# UNIVERSIDAD TÉCNICA DE AMBATO


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## MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TEMA:**

**"WEB 3.0 TOOLS AND COLLABORATIVE TASKS"**

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**AUTOR:** Licenciado Jairo Lizandro Medina Altamirano

**DIRECTORA:** Licenciada Ruth Elizabeth Infante Paredes, Magíster

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Licenciado Jairo Lizandro Medina Altamirano
C.C: 180385885-9
**AUTOR**

Licenciada Ruth Elizabeth Infante Paredes, Mg.
C.C: 0603016106
**DIRECTORA**

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C.C: 180385885-9
**AUTOR**

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# ACKNOWLEDGEMENT

To my relatives, for their appreciation and support in difficult times of my work and social life, who at all times filled me with love and support to be able to move forward and achieve one of my greatest desires, to complete my master's degree.

**Lizandro**

# DEDICATORY

To God, for being in every step I take for strengthening my heart and enlightening my mind to achieve my goals.

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**CENTRO DE POSGRADOS**
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS**

**TEMA:**
"WEB 3.0 TOOLS AND COLLABORATIVE TASKS"

**AUTOR:** Licenciado Jairo Lizandro Medina Altamirano.
**DIRECTORA:** Licenciada Ruth Elizabeth Infante Paredes, Magíster.
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## RESUMEN EJECUTIVO

El objetivo de este estudio, "Herramientas Web 3.0 y tareas colaborativas", fue investigar cómo las tareas colaborativas influyen en las herramientas Web 3.0. Este proyecto de investigación tuvo un enfoque cuantitativo; además, tuvo una fundamentación bibliográfica y se realizó en el campo de acción con estudiantes del centro de idiomas del Instituto Superior Tecnológico "Francisco de Orellana" (ISTFO) en el Puyo – Pastaza. Los estudiantes fueron asignados a un grupo experimental, con un total de 24 participantes. Todo el alumnado se sometió a tareas colaborativas utilizando herramientas de la Web 3.0. Además, este estudio tiene como objetivo determinar si las tareas colaborativas ayudan a los estudiantes a mejorar su conocimiento del idioma inglés mediante el uso de herramientas en línea Web 3.0. Se utilizo las estrategias de Kagan (Entrevista de tres pasos, Round Robin, Round Robin cronometrado, Compartir en pareja y Entrevista de equipo) en los planes de enseñanza. Así mismo, este estudio de herramientas Web 3.0 utilizó (Google Workspace, Canvas, Padlet, Wordwall, Liveworksheets, Nearpod), una encuesta y una encuesta TAM para conocer la influencia de factores como las percepciones de utilidad y facilidad en la adopción de la tecnología. Para probar la hipótesis planteada en este estudio se utilizó la prueba t de Student con un resultado $P = < 0.05$ al 5%. Igualmente, se utilizó el Alfa de Cronbach para determinar la aceptación en la primera encuesta realizada. Con todos los resultados obtenidos, se demostró que los estudiantes mejoraron su rendimiento en el aprendizaje del idioma inglés con tareas colaborativas y utilizando las herramientas Web 3.0.

**Descriptores**: Canvas, Google Workspace, herramientas Web 3.0, Liverworksheets, Nearpod, Padlet, tareas colaborativas, Wordwall.

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**THEME:**
"WEB 3.0 TOOLS AND COLLABORATIVE TASKS"


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| **AUTHOR:** | Licenciado Jairo Lizandro Medina Altamirano. |
| **DIRECTED BY:** | Licenciada Ruth Elizabeth Infante Paredes, Magíster. |
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## ABSTRACT


The aim of this study, "Web 3.0 tools and collaborative tasks", was to investigate how collaborative tasks influence Web 3.0 tools. This research project had a quantitative approach; in addition, it had a bibliographic foundation and was carried out in the field of action with students from Instituto Superior Tecnológico "Francisco de Orellana" (ISTFO) language center in Puyo - Pastaza. The students (24 participants) were assigned to an experimental group. All the students underwent collaborative tasks using Web 3.0 tools. Furthermore, this study aims to determine if collaborative tasks help students to improve their knowledge of the English language through the use of Web 3.0 tools. Kagan's strategies (Three-Step Interview, Round Robin, Timed Round Robin, Pair Sharing, and Team Interview) were used in the teaching plans. Likewise, this study of Web 3.0 tools used (Google Workspace, Canvas, Padlet, Wordwall, Liveworksheets, Nearpod), a survey, and a TAM survey to find out the influence of factors such as perceptions of usefulness and ease in the adoption of technology. To test the hypotheses raised in this study, the t-test was used with Alpha 0.05 at 5%. Similarly, Cronbach's Alpha was used to determine acceptance in the first survey carried out. With all the results obtained, it was shown that the students improved their performance in learning the English language with collaborative tasks and using Web 3.0 tools.



**KEY WORDS**: Canvas, collaborative tasks, Google Workspace, , Liveworksheets, Nearpod, Padlet, Web 3.0 tools, Wordwall.

# INTRODUCTION

The present investigation about “Web 3.0 tools and collaborative tasks” can be defined as the development of the internet has led to a significant increase in the number of collaborative tasks being performed online. With the emergence of Web 3.0, the next generation of the World Wide Web, there is an opportunity to enhance the efficient and productivity of collaborative tasks through the integration of advanced technology such as blockchain and Internet of Things. The characteristics of this type of Web 3.0 is a new era of the internet that promises to provide a decentralized and secure platform for collaborative tasks.

To analyze this problem, it is necessary to mention its causes. One of them is English language learning is presented as a need for today's society. For that reason, the teaching of English faces a greater commitment to the new challenges of education. It implies the immediate change of techniques, role strategies, and the resources used to achieve quality teaching that leads not only to memorizing but also to understanding, analyzing, applying, and creating knowledge. Furthermore, learning another language makes young people aware that the world is not the same, and there is an appreciation of different points of view. Consequently, learners become more creative by learning another language and better develop communication skills.

Strengthening this idea, we can say that with collaborative tasks suitable for teaching English, students will better understand this language using Web 3.0 tools and evaluate their knowledge with a rubric. They will understand how they are being evaluated. Thus, we will have a meaningful learning result in the English language since the students will be able to know their skills in this foreign language because they will participate in groups or pairs to practice the second language. Moreover, they need to have background knowledge of their first language to grow up in the English Language.

Therefore, it is especially relevant to stop to think that this information is systematized, but above all, how it is interpreted and communicated; thus, it has a

practical use for the students and the teacher himself. We can affirm that the information obtained thanks to collaborative tasks generates knowledge with a high value. There is no doubt that collaborative tasks have today become a topic of great interest both in the organizational and educational fields. New theoretical and practical developments give the concept of collaborative learning significant relevance within education.

Within the framework of collaborative tasks, the research used a rubric to assess contribution, attitude, cooperation with others, focus, communication skills, and correctness. In addition, this study incorporated experimental field research since collaborative tasks incorporating Web 3.0 tools were applied to a specific group of students to improve their learning process in the English language. This research presents a quantitative approach to clarify the hypothesis raised if Web 3.0 tools enhance students' collaborative tasks. Likewise, a pre-test and a post-test were used to strengthen this study on the benefits of Web 3.0 tools and collaborative tasks.

The objectives set out in this research were divided into (general objective and specific objectives). The general objective was to set up the cause and effect between Web 3.0 tools and collaborative tasks. The specific objectives were to identify the type of Web 3.0 tools that are useful in the English classes, to evaluate the use of collaborative tasks in the English classes, and to propose lesson plans with Web 3.0 tools to improve collaborative tasks in the English classes. Therefore, this research intends to investigate the necessary sources of information, to develop a proposal that helps collaborative learning in the skills of this language with technological tools.

To accomplish all of this, this research is divided into chapters:

CHAPTER I: addresses the problem, its approach, justification, and objectives. In addition, it presents a brief explanation of the topic and the different aspects of this research. Likewise, it refers to the contextualization of the problem, the critical analysis, the prognosis, and the delimitation in this study. The main objective

established the cause and effect between Web 3.0 tools (independent variable) and collaborative tasks (dependent variable).

CHAPTER II: shows the theoretical framework, background, and issues related to Web 3.0 tools and collaborative tasks. In addition, subtopics of some Web 3.0 tools encourage collaborative work, and some collaborative tasks that were applied in English classes; finally, the hypothesis and its variables.

CHAPTER III: The research methodology to be used is established. The population and the sample are determined. It is determined how the information will be obtained and how the data produced by the research will be analyzed. Moreover, encompasses the location, equipment, materials, type of investigation, hypothesis testing, population, sample, and method of data collection.

CHAPTER IV: presents the results of the pre-test and post-test administered to the students. This chapter displays and discusses the statistical results found in the methodological framework chapter using graphics and data.

CHAPTER V: addresses the conclusions and recommendations that are based on the objectives as well as surveys of this research.

CHAPTER VI: The proposed solution is presented, as well as the method of implementation in the educational institution that is the subject of the research.

# CHAPTER I

# PROBLEM STATEMENT

## 1.1. THEME OF THE PROBLEM

“Web 3.0 tools and collaborative tasks”

## 1.2. PROBLEM STATEMENT

### 1.2.1. Contextualization of the problem

Learning the English language is a mandatory need in all countries, and even more in Spanish-speaking countries that are immersed in the challenge of using this universal language, which implies teaching new techniques for the use of the English language and improvement in the process of teaching and learning. However, there are still complications in the management of the language teaching itself beyond the simple fact of the application of methodologies, the problem of the results that are expected to be obtained and thus verify what was planned to demonstrate the management of the language in optimal conditions. This leads us to focus on how the evaluation is established based on the production of the language. Today more than ever, it is essential to use technological tools for collaborative work in the new advances in the study of the English language and improve skills. Thus, new tools must be used to be able to evaluate English skills in a way that the student can know their achievements in the practice of the Anglo language.

Today's English educators are addressing new and innovative practices in the classroom. Traditional approaches to English language instruction are being mismanaged. Thus, they have come to understand that the use of collaborative tasks in the second language is a highly cited topic in schools. Accepting that collaborative tasks are a process that aims to determine the degree of effectiveness

and efficiency with which they have been used to achieve the expected objectives of the English language. Teachers believe that collaborative tasks in the English language have recently become a recurring theme, both in the didactic debate and in the concerns of the different categories that make up school life. For many, it is an issue of difficult solutions and difficult agreements.

Collaborative tasks involve assessing and making decisions that directly impact the application. In this sense, it is a practice that compromises an ethical dimension. It is not always taken into account. Thus, it requires a reflective process that assumes a position of critical analysis around the actions that are carried out. Moreover, Web 3.0 tools as part of the school improvement of students are effective tools for learning, and how students perceive actions, words, and work. These tools let the educational community know that the student perceives the English classes using technology. Thus, it pays to seek out and use Web 3.0 tools regularly to learn about difficulties in English language skills. In this sense, it is noted that some university and school teachers have not received training on how to make effective use of these technological tools. In addition, some teachers ask students if they use web tools to learn; some students do not know about the tools to develop meaningful learning.

The use of Web 3.0 tools that we can use as teachers of the English area in the evaluations of our students has a much greater impact than we are usually aware of; for this reason, the use of these tools is as important as the content. The same content can generate motivation or demotivation depending on how we do it or say it. Therefore, in this paper, we intend to investigate the necessary sources of information to learn about Web 3.0 tools in different collaborative tasks to give a meaningful class in English. Thus, students can perceive the explanations about a specific topic, and through mistakes in this language to be able to give effective feedback. With this information, the teacher can carry out a self-reflection and deliver the results to the students; so that they can also take charge of their learning process in the English language. However, teachers have neglected collaborative tasks in the English language; first of all, the knowledge role, then the training role, and finally, the resulting role. In this important aspect, alleging lack of time, they

have limited the knowledge of the new 3.0 teaching strategies and only use traditional resources.

In Ecuador, collaborative tasks in the English language are seen as an improvement in teaching methodologies and learning outcomes. The essential of collaborative tasks is to provide active participation in the student. Thus, the minimum established for the approval of the subject and the fulfillment of the national standards can be improved. Collaborative tasks in the English language must have as its main purpose that the teacher guides the student in a timely, pertinent, precise, and detailed manner to help him achieve the learning objectives. In our country, they emphasize the improvement in scores and low use of Web 3.0 tools that help to teach in English. These lines coincide with the great challenges facing Ecuador. However, the teacher must review the work the student did during the academic effort and offer a precise technological alternative that allows the student to learn and improve in English. In addition, these works must be graded and averaged with the grades obtained in the other academic works.

Nowadays, teachers must know extensively how to correctly use Web 3.0 tools to improve the learning of our students in collaborative tasks; thus, with new strategies or technological tools, we can optimize the process of learning the English language. Thus, education is taking new educational-strategic-technological directions, hence we must take into account that English is a universal language and that our students already can discern everything they have learned and apply it in different areas of study. Thus, teachers can have students learn netter in this new era with new technological tools.

At the Instituto Superior Tecnológico “Francisco de Orellana”, it was noted that Web 3.0 tools and collaborative tasks in English language skills have been scarce; resulting in students having a low intermediate level of English. In such a way, the purpose of this educational center is to promote the correct use of teaching techniques through new technologies with a correct methodological strategy in two dimensions. In addition, it allows rescuing and revaluing the idea of efficiency in

the field of language education and moving towards the creation of decision-making mechanisms and procedures that install criteria of educational validity based on specific pedagogical definitions.

Therefore, it has been noted that in English classes teachers use different evaluation strategies, (traditional and not updated) to qualify students. Thus, in this process of assessing knowledge, it is not recommended that the teacher go backward, but instead, assess the work or participation of the group to carry out collaborative work in the classroom. But since not everything is linear, these activities can use a rubric for evaluating the development of English language skills. The important thing is that it fulfills the social task that the institution entrusted to it, incorporating autonomous and competent men and women into society with the best development in English language skills.

### 1.2.2. Critical analysis

It has been noted that inexperience in techniques and strategies to teach English language skills with the use of collaborative tasks has the effect of applying repetitive strategies to educate students. For this reason, it must be taken into account that if the appropriate instruments are applied, we could have an advance in the learning of this language in the apprentices. We also have that the insufficient training of teachers results in the ignorance of active and collaborative methodologies; in this case, the present investigation would make a significant contribution to the teacher's education about what existing techniques (Web 3.0 tools) to develop learning through collaboration between students in English classes. Now, because of the indecisiveness to reach an agreement on the objectives to be met in each English class, the result is to confuse the objectives in lesson plans to be achieved in each English class. In this case, the purpose of this study would be for students to learn differently with appropriate Web 3.0 tools in collaborative tasks. Finally, regarding web tools focused only on learning, we have the effect of the non-existence of collaborative tasks in educational planning, because if it is

planned with Web 3.0 tools, an improvement in learning English with collaborative tasks can be noticed.

