative tools for English language development?

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Table 13 shows the results of the ninth question of the survey. It is observed that 11.1% of the students' state that Google Docs is the online collaborative tool they have used the most during English language learning, 77.8% say they have mainly used Canva, and 11.1% Genially. These results show that students use the most known collaborative tool and on the other hand they are not aware of the new online collaborative tools, which makes it important to develop this research.

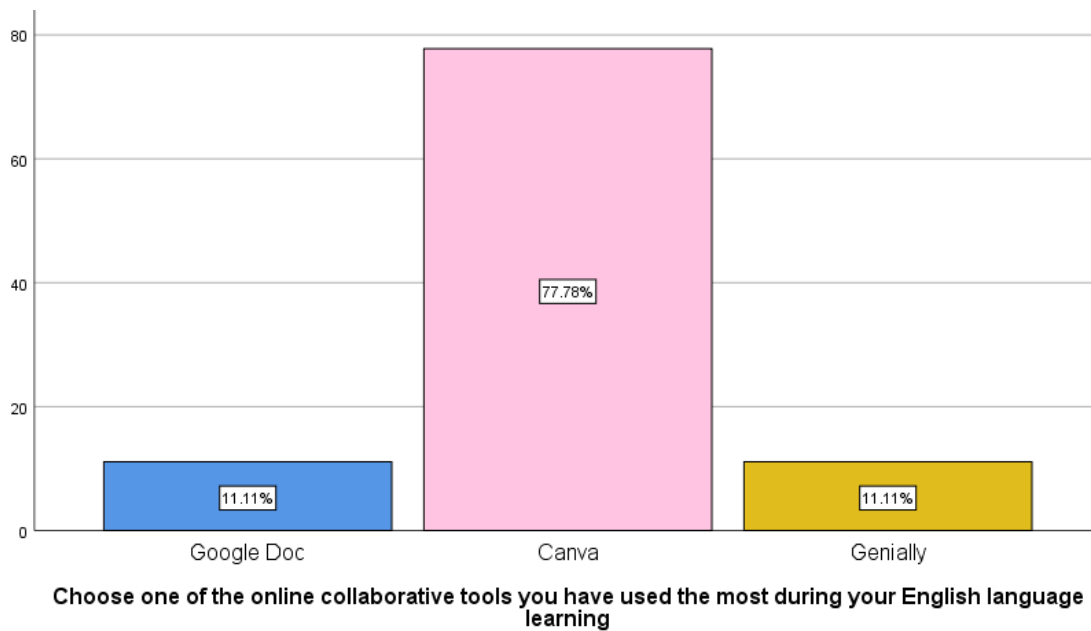
Table 13. Choose one of the online collaborative tools you have used the most during your English language Learning.

Scale	Frequency	Percentage	Cumulative Percentage
Google Doc	4	11.1	11.1
Canva	28	77.8	88.9
Genially	4	11.1	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 11. Bar graph: Choose one of the online collaborative tools you have used the most during your English language Learning



Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

In table 14 the results of the tenth question of the survey are indicated. It can be seen that 44.4% of the students consider that online collaborative tools are " a little" beneficial for peer interaction, while 55.6% think that they are " a lot" valuable. Although the majority of students have a positive perception of the benefit of online collaborative tools for peer interaction, this majority of students is not much higher than the number of students who say the opposite, this results in a polarization of criteria that makes a more in-depth study relevant and necessary.

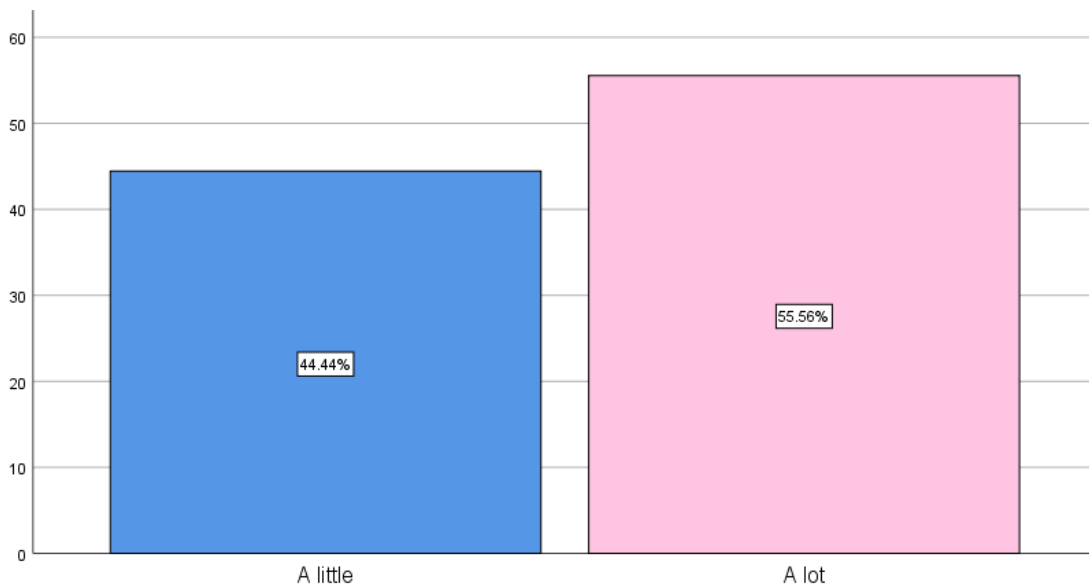
Table 14. Frequency table: How beneficial do you consider online collaborative tools for peer-to-peer interaction?

Scale	Frequency	Percentage	Cumulative Percentage
A little	16	44.4	44.4
A lot	20	55.6	100.0
Total	36	100.0	

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

Illustration 12. Bar graph: How beneficial do you consider online collaborative tools for peer-to-peer interaction?



How beneficial do you consider online collaborative tools for peer-to-peer interaction?

Prepared by: Chadan M. (2022)

Source: Survey applied to students of the Pedagogy of National and Foreign Languages program.

4.3. Analysis and interpretation of pre-test results

The pre-test results for each study group are presented in Table 15.

The reading skill level of the students in the experimental group reaches a mean of 3.700 out of 5 points, a standard deviation of 1.174, and a range with a minimum score of 2.000 and a maximum of 5.000. Meanwhile, the control group obtains a mean of 3.688, a standard deviation of 1.448, and a range determined by a minimum score of 0.000 and a maximum of 5.000. These statistics show a non-significant difference between the groups' means. The possible equality is maintained in the dispersion of the data because the standard deviation is very similar even though the minimum scores differ, indicating that the minimum score of zero is the result of atypical performance by one of the students in the control group.

The writing skill level of the students in the experimental group reaches a mean of 2.800 out of 5 points, a standard deviation of 0.696, and a range with a minimum score of 2.000 and a maximum score of 4.000. At the same time, the control group obtains a mean of 2.625, a standard deviation of 0.619, and a range determined by a minimum score of 2.000 and a maximum of 4.000. These statistics show a non-significant difference between the groups' means. The possible equality is maintained in the dispersion of the data because the standard deviation is very similar and the ranges are identical.

The listening skill level of the students in the experimental group reaches a mean of 3,200 out of 5 points, a standard deviation of 1,436, and a range with a minimum score of 1,000 and a maximum of 5,000. In turn, the control group obtains a mean of 3.375, a standard deviation of 1.360, and a range determined by a minimum score of 1.000 and a maximum of 5.000. These statistics demonstrate an insignificant apparent difference between the groups' means. The possible equality is maintained in the dispersion of the data because the standard deviation is very similar and the ranges are identical.

The speaking skill level of the students in the experimental group reaches a mean of 2.950 out of 5 points, a standard deviation of 0.510, and a range with a minimum score of 2.000

and a maximum of 4.000. Meanwhile, the control group obtains a mean of 2.875, a standard deviation of 0.500, and a range determined by a minimum score of 2.000 and a maximum of 4.000. These statistics reveal an approximately non-significant difference between the groups' means. The apparent equality is maintained in the dispersion of the data because the standard deviation is very similar and the ranges are identical.

The trend of the indicators analyzed in the previous paragraphs is maintained in the overall assessment of the pre-test. Therefore, the non-significant difference is maintained with a mean of 12.650 for the experimental group and 12.563 for the control group.