### 1.2.3. Prognosis

Not solving this research problem, is due to the application of repetitive tools to teach students. The consequences in the future will be that students will not understand how their skills are in this language due to their inexperience with collaborative tasks and Web 3.0 tools. Thus, due to the lack of knowledge of collaborative tasks, the teacher should use in English classes, students will be disinterested in learning English and feel frustrated by not knowing what they are doing wrong during their learning process; since they do not improve their knowledge, reasoning, and levels of understanding within the academic field and personal development, thus preventing the ideal learning of which they are apart.

In turn, confusing the objectives that the teacher tries to achieve, harms the student because they do not understand what the purpose of the subject is and in what skills of this language they are failing; causing a disinterest when studying and preparing to improve the minimum required for the approval of this subject. Finally, the non-existence of the use of collaborative tasks with Web 3.0 tolls in planning to improve learning; makes students not use effective reflection in their knowledge of English, or at the same time, they feel discouraged in learning this language because they do not understand which language skill they are failing and this can trigger school dropout.

### 1.2.4. Research delimitation

**a) Content delimitation**

**FIELD** **:** Education

**AREA** **:** EFL Teaching

**SUBJECT** **:** WEB 3.0 TOOLS AND COLLABORATIVE TASKS

### b) Spatial delimitation

The present research work has been carried out with the level B1.1 students of the language center of the Instituto Superior Tecnológico “Francisco de Orellana” of the city of Puyo-Pastaza.

### c) Time delimitation

This research work has been carried out from May 2022 - October 2022.

## 1.3. JUSTIFICATION

The **importance** that teachers and educational authorities express of these dimensions is an important factor to mention. For this purpose, a critical thinking profile is generated in teachers, considering each dimension as an educational variant. As a result, the fact that more research is being conducted on the subject of web education is seen as essential in terms of offering collaborative tasks using Web 3.0 tools, which is the goal of education and contributing to learning. Moreover, education is changing every day, and teachers need to train themselves in new methods to teach and how to use the new technologies to guide students to understand the new world.

This research can attribute to a social educational **impact** due to the characteristics of the teacher training that the educator has traditionally had in the national educational system. “Training emphasizes the acquisition of communication or discursive skills over analysis and inquiry. For the same reason, teachers must communicate the information correctly to solve problems in an analytical and investigative way in the area of English at the institute.” (Perez, 2018) Thus, they will promote new elevated ways of educating, and therefore, the curiosity of the students' thinking in the subject of English.

This present work is of **benefit** because the aim is to determine what kinds of collaborative tasks are beneficial in English classrooms using Web 3.0 tools. Thus, this research provides the institution with an academic interest; since, with a previous investigation, the primary and secondary antecedents necessary for its

execution were obtained because the future of the students is at stake when they have learning problems in English. For that reason, it is helpful for teachers, students, and the institution; because it searches different types of collaborative tasks with Web 3.0 tools those teachers can use in English classes.

It should also emphasize that this project is **feasible** to carry out since it has the necessary resources for the development of this research the location where the problem originates, those involved, and the bibliography related to the topic, which will facilitate the investigation. Applying this investigation with the aid of authorities will promote new elevated ways of educating, and therefore the curiosity of the students' thinking in the matter of English. In this context, this research seeks to demonstrate that Web 3.0 tools will help collaborative tasks learning in a second language.

## 1.4. OBJECTIVES

### 1.4.1. General objective

- To set up the cause and effect between Web 3.0 tools and collaborative tasks.

### 1.4.2. Specific objectives

- To identify the type of Web 3.0 tools that are useful in the English classes.
- To evaluate the use of collaborative tasks in the English classes.
- To propose lesson plans with Web 3.0 tools to improve collaborative tasks in the English classes.

# CHAPTER II

# THEORICAL FRAMEWORK

## 2.1. RESEARCH BACKGROUND

Acording to Guix (2020) in her doctoral investigation about "Valoración Pedagógica de Aplicaciones con Tecnologías Web 3.0 para la Educación Secundaria Obligatoria. La Perspectiva del Profesorado" at Universidad Nacional de Educación a Distancia (España), it showed that one of the primary objectives pursued in this study consists of being able to collect complementary information, both in a positive and negative sense, of the didactic use of new digital resources. Those are the cases that have arisen from teachers about monitoring or control of student devices, a situation that is unfavorably assessed by the teaching staff. The pedagogical-educational assessment by the teachers of the applications with Web 3.0 technologies oriented in the didactic use; it is the interest of this investigative work, of the new digital technology tools that are unknown by the teachers and can be useful for the motivation of the students.

Futhermore, Suárez, Rincón, and Niño (2020) presented the investigation: "Aplicación de herramientas web3.0 para el desarrollo de competencias investigativas en estudiantes de educación media." The objective of this research was to propose a pedagogical strategy based on "Web 3.0 tools" to develop the competence of interpretation and problem solving of research projects in middle school students at the "Sagrada Familia" Educational Institution from Municipality of Paipa, Boyacá, Colombia. It was concluded that Web 3.0 tools support meaningful learning and improve after applying a methodology based on web tools to build dynamic and productive teaching-learning processes.

Likewise, Rendón (2020) in her investigation "B-Learning methodology in the Listening Skill" at "first semester (A2 level) of the Pedagogía de los Idiomas

Nacionales y Extranjeros program in the Universidad Técnica de Ambato." It explained that listening skills are difficult when learning a language. There were several problems practicing listening skills. The problem that this research highlight is traditional methodologies. This research had the objective of analyzing the impact of the B-learning methodology on the ability to listen. The conclusion reached by this research was that the combined learning methodology is a way for students to develop the ability to listen. By using Web 3.0 technology tools, students could have developed a blended learning style. The results were favorable in hearing performance. In addition, these technological tools (Web 3.0) demonstrated that students work independently. Teachers reinforced learning with these technological tools and promoted a motivating environment for student participation.

Additionally, Azodi (2019), in her study "E-Collaborative Tasks and The Enhancement of Writing Performance Among Iranian University-Level EFL Learners." This study affirmed the benefits of collaborative tasks in the writing and complexity of texts written in a second language. This research was applied with students from "Islamic Azad University (Isfahan Branch) in Iran." The objective was "to investigate the impact of electronic collaborative tasks on the writing performance of English learners." It dealt with trials with approaches oriented to each process. In addition, the teachers understood the importance of collaborating online activities to improve the cognitive-participatory development of the student body. Thus, to develop and improve other skills such as speaking.

Also, Martínez (2018) in the research about "Positive Interdependence Development in Collaborative Tasks Based on Four Principles as Teaching Strategies." It was applied in San Ramon School at "Escuela de Educadores de Chile." The main objective was "to investigate the effectiveness of the different teaching strategies and to develop a positive interdependence (PI) in collaborative tasks in the learning of a second language." However, the effectiveness of the method (PI) depends much on several factors. One of them is group work; likewise,

activities and a context where this method can be carried out that helps students to communicate and solve problems.

Thus, López (2021) in her investigation about "Collaborative Learning Strategies to Promote Oral Fluency in EFL." This research was operated in "students from sixth grade at Unidad Educativa Pichincha." The main objective is "to analyze the effects of the application of collaborative learning strategies being one of the factors that are related to the low level of oral fluency." The author of this research concluded that collaborative strategies had developed and improved the level of oral fluency through activities such as; "discussions, interviews, and dialogues." In addition, the students showed collaborative participation in the classroom.

These general works on this subject can serve as a guide to solve somewhat the difficulties in the teaching-learning process in the English language, but these do not apply or are unknown by the teachers of this educational institution. Hence the interest of this research work; the product of concern in trying to find alternative solutions with technological tools (Web 3.0) applied to collaborative tasks in the English language; thus, the improvement of the significant learning of this language is produced. In addition, this difficulty in the area of English at least does not increase.

## 2.2. PHILOSOPHICAL FOUNDATIONS

This work is based on the Critical-Propositional paradigm where it is explained that its purpose is to deepen our knowledge and understanding of how social life is perceived and experienced. It allows incorporating the appearance of the subject within the actors in the face of what is instituted; taking this paradigm into account, this study focused on improving English language skills by implementing collaborative tasks. Moreover, the critical-propositional paradigm helps to understand Web 3.0 tools for meaningful language learning in collaborative tasks. In the dimensions of this philosophical model, we find:

### 2.2.1. Ontological Basis

The interest is to understand and interpret with mutual knowledge between students and teachers to solve the problem. Also, it proposes an accessible solution to learning the English language. Thus, trying with this research to benefit and change the way of teaching the English language with collaborative tasks and to use Web 3.0 tools for meaningful learning of English. The proposal could be better, and if possible, it will be updated according to the development of the students at the classroom level. Furthermore, the ontological response to the nature of reality; explains that it is constructed, holistic, divergent, and multiple to give a clear reality of being in the process of applying this thesis project.

### 2.2.2. Epistemological Basis

The epistemological foundation determines the path or strategy that the methodology must follow to have a logical structure according to the disciplines of knowledge, the study plan, and its relationships; also, the current state of the scientific evolution of the knowledge of these disciplines. Thus, it assumes concrete clarity. It is the consequence of not using Web 3.0 tools for effective collaboration in English tasks. As a consequence, it develops in different scenarios, and this produces multiple circumstances of non-understanding of the English language. Therefore, this study seeks a positive transformation of both the object and the subject of the investigation. In the subject-object relationship, we have it as (subjectivist, and interactive). It has a close relationship between the observer and the observed; thus, the result is an interrelation between the proposal and the students who are going to use this new way of studying English.

### 2.2.3. Axiological Basis

Finally, axiologically, this research influences values for the student and gives a criterion rather than a criticism. The problem of ignorance of collaborative tasks in the subject of English was selected, thus, providing the researcher with a theory, method, and analysis to apply with Web 3.0 tools a proposal for learning English

language skills. For this reason, this paradigm is centered within the educational reality, which is to understand the meanings of the people involved and their beliefs, intentions, motivations, and other characteristics of the educational process. It has caused that in the "theoretical-practical" we have to know the situation and understand it through the vision of the students and relate it to collaborative tasks to improve the English language with Web 3.0 tools.

## 2.3. KEY CATEGORIES

### 2.3.1. INDEPENDENT VARIABLE THEORETICAL SUPPORT

### INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

According to Abatbayevna, Rakhimjanovna, Shavkatovna, Gulamkadirovna, and Usmanqulovna (2019) "modern computer technologies today are used in all spheres of human activity. (…) That is why today it is necessary to pay serious attention to the use of new information technology tools in teaching English" (p. 148). The new information and communication technologies make the technological revolution present in learning a language in the classroom. These new technologies are in the educational environment where students are learning differently, using the technological tools of the web. In addition, introducing this kind of technology in the classroom makes students learn to use computers and their systems.

Today, there are technological tools that help teach and learn. These tools motivate students to develop virtual cognition in a modern way; thus, by combining methods and strategies, we can achieve significant learning in the English language. "ICTs are very motivating, because they help the learners to learn the language which is carefully designed to meet the prescribed goals" (AbdulMahmoud, 2018, p. 212). Furthermore, as mentioned by Valk et al. (2018) in the article The Use of Information and Communication Technology (ICT) Amongst EFL Teachers: Perceptions and Challenges says that new information technologies "empower" both teachers and students in the processes of "teaching – learning" within the

classrooms because they deliver processes and modes of interactive communication. (Rena and Asnawi, 2018)

Adams and Brindley (2018) affirm “at the same time, it appeared that students felt more ownership of the work and, more confident in their ability to explain their developing ideas to the teacher,” (p. 61) The internet has a large number of ‘authentic’ materials for the student to develop their language cognitive skills. “Hence, the application of the online resources available to the inside and outside classroom activities can result in the enhancement of their competencies in listening, speaking, reading, and writing” (Dang and Nhung, 2018, p. 35). Thus, it is important to use technology to grow up important abilities in a language with online tasks.

**SEMANTIC WEB**

It is an extension of W3 that aims to make data more interconnected and understandable by machines. Thus, “The Semantic Web is a worldwide network of information connected together in such a manner that robots can readily process it. Consider it a globally connected database or an efficient means of expressing data on the World Wide Web” (Elnaggar and Elfatatry, 2019, p. 17). Moreover, according to Ontotext (2018), the information on the semantic web allows users to find pages to learn a language or resources on the web easily. This system helps to interpret the machines to find any information, so machines can perform more of the tedious work involved in finding, combining, and acting upon information on the web.

Additionally, “The semantic web has led to the evolution of the net. This form of semantic web has two visions; the first is to improve user communication collaboratively learning a language, and the second is to make the content more understandable by the machines that process it” (Taye, 2018, p. 183). Learning a language using Semantic Web because all information is online, and students do not need to go to the library. They feel motivated to surf the internet. Thus, apps are

exposed if you want to learn whatever language. One interesting thing about SW is that students can find people who want to practice with them in a collaborative way.

"Nowadays, remote education and Semantic Web in Education (WBE) are frequently used interchangeably. The terms distance education and distance learning are sometimes used interchangeably; however, remote learning is merely one component and desired consequence of distance education" (Devedzic, 2019, p. 8). Consequently, the semantic web is a complex introduction to Web 3.0. This explains the evolution of the web, which started from web 1.0. Likewise, we must remember that the web is trying to keep pace with new information technologies. Today, the use of computers is an important competence, both for students and teachers. (Popkova, 2018)

The SW is interested in giving a vision of distance education because it helps to understand and develop collaborative tasks to improve language learning. Educational platforms transform online education into interactive tasks where the student can develop the necessary skills to learn a second language. In addition, teachers must be updated on the new ways of educating and learning using the web tools that are on the internet. Thus, students can develop technical skills and contribute to the development of the country because technology is used nowadays to manipulate computers and create new Web 3.0 apps to learn.

**WEB TOOLS**

They are software programs that facilitate the creation, maintenance, and analysis of websites. Hence, according to Popkova (2018), "(…) E-learning technologies are designed primarily to improve the flow of knowledge and information among groups and between people, increasing the efficiency of these processes while also incorporating culture, beliefs, and values" (p. 137). One important thing about web tools is to increase the knowledge in a different group. It is because it can use collaboratively. Also, this author explains that these tools "make the educational process available for a maximum number of participants with different styles,

preferences, and needs" (p. 137). Web tools help students and teachers to improve the user experience in learning a language.

Moreover, web tools encourage students to learn while also helping them develop critical thinking skills. Thus, a learning tool is a tool for personal or professional learning, as well as one used for teaching or training. (Vinodh, 2018). "The use of Educational Web Tools can be an ideal avenue for lifelong learning because it maintains interactive and collaborative learning. This provides students' learning experiences appropriate to this digital age" (Nachimuthu, 2018, p. 276). Web tools enables students to attend every class that they require because teachers create various platforms to obtain important information about students and their progress in learning English.

In this view, web technologies assist teachers in engaging pupils and promoting their learning in whatever language. Also, the web tools permit students to create a technology atmosphere where they can easily learn a language and its content in a class. Moreover, the web as a learning tool prepares students to know the world without travel another country. Another relative aspect of a web tool is the collaboration with others; thus, students can share their previous knowledge in collaborative learning. On the other hand, education has to pay attention to how students use a web tool correctly. Many pages show misunderstanding information, or it can bring "narcissism, gossip, and bullying."

**WEB 3.0 TOOLS**

They are the next generation of web technologies that promise to transform the way we interact with others. "Web 3.0 is a technological leap that has important consequences for network users. Web 3.0 are web applications connected to web applications, to enrich the experience of people" (Latorre, 2018, p. 8). Furthermore, Web 3.0 is known as the 'semantic web' because it makes more efficient use of data, and they include decentralized apps, smart contracts, peer-to-peer networks. Thus, it is managed in the cloud and executed from any device with a high degree of complexity and customization. Bearing in mind that it offers a flow of

information and content adapted to our tastes and preferences where students can navigate on some web pages to improve in a language or interesting things.

On the other hand, “Web 3.0 is responsible for defining the meaning of words and making it easier for web content to carry an additional meaning that goes beyond the actual textual meaning of said content” (Küster and Hernández, 2019, p. 106). Web 3.0 creates a database where user information is stored, such as tastes, connectivity, interactivity, usability, etc. Thus, Mix Interactivity Figure 1 makes it easier for users to access digital content and digital tools where students develop their abilities in a language because the interactivity between students helps them to grow up in learning. Web tools can be divided into two groups: instructive and informative:

**Instructive Tools**

They are essential for learning a language. Language learners require a range of tools to help them develop their reading, writing, listening, and speaking skills. These tools can include language learning apps, online courses, textbooks, flashcards, language exchange programs, and tutors. Additionally, “tools for practicing activities; for example, tutorials, simulation, games, etc.; also, assessment such as quizzes, tests, etc.” are also helpful. (Popkova, 2018, p. 137). Instructive tools should be used in conjunction with real-life language practice to ensure that learners can apply their knowledge in a practical context, and have two collaborative groups:

Asynchronous collaborative tools are:

- Blogs
- Microblogging
- Discussion boards
- Podcasts
- VLE (Virtual Learning Environment)

Synchronous collaborative tools are:

- Writing chats
- Webinars
- 3-D MUVE (multi-user virtual environment)
- Second Life
- Web-based seminars

Thus, those collaborative websites help students to develop different skills in understanding and solving problems in a collaborative task. Students develop creativity and leadership in groups that the teacher can create in a virtual class.

**Informative Tools**

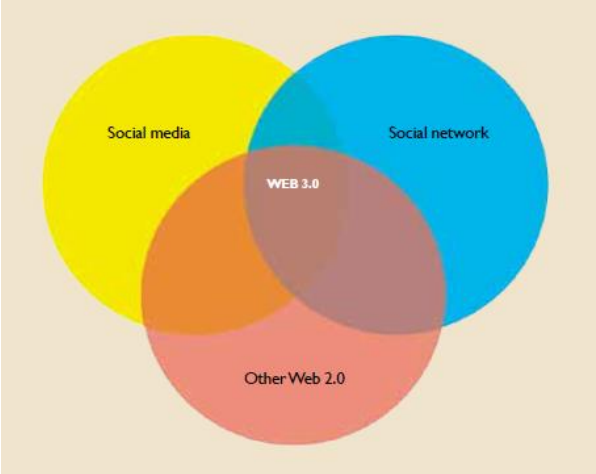
They are crucial for learning a language. These tools provide learners with access to authentic language materials, such as news articles, podcasts, videos, and social media posts. Informative tools help learners to immerse themselves in the language and culture they are studying, improving their comprehension, vocabulary, and culture awareness. “They are in the first place aimed at improving comprehension” (Popkova, 2018, p. 137). These tools also allow learners to practice their listening and reading skills, as well as gain exposure to different accents and dialects. Additionally, informative tools can help learners stay up-to-date with current events and popular culture in the language they are studying, and have the following parts.

- RSS (Really Simple Syndication)
- Social aggregators
- Photo / video sharing tools
- Document sharing tools
- Voice (speech)

The most interesting thing about those tools is the feedback that the teacher can provide. Web 3.0 can improve the class environment where students are involved in ICT in each activity that the teacher creates for them.

**Figure 1**

*Mix Interactivity*




*Note*. The figure represents the development of the students' skills in a language through Web 3.0. Taken from *De la Web 2.0 a la Web 3.0: antecedentes y consecuencias de la actitud e intención de uso de las redes sociales en la web semántica* (p.108), by Küster and Hernández, 2018, Universia Business Review.

Thus, Web 3.0 aims for everyone to be able to enjoy internet information and tools regardless of the device through which we connect, as it seeks flexibility and versatility that overcome the barriers of format and structure. . For that reason, the multidimensional uses of the Web 3.0 are: Teachers, students, and students all over the world are engaged in asynchronous and omnipresent learning. The Internet is a useful tool for social networking, such as Facebook, Twitter, and Wiki. (Latorre, 2018). Thus, learning a new language can be challenging, but there are some web tools that can help you achieve your goals.

### Technological Changes in Education

Technological changes have transformed the landscape of education in recent years. The rise of digital technologies and the internet has enabled educators to create more immersive and interactive learning experiences. Consequently, "the evolution of social media has had a large impact on the options we have in communication" (Wan, 2018, p. 8). The asynchronous and synchronous classes are different now. Teachers provide some tools to teach, and they need to pass for validation to apply

in different subjects. Nowadays, web tools are changing how to teach, but teachers must consider if those tools are used in a format of communication and collaboration. Students will be able to interact with others and catch their attention in learning something. Therefore, there are three reasons that teacher uses digital technology in teaching: “to support learning, to develop skills in a workplace, and to become responsibility in the digital area” (p. 5)

The most important supporting learning using technologies in teaching is: “increasing students’ motivation and promoting cognitive development and providing means for communication and collaboration, for example, through learning management systems, blogs, and wikis for assigned group tasks or interacting with the wider community to obtain support during learning” (Wan, 2018, p. 5). There are some challenges for schools; according to the Horizon. He named in the book “Web 2.0 How To for Educators” There are five issues at work in a school. (Solomon and Schrum, 2020, p. 2)

- Information literacy, visual literacy, and technological literacy are new formal instruction in new skills in this era.
- Education is changing slowly, and students are different with different needs.
- The education is not applicable in a real-life, and teachers must understand the changes.
- The technological activities must adapt in classes to grow up the knowledge in different subjects.
- A big challenge is the structure at school to establish a technological education.

Web 3.0 or semantic web aims to make it easier for people to access information and interact in a more meaningful and efficient manner. Students also learn how to do their research and interpret information. (Deepesh Divakaran, 2021). In addition, the benefits of Web 3.0 are:

- Students will invest less time to acquiring and applying information.

- Search engines will generate a report based on information gathered from a variety of sources.
- Teachers will be able to create more complicated and interesting assignments that will be supported by a range of resources. Students will gain more freedom, allowing teachers to coach individuals or small groups more effectively.
- It could work together and engage with people who are geographically apart. Educational information can be used and reused without the need for authorization.

### Web 3.0 in Education

Web 3.0 has the potential to transform education by creating more decentralized, collaborative, and personalized learning experiences. As a result, "teachers will be able to present pupils with learning apps based on their degree of knowledge in the not-too-distant future" (Solomon and Schrum, 2020, p. 153). They will be able to swiftly assess each activity and lead students to tasks based on their preferred learning method. As needed, students will interact with classmates, instructors, specialists, and others, and they will work in groups to complete tasks. (Solomon and Schrum, 2020). Adding information about the online educational lab, users can participate in more natural collaborative and communication tasks, sharing outcomes and exchanging media information among participants. (Lal and Rajiv, 2020)

### To promote student collaboration

Educators can implement a variety of strategies and tools in the virtual classroom. One effective strategy is to encourage group work, where students work together to solve problems and complete tasks. Hence, "students may communicate and work together on shared projects, and professors can organize interactive conversations, talks, connections, and chats to help students enhance their abilities" (Latorre, 2018, p. 339). Also, "as learning aids for virtual schools, teachers can create online textbooks and distribute other curricular resources online, while student teams

divide responsibility for finding information on specific areas of a topic to generate collaborative projects" (Solomon and Schrum, 2020). In other words, Web 3.0 allows us to create our content to teach in a class. Teachers should identify the necessities around the student to promote effective learning with diverse tools that the internet shows us and use collaboratively.

### To promote students' communication

Creating a positive and inclusive virtual classroom environment where students feel comfortable sharing their ideas and opinions is essential for promoting communication skills. "When students can reach outside the walls of classrooms and into the global world, the power of communication technologies may be utilized for learning" (Solomon and Schrum, 2020, p. 145). Furthermore, learning about a language and a vocabulary through pair student contributions from around the class; for example, if students can speak in their own language and explain what the word means in the target language, other students will learn better a second language. Learning a second language is not just learning the correct use of grammar and structure. It is also learning small phrases that can be used in daily life in a collaborative form.

### Related Learning in a EFL and the Web 3.0

It can be enhanced through the use of Web 3.0 technologies. Related learning refers to the process of connecting learning materials to real-world contexts, which can make the learning experience more relevant and engaging for students. Thus, according to Smith (1999) who is mentioned in the journal with the name "Web 3.0 and Its Reflections on the Future of E-Learning" says "learning theory refers to a framework that helps us think about how and why change (in learning) occurs" (Amarin, 2018, p. 118). There are different approaches and methodologies to the process of learning a language. Thus, English learning has four theories of learning namely that experts explain are used in English classes "Behaviorism, Cognitivism, Constructivism, and Connectivism" (p. 119)

- Knowledge is viewed as facts that may be passed down from teacher to student in behaviorism.
- Cognitivism considers the learner as an information processor, opening up the box of the mind.
- Constructivism proposes that learners generate knowledge as they attempt to make sense of their experiences.
- Connectivism is regarded as the digital age's learning theory, succeeding behaviorism, cognitivism, and constructivism.

Learning a language is a connection between two nodes: the knowledge in critical thinking and the ideas in continual studying. These ideas explain one theory of learning how the unique approach to developing the digital era; is Connectivism. Thus, Web 3.0 allows teachers to implement new learning methodologies and new types of professional educational engagement. Today, 3.0 education technologies enable us to function with social and personalized interactions and communications as one method of gaining language education. (Horban, Humenchuk, Karakoz, Koshelieva, and Shtefan, 2021)

### Web 3.0 Tools in Classroom

The way of educating and learning a language has been changing in recent years. Learning anything is in our hands. We all have access to information that runs through the internet. Now, people can learn a language just by handling a cell phone or a computer. Web 3.0 tools are within our reach with a single click for this learning. These tools allow us to learn and develop abilities that we had hidden as human beings. One of them is to look for information to develop language skills. If we stop to think, human beings can learn in different ways. For example, visual learning is where anyone can learn by watching a video or listening to an explanation of a specific topic. Thus, we have the following Web 3.0 tools:

**Google Workspace**

"Google Workspace conforms to the concept of a collaborative environment referring to the pooling of knowledge, materials, ideas and services in order to share them, in order to access them and use them together." (Herrera, Micaletto, and Serrano, 2021, p. 110). Thus, Google grew in popularity until it was a leading company worldwide. Over time, This company creates various applications that are useful for communication between people. One of them is Google Workspace, where users can use various web tools to communicate and work collaboratively. Javier Soltero in a Google blog explains that they have been developing products to help people transform the way they work for over a decade. (Soltero, 2020)

**Google Meet**

This Platform was known as Hangouts Meet. Now, it has a new service called Google Meet, which is a video call communication service. This was created in 2016 by Google. In education, it is a great tool to communicate with students through video calls. Teachers use this tool to teach classes virtually where the teacher can create "Break Room," and students can interact with other classmates. In addition, this platform has several options that can help the teacher to motivate students participate in any class. "The use of Google Meet not only produced a considerable improvement in the level of performance of these, but also favored the development of interaction and participation among the group of students who use it to learn a second language" (Roig-Vila, Urrea-Solano, and Merma-Molina, 2021, p. 199)

**Google Docs**

Google Docs is a platform that allows students to create documents online for editing in written form. This platform was created in 2006 by Google. The highlight of this platform is its output profile because it helps the student to share the document and use it collaboratively learning a language. According to (Concário, 2018). The experienced was new to them, and they started to use Google Docs™

for other assignments in different courses. In addition, this platform is written in the Java system and helps the student to transform the finished document into Word or Pdf. Something that draws attention is editing the document without saving it to the desktop computer. This platform automatically saves it in its system called Google Drive.

**Google Sheets**

The best way to work collaboratively is to use Google Sheets because this platform helps students handle statistical data with another classmate. Also, Google Sheets contains an interactive dictionary if you know how to use formulas. This dictionary translates words from any language, helping the student understanding another language. “Google Sheets also facilitates collaboration among student workgroups. Such online collaboration has been recognized as beneficial for student achievement in other fields.” (Parra, Jacobs, and Trevino, 2021, p. 5). In interactive classes, it can be used to answer questions, conduct surveys, and have numerical data that can be grouped for their interpretation.

**Google Slides**

An interactive platform called Google Slides works collaboratively. Students benefit from this powerful web tool because they create and modify presentations in real-time. In addition, teachers can create presentations where the student must actively participate. In this web tool, the student can leave comments or ideas about the exposed presentation. “The use of these teaching aids is said to increase interest and stimulate the minds of students in this cyber age and has been considered and recognized as a catalyst for the teaching and learning process” (Ahmad, Hamzah, Hassan, and Rohanai, 2021, p. 607). Google slides were useful activities that helped students improve their English proficiency. (Nakai, 2022)

**Google Jamboard**

Jamboard is a collaborative platform where the student can interact with this environment. The teacher creates the didactic material within this web platform.

Once created, the student can solve the tasks that are displayed on the interactive whiteboard. “Google Jamboard (GJ) application, a free digital whiteboard application that permits real-time collaborative work among students” (Shamsuddin, Woon, and Hadie, 2023, p. 235). In addition, this virtual platform allows you to underline, create interactive templates, highlight important ideas, and paste “stick notes.”

**Canva**

The Web 3.0 tool to design and create interactive content is Canva. Teachers use this easy-to-use tool a lot because it has pre-designed templates where the teacher can modify the content and bring another template to life. Canva was created in 2013 and has become one of the web tools to use in interactive classes. The most important thing about this platform is the interaction you have with other people in a participatory way. This tool provides a link to design a presentation in coordination with other people. “Canva offers many conveniences for creating innovative and creative teaching materials. This is certainly very easy in making English teaching materials that require visualization of images and videos in conveying information” (Nur, 2022, p. 59)

**Padlet**

This tool allows people to interact interactively through “virtual bulletin boards.” Padlet offers remote learning around the world because it is used for collaborative teaching and learning. The teacher can propose questions in a target language and images or place a map to learn from other cultures on this platform, where the student can leave their comments and learn from others. “Padlet is a free application that offers a virtual wall where different people can contribute and collaborate” (Méndez Santos and Concheiro Coello, 2018, p. 6). Furthermore, people use it to create content and share it with other people. it is a very intuitive and easy to use tool because it only requires a double click to write on it.