Table 15. Pre-test results

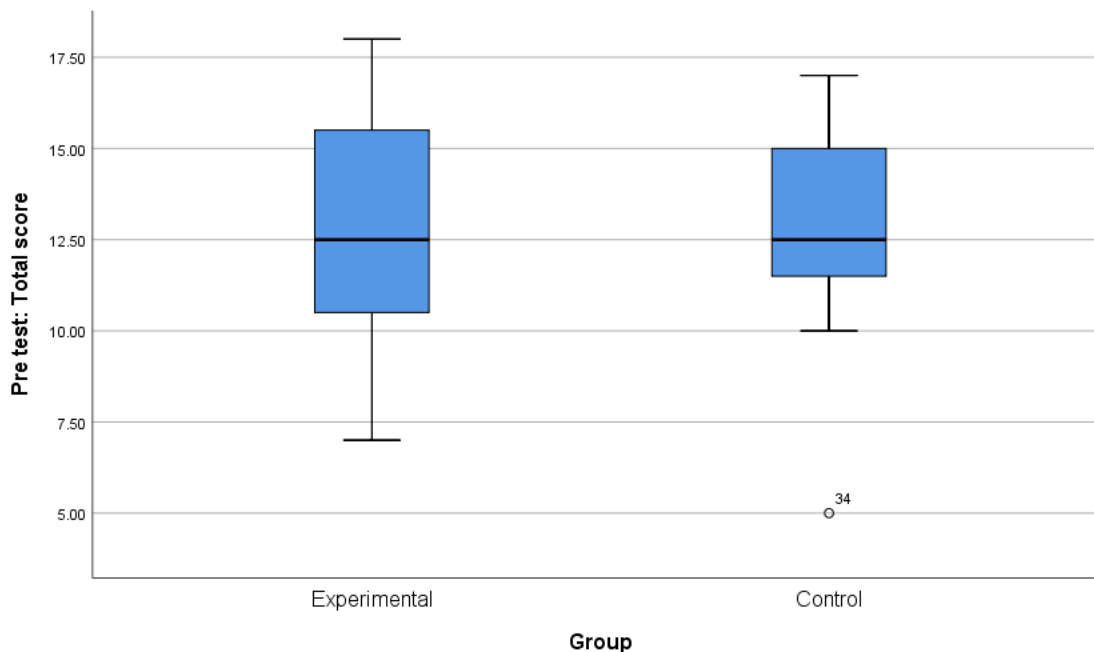
Indicator	Experimental Group				Control Group			
	Mean	Standard deviation	Minimum	Maximum	Mean	Standard deviation	Minimum	Maximum
Pre-test: Reading	3.700	1.174	2.000	5.000	3.688	1.448	0.000	5.000
Pre-test: Writing	2.800	0.696	2.000	4.000	2.625	0.619	2.000	4.000
Pre-test: Listening	3.200	1.436	1.000	5.000	3.375	1.360	1.000	5.000
Pre-test: Speaking	2.950	0.510	2.000	4.000	2.875	0.500	2.000	4.000
Pre-test: Total Score	12.650	3.199	7.000	18.000	12.563	2.874	5.000	17.000

Prepared by: Chadan M. (2022)

Source: Data collection from pre-test.

The box plot of factor levels together reveals that the pre-test median of the experimental group is equal to the median of the control group (see Illustration 13).

Illustration 13. Box plot: Total score of the pre-test



Prepared by: Chadan M. (2022)

Source: Data collection from pre-test.

4.3. Analysis and interpretation of pre-test results

The post-test results for each study group are presented in Table 16.

The reading skill level of the students in the experimental group reaches a mean of 4.250 out of 5 points, a standard deviation of 0.851, and a range with a minimum score of 2.000 and a maximum of 5.000. At the same time, the control group obtains a mean of 4.000, a standard deviation of 1.211, and a range determined by a minimum score of 1.000 and a maximum of 5.000. These statistics show a non-significant difference between the groups' means. There is greater dispersion in the data of the control group, which has a greater range of scores than the experimental group.

The writing skill of the students in the experimental group reached a mean of 4.450 out of 5 points, a standard deviation of 0.605, and a range with a minimum score of 3.000 and a maximum of 5.000. In turn, the control group obtains a mean of 2.563, a standard deviation of 0.964, and a range determined by a minimum score of 0.000 and a maximum

of 4.000. These statistics show a probably significant difference between the groups' means. This difference arises mainly from the fact that the scores of the students in the experimental group fluctuate between 3 and 5 points, and the scores of the control group have a wide range from 0 to 5 points, which lowers their average.

The listening skill level of the students in the experimental group reaches a mean of 3.200 out of 5 points, a standard deviation of 1.436, and a range with a minimum score of 0.000 and a maximum of 5.000. Meanwhile, the control group obtains a mean of 3.375, a standard deviation of 1.928, and a range determined by a minimum score of 0.000 and a maximum of 5.000. These statistics show a non-significant difference between the groups' means. The possible equality is maintained in the dispersion of the data because the standard deviation is very similar and the ranges are identical.

The speaking skill level of the students in the experimental group reaches a mean of 4.250 out of 5 points, a standard deviation of 0.716, and a range with a minimum score of 3.000 and a maximum of 5.000. In turn, the control group obtains a mean of 3.063, a standard deviation of 0.574, and a range determined by a minimum score of 2.000 and a maximum of 4.000. These statistics show a probably significant difference between the groups' means. This difference lies mainly in the fact that the scores of the students in the experimental group reach up to 5 points and those of the control group reach 4 points.

The total results of the post-test of the experimental group reached a mean of 16,150 out of 20 points, a standard deviation of 2,852, and a range with a minimum score of 10,000 and a maximum of 20,000. Meanwhile, the control group obtains a mean of 13,000, a standard deviation of 3,406, and a range determined by a minimum score of 6,000 and a maximum of 18,000. These statistics show a probably significant difference between the groups' means. This difference lies mainly in the fact that the scores of the students in the experimental group reach up to 20 points and those of the control group reached a maximum of 18.

Table 16. Post-test results

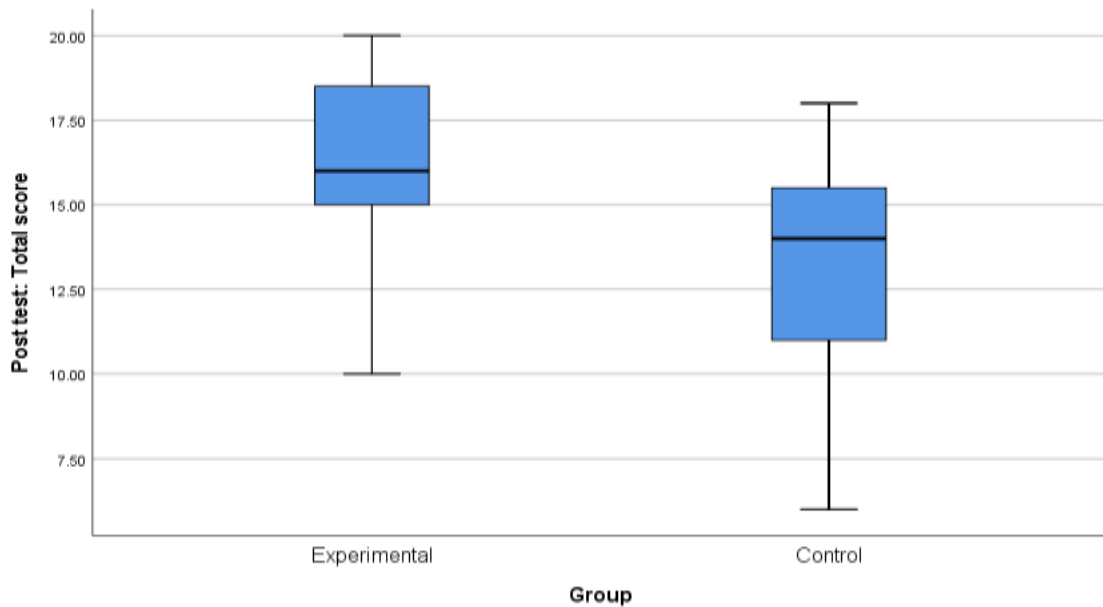
Indicator	Experimental Group				Control Group			
	Mean	Standard deviation	Minimum	Maximum	Mean	Standard deviation	Minimum	Maximum
Post-test: Reading	4.250	0.851	2.000	5.000	4.000	1.211	1.000	5.000
Post-test: Writing	4.450	0.605	3.000	5.000	2.563	0.964	0.000	4.000
Post-test: Listening	3.200	1.436	0.000	5.000	3.375	1.928	0.000	5.000
Post-test: Speaking	4.250	0.716	3.000	5.000	3.063	0.574	2.000	4.000
Post-test: Total Score	16.150	2.852	10.000	20.000	13.000	3.406	6.000	18.000

Prepared by: Chadan M. (2022)

Source: Data collection from post-test.

The box plot of factor levels together reveals that the median pretest of the experimental group is equal to the median of the control group (see Illustration 14).

Illustration 14. Box plot: Total score of the post-test



Prepared by: Chadan M. (2022)

Source: Data collection from post-test.

4.5. Comparison of pre-test and post-test results.

Table 17 shows a considerable improvement in the score for the experimental group and to a minor degree a statistically non-significant improvement for the control group. These results show that the use of online collaborative tools can more effectively improve language skills learning than conventional teaching methods.

Table 17. Pre-test means compared with post-test means.

Group	Mean	
	Pre test	Post test
Experimental	12.650	16.150
Control	12.563	13.000

Prepared by: Chadan M. (2022)

Source: Data collection from pre- and post-test.

4.6. Hypothesis verification

The established quasi-experimental design requires the application of hypothesis tests based on the comparison of dependent and independent variables. For that purpose, the following hypothesis are established:

Hypothesis statement

Null hypothesis H0:

The use of online collaborative tools does not improve the English Language skills in students for first semester of the Pedagogy of National and Foreign Languages Major of the Technical University of Ambato.

Alternative hypothesis H1:

The use of online collaborative tools does improve the English Language skills in students for first semester of the Pedagogy of National and Foreign Languages Major of the Technical University of Ambato.

Statistical hypothesis

- **Null hypothesis (H_0)**

For comparison of independent samples:

H_0 : No significant difference between the treatment group and the control group.

For dependent sample comparison:

H_0 : No significant difference between pre-test and post-test results.

Mathematical model:

$$H_0: \bar{X}_1 = \bar{X}_2$$

- **Alternative hypothesis (H_1)**

For comparison of independent samples:

H_1 : There are significant differences between the treatment group and the control group.

For dependent sample comparison:

H_1 : There are significant differences between the pre-test and post-test results.

Mathematical model:

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

Significance level and decision-making rule

At the significance level of 5% the decision-making rule is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

Statistics method

The appropriate statistical method for the comparisons considered is selected by applying a regularity test. If the data series are normal, parametric tests are applied, otherwise, non-parametric tests are applied. Since the groups are made up of less than 50 sample elements,

the Shapiro-Wilk test is employed. The results are calculated using SPSS 25 software and are presented in Table 18.

The test values (Sig.) are greater than 0.05 in the data series of the general results of the pre-test and post-test, both for the experimental group and the control group. Therefore, they have normality in these data series and require the application of parametric statistics (T - Student for independent and related samples). In the other data series, there is no normality and the non-parametric statistics of Wilcoxon will be used for the comparison of dependent samples and Mann-Whitney for independent samples.

Table 18. Shapiro - Wilk normality test

Test	Indicator	Group	Sig.
Pre test	Reading	Experimental	0.002
		Control	0.011
	Writing	Experimental	0.001
		Control	0.001
	Listening	Experimental	0.009
		Control	0.039
	Speaking	Experimental	0.000
		Control	0.000
	Total Score	Experimental	0.519
		Control	0.183
Post test	Reading	Experimental	0.001
		Control	0.003
	Writing	Experimental	0.000
		Control	0.001
	Listening	Experimental	0.082
		Control	0.001
	Speaking	Experimental	0.001
		Control	0.001
	Total Score	Experimental	0.233
		Control	0.167

Prepared by: Chadan M. (2022)

Source: Data collection of Software IBM SPSS 25

Hypothesis tests for independent samples

The hypothesis tests applied with the pre-test results (Table 19) show values greater than 0.05 in all comparisons. This proves that, at the time of the pretest, the two study groups were homogeneous in English proficiency.

Table 19. Hypothesis test to compare independent samples: Pre-test

Indicator	Statistics Test	Asymptotic sig(bilateral)
Reading	U de Mann – Whitney	0.838
Writing	U de Mann – Whitney	0.519
Listening	U de Mann – Whitney	0.694
Speaking	U de Mann – Whitney	0.741
Total Score	T – Student	0.933

Prepared by: Chadan M. (2022)

Source: Data collection

The hypothesis tests applied with the results of the post-test (Table 20) show test values greater than 0.05 in the comparisons made with the Reading and listening indicators, which indicates that equality in the groups is maintained in these indicators. At the same time, asymptotic significances of less than 0.05 are obtained with the writing, speaking, and total scores. This proves that there are significant differences between the groups. According to the statistics in Table 16, there is evidence of greater English language development in the experimental group.

Table 20. Hypothesis test to compare independent samples: Post-test

Indicator	Statistics Test	Asymptotic sig(bilateral)
Reading	U de Mann – Whitney	0.718
Writing	U de Mann – Whitney	0.000
Listening	U de Mann – Whitney	0.582
Speaking	U de Mann – Whitney	0.000
Total Score	T – Student	0.005

Prepared by: Chadan M. (2022)

Source: Data collection

The hypothesis tests to compare the results of the pre-test with those of the post-test for each group are shown in Table 21, for which the Wilcoxon signed-rank test is used.

The analyses show asymptotic significances of less than 0.05 in the comparisons made with the indicators: Writing, speaking, and total score, of the experimental group. This indicates that there is a significant improvement for the experimental group in the mentioned subject areas. In the other comparisons, the null hypothesis was validated, so the results of the pre-test and post-test remained the same.

Table 21. Hypothesis test for comparing related samples

Indicator	Asymptotic sig(bilateral)	
	Experimental	Control
Reading	0.064	0.587
Writing	0.000	1.000
Listening	1.000	0.972
Speaking	0.000	0.317
Total Score	0.000	0.753

Prepared by: Chadan M. (2022)

Source: Data collection

4.7. Decision

The results of the statistical analysis revealed that the use of online collaborative tools produces an improvement in English language proficiency. This improvement was found in the significant development of writing and speaking skills. In contrast, the conventional teaching method applied to the control group did not produce any improvement, at least not as long as the online collaborative tools did. These results provide sufficient statistical evidence to answer the research question in the affirmative, therefore it can be stated that: The use of online collaborative tools improves English language proficiency.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY AND ANNEXES

Considering the specific objectives and the results obtained for the present research "The use of online collaborative tools to improve the English language skills of first semester students of the Pedagogy of National and Foreign Languages Career at the Technical University of Ambato", the following conclusions were drawn to synthesize the most important findings of the study, leading in turn to the pertinent recommendations.

5.1 Conclusions

- In the experimental group, it was evident that the students were enthusiastic about the development of several activities. As students used the online tools Genially, Canva, Miro, Padlet, Google docs, and Flipgrid which allow them the development of graphic organizers, infographics, collages, shared documents, mind maps, and videos, where they presented their originality, creativity, and commitment in each one. In addition, online collaborative tools facilitate active participation either individually or in groups, as well as an interaction where all students were able to work on an equal opportunity by writing and autonomously adding their ideas.
- The use of online collaborative tools considerably improves the English language learning since it allows students to share ideas, opinions, and diverse points of view and motivates group interaction. Moreover, online tools help students to practice the various English language skills such as writing, reading, listening, and speaking, as they allow learners to interact dynamically and collaboratively where everyone contributes and at the same time shares their knowledge and thoughts, making the activity easier to carry out. In addition, the use of online tools enabled the students to develop their creativity and critical thinking by using the options of the tools in an organized and creative way to provide quality results.

- The online collaborative tools foster students' English language skills as the results of the pre-test and post-test in the experimental group show an improvement through the use of the diverse collaborative tools in the control group. Besides, at the beginning of the research, the students obtained a low level of English language skills, but after motivating the students to use online collaborative tools and their use in the performance of their activities, their skills improved significantly. In conclusion, the null hypothesis is rejected and the alternative hypothesis is accepted, which means that the implementation of online collaborative tools contributes to the English language skills development.
- It is demonstrated that the use of online collaborative tools has a positive academic impact on the students' development of the English language skills because it motivates self-regulated learning through the active participation of the students. In addition, it creates an interactive practice where participants have more responsibility and more involvement in the progress of each activity either in real-time or in others in which they can work individually and get together as a single work making their learning more productive and durable

5.2 Recommendations

- To use the online collaborative tools at any stage of the class since each tool (Genially, Canva, Miro, Google docs, Flipgrid and Padlet) is very useful either to start the class (the warm-up), as well as to practice where they can develop or complete the activity collaboratively either in the oral or written presentation and feedback activities. In addition, online collaborative tools can be used to produce different types of graphic organizers, infographics, collages, essays, videos, and audios among others, where students can practice speaking, writing, listening, and reading skills in an interactive way.
- To constantly investigate and train teachers on the various types of online collaborative tools and the importance they have in the development of activities for both teaching and learning English creatively and differently, to motivate students to meaningful and

innovative learning and collaborative work where students enjoy sharing their knowledge and ideas as partners.

- To motivate students to use online collaborative tools in a self-regulated manner from the beginning of classes to improve the English language skills. The use of technology has a crucial role in the development of language skills nowadays. In addition, it allows working in an interactive way where the main entity of the teaching-learning process is the student who develops the knowledge.
- To encourage the use of the online collaborative tools proposed by the researcher as teaching-learning strategies for the English Language learning, so that teachers can learn for themselves the positive influence of these tools, improve students' learning, and mainly make their classes develop creatively and differently, focusing on the dynamic and active participation of students.

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5.4 Annexes

Annex 1. Student survey



UNIVERSIDAD TÉCNICA DE AMBATO

Av. Los Chasquis y Río Guayllabamba

Telf: 593 3-242-0461 “

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MYRIAN ANA CHADAN LLUMITASIG

POPULATION

The population is made up of a control and an experimental group of the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros career of the Technical University of Ambato.

Techniques and Instruments
-Survey -Pre-test and Post-test

PROCESS OF DATA COLLECTION

-Survey

OBJECTIVE

To obtain detailed and updated information on the use of online collaboration tools and how they influence the improvement of English language.