**Wordwall**

This web tool is very easy to use. It is called Word Wall, where the student can develop tasks created by the teacher. Once the activity is created, the student must develop or answer the questions that are exposed. In addition, according to Aguilar (2022) explains that "this selection of tools allowed the creation of self-authored resources such as the design of presentations, infographics, games, quizzes, puzzles, and animations that enrich navigation through the virtual environment and the learning experience" (p. 18). The teacher can use this tool to provide feedback on the student's knowledge.

**Liveworksheets**

Liveworksheet is a virtual tool where "students can do the worksheets online and send their answers to the teacher. However, teachers create materials where families download those pages to work with their children. They did not use in a correct way" (Blas, 2021, p. 12). If teachers use correctly this tool, this web tool will motivate students and saves time for the teacher; In addition, it helps the environment because the teacher should not print the sheets. Liveworksheet creates digital worksheets with interactive online exercises. Furthermore, worksheets make full use of the latest educational technology.

**Nearpod**

"It helps teachers make every lesson interactive, whether in the classroom or online. The concept is easy to grasp. Quizzes, Polls, Videos, Collaborate Boards, and other features can be used by teachers to create interactive presentations" (Lyublinskaya and Du, 2023, p. 6). In addition, the teacher can create collaborative tasks within this platform where the student must complete or fill spaces interactively with other students. What makes this platform interesting is the games it contains. There is a dynamic and interesting game for the students where they have to answer questions and earn points to reach the finish line. This software is complete to interact with students in asynchronous and synchronous classes.

### 2.3.2. DEPENDENT VARIABLE THEORETICAL SUPPORT

### LEARNING

Learning implies understanding new knowledge by means of rules; In addition, learning from acquired experiences helps to have previous knowledge and apply it to the new one. Consequently, learning is developing cognitive abilities in a specific subject through experiences lived by an individual and applying them in life. In addition, "learning is due to innate abilities," (Herrera and Murry, 2018, p. 15) resulting in the fact that the human being learns naturally by adapting to the environment in which he finds himself or herself because the human being learns day by day according their environment.

George Yule (2018) affirms that "learning is the conscious process of accumulating knowledge, in contrast to acquisition" (p. 187). The human being's way of learning can be different, but consciously. Repetition and imitation go hand in hand to acquire knowledge. Strategies and activities can be used to help students construct meaning by activating what they know and working with others to build understanding (Herrera S. G., 2019). In addition, collaborative work in classes produces new knowledge and strengthens cognitive learning.

The acquisition of a language refers to the development of cognitive abilities through natural situations of communication with others; for example, the familiar environment where the learner understands single words and learns. However, learning is formed consciously by accumulating knowledge of the facts of a language; For example, mathematics is learning through teaching. (Yule, 2018) "After activating students' existing background knowledge, the teacher then helps students make connections between their existing knowledge and the new content." (Herrera, Kavimandan, and Holmes, 2018, p. 5)

Krashen (1985) who is mentioned in the book "Crossing the Vocabulary Bridge" explains that "language learning begins with knowledge ('i'); then the learner can move to the next developmental step ('+ l') when provided with understandable information." In addition, Vygotsky (1978) who is also mentioned in the same book

says that “The importance of peer interaction and collaboration helps language learning.” (Herrera, Kavimandan, and Holmes, 2018, p. 5) Thus, Learning is based on prior knowledge and new knowledge with the help of peers or collaboratively within the classroom.

## EFL LEARNING

EFL is defined as teaching another language to people who do not have English as their first language and do not live in an English-speaking country. EFL learning is the process of getting to know a second language through teaching using some methods and strategies that help to understand it. Furthermore, Herrera and Murry (2018) explains that the “Non-native speakers’ use or study of the English language in communities and countries where English is not the prevalent language of communication” (p. 8). Understanding that EFL learning aims to provide a door to the exchange of cultures in a second language.

“EFL students can become users of international, or rather intercultural, communication by studying English.” (Chlopek, 2018, p. 13) Indeed, a second language is used to communicate ideas or show a country in interaction with foreign people. Also, English can take place in diverse fields such as science, technology, business, art, entertainment, and tourism. In addition, in a classroom where EFL learning predominates, “collaboration with parents and students can be considered for better learning, and identify proactive approaches to involve families in educational or communicative activities to motivate the student to continue learning a second language.” (Herrera and Murry, 2018, p. 14)

According to the Curriculum (2016) of Ecuador, it explains that “EFL learning aims to improve students' awareness of the world, both of other cultures and their own, develop the required personal, social and intellectual skills and develop students' enthusiasm to continue studying English.” (MINEDUC, 2016) Learning a second language in Ecuador goes with the development of the country because by understanding a language, students will have the necessary skills to undertake any field at the end of a degree.

Therefore, “Learners develop social skills in the EFL classroom by learning to work together cooperatively, accepting points of view that are different from their own, negotiating, and learning about reciprocity.” (MINEDUC, 2016) Group work, role plays, and group conversation improve the collaborative tasks in the class; thus, students develop the skills to become social human beings. EFL learning is the perspective in education where students focus on interaction and get new knowledge. Also, teachers should use a type of evaluation to know if the student learn the topic.

**EFL TASKS**

According to Jane Willis (2019), a task is defined as “an activity where the target language is used by the learner for a communicative purpose (goal) to achieve an outcome” (p. 19). Learning a second language implies implementing communicative tasks where the student develops the necessary English skills and can apply them in life. In addition, EFL tasks involve a clear communicative approach to the linguistic development of the tasks shown by the teacher. A task is a classroom activity or exercise that has a goal that can only be achieved through participant interaction. (Blyth, 2018). The manipulation of the new language through collaboration is essential in the English classroom because it develops interaction and learning a language.

The term task is defined by Long (1985), who is mentioned in the article “Task-based language teaching: what every EFL teacher should do,” which explains that a “Task is a piece of work undertaken for oneself or others, freely or for some reward” (Hismanoglu and Hismanoglu, 2019, p. 47). Furthermore, in the same article, Breen (1987) understands homework as “a range of work plans.” (p. 48) Consequently, EFL tasks are defined as the tasks created by the teacher to be developed by the students. Of course, each task can be carried out by a single student or a group of students collaboratively in English classes.

The EFL learning tasks depend on both activities; one is the teacher, and the other is the student. In the early stages of the teaching-learning process, the teacher's

activity dominates, but as the process progresses, the teacher's activity decreases and the student's activity increases. (LOGOS, 2021). Activities need to be related to the necessities that students have and their environment because some students learn differently from others; for that reason, the teacher should create tasks to get the attention of all students in the English classes. Those tasks must be evaluated with instruments where they reflect the students' knowledge.

Some students think learning English is a big effort. Thus, students feel sleepy, or they do not want to learn much in an English class. Learning a language is much more like practicing tennis; it involves learning a skill, whereas memorizing history or geography includes simply memorizing a set of facts or a body of information. (LOGOS, 2021). Thus, English needs constant practice every day. Activities and tasks in collaboration are necessary to improve this foreign language. As a result, "The kinds of tasks as well as their efficacy are undoubtedly of great importance in the domain of language teaching and learning" (Haghverdi, Khalaji, and Biria, 2018, p. 720)

## COLLABORATIVE TASKS

Collaborative tasks are activities that involve group work and promote collaboration among students. Thus, in the Figure 2 shows that "collaborative is an adjective that refers to working in a group of two or more people to achieve a shared objective while appreciating each individual's contribution to the total" (Roberts, 2019, p. 205). Accordingly, Piaget and Vygotsky's theories are related to collaborative learning. The theory of constructivism, according to Piaget, explains that a child learns through the environment in which she or he finds herself or himself since the interaction between subjects helps meaningful learning. With this introduction, it can be said that collaborative work influences the learner's development in the classroom.

In addition, collaborative tasks result in discussions of topics that are presented by the teacher. Likewise, Vygotsky believed that significant learning does not occur by a single individual; education is due to collaboration between individuals. For

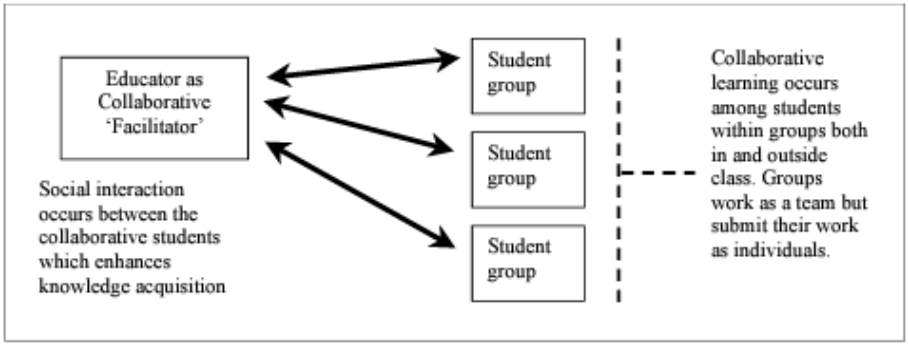
this reason, Vygotsky describes the 'Zone of Proximal Development.' It explains that the learner is not able to master a task by himself, but he can learn from a more capable individual collaboratively. Thus, collaborative tasks aid students in better understanding a specific topic in an English class because they work together to find the answer.

Thus, "one of the advantages of incorporating collaborative learning into language courses is that students become more aware of and accountable for their own learning, as well as develop active engagement" (Campuzano and Marriott, 2019, p. 3). Moreover, students who are grouped can benefit from a variety of linguistic and cognitive aids and challenges. Smaller groups provide more opportunities for language learners to communicate. (Herrera and Murry, 2018). Teachers can consider creating collaborative learning groups, including the following:

- Ascertain that group work is developmentally suitable.
- Make time for learners to talk on the material.
- Make use of various groping settings.
- Encourage student freedom by organizing groups so that no single person can finish the activity alone.
- Motivate groups to collaborate by holding each member of the group accountable for his or her duties.
- Collaborate in groups to ensure that students are encouraging one another.
- Give comments that recognizes the work of the entire group.

**Figure 2**

*Collaborative Learning*



*Note*. The figure represents the learning method that uses social interaction as a means of knowledge building. Taken from *Online Collaborative Learning* (p. 205), by Campuzano and Marriott, 2018, Innova Research Journal.

### Three-Step Interview

It is an effective method for promoting collaborative learning and communication skills. Moreover, it involves pairing students and having them take turns interviewing each other on a given topic or question. Therefore, "it promotes active listening because students are individually accountable for sharing their partner's information with the team" (Kagan and Kagan, 2019, p. 10.10). This collaborative task activates teamwork, where students share what they have learned with their team. This activity makes the student to be a promoter of knowledge. They explain in their own words what is meant by a specific topic or closed questions that need reflection. Prior knowledge plays an important role in this collaborative activity because they have an idea about the topic presented by the teacher.

### Timed Round Robin

It promotes equitable participation and encourages active engagement among students. It involves dividing students into small groups and giving them a set amount of time to discuss a given topic or question. Thus, "through the use of turns and time, structures ensure that all students have the forum to sharpen their language skills" (Kagan and Kagan, 2019, p. 6.31). Giving students the necessary time is essential in collaborative tasks because each student has time to express their ideas. Each task must be designated a specific time; thus, the other classwork will be able to expose. The teachers are the guide so that the activities develop typically and everyone can participate. Also, the teacher should help if there is a setback in the collaborative tasks because feedback is essential to remember the topic in an English class.

### Mix-Pair Share

It is a collaborative learning that encourages active participation and engagement among students. It promotes active listening and communication skills, as students are paired with a new partner to share what they have learned from their previous discussion. “The class ‘mixes’ until the teacher calls, ‘pair.’ Students find a new partner to discuss or answer the teacher’s question” (Kagan and Kagan, 2019, p. 6.29). This collaborative task helps the student to actively participate with another partner because the teacher says “Pair” and all students must say the name of another partner to work. The activity causes students to look for a partner by affinity and work better. Of course, the teacher should not keep the same pairs; the teacher must mix students to meet other students and have mutual empathy between students. Thus, students can participate with other students to improve in collaborative tasks.

### Team Interview

It promotes teamwork and communication skills, as students must collaborate and communicate effectively in order to complete the interview successfully. Hence, “Team Interview, each student on the team takes a turn being interviewed by teammates” (Kagan and Kagan, 2019, p. 10.8). Members of each team must ask the other teams or the teacher about the subject being projected. In addition, it develops reflective metacognition in students because they must express in their own words what they understood about a specific question or video. The teams will have some time to be able to ask and answer some gaps on the topic discussed or to be worked on. Furthermore, it helps to get acquainted with colleagues and have collaborative knowledge.

### Tri-Fold

It is a useful tool for organizing information and presenting it in a clear and visually appealing manner. It involves dividing into three equal sections and using each section to convey a different aspect of the topic or concept. “The Tri-Fold may be used imaginatively to assist learners in comprehending different text patterns”

(Herrera, Kavimandan, and Holmes, 2018, p. 41). It is especially intended to target temporal sequence and cause-effect relationships. It helps students to improve and identify the main ideas of a text. Students will initially have a connection by brainstorming the topic presented by the teacher. Also, it will allow collaboratively focusing on student learning; since all students can contribute with their previous knowledge on the subject. The Tri-Fold refers to the various learning styles seen in modern classrooms, as students may comprehend text-related ideas using various senses. (p. 42)

**Foldable**

It is a useful tool for organizing and presenting information interactively and engagingly. Also, it encourages students to think critically about the information they are presenting and helps them to organize their thoughts in a visually interactive way. Moreover, "second language acquisition is a gradual process in which learners develop a receptive vocabulary by hearing and reading while also working to interact with others through the verbal and written output of the language" (Herrera, Kavimandan, and Holmes, 2018, p. 64). It allows the student to connect the ideas of their prior knowledge with images that they can understand. The teacher is a guide to learning the new vocabulary of a specific topic. Additionally, students have multiple opportunities to discuss and reflect on new concepts. At the end of the connection between the vocabulary words and the new concepts; students will be able to give their meaning of the topic to be treated.

**Rubric for Assessing Group Work**

It helps teachers to evaluate and provide feedback on the performance of students working collaboratively on a project or assignment. Additionally, "the term rubric originates as a translation of the English word rubric. In the field of traditional evaluative tests, denoted by the term testing, (…)" (Jácome, 2018, p. 80). The rubric is an evaluative instrument where it reflects tasks, compositions, tests, essays, etc. This instrument shows specific information about student learning. In addition, this form of evaluation allows us to see in detail the needs of the students in a specific

task. Through this instrument, the student clearly understands the teacher's expectations, obtains the guidelines that will guide him or her in achieving learning competencies, and accurately locates the doubts and problems that arise during the process. (Raposo and Martínez, 2018)

**Contributions, Attitude**

Attitude and contribution are two aspects that must be taken into account when evaluating group or pair work using collaborative tasks. The teacher creates activities in Web 3.0 and the student uses them for meaningful language learning. Thus, the teacher will evaluate if the student is willing to help, or offers useful ideas with a positive attitude. According to Seufert, Guggemos, and Sailer (2021) explains that "the attitude towards a behavior is one of three predictors for behavioral intention. Furthermore, the will, skill, tool model implies attitudes are a predictor for the actual use of technology"

**Cooperation with Others**

"Cooperation is central to what makes us human. It is so deeply entrenched in our nature that it can be seen at the heart of every culture (…)" (Slocombe and Seed, 2019, p. 470). Cooperative work is essential in the classroom where students must demonstrate high productivity with other peers. Additionally, all students must work extremely well with their peers. Argued with this premise, teachers must evaluate this cooperation with others around the topic delivered. Collaborative tasks should be focused on work among students for the development of cognitive learning skills in a language with the help of Web 3.0 tools.