PROCEDURE

A survey was designed to obtain information related to the use of online collaborative tools and how they influence in the English language. The survey consists of 10 questions oriented to teachers and students. The quantitative data will be applied to get the information.



UNIVERSIDAD TÉCNICA DE AMBATO

Av. Los Chasquis y Río Guayllabamba

Telf: 593 3-242-0461

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**SURVEY: “The use of Online Collaborative Tools to improve English
Language”**

OBJECTIVE: To obtain detailed and updated information on the use of online collaboration tools and how they influence the improvement of English language.

INSTRUCTION: Mark with an X the response according to your opinion.

SEX: Male Female

CAREER:

AGE:

ROLE: Student Teacher

USE OF ONLINE COLLABORATIVE TOOLS

1. How much do you know about online collaborative tools?

A lot A little Nothing

2. How often do you participate in talks or training on the use of online collaborative tools?

Never Occasionally Always

3. How much do you know about the application of online collaborative tools in virtual classes?

A lot A little Nothing

4. How often do you use online collaborative tools in virtual education?

Never Occasionally Always

5. What benefits do you consider that online collaborative tools bring to virtual education?

Documentation sharing

Learning style information search

Forming workgroups

Dynamic and interactive classes

None

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

6. How effective do you consider online collaborative tools to improve learning?

A lot A little Nothing

ENGLISH LANGUAGE IMPROVEMENT

7. How often have you used online collaborative tools for English language learning development?

Never Occasionally Always

8. How useful have you found online collaborative tools for English language development?

A lot A little Nothing

9. Choose one of the online collaborative tools you have used the most during your English language learning.

Google slides	<input type="checkbox"/>	Pear Deck	<input type="checkbox"/>
Google Doc	<input type="checkbox"/>	Kahoot	<input type="checkbox"/>
Canva	<input type="checkbox"/>	Miro	<input type="checkbox"/>
Genially	<input type="checkbox"/>	Voicethread	<input type="checkbox"/>
Padlet	<input type="checkbox"/>	Flipgrid	<input type="checkbox"/>
None	<input type="checkbox"/>		

10. How beneficial do you consider online collaborative tools for peer-to-peer interaction?

A lot A little Nothing

THANK YOU FOR YOUR CONTRIBUTION!

Annex 2. Survey Validation

UNIVERSIDAD TÉCNICA DE AMBATO
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
 CHECKLIST INSTRUMENT VALIDATION

Theme: “The use of Online Collaborative Tools to improve English Language”

CORRESPONDENCE OF THE QUESTIONS OF THE SURVEY INSTRUMENT

CATEGORIES	Correspondence of the instrument questions with the objectives and variables. R=Relevant IR= Irrelevant		Technical Quality O=Optimal G=Good R=Regular D=Deficient				Language A= Adequate IA=Inadequate		Observations
	R	IR	O	G	R	D	A	IA	
1. How much do you know about online collaborative tools?	x		x				x		
2. How often do you participate in talks or training on the use of online collaborative tools?	x		x				x		
3. How much do you know about the application of online collaborative tools in virtual classes?	x		x				x		

4. How often do you use online collaborative tools in virtual education?	x		x				x		
5. What benefits do you consider that online collaborative tools bring to virtual education?	x		x				x		
6. How effective do you consider online collaborative tools to improve learning?	x		x				x		
7. How often have you used online collaborative tools for English language learning development?	x		x				x		
8. How useful have you found online collaborative tools for English language development?	x		x				x		
9. Choose one of the online collaborative tools you have used the most during your English language learning.	x		x				x		
10. How beneficial do you consider online collaborative tools for peer-to-peer interaction?	x		x				x		

Validator's information	Dra. Mg. Adriana Cundar	1709268534	Signature: ADRIANA XIMENA CUNDAR RUANO <small>Formado digitalmente por ADRIANA XIMENA CUNDAR RUANO Fecha: 2022.01.19 12:31:21 -0500</small>
	Name	ID Number	
	English as a Foreign Language Professor	January 19, 2022	
	Profession	Date	

Source: Direct Research

Prepared by: Chadan, M. (2022)


UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS
CHECKLIST INSTRUMENT VALIDATION

Theme: “The use of Online Collaborative Tools to improve English Language”

CORRESPONDENCE OF THE QUESTIONS OF THE SURVEY INSTRUMENT

CATEGORIES	Correspondence of the instrument questions with the objectives and variables. R=Relevant IR= Irrelevant		Technical Quality O=Optimal G=Good R=Regular D=Deficient				Language A= Adequate IA=Inadequate		Observations
	R	IR	O	G	R	D	A	IA	
1. How much do you know about online collaborative tools?	✓		✓				✓		
2. How often do you participate in talks or training on the use of online collaborative tools?	✓		✓				✓		
3. How much do you know about the application of online collaborative tools in virtual classes?	✓		✓				✓		

4. How often do you use online collaborative tools in virtual education?	✓		✓			✓		
5. What benefits do you consider that online collaborative tools bring to virtual education?	✓		✓			✓		
6. How effective do you consider online collaborative tools to improve learning?	✓		✓			✓		
7. How often have you used online collaborative tools for English language learning development?	✓		✓			✓		
8. How useful have you found online collaborative tools for English language development?	✓		✓			✓		
9. Choose one of the online collaborative tools you have used the most during your English language learning.	✓		✓			✓		
10. How beneficial do you consider online collaborative tools for peer-to-peer interaction?	✓		✓			✓		

Validator's information	Dra. Mg. Wilma Elizabeth Suárez Mosquera	1802859841	Signature:  WILMA ELIZABETH SUAREZ MOSQUERA
	Name	ID Number	
	UTA Professor	12-01-2022	
	Profession	Date	

Source: Direct Research

Prepared by: Chadan, M. (2022)



Pre- and Post-test

UNIVERSIDAD TÉCNICA DE AMBATO

Av. Los Chasquis y Río Guayllabamba

Telf: 593 3-242-0461

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: “The use of Online Collaborative Tools to improve English Language”

Pre-test based on A2 Key (KET) Cambridge English Test.

Objective: To analyze the students’ ability to use the English language to communicate in simple situations.

Observation: This test will be taken by the Office forms and the speaking part by ZOOM.

Cambridge Assessment English



KEY ENGLISH TEST

Sample Test

PRE-TEST

Instructions:

- ❖ Do not open this question paper until you are told to do so.
- ❖ Read the instructions for each part of the paper carefully. Answer all the questions.
- ❖ You must complete the answers within the time limit.
- ❖ The examination has four parts.

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Cambridge English Entry Level

Certificate in ESOL International (Entry 2)

Part 1 READING

Questions 1 – 5

For each question, choose the correct answer.

Read the short emails, notices, signs or text messages and choose which sentence matches the meaning of the email, notice, sign or text message.

1
For Sale
Women's bicycle (small)
11 years old - needs new tyres
Phone Debbie
- 0794587454



- A** The bicycle that's for sale was built for a child.
- B** Some parts of the bicycle must be changed.
- C** Debbie is selling the bike because she's too big for it now.

2



Hi Ben
I've booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?
Tim

- A** Tim thinks Ben should look on the concert website.
- B** Tim hopes that Ben will be able to come with him.
- C** Tim wants to know if Ben can pay him back today.

3



ADVENTURE PARK
Half-price tickets for groups of 12 or more
Ask at entrance

- A** You get into the park by going this way.
- B** It is more expensive to go here alone.
- C** You will have fun if you come with friends.



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

Part 2 WRITING

Question 6

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

Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write 25 words or more.

Part 3 Listening

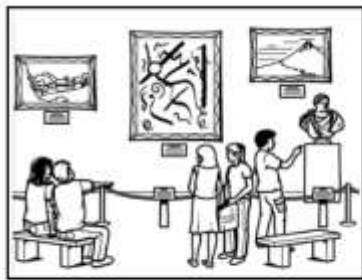
Questions 7 – 11

For each question, choose the correct answer.

There are five short recordings, each with a question and three images.

Listen to the recordings, then choose the visual image which best answers the question in the context of what you heard.

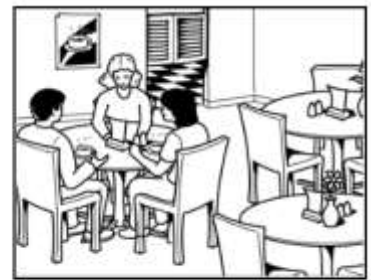
7 Where will Claire meet Alex?



A

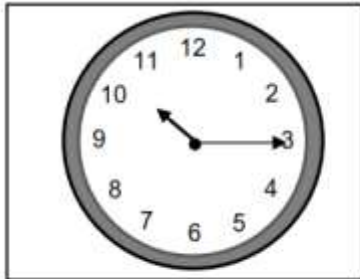


B

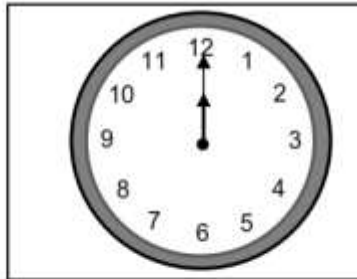


C

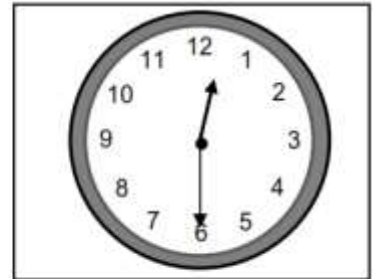
8 What time should the man telephone again?



A

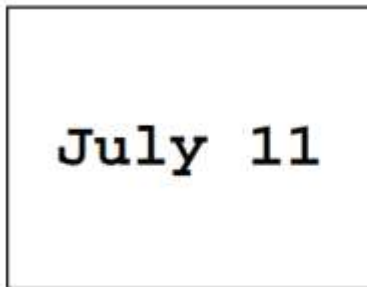


B

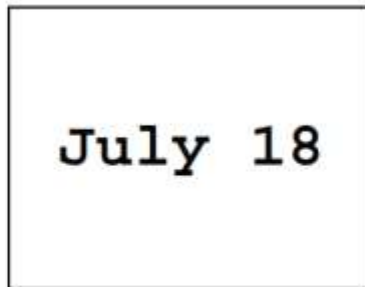


C

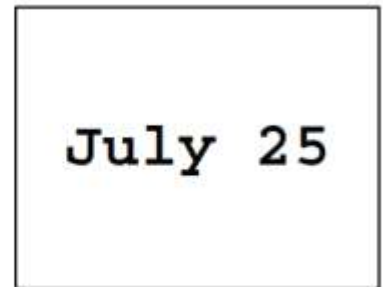
9 When are they going to have the party?



A

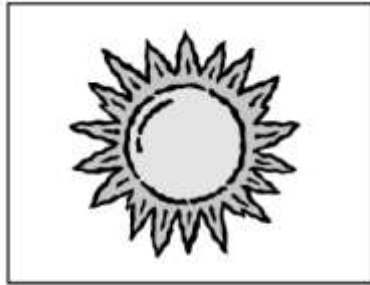


B



C

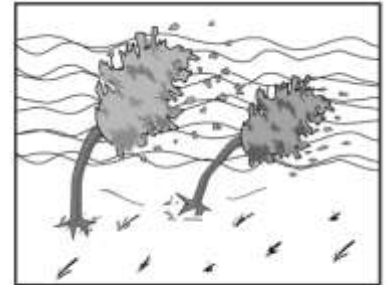
10 What was the weather like on the picnic?



A



B



C

11 How much are the shorts?



A



B



C

Part 4 Speaking

Question 12

Respond to questions, giving factual or personal information. (1 or 2 minutes)

Phase 1
Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

		Back-up prompts
	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Adapted from A2 Key 2020 sample tests-Cambridge English Test:

<https://www.cambridgeenglish.org/exams-and-tests/key/>

Source: Direct Research

Prepared by: Chadans, M. (2022)

POST-TEST

After the implementation of some activities using the online collaborative tools in the English classes, students will take a post-test similar to the pre-test to determine how useful were the tools.

OBJECTIVE: To analyze the improvement of the English language through the use of online collaborative tools.

Post-test based on A2 Key (KET) Cambridge English Test.

Observation: This test will be taken by the Google forms and the speaking part by ZOOM.

Annex 4. Writing and Speaking Rubrics

RUBRIC FOR WRITING ASSESSMENT PART

Student Name:

Band	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.		
TOTAL			

Adapted from A2 Key Writing Assessment Scale-Cambridge Assessment English:

<https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>

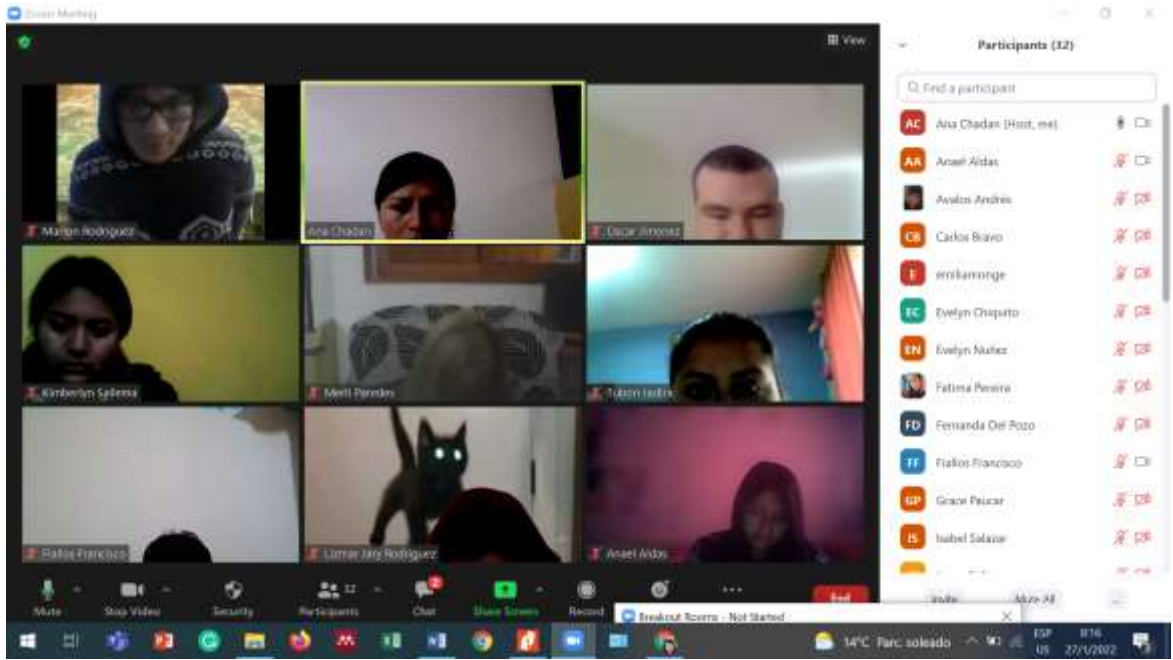
RUBRIC FOR SPEAKING ASSESSMENT PART

Student Name:

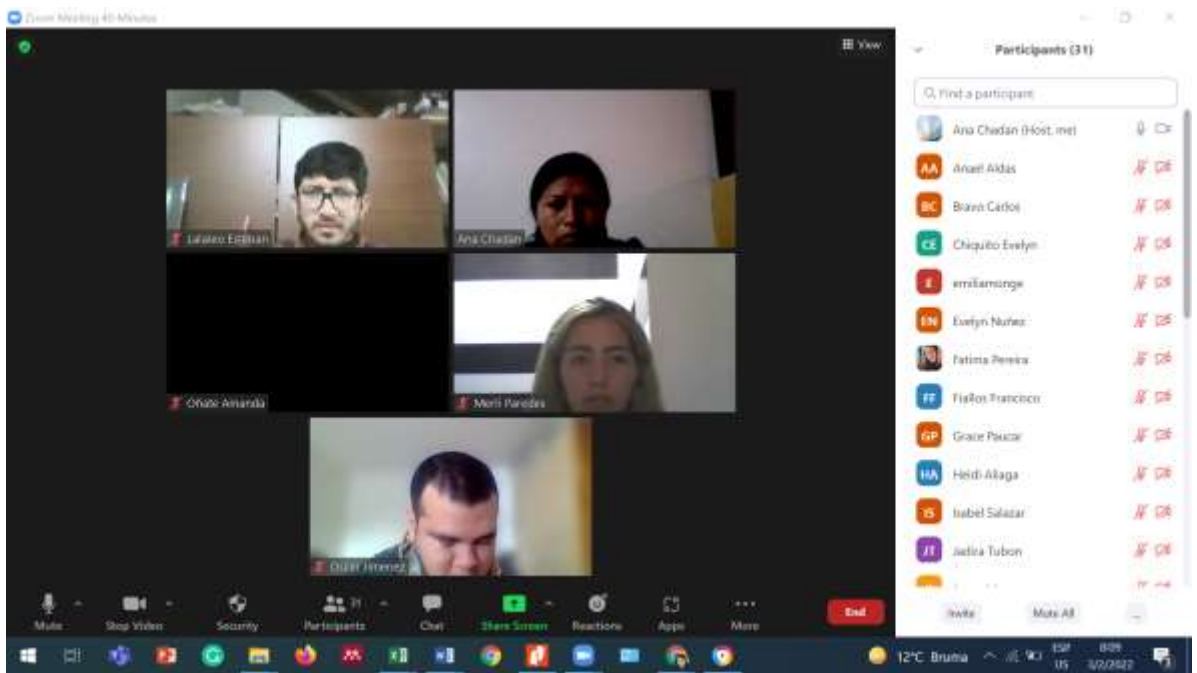
A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
TOTAL			

Adapted from A2 Key Speaking Assessment Scale-Cambridge Assessment English:

<https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>



Source: Direct Research
 Prepared by: Chadan, M. (2022)



Source: Direct Research
 Prepared by: Chadan, M. (2022)

Annex 6. Intervention plan

GENERAL INFORMATION

NAME: Myrian Ana Chadan Llunitasig

INSTITUTION: Universidad Técnica de Ambato Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

EDUCATION LEVEL: 1st Semester

STUDENTS: 36 students

TOPIC:

“THE USE OF ONLINE COLLABORATIVE TOOLS TO IMPROVE ENGLISH LANGUAGE”

OBJECTIVE:

To determine if the use of online collaborative tools improves the English language.