**Focus, Commitment**

The approach between pairs or groups is essential because everyone must try to maintain concentration on the tasks that the teacher has presented to them. The collaborative tasks that are dictated in English classes should always be focused on the needs of the student. In addition, Web 3.0 tools focus on what needs to be done in pairs or working groups to be developed. Thus, "Prior work on team focus

indicates that it can lead to positive task outcomes. Also, Teams focus refers to whether the team places cognitive emphasis on task outcomes, task processes, or both" (Cruz and Pinto, 2019, p. 125). In the end, the students make their own decisions and organize the teamwork to get the final results well.

**Ability to Communicate**

The ability to communicate or share in pairs or a workgroup should be supported around these because students will feel motivated to learn the English language through Web 3.0 tools with their collaborative tasks. An important aspect at this point, students can provide peer feedback where they demonstrate understanding of a specific topic in class. "The indicators of communication skill are the students speak with appropriate language, communicate the message with the polite language, listen to the people's opinion well, and use suitable gestures along with the content of the talking while they were talking (…)" (Apriyanto, Karlina, and Iswadi, 2019, p. 6)

**Correctness**

Once the collaborative work has been determined, the students will manipulate the Web 3.0 tools to be delivered completely and well organized. These papers must contain a minimum of errors and be delivered on time. Afterward, the teacher will evaluate the work that was delivered. Thus, "It is through the formative evaluation that the student becomes aware of his mistakes and correctness and finds stimulation for a systematic study. This modality of evaluation allows a self-assessment of both the student and the teacher" (Fernandez, Santos, and Nascimento, 2019, p. 311). It causes motivation in learning a second language because it avoids tensions between peers and causes meaningful learning.

## 2.4. HYPOTHESIS

### Null Hypothesis

Web 3.0 tools do not enhance the collaborative tasks of the language center's students at Instituto Superior Tecnológico "Francisco de Orellana" of Puyo city, province of Pastaza.

### Alternative Hypothesis

Web 3.0 tools enhance the collaborative tasks of the language center's students at Instituto Superior Tecnológico "Francisco de Orellana" of Puyo city, province of Pastaza.

## 2.5. SIGNALING HYPOTHESIS VARIABLES

**Independent variable:** Web 3.0 tools

**Dependent variable:** Collaborative tasks

# CHAPTER III

# METHODOLOGY

## 3.1. LOCATION

This research was carried out at the Instituto Superior Tecnológico "Francisco de Orellana." This institution is located in the province of Pastaza, in the city of Puyo, 73.48 km in a straight line from Ambato. This city is also known as "Nuestra Señora del Rosario de Pompeya de Puyo." It is located on the left bank of the Puyo river with a population of 33,557 inhabitants. On the other hand, the institution was created on October 17, 2000, with ministerial agreement 16-001, and it has the authorization of the careers of Automotive Mechanics, Industrial Mechanics, and Electricity. In addition, it has a language center for the student graduation process. It helps students to meet the foreign language proficiency level (B1) framed under the standards of the Common European Framework.

## 3.2. TOOLS AND TECHNIQUES

This research applied the following techniques and tools to obtain the necessary data. The survey technique with its respective questionnaire as a tool and a pre-test and post-test was applied to achieve the objectives set at the beginning of this research proposal. These instruments were previously validated to obtain specific information by (Chilton, Dignen, and Little, 2020, pp. 98-99). In addition, a lesson plan model was taken from (Kagan and Kagan, 2019, p. 14.11) for the development of virtual classes. It helped to work collaboratively among students. Additionally, a rubric was used to obtain the results of the collaborative work where it indicates the following items: "1) Contributions, Attitude, 2) Cooperation with Others. 3) Focus, Commitment, 4) Ability to Communicate and 5) Correctness" (Cornell University, 2023). This tool was used to measure collaborative tasks using Web 3.0 tools in the pre-test and post-test. Finally, The data were analyzed by Student's T

test and the surveys carried out in this research by Cronbach's Alpha. Excel and SPSS were used to obtain the statistical data and measure the final results of this research.

The use of Web 3.0 tools helped in the collaborative tasks of students who are exposed to the English language. Web 3.0 tools fostered new technological skills during collaborative learning of the English language among students. Moreover, with the use of web tools in collaborative tasks, there is a motivational increase in learning a second language. Thus, this research obtained relevant data such as Web 3.0 tools that help in collaborative tasks. For this reason, using web tools in English classes helps students better understand the world around them and perform tasks in a second language.

## 3.3. RESEARCH APPROACH

### 3.3.1. Quantitative Research

The purpose of this thesis project, “Web 3.0 Tools and Collaborative Tasks,” was to use detailed procedures to obtain results that help understand the impact of Web 3.0 tools on B1 students of the Instituto Superior Tecnológico “Francisco de Orellana” language center in an intensive semester. With a quantitative research design, a group of students is created as a sample for this research. Thus, it can be used to know the relationship between variables and the results obtained. The quantitative model begins with a hypothesis about the expected effects of the research topic. That is why, the objective is to establish a correlation between the variables with their inferential statistics. They are the essential components of a quantitative study. The analysis group was subjected to work with Web 3.0 tools to develop collaborative learning and improve the learning of the English language. The whole group used the Web 3.0 tools that were exposed for the development of collaborative tasks; thus, they would increase their learning in English. Furthermore, the tasks were developed in a collaborative way using Web tools. The aim was that the collaborative tasks used by students in this institution improve the meaningful learning of the English language with Web 3.0 tools.

### 3.3.2. Experimental Research

This experimental investigation contains a hypothesis; furthermore, a study of the dependent and independent variables. The purpose of this experimental investigation was to know the cause and effect between the two variables. Thus, this experimental investigation contains two variables; the dependent variable is collaborative tasks, and the independent variable is Web 3.0 tools. Furthermore, this research study had 24 students from the Instituto Superior Tecnológico "Francisco de Orellana" Language Center in B1 intensive level. Most of the students are between 18 and 30 years old. The entire population was taken into account for data collection.

24 participants from the Instituto Superior Tecnológico "Francisco de Orellana" Language Center participated in all the tasks directed collaboratively. They also used Web 3.0 tools to develop English language skills. The instructions were clear and simple so that the students could solve the tasks. In addition, the students had a clear explanation of each of the web tools to be used. There were tasks that students should have developed collaboratively, and students were exposed to different collaborative tasks to improve the EFL in pairs. In addition, the teacher and each pair must have worked together to complete the tasks using Web 3.0 tools.

All students participated in the online activities; for example, students interviewed their classmates according to the topic. After that, each talked with teammates about what they learned. Students also took turns responding orally, but each turned in their team the information about the topic. Moreover, students worked in pairs to discuss the topic, and they complete a Google Doc about the topic using a Tri-Fold, and sometimes they used a Foldable where they had to complete the new vocabulary. Of course, they worked with Web 3.0 tools. Thus, they could use each web tool and carry out the different tasks that were exposed in the class plans. Most of the tasks were developed on the Google Drive platform, which, due to its usefulness and flexibility, helped students to perform the best tasks collaboratively. In addition, students used Nearpod, Padlet, Canva, Wordwall, and Liveworksheets

because these Web 3.0 tools helped students to better develop assignments collaboratively. The presentation of the different tasks was on Meet to be evaluated using a rubric.

### 3.3.3. Explicative Research

In this study, the researcher conducted an explicative research design, which aims to clarify the relationship between collaborative tasks and Web 3.0 tools in education. It is the most common type of research and is responsible for establishing cause-and-effect relationships that allow generalizations to be made about similar realities. This type of research would aim to explain the underlying mechanisms that govern the use of these tools in collaborative tasks, and how they impact learning outcomes for students. Moreover, it would help to identify students' experiences, perceptions, and attitudes toward the use of these tools in collaborative tasks, as well as any challenges or limitations they face when using them. The results of this study could provide valuable insights into the most effective ways to use Web 3.0 tools in collaborative tasks to enhance learning outcomes for students. This could form the development of new teaching strategies that incorporate these tools in innovative and effective ways, helping to improve student motivation and achievement.

## 3.4. POPULATION AND SAMPLE

The study population was Instituto Superior Tecnológico “Francisco de Orellana” students from the Pastaza province. The research included 24 participants from the Language Center (level B1) of the institution. The ages of students were between 18 to 35 years of age. The entire study group was subjected to experimentation trough two months (all Saturdays from 7:30 to 11:30) of one virtual semester from May - October.

**Table 1**

*Distributive Table of the Population*

| ***Participants*** | ***Level of English*** | ***Number of Students*** | ***Percentage %*** | ***Type of group*** |
|---|---|---|---|---|
| **Students** | B1 | 24 | 100 % | Experimental |

*Note.* This table shows the student population of the "ISTFO" language center.

By having an instrument with questions on the Likert scale, we proceed with the validation of the instrument. In this way verify if the questions applied in it are reliable. Thus, Cronbach's Alpha statistic is applied, which emits 0.846 as a result of having a reliable instrument for this research. Cronbach's Alpha is a reliability coefficient calculation method that identifies reliability as internal consistency.

### 3.5. DATA COLLECTION

The data collection first had an instrument validated by (Chilton, Dignen, and Little, 2020) from Cambridge. Thus, this research used a "Speaking 3-4" section of this test to find out if students are familiar with the use of some Web 3.0 tools and how to enhance them in collaborative tasks in learning English. In addition, the researcher collected data during two months of intensive virtual classes at the institution's language center every Saturday from 7:30 a.m. to 11:30 a.m. during a school semester from May to October 2022. Thus, a survey on Web 3.0 technological tools was applied to obtain a diagnosis of the use of these tools. Also, a TAM survey model was applied to find out the acceptance of web tools. In addition, a pretest was applied to all the students in the virtual classes using a rubric to qualify the collaborative work. This test consists of two parts in the "Speaking 3-4" section. The first part contains sentences where the student must complete the dialogues and practice collaboratively with another partner; meanwhile, the second part has a task to practice with another classmate about the types of food for a

student party. Also, there is a “Listening” part where students have to listen to the examiner and answer the questions.

In this experiment, the researcher used the entire student population to collect the data. The work group applied a class plan developed by Kagan where this author exposes different ways of developing collaborative tasks “Three-Step Interview, Round Robin, Timed Round Robin, Mix-Pair Share, Team Interview” (Kagan and Kagan, 2019) with the help of Web 3.0 tools. These collaborative ways of learning helped students improve the English language in four intensive four-hour sessions on Saturdays. After, the researcher collected the data to accept or reject the hypothesis raised in this investigation. A post-test was applied to the group of students, which was the same as the pre-test. Moreover, The “T-test” statistical measurement test was used for related samples because it helps to contrast data from the first test with the second test. In addition, a rubric was used to measure collaborative work on each task in virtual classes with the help of Web 3.0 tools. This rubric contains five parts: “1) Contributions, Attitude, 2) Cooperation with Others. 3) Focus, Commitment, 4) Ability to Communicate and 5) Correctness” (Cornell University, 2023)

### 3.6. DATA PROCESSING AND STATISTICAL ANALYSIS

The data were collected through pre and post-test, surveys, and rubric. The pre-test was administered to a group of students that had an English language proficiency level. After completing the tasks, the post-test was administered to measure the improvement in language proficiency. The survey was used to collect feedback from the students on their experience with the use of Web 3.0. The rubric was used to evaluate the collaborative tasks and the performance of the students. Hence, the data was analyzed using T-students analysis to compare the mean scores of the experimental group. Additionally, it performed a content analysis of the survey data to gain insights into students' experience with the use of Web 3.0. Finally, the rubric scores were analyzed to determine the effectiveness of the rubric in evaluating collaborative tasks.

It was essential to tabulate the data to analyze and verify the results obtained from the two tests applied in this investigation. Thus, the researcher proceeded to review the information to eventually clean the data. Then, the data procedure used Microsoft Excel and the SPSS program for the graphic representation of the results in absolute and relative frequencies. Later, the analysis and interpretation of data served to give the conclusions of this investigation. Thus, this investigation was carried out with human talented like students and authorities at the language center in this institution.

### 3.7. RESPONSE VARIABLES OR RESULTS ACHIEVED

The analysis of the variables were measured with strategies in collaborative tasks using Web 3.0 tools for B1 students from the Instituto Superior Tecnológico "Francisco de Orellana" language center. A pre-test and post-test were applied to evaluate the effectiveness of collaborative tasks in learning English. In addition, a rubric was applied to know how the student developed the collaborative tasks using Web 3.0 tools for significant learning of the English language. It contains five elements: "1) Contributions, Attitude, 2) Cooperation with Others. 3) Focus, Commitment, 4) Ability to Communicate and 5) Correctness" (Cornell University, 2023). The data was exposed to a Student's T-type statistical test with an Alpha statistic at 5% to measure the group work of the students towards the activities that appear in the plans.

# CHAPTER IV

# ANALYSIS AND INTERPRETATION OF RESULTS

## 4.1. ANALYSIS OF RESULTS

The present investigation obtained the data through a pre-test and a post-test to collect the relevant information. The instruments were validated by (Chilton, Dignen, and Little, 2020) of Cambridge University. The collaborative tasks were taken from (Kagan and Kagan, 2019) to create the lesson plan. In addition, the pre-test and post-test were evaluated using a rubric to collect the necessary data, which helped confirm the theories and have a positive conclusion using the "T-test" to find out the cause and effect between the two variables. In addition, this research has a survey on the use of Web 3.0 tools used at "ISTFO;" also, a TAM survey was applied to the entire working group to find out the perception of the new information technologies applied in virtual classrooms. The graphics and images provide a clear idea to the reader to recognize the final results. The survey made to the students shows the usefulness given to the Web 3.0 tools for meaningful learning of the English language; moreover, if or not the teacher applies Web 3.0 tools in virtual English classes. The first questions are aimed at finding out general data about the respondent. Then, the following questions are directed to know the advantages of the new technological tools in educational environments. The students gave their answers according to collaborative tasks in the English classes. Therefore, for this investigation, Cronbach's Alpha statistic was used to calculate reliability.

### 4.1.1. Web 3.0 survey

a) THE DATA COLLECTED FROM THE SURVEY WAS APPLIED TO STUDENTS ON SATURDAYS FROM THE INTENSIVE LANGUAGE CENTER, LEVEL B1 OF THE "ISTFO" IN THE CITY OF PUYO-PASTAZA.

**Item 1.** How often do teachers apply collaborative tasks through the use of Web 3.0 tools?

**Table 2**

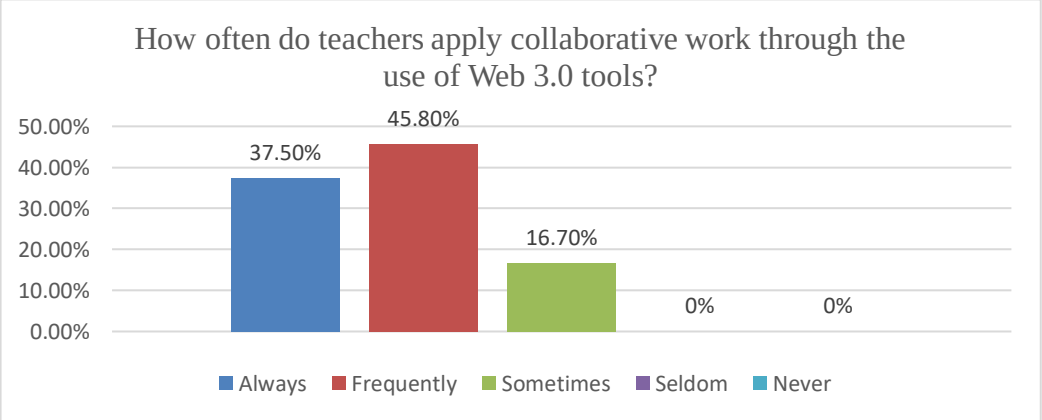
*Interpretation of Survey Results, Item 1*

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|---|---|---|
| Always | 9 | 37.5 % |
| Frequently | 11 | 45.8 % |
| Sometimes | 4 | 16.7 % |
| Seldom | 0 | 0 % |
| Never | 0 | 0 % |
| **TOTAL** | **24** | **100 %** |

*Note.* This table shows how the frequency and percentage change in the survey carried out to the students of the "ISTFO" language center.

**Figure 3**

*Student Survey, Item 1*




**Analysis:** 16.70% of students affirm that sometimes teachers apply collaborative work through the use of Web 3.0 tools, reflecting a low interest in using new web tools by teachers in virtual classes to increase the learning of the English language. The trends of greatest acceptance by students are 45.80% and 37.50%, which shows that teachers frequently and always apply collaborative work through the use of Web 3.0 tools. These results indicate that in the language center of the institution, there is a clear application of web tools to work collaboratively for the learning of the English language, demonstrating the direct connection of the dependent variable in collaborative tasks.

**Item 2.** How often do you use 3.0 technology tools to learn?

**Table 3**

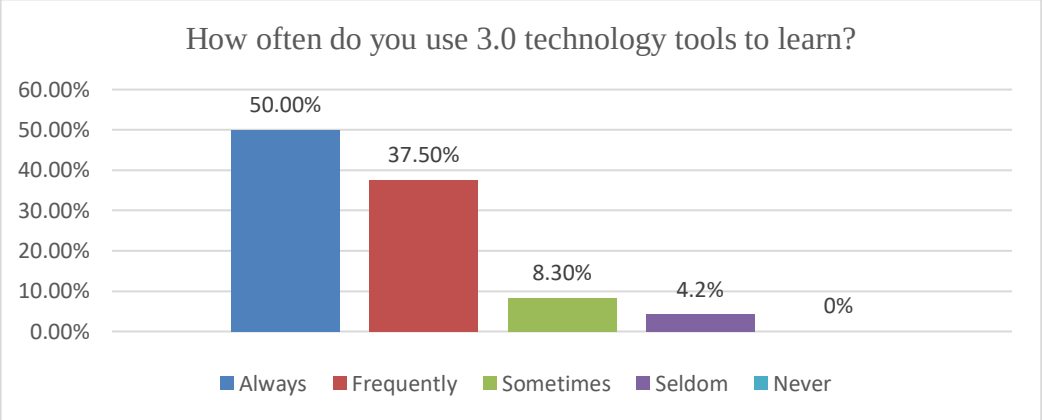
*Interpretation of Survey Results, Item 2*

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|---|---|---|
| Always | 12 | 50 % |
| Frequently | 9 | 37.5 % |
| Sometimes | 2 | 8.3 % |
| Seldom | 1 | 4.2 % |
| Never | 0 | 0 % |
| **TOTAL** | **24** | **100 %** |

*Note.* This table shows how the frequency and percentage change in the survey carried out to the students of the "ISTFO" language center.

**Figure 4**

*Students Survey, Item 2*

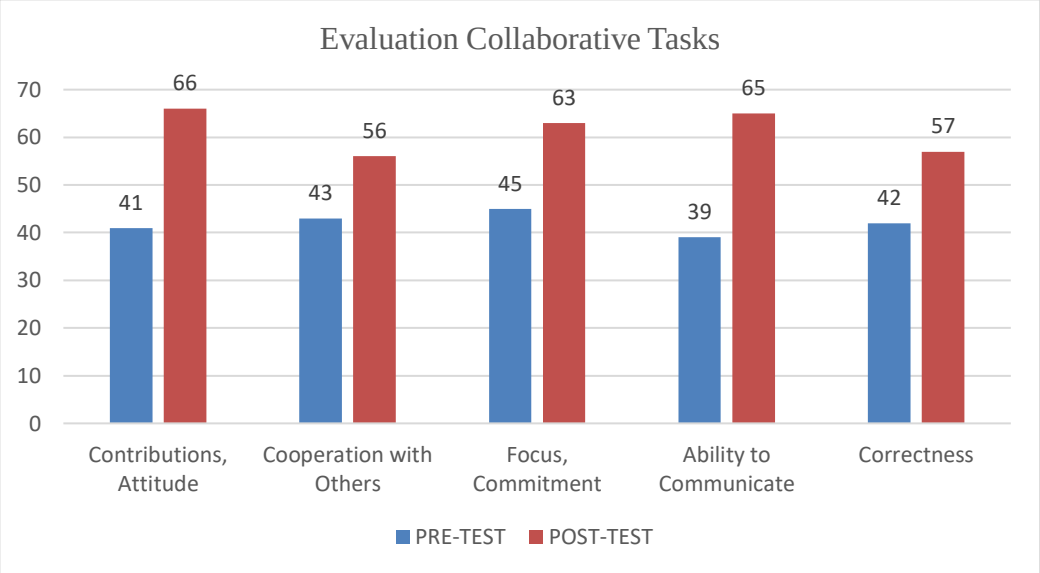



**Analysis:** 4% of students indicate that they rarely use 3.0 technological tools to learn; likewise, 8.3% of students indicate that they sometimes use these 3.0 technological tools for their learning. This shows that few students use and know about Web 3.0 tools. On the other hand, 37.5% of students frequently use 3.0 technological tools to learn, and 50% of students always use these to learn. This confirms that the student of this educational institution knows about Web 3.0 tools to learn by themselves. Thus, these trends show the connection of the independent variable of the use of Web 3.0 tools to increase meaningful learning of English.

### 4.1.2. Pre – Test and Post – Test Results

**Figure 5**

*Evaluation Collaborative Tasks*




This research was applied to a single experimental group. This experimental group had 24 students who belonged to the Language Center of the institution (ISTFO) for the academic period 2021 - 2022. A pre-test and post-test based on the Cambridge Exam Booster were applied to the study group to evaluate the collaborative tasks. The pre-test was applied at the beginning of the course to know the level of English of the students. The test was directed to collaborative work in parts 3 – 4 of the "Speaking" section. Furthermore, all students were evaluated through a rubric with five collaborative skills (Contributions, Attitude, Cooperation with Others. Focus, Commitment, Ability to Communicate and Correctness) within a lesson plan that shows collaborative strategies to improve English language learning (Three-Step Interview, Round Robin, Timed Round Robin, Mix-Pair Share, Team Interview). In addition, these collaborative strategies helped potential collaborative work through Web 3.0 tools, a new way of learning and applying new information technologies.

Thus, the post-test was applied with the same questions as the first test after classes using the lesson plans to promote collaborative tasks using Web 3.0 tools. These results obtained before and after were processed employing the (T-test) statistical test for related samples (α=0.05=5%). The researcher used the computer program "Statistical Package for the Social Sciences (SPSS)" to accept or reject the hypothesis proposed in this research. SPSS software checked if the results of the beginning and the end there are significant differences, taking into account that the sample is < 30.

#### 4.1.2.1. Normality Test

**H0**: The sample follows a normal distribution. $X = n (\mu, O^2)$

**H1**: The sample does not follow a normal distribution. $X \neq N (\mu, O^2)$

#### 4.1.2.2. Decision Rule

If **P - Value < = α** the null hypothesis is rejected.

If **P – Value > α** the null hypothesis is not rejected.

#### 4.1.2.3. Statistical Decision

**Table 4**

*Normality Test Pre – Test and Post – Test.*

| **Normality Tests** | | | |
|---|---|---|---|
| | Shapiro-Wilk | | |
| | Statistical | df | Sig. |
| **RESULTS** | ,940 | 24 | ,159 |

**a. Lilliephors significance correction**

*Note.* This table shows how the Shapiro-Wilk test to verify normality using the SSPS statistical program.

**Analysis:** The Shapiro-Wilk statistic is used to determine whether or not a data set is normal. The null hypothesis states that the sample is drawn from a normally distributed population. If the P value is less than or equal to the significance level,

the null hypothesis is rejected and the conclusion is that the data do not follow a normal distribution. The null hypothesis is not rejected if the P value is greater than the significance level. Because of the **P-Value** obtained **($p = 0.159 > \alpha = 0.05$);** then, there is not enough evidence to reject the null hypothesis. This result confirms that the data obtained follows a normal distribution.

#### 4.1.2.4. Frequencies Pre – Test and Post – Test

**Table 5**

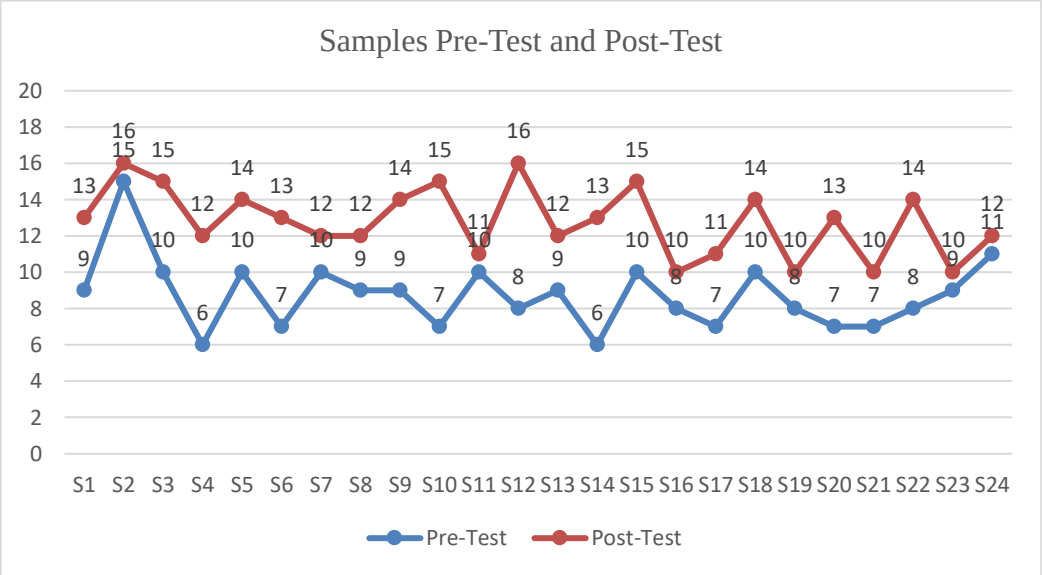
*Statisticians Pre – Test and Post – Test*

| ***Pre-Test*** | | ***Post-Test*** | |
|---|---|---|---|
| **Mean** | 8.750 | **Mean** | 12.792 |
| **Standard Error** | 0.396 | **Standard Error** | 0.385 |
| **Median** | 9 | **Median** | 13 |
| **Mode** | 10 | **Mode** | 12 |
| **Standard Deviation** | 1.939 | **Standard Deviation** | 1.888 |
| **Sample Variance** | 3.761 | **Sample Variance** | 3.563 |
| **Kurtosis** | 3.466 | **Kurtosis** | -0.957 |
| **Skewness** | 1.283 | **Skewness** | 0.031 |
| **Range** | 9 | **Range** | 6 |
| **Minimum** | 6 | **Minimum** | 10 |
| **Maximum** | 15 | **Maximum** | 16 |
| **Sum** | 210 | **Sum** | 307 |
| **Count** | 24 | **Count** | 24 |

*Note.* This table shows a synthesis of the information to produce ordered data using Microsoft Excel.

**Figure 6**

*Samples Pre – Test and Post – Test*




**Analysis:** With a student population of 24 students in the Post-Test and later with the same population for the Pre-Test. The total for the first test was 210, and the total for the second test was 307. Also, the mean before was 8,750 and after, it was 12,792. There is a difference of - 4.042. The median before was 9, and after, it was 13. The mode before was 10, and after, it was 12. The mean distance in the values concerning the central value before was 1.939, and after, it was 1.888. On the other hand, the skewness before was 1.283, indicating an inclination towards the right tail, and the skewness after it was 0.031, indicating that there is an inclination towards the right tail. The kurtosis value before was 3.466, indicating that there are values with high peaks, and the kurtosis after was -0.957, indicating that there are values with low peaks. The variation of the sample before was 3,761, and after, it was 3,563. The value of the range before was 9, and after, it was 6. The maximum before was 15 and after 16. The minimum before was 6 and after 10. It demonstrates that there are low values in the first test and high values in the second test, so it is concluded that there is an improvement in learning after treatment with collaborative tasks and Web 3.0 tools.

### 4.1.3. TAM Survey

The Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB) are two psychological theories that explain how attitudes, beliefs, and intentions influence behavior. Both theories can be used to evaluate the adoption of technologies and the influence of factors such as perception of usefulness and ease of use. Thus, in terms of technology adoption, both theories suggest that an individual's intention to use technology is influenced by their attitude towards it, their perception of social norms regarding its use, and their perceived behavioral control.

**Item 1.** The use of Web 3.0 tools allows me to do my work faster.

**Table 6**

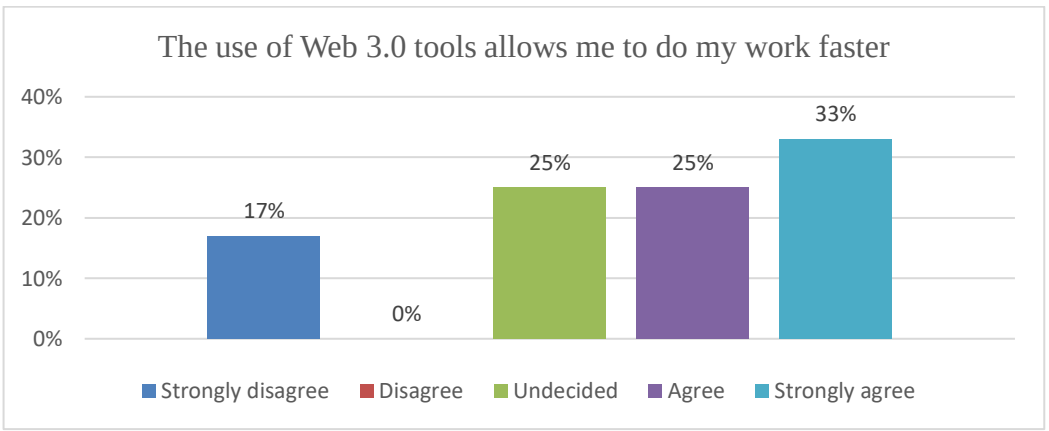
*Interpretation of survey TAM results, Item 1*

| ALTERNATIVES | FREQUENCY | PERCENTAGE |
|---|---|---|
| Strongly disagree | 4 | 17 % |
| Disagree | 0 | 0 % |
| Undecided | 6 | 25 % |
| Agree | 6 | 25 % |
| Strongly agree | 8 | 33 % |
| **TOTAL** | **24** | **100 %** |

*Note.* This table shows how the frequency and percentage change in the survey TAM carried out to the students of the "ISTFO" language center.