POPULATION:

The population is 36 students in the first semester of Pedagogía de Los Idiomas Nacionales y Extranjeros Major at Universidad Técnica de Ambato where 20 students will be part of the control group, and 16 students will be the experimental one.

PROCESS

First:

The students will take a pre-test to determine their English level the language skills. The test consists of 12 questions divided in; 5 for reading, 1 for writing, 5 for listening, and 1 for speaking.

Second:

Following the pre-test, students will develop by themselves some activities interactively using the online collaborative tools. The teacher will be the facilitator who provides some guidance through videos and instructions on how to apply them. The purpose is to provide students opportunities where they can share opinions and ideas at the same time they develop the activities.

Finally:

At the end of the intervention, both groups the control and the experimental will take a post-test considering the same questions as in the pre-test to analyze the impact of the online collaborative tools on language skills.

UNIVERSIDAD TÉCNICA DE AMBATO

WEEKLY LESSON PLANS

TEACHER NAME: Myrian Chadan

WEEK ONE

Activity 1- Day 1
Topic: Online Collaborative Tools
Language skills: reading and writing
Stage: Presentation
Tool: Canva
Time: 1 hour
Resources: Computer and internet
Objective: To create a graphic organizer about Online Collaborative tools using Canva in a cooperative way.
Group work: groups of four
Description
<p>Teacher Role: Teacher will;</p> <ol style="list-style-type: none"> 1. Give a file with a brief information about “Online Collaborative Tools” 2. Ask ss to read the information by themselves about the topic. 3. Ask ss to create a graphic organizer using Canva. 4. Provide a guide of how to use Canva to create a graphic organizer: <ul style="list-style-type: none"> To get into the tool students need to: <ol style="list-style-type: none"> A) One of the member of the group needs to access to the following link: https://www.canva.com/es_419/ B) Next, log in or sign up in Canva with the gmail account. C) Go to create a design and click on graphic organizer. D) Choose any template. E) To work collaboratively you need to share the template with all teammates so click on share and verify that the option is set to view and edit. Then copy the link provided and share via WhatsApp. F) The other ss access to the link by logging in or signing up with the Gmail account. G) Finally, as all are in the template, start working on the graphic organizer cooperatively. 5. Assess the ss work using a rubric of graphic organizer. <p>Students Role: Students will;</p> <ol style="list-style-type: none"> 1. Listen to the teacher instructions. 2. In groups read and takes note about the main and specific details about the topic. 3. Work on the graphic organizer cooperatively. 4. Present the work by sharing the Canva link.

Activity 2- Day 2
Topic: Technology
Language skills: writing and speaking
Stage: Practice
Tool: Genially
Time: 1 hour
Resources: Computer and internet
Objective: To create an infographic about the advantages and disadvantages of using Online Collaborative tools in learning English using Genially.
Group work: groups of four
Description
<p>Teacher Role: Teacher will;</p> <ol style="list-style-type: none"> 1. Ask ss to assign roles; the leader, the researcher, the designer and the speaker. 2. Ask ss to inquiry information about the advantages and disadvantages of using “Online Collaborative Tools” in learning English. 3. Ask ss to create an infographic using Genially with the information they got. 4. Provide a guide of how to use Genially to create an infographic: To get into the tool ss needs to: <ol style="list-style-type: none"> A) The designer of the group needs to access to the following link: https://genial.ly/es/ B) Next, log in or sign up in Genially with the Gmail account. C) Go to create genially and click on infographic. D) Choose any template. E) Start working on the task. 5. Assess the ss work using a rubric of an infographic. <p>Students Role: Students will;</p> <ol style="list-style-type: none"> 1. Listen to the teacher instructions. 2. Assign roles and work in groups. 3. Work on the infographic cooperatively by providing the information to the designer. 4. Present the work by sharing the Genially link.

WEEK TWO

Activity 3- Day 3
Topic: Virtual Education Issues
Language skills: writing
Stage: Practice
Tool: Miro
Time: 1 hour
Resources: Computer and internet
Objective: To design an problem tree with causes and effects of Virtual Education Issues using Miro.
Group work: groups of four

Description

Teacher Role:

Teacher will;

1. Ask ss to assign roles; the leader, the researcher, the designer and the speaker.
2. Ask ss to inquiry information about the causes and effects of virtual education issues.
3. Ask ss to design a problem tree using Miro with the information they got.
<https://miro.com/login/>
4. Provide a short tutorial link of how to use Miro:
<https://www.youtube.com/watch?v=oOYXEha0edw>
5. Assess the ss work using a rubric.

Students Role:

Students will;

1. Listen to the teacher instructions.
2. Assign roles and work in groups.
3. Watch the tutorial video.
4. Work on the problem tree by providing the information to the designer.
5. Present the work by sharing the Miro link.

Activity 4- Day 4

Topic: Learning English (face to face or virtual)

Language skills: writing and speaking

Stage: Practice

Tool: Padlet

Time: 1 hour

Resources: Computer and internet

Objective: To defend the point of view by given arguments about learning English using Padlet.

Group work: groups of four

Description

Teacher Role:

Teacher will;

1. Ask ss in groups to choose between face to face or virtual learning English.
2. Ask each ss to give arguments regarding why it is better to learn English face-to-face or virtually using Padlet.
3. Ask ss to state their points of you in the link of Padlet.
4. Ask ss to write the ideas in Padlet just clicking on the following link and choose the desired column according to their choice. And also to give a comment on at least one of another student's ideas.
<https://padlet.com/anych2015/cd71z3zts51laqgr>
5. Provide a tutorial link of how to use Padlet.
https://www.youtube.com/watch?v=deIW1Jtoq_w
6. After finishing the teacher will ask ss to explain what they wrote orally.
7. Assess using a speaking rubric.

Students Role:

Students will;

1. Listen to the teacher instructions.
2. Watch the tutorial video.
3. Write their arguments in Padlet.
4. Explain their points of view orally.

WEEK THREE

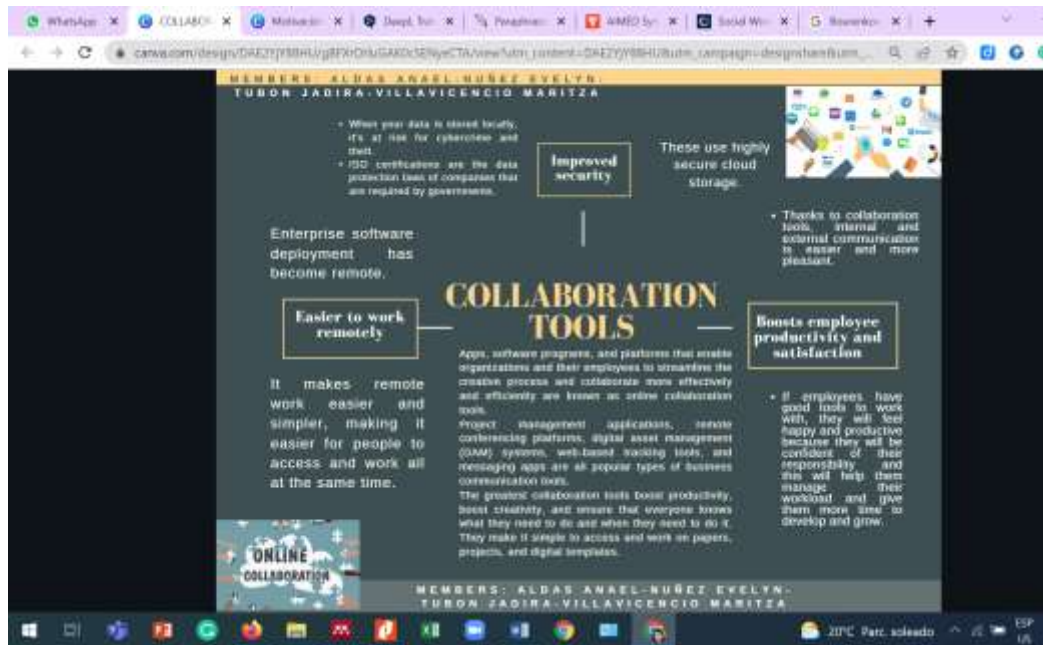
Activity 5- Day 5	
Topic: Interesting Facts about me.	
Language skills: speaking and listening	
Stage: Practice	
Tool: Flipgrid	
Time: 1 hour	
Resources: Computer and internet	
Objective: To record a video about any anecdote that you remember using Flipgrid tool.	
Individual work	
	Description
Teacher Role:	
Teacher will;	
1. Ask ss in groups to talk about any anecdote that they remember.	
2. Ask ss to record the information about the anecdote in Flipgrid.	
3. Explain that in order to send the answers ss need to join Flipgrid with following link.	
https://flipgrid.com/33eeb00f	
3. Provide a tutorial link of how to use Flipgrid.	
https://www.youtube.com/watch?v=uhuGXeVanvc	
4. Ask ss to state the answer following the tutorial.	
5. Ask to each student in the group to participate.	
6. Assess using a speaking rubric.	
Students Role:	
Students will;	
1. Listen to the teacher instructions.	
2. Watch the tutorial video.	
3. Record the video using the tool and send it.	