**Figure 7**

*Student Survey TAM, Item 1*



**Analysis:** The percentages shown in this item of the TAM survey indicate that 17% of the students disagree that the use of Web 3.0 tools allows them to do work faster. In addition, 25% express indecision in answering the question; likewise, 25% say they agree that Web 3.0 tools allow them to do work faster. On the other hand, 33% strongly agree that Web 3.0 tools allow them to get the job done faster. Therefore, Web 3.0 tools help improve work and make it faster in any student environment because using new technological tools can increase computer skills for the new age.

## 4.2. HYPOTHESIS VERIFICATION

### 4.2.1. Hypothesis Approach

**H0:** Web 3.0 tools do not enhance the collaborative tasks of the language center's students at Instituto Superior Tecnológico "Francisco de Orellana" of Puyo city, province of Pastaza.

**H1:** Web 3.0 tools enhance the collaborative tasks of the language center's students at Instituto Superior Tecnológico "Francisco de Orellana" of Puyo city, province of Pastaza.

### 4.2.2. Selection of significance

The alpha level = 0.05 was used.

### 4.2.3. Statistical Test

T-test for related samples. Related samples mean that it is the same sample in two different moments. For this reason, this investigation was based on a pre-test and a post-test where the students took the first test at the beginning of the English classes. Then, the students were subjected to treatment with Web 3.0 tools in collaborative tasks for significant learning of the English language. At the end of the classes, the students took a second test to know the knowledge acquired. Thus, all data were processed to get all conclusions and accept or reject a hypothesis.

### 4.2.4. Decision criteria

If **P > = 0.05**, we accept the H0 and reject the H1.

If **P < 0.05**, we reject the H0 and accept the H1.

### 4.2.5. Results

**Table 7**

*Paired Sample Test Pre – Test and Post – Test.*

| Paired Sample Test | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Web 3.0 tools and Collaborative Tasks** | | Paired differences | | | | | T Statistic Value | df Degrees of freedom | Significance | |
| | | Mean | Standard deviation | Standard error mean | 95% Confidence Interval of the Difference | | | | P Value | P Value (2 tales) |
| | | | | | Lower | Upper | | | | |
| Par 1 | PRE-TEST - POST-TEST | -4,042 | 2,196 | ,448 | -4,969 | -3,114 | -9,015 | 23 | <,001 | <,001 |

*Note.* This table shows the final results, demonstrating that the P Value is less than alpha at 5% and the SPSS software was used.

### 4.2.6. Decision

All the data collected in the two pre-test and post-test tests were processed for analysis. The experimental group was exposed to collaborative tasks with Web 3.0 tools to increase the learning of the foreign language English. As **P = 0.001 < 0.05**; therefore, we **reject** the **H0** and **accept** the **H1**. That is, the means between the pre- and post-test are significantly different. Thus, we conclude that "Web 3.0 Tools enhance the Collaborative Tasks of the language center's students at Instituto Superior Tecnológico 'Francisco de Orellana' of Puyo City, Province of Pastaza."

# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

## 5.1. CONCLUSIONS

- Identify the types of Webs 3.0 tools that are useful in English classes is essential in enhancing the teaching and learning experiences. Web 3.0 tools offer a wide range of features that enable students and teachers to interact, collaborate, and engage in learning activities more effectively. In addition, with a previous survey, it was possible to find out if the student uses Web 3.0 tools in virtual English classes; also, if the teacher applies Web 3.0 tools to teach and promote collaborative tasks. The tools most used by students to learn were: Moodle 66.70% and Google Drive 62.50%. The least used tools were Kahoot 0% and Nearpod 0%. Observing that students do not know more about Web 3.0 tools to develop skills in the English language. Overall, Popkova, in the theoretical framework, says that the incorporation of Web 3.0 tools in English classes can have a positive impact on the quality of education and facilitate attention to learning objectives, and if there are collaborative teaching strategies, they improve students' engagement and motivation. Web 3.0 tools also offer opportunities for students to work collaboratively and develop their critical thinking, communication, and digital literacy skills. Thus, the analysis of the hypothesis showed that H0 is rejected and H1 is accepted with a P value < 0.05, indicating that Web 3.0 tools enhance the collaborative tasks in students at Instituto Superior Tecnológico "Francisco de Orellana" of Puyo city, province of Pastaza.
- Using a rubric to evaluate collaborative tasks in English classes can be an effective way to assess students' skills in contributions, attitude; cooperation with others; focus, commitment; ability to communicate; and

correctness. Collaborative tasks allow students to work together to achieve a common goal while developing essential skills such as teamwork, communication, and problem-solving. By using a rubric, teachers can provide students with clear expectations and criteria for success, which can motivate them to take their collaborative work more seriously. Additionally, a rubric can help teachers provide specific feedback to students, which can help them improve their skills in the areas of the rubric. Besides, This investigation showed that there was a low percentage in Focus, Commitment 37% and a high in Correctness 42% in the first test. It showed that the students work well to present the tasks. However, students do not fully contribute to collaborative work; they let others finish the work. On the other hand, in the second test, after using collaborative tasks with Web 3.0 tools, the students had the following results: Contributions, Attitude 66% and Cooperation with Others 65% and the lowest Ability to Communicate 56%. These results show that there was collaborative work between students using new teaching strategies such as Kagan. Thus, the use of rubrics to evaluate collaborative tasks in English classes can lead to more engaged and successful students who are better equipped to work collaboratively in the future.

- Designing lesson plans that combine collaborative tasks, Web 3.0 tools, and Kagan strategies (Three-Step Interview, RounRobin, Timed RoundRobin, Mix-Pair Share, and Team Interview) can create a powerful learning experience for students in English classes. Kagan's strategies emphasize the importance of teamwork and student engagement and can be combined with Web 3.0 tools to create a collaborative and dynamic learning environment. The use of technology provides opportunities for personalized and student-centered learning, while Kagan's strategies promote active participation and peer learning. By integrating these approaches into lesson plans, teachers can create an engaging and effective learning experience that promotes meaningful learning and prepares students for success in the modern world. Overall, the combination of collaborative tasks, Web 3.0 tools, and Kagan

strategies represents an innovative and effective approach to English language teaching that can benefit both teachers and students.

## 5.2. RECOMMENDATIONS

- Based on the findings and theoretical framework mentioned, it is highly recommended that English teachers incorporate Web 3.0 tools in their classes to enhance the teaching and learning experience. The use of Web 3.0 tools such as Moodle and Google Drive, which were found to be the most used tools by students, can promote collaboration, interaction, and engagement among students and with the teacher. Additionally, the use of other Web 3.0 tools, such as Kahoot and Nearpod, can introduce new and exciting ways of learning and can help develop critical thinking, communication, and digital literacy skills. It is important to note that teachers should provide adequate training and support to students to effectively use these tools. This can be done through tutorials, demonstration classes, and providing resources such as manuals or videos. Teachers can also use these tools to create collaborative tasks, which have been found to improve students' engagement and motivation in learning. The use of Web 3.0 tools in English classes can have a positive impact on the quality of education and can facilitate attention to learning objectives. English teachers should aim to use a variety of Web 3.0 tools to promote collaboration, interaction, and engagement among students and to develop critical thinking, communication, and digital literacy skills.
- Based on the investigation conducted, it is recommended to use rubrics to evaluate collaborative tasks in English classes. Collaborative tasks not only help students to work together to achieve a common goal but also develop essential skills such as teamwork, communication, and problem-solving. By using a rubric, teachers can provide students with clear expectations and criteria for success, which can motivate them to take their collaborative work more seriously. Furthermore, using rubrics can help teachers provide specific feedback to students, which can help them improve their skills in

the areas of the rubric. In the investigation, it was found that using collaborative tasks with Web 3.0 tools and new teaching strategies such as Kagan resulted in improved scores for Contributions, Attitude, Cooperation with Others, and Focus, Commitment. It is important to note that while the results showed improvement, there is still room for improvement in the area of Ability to Communicate. Therefore, teachers may need to focus on providing students with more opportunities to develop their communication skills during collaborative tasks. Thus, using rubrics to evaluate collaborative tasks in English classes can lead to more engaged and successful students who are better equipped to work collaboratively in the future. Teachers can use the rubric to provide clear expectations and criteria for success, provide specific feedback to students, and identify areas for improvement.

- It is recommended the use lesson plans that combine collaborative tasks, Web 3.0 tools, and Kagan strategies for English language teaching. By incorporating these elements into lesson plans, teachers can create a powerful learning experience that promotes student engagement and active participation. Kagan's strategies, such as Three-Step Interview, RoundRobin, Timed RoundRobin, Mix-Pair Share, and Team Interview, emphasize the importance of teamwork and peer learning, which are critical skills for success in the modern world. By encouraging students to work together, teachers can foster a collaborative learning environment that supports students' social and emotional development while also promoting academic growth. Web 3.0 tools offer an opportunity for personalized and student-centered learning that allows students to work at their own pace and engage with materials in a way that suits their learning styles. By incorporating these tools into lesson plans, teachers can promote meaningful learning and provide students with the skills they need to succeed in a rapidly changing world. Combining Kagan's strategies with Web 3.0 tools allows for the creation of dynamic and engaging lesson plans that can help students develop critical thinking skills, problem-solving skills, and

effective communication skills. This approach to English language teaching not only prepares students for academic success but also equips them with the skills and knowledge they need to succeed in the 21st century. It is strongly recommended that teachers incorporate collaborative tasks, Web 3.0 tools, and Kagan strategies into their English language teaching lesson plans. By doing so, they can create a powerful and engaging learning experience that promotes student growth and success.

## CHAPTER VI

## PROPOSAL

**TOPIC:** Preparation of lesson plans for Web 3.0 Tools and Collaborative Tasks as teaching guides for the language center of the Instituto Superior Tecnológico "Francisco de Orellana" in the city of Puyo-Pastaza.

### 6.1. INFORMATIVE DATA:

| | |
|---|---|
| **Executing institution:** | I. S. T. "Francisco de Orellana" |
| **Project responsible:** | Licenciado Jairo Medina |
| **Coordinator:** | Licenciada Ruth Infante, Magíster |
| **Municipality:** | Puyo |
| **Province:** | Pastaza |
| **Address:** | Sucumbíos y Napo |
| **Phone:** | 032-279-3108 |
| **Beneficiaries:** | Students and Teachers |
| **Estimated time:** | |
| **Beginning:** | First week of July 2022 |
| **Closing:** | First week of August 2022 |
| **Approximate cost:** | $ 295,00 |
| **Sustenance:** | Fiscal |

## 6.2. PROPOSAL BACKGROUND

This research was planned to take into account the problems that B1 level students develop when learning English at the Instituto Superior Tecnológico “Francisco de Orellana” Language Center. Students have problems developing the specific skills that the English language has. Therefore, collaborative tasks facilitate the integration of English language learning. Successfully, some Web 3.0 tools help to understand a second language. Thus, these technological tools help to reflect on the achievements and difficulties in the general skills and specific proposed in a study plan. As a teaching strategy, collaborative tasks with Web 3.0 tools allow planning tasks and activities to work with the contents throughout the English course.

Consequently, to search for effective Web 3.0 tools that allow the development of collaborative skills for learning and, in addition, evaluating students in English classes through a rubric. So, collaborative tasks help develop a new language with Web 3.0 tools that take place in virtual classes as a teaching-learning scenario. Thus, it can be said that currently, the union of web tools in collaborative work within a virtual classroom has generated relevance and interest on the part of Instituto Superior Tecnológico “Francisco de Orellana” students. Now, the integration of virtual education with various web variants helps the cognitive development of students in the process of learning the English language. Thus, web tools allow teachers and students to create and manage virtual spaces with personal, academic, and professional relationships, incorporating an assessment and justification of the tasks performed.

Additionally, digital tools allow you to organize evidence of learning the English language and then use it as feedback on what you have learned. Web 3.0 tools provide good cognitive and collaborative habits in the student as a great motivating component. Web 3.0 tools provide a stimulus for students as it is a collaborative work within the classroom where the efforts and results achieved by the student in learning the English language are quickly verified. For the teacher, these Web 3.0 tools provide information to adjust the content of the English classes taught to the

needs of the students. Thus, the current web tools allow us to verify and reflect on the strengths and weaknesses found in learning the English language.

At the Instituto Superior Tecnológico "Francisco de Orellana", some students are unaware of the use of Web 3.0 tools for effective collaborative learning through virtual tasks. Furthermore, Web 3.0 provides effective communication between students in order to learn English. Thus, Instituto Superior Tecnológico "Francisco de Orellana" students can collaboratively assess their English language skills. Teachers can use that information to provide effective feedback to all students struggling with the English language.

The lack of usefulness and manipulation of collaborative tasks has been a factor in the institution's students not making substantial progress in English. In addition, the updating of knowledge on the web of teachers in the new Web 3.0 tools has provided a lack of interest in learning this language. With some effective tools (Meet, Padlet, Nearpod, Google – Drive, etc.), the teacher can evaluate in another way and motivate the student to develop English skills. Thus, learners will be able to reinforce knowledge in their English classes; and, thus, better develop receptive and productive language skills.

### 6.3. JUSTIFICATION

This proposal is **important** because it is a collaborating agent to be able to develop significantly in the training process of students in the English language. Furthermore, by providing them with collaborative tasks and Web 3.0 technological tools and showing them step-by-step how to use them in lesson plans, learning the English language will be meaningful and motivating. Also, the use of computer resources has had an **impact** on the professional, social, and educational spheres. These resources have become a collaborative connection and an essential tool for the daily life of humanity. Within the new technologies, the internet and all its resources are sources of help to facilitate the understanding and learning of content in different subjects or areas of knowledge, such as the English language.

From the research carried out, the **interest** of more actively involving students in the learning process of their second language was determined to improve their learning through a significant development of English language skills, since in our environment, it is difficult to have direct contact with "real English". Teachers and students have to take great advantage of Web 3.0 tools for collaborative tasks in the classroom. In addition, the **need** for teachers to become an active element in the teaching-learning process by implementing web tools to be able to reinforce knowledge within the scenario of traditional classes.