Activity 6- Day 6
Topic: An important person.
Language skills: writing
Stage: Practice
Tool: Google Docs.
Time: 1 hour
Resources: Computer and internet
Objective: To write a bibliography of an important person in the world in an online word document in a collaborative way.
Group work: groups of four
Description
<p>Teacher Role: Teacher will;</p> <ol style="list-style-type: none"> 1. Ask ss in group to find information of any important person in the world. 2. Ask ss to read the information by themselves and take notes. 3. Ask ss to create a google doc in the gmail account. 4. Provide a guide of how to use Goolgle Docs to create a word document: <ul style="list-style-type: none"> To get into the tool students need to: <ul style="list-style-type: none"> A) One of the member of the group needs to access to the gmail account: B) Next, go to Google Apps. C) Choose Google Docs and click on create a document. D) To work collaboratively you need to share the document with all teammates so click on share and add a title to the document and save. Then, verify that the option is set to view and edit. Then copy the link provided and share via WhatsApp. F) The other ss access to the link with the Gmail account. G) Finally, as all are in the document work cooperatively. <p>Students Role: Students will;</p> <ol style="list-style-type: none"> 1. Listen to the teacher instructions. 2. In groups read and takes note about the important person. 3. Work on the document cooperatively. 4. Present the work by sharing the Google Docs link.

Source: Lesson Plan

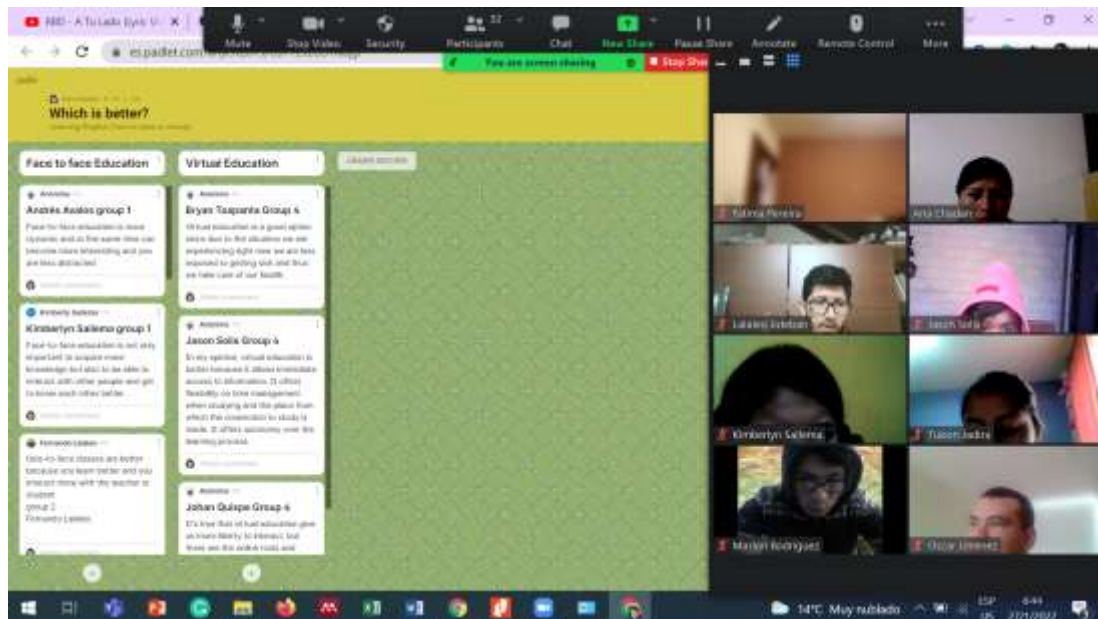
Prepared by: Chadan, M. (2022)

Annex 7. Samples of task developed by students



Taken from:

https://www.canva.com/design/DAE2YjY88HU/gBFXrOrluGAK0cSENyeCTA/view?utm_content=DAE2YjY88HU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



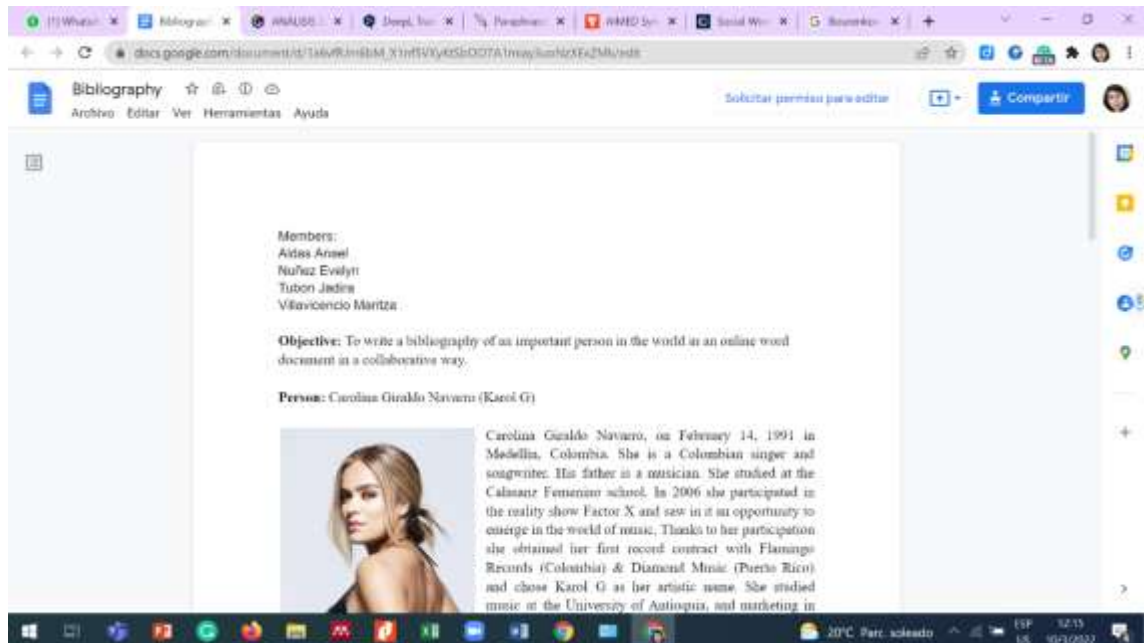
Taken from:

<https://padlet.com/anych2015/cd71z3zts51laqr>



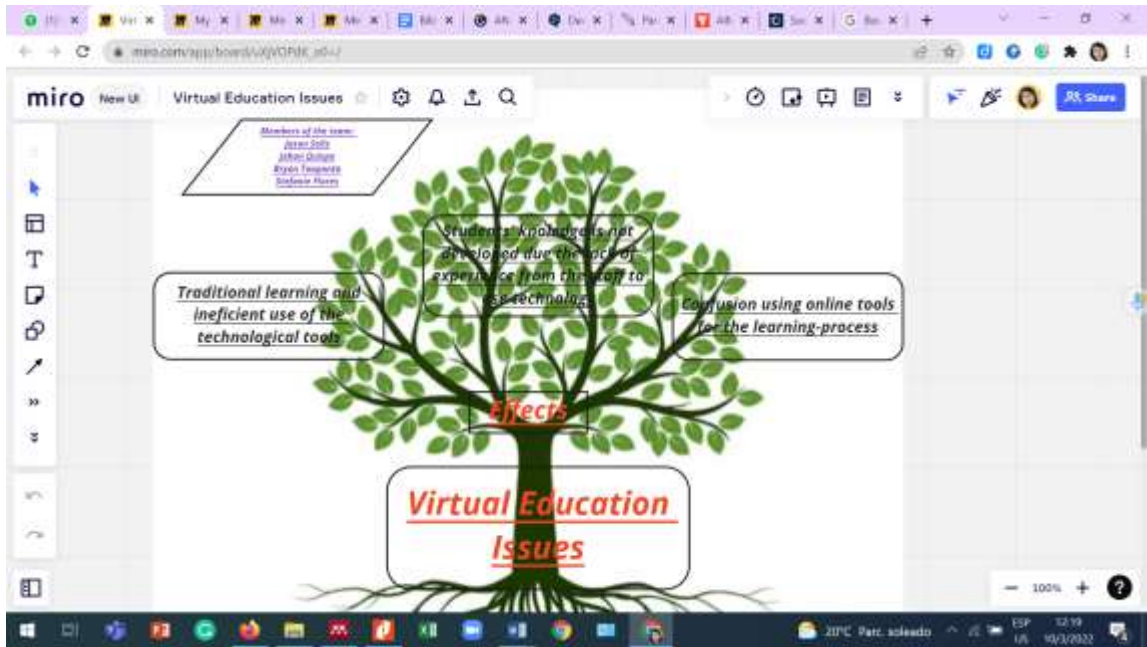
Taken from:

<https://view.genial.ly/61f33b7cf6efa100120d3418/interactive-content-analisis-dafo-tech>



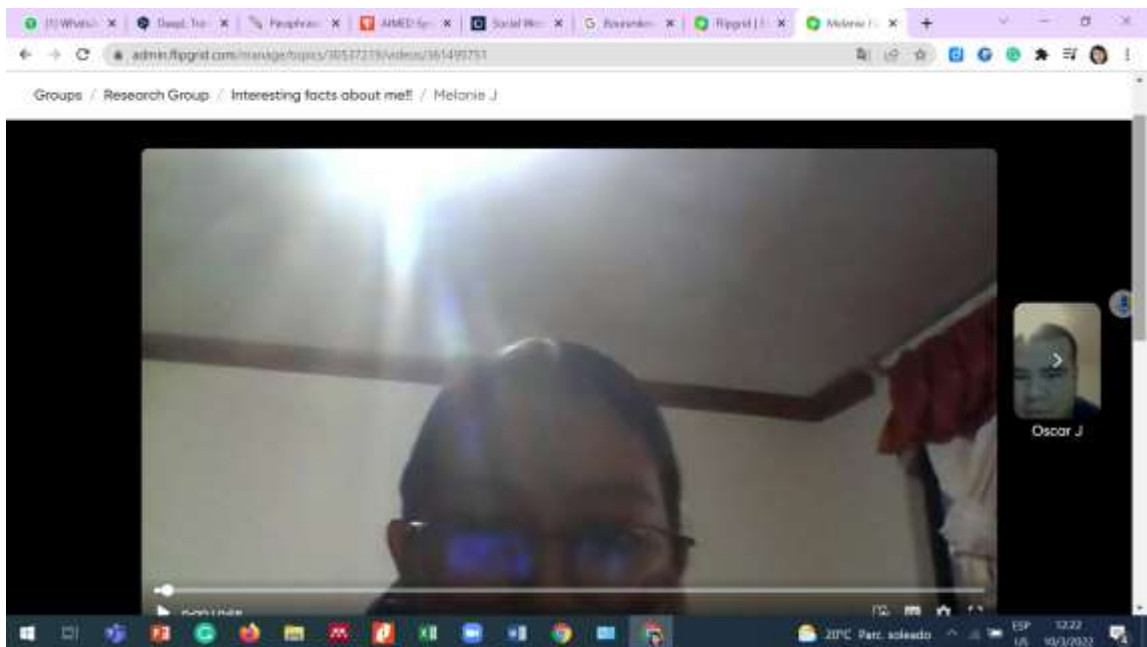
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https://docs.google.com/document/d/1a6vfRjM6bM_X1nf5VXyKtSbOO7A1miay3uoNzXExZMk/edit



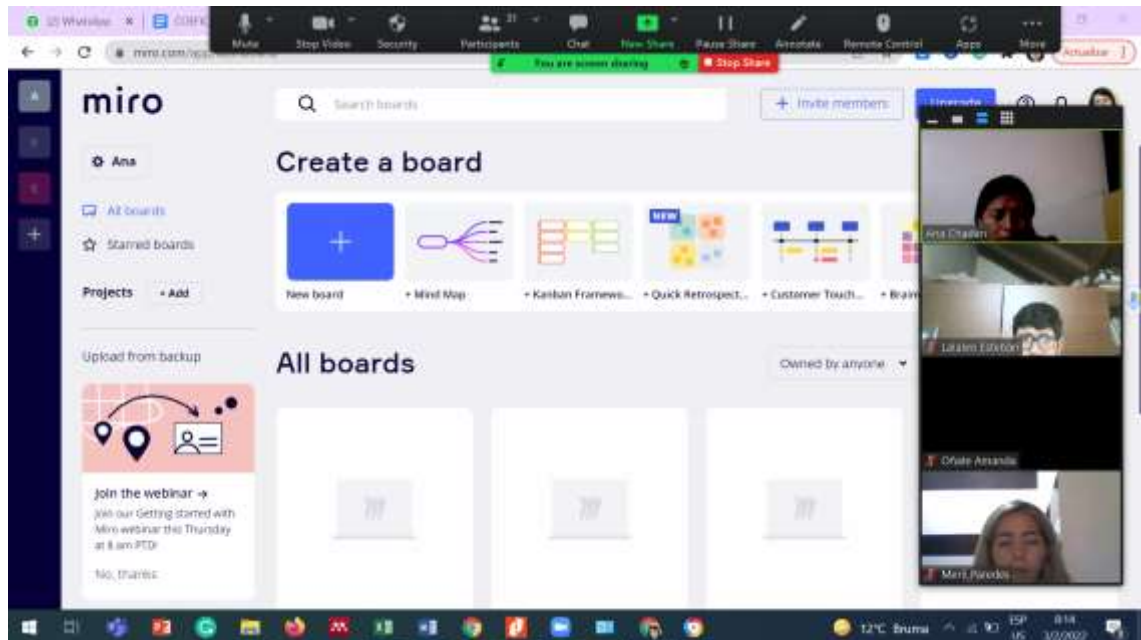
Taken from:

https://miro.com/app/board/uXjVOPdK_o0=/



Taken from: <https://flipgrid.com/33eeb00f>

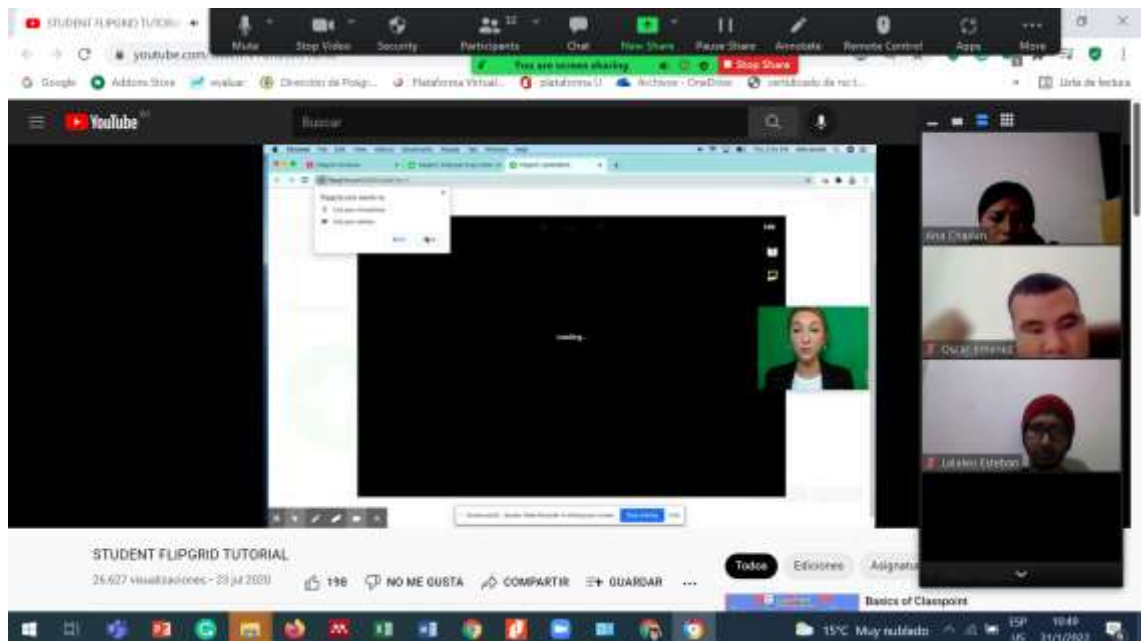
Annex 8. Sample modelled by the teacher on how to working in Miro



Source: Direct Research

Prepared by: Chadan, M. (2022)

Sample modelled by the teacher on how to working in Flipgrid



Taken from:

<https://technology-into-english-class.blogspot.com/2020/05/advantages-and-disadvantages-of.htm>

Annex 9. Request and signature of Authorization to perform the work.

Ambato, 15 de septiembre del 2021

Mg. Sarah Iza
COORDINADORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

Presente. -

De mi consideración. -

Yo, Myrian Ana Chadan Llumitasig con C.I 1804471561 estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, de la Universidad Técnica de Ambato, solicito muy comedidamente se digne en otorgar el respectivo permiso para la ejecución del proyecto de titulación denominado: **“THE USE OF ONLINE COLLABORATIVE TOOLS TO IMPROVE ENGLISH LANGUAGE”**. En la Universidad Técnica de Ambato en la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, el cual se ejecutará en los primeros semestres de la carrera del periodo en curso.

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,



Lcda. Myrian Chadan
DOCENTE DE INGLES



Firmado electrónicamente por:
**SARAH
JACQUELINE
IZA PAZMINO**