The proposal to implement lesson plans using Web 3.0 tools to develop collaborative tasks in the virtual classroom is **useful** because it helps the already known contents. The **beneficiaries** will be the students and teachers of the institute during the educational process, being able to interact with the new information technologies and electronic media (Meet, Padlet, Nearpod, Google – Drive, etc.) that will allow them to develop the skills and abilities for the English language. Thus, being able to evaluate and reinforce the subject in a better way with the use of the Internet resource. Thus, this proposal will be **feasible** as long as the teaching staff is willing to change and implement this idea, which will be applied by teachers for the development of English language learning.

## 6.4. OBJECTIVES

### 6.4.1. General Objective

- To propose collaborative tasks using Web 3.0 tools and Kagan strategies to apply in lesson plans of English classes.

### 6.4.2 Specific Objective

- To socialize lesson plans to students through virtual classes in the institution's language center to improve collaborative tasks using Web 3.0 tools.
- To evaluate the impact of the lesson plans on the students of the institution through a rubric to improve collaborative tasks using Web 3.0 tools.

## 6.5. FEASIBILITY ANALYSIS

### 6.5.1. Economic feasibility

The proposal to apply lesson plans using Web 3.0 tools and Kagan's strategies in English classes to develop collaborative tasks in students is economically feasible due to its accessible value when developing this project. By incorporating Web 3.0 tools and Kagan's strategies, students can develop various skills, including critical thinking and communication. The use of technology also makes learning more interactive and engaging, while collaborative tasks can foster a sense of community and teamwork. Applying these tools and strategies in English language classes is a promising approach to improving student learning outcomes while keeping costs low.

**Budget:** 295,00 (two hundred ninety-five US dollars)

**Table 8**

*Budget*

| **EXPENSE ITEM** | **VALOR** |
|---|---|
| 1. Transportation | 30,00 |
| 2. Use of equipment | 35,00 |
| 3. Stationary | 60,00 |
| 4. Teaching material | 60,00 |
| 5. Internet | 40,00 |
| 6. Unforeseen | 70,00 |
| **TOTAL, US** | **295,00** |

*Note.* This table shows the cost of different items used in this investigation. The total cost does not exceed 500 US dollars.

### 6.5.2. Technological feasibility

This proposal is possible to carry out since there is information about Web 3.0 tools and collaborative tasks which help to carry out this project. In addition, the educational institution has the Google Workspace service for education to be able to apply this proposal through a free access virtual platform. The Google Workspace for education offers a range of tools such as Google Drive, Classroom, and Meet, which can help educators create collaborative tasks and enhance student engagement. By using this platform, teachers can share resources and monitor student progress in real-time, making the learning process more efficient and effective.

### 6.5.3. Operational feasibility

The Collaborative tasks and Web 3.0 tools used in this proposal are freely accessible, but if more storage capacity is required, a membership must be paid to use it. Furthermore, the educational institution has a dedicated computer support staff who can help facilitate the implementation of this investigative work. They can assist with troubleshooting, setting up accounts, and providing technical assistance, making the integration of technology into the classroom even more seamless. By leveraging the expertise of computer support staff and the accessibility of these tools, educators can create a dynamic and engaging learning environment that fosters collaboration and critical thinking.

### 6.5.4. Social feasibility

According to the socio-cultural point of view today, the search for information is based on the web as the technological tool for collaborative education and collaborative tasks (MEET, NEARPOD, PADLET, GOOGLE-DRIVE, etc.). They are most used in educational, academic, and even as a means of communication. These tools offer a range of features, such as virtual classrooms, interactive lessons, and real-time collaboration, making them ideal for modern educational environments. They are also accessible, easy to use, and offer a wealth of resources that can help educators tailor their instruction to meet the needs of diverse learners.

## 6.6. SCIENTIFIC – TECHNICAL FOUNDATION

**Lesson plans using Web 3.0 tools and collaborative tasks.**

Collaborative tasks and Web 3.0 tools can be great resource for enhancing student engagement and participation in the classroom. Web resources help students to improve learning in different areas because the information is distributed on different platforms where the student can investigate and learn at the same time. Digital tools have increased the knowledge of human beings through the internet. Also, they help us to know the world without leaving home through a computer. Students can work collaboratively on different activities inside or outside of class.

Implementing a person's learning through new teaching strategies could increase their digital skills. Therefore, Kagan has developed many effective teaching strategies to help students learn better in classrooms with four basic principles: positive interdependence, individual responsibility, equal participation, and simultaneous interaction. Moreover, this author explains that "Almost any lesson can be improved by replacing an element of the lesson with a cooperative learning structure." (Kagan and Kagan, 2019, p. 14.4) Thus, implementing the lesson plan strategies with collaborative tasks and using Web 3.0 tools could grow up the knowledge of our students in English classes.

Thus, here are two more ideas that incorporate Web 3.0 tools and collaborative tasks.

**Online Debate and Web Quest**

Students are divided into teams and given a topic to debate. They use Web 3.0 tools like Padlet or Google Docs to research and compile their arguments, then engaged in an online debate using a platform like Meet or Zoom. Furthermore, students work in groups to complete a Web Quest, which is a guided online research project. Using tools like Google or Wake-let Forms, they answer questions and complete activities that guided them through a specific topic or concept. These lessons plan ideas can be adapted to fit a variety of grade levels and subject areas. They encourage

collaboration and creativity, while also incorporating technology in a meaningful way. Also, some of the key strategies that Kagan has developed, teachers can include in their lesson plans.

**Brain-Friendly Learning and Classroom Management**

Kagan's brain-friendly learning approach involves creating a classroom environment that is conducive to learning. This includes reducing stress and anxiety, providing opportunities for movement and physical activity, and engaging all the senses to enhance the learning experience. Moreover, Kagan's approach to classroom management emphasizes the importance of creating a positive and respectful learning environment. This involves setting clear expectations, using positive reinforcement, and establishing routines and procedures that promote engagement and accountability. Overall, Kagan's teaching strategies are designed to promote active engagement, collaboration, and sense of community in the classroom. By incorporating these strategies into their teaching, educators can create a more dynamic and effective learning environment for their students.

**Development of the proposal**

# 2022

# Web 3.0

Jairo Medina
Universidad Técnica de Ambato Facultad de Ciencias Humanas y de La Educación (FECHE) Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros
01/01/2022

**GENERAL INDEX**
**PROPOSAL**

## FIGURE INDEX



## TABLE INDEX

## LESSON PLANS – CALENDAR

### 6.7. ACTIVITIES – CALENDAR:

**Table A:** Calendar

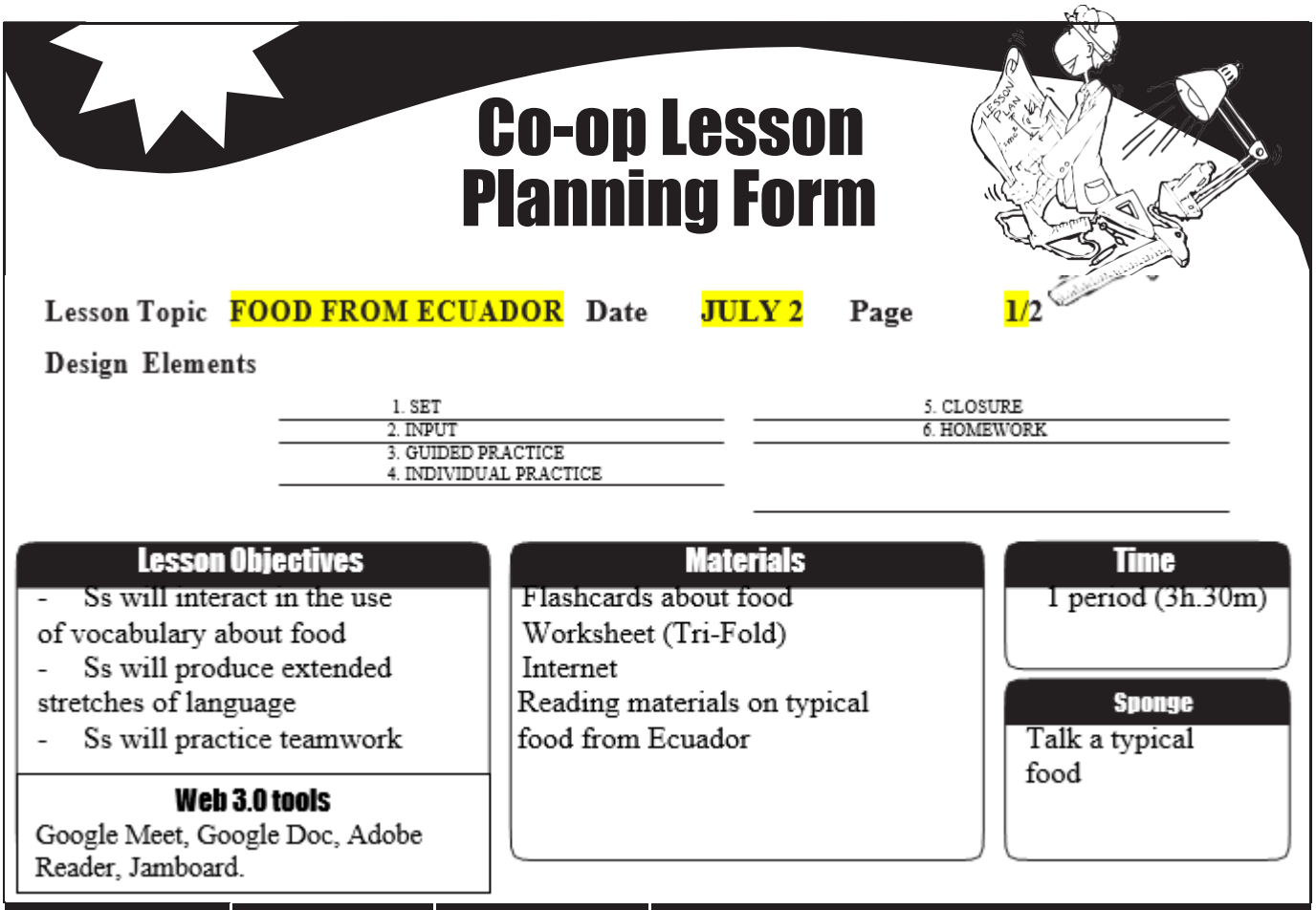
| ACTIVITIES - CALENDAR | | | | |
|---|---|---|---|---|
| **Month** | **Days** | **Dates** | **Content** | **Lessons** |
| **July** | Saturday | 2nd | • Know and wonder Food<br>• Describe Food<br>• What I think about Food<br>• Summary of Ideas<br>• Evaluation<br>• Create a Conversation | **Lesson 1**<br>Food from Ecuador |
| | Saturday | 9th | • Know some new words<br>• Look the words with picture<br>• My predictions<br>• My definitions<br>• Foldable<br>• Evaluation<br>• Conversation | **Lesson 2**<br>What shall we have for lunch? |
| | Saturday | 16th | • Know new words<br>• Ask a partner | **Lesson 3**<br>What foods are there in your kitchen? |

| | | | | |
|---|---|---|---|---|
| | | | • Practice learning new food words<br>• Topic in Picture and Words 1<br>• Topic in Picture and Words 2<br>• Evaluation<br>• Create your food art | |
| | Saturday | 23rd | • Questions about Food<br>• Healthy Snacks<br>• Cooking words<br>• Ask and Answer 1<br>• Ask and Answer 2<br>• Evaluation<br>• Healthy Dish | **Lesson 4**<br>Do you like to eat healthy food? |
| **August** | Saturday | 6th | • Questions about Food<br>• Healthy Snacks<br>• Cooking words<br>• Ask and Answer 1<br>• Ask and Answer 2<br>• Evaluation<br>• Healthy Dish | **Lesson 4**<br>Do you like to eat healthy food?<br><br>This lesson was an extension because students were in a program at the institution on the 23rd, and almost all of the students could not attend that day. |
| | | | | |

**Source:** Lesson Plans: Collaborative Tasks
**Author:** Medina, J. (2021)

**FOOD FROM ECUADOR**

**Table B:** Lesson Plan 1




| Design Element | Collaborative Task | Content | Notes |
|---|---|---|---|
| SET (Meet and Jamboard) (30 minutes) | Three-Step Interview (All class) | Know and Wonder Food | "What are some of the things you know about typical food from Ecuador, and what are some things you would like to learn?"<br><br>https://meet.google.com/ecp-tmcm-ppn<br><br>https://jamboard.google.com/d/1c03x2Dk6YIcnZlHzRFPMVejA25ZaZ4O2nMto8PZXON8/edit?usp=sharing |
| INPUT (Meet and Adobe Reader) | Timed RoundRobin (Groups of | Describe Food Read and write about | "Each of you will now complete your reading about different food from Ecuador. You will have five minutes each group to speak your |

| | | | |
|---|---|---|---|
| (60 minutes) | four students) | | typical food—how and where it is made, which province eats it, how it is prepared, and what are their ingredients."<br><br>https://drive.google.com/file/d/12rkRhdZK57JQLD9md_H4_UL-uUZzc0jR/view?usp=share_link<br><br>https://drive.google.com/file/d/1LbUGKFebXxmJTiWCvw7-F7Gtour-33pv/view?usp=share_link |
| GUIDE PRACTICE (Meet and Google Doc) (30 minutes) | Tri-Fold (In pairs) | What I Think Things I Learned | "On your worksheet (Google Doc) there are two parts that you will complete (What I Think) where you will write ideas about the topic. Also, in pairs, you will complete (Things I learned) to reinforce the knowledge about the topic and practice socialization, too."<br><br>https://docs.google.com/document/d/14ck8R9_XRdykhtwyhEUU33qk0q21h1TPXjVO2v2Qa8M/edit?usp=sharing |
| INDIVIDUAL PRACTICE (Meet and Google Doc) (30 minutes) | Solo (Individual) | Summary of Events/Ideas | "Students, please work alone on your ideas and write them on a Google Doc; they are expressions and new vocabulary about food from Ecuador like those you mastered during the previous tasks."<br><br>https://docs.google.com/document/d/14ck8R9_XRdykhtwyhEUU33qk0q21h1TPXjVO2v2Qa8M/edit?usp=sharing |
| CLOSURE (Meet) (30 minutes) | Mix-Pare-Share (In pairs) | Tri-Fold | "When I say go, you will enter the main virtual room until I call 'Pair.' When you hear me call 'Pair,' put a hand up and say your classmate's name to join a virtual room: "Please do a RallyRobin with your partner, naming and describing the typical food from Ecuador. Describe where this kind of food is made and some interesting things about this typical food." |

| | | | |
|---|---|---|---|
| **EVALUATION RUBRIC** | Collaborative Tasks | Evaluation Items | - Contribution, Attitude<br>- Cooperation with Others<br>- Focus, Commitment<br>- Ability to Communicate<br>- Correctness |
| HOMEWORK (Video) (30 minutes) | Show me! (In pairs) | Create a conversation | "Students, please work in pairs and record a video that you are at a restaurant and will eat there. You will record this video in whatever online platform or cell phone. Please, send me this video to check your work." |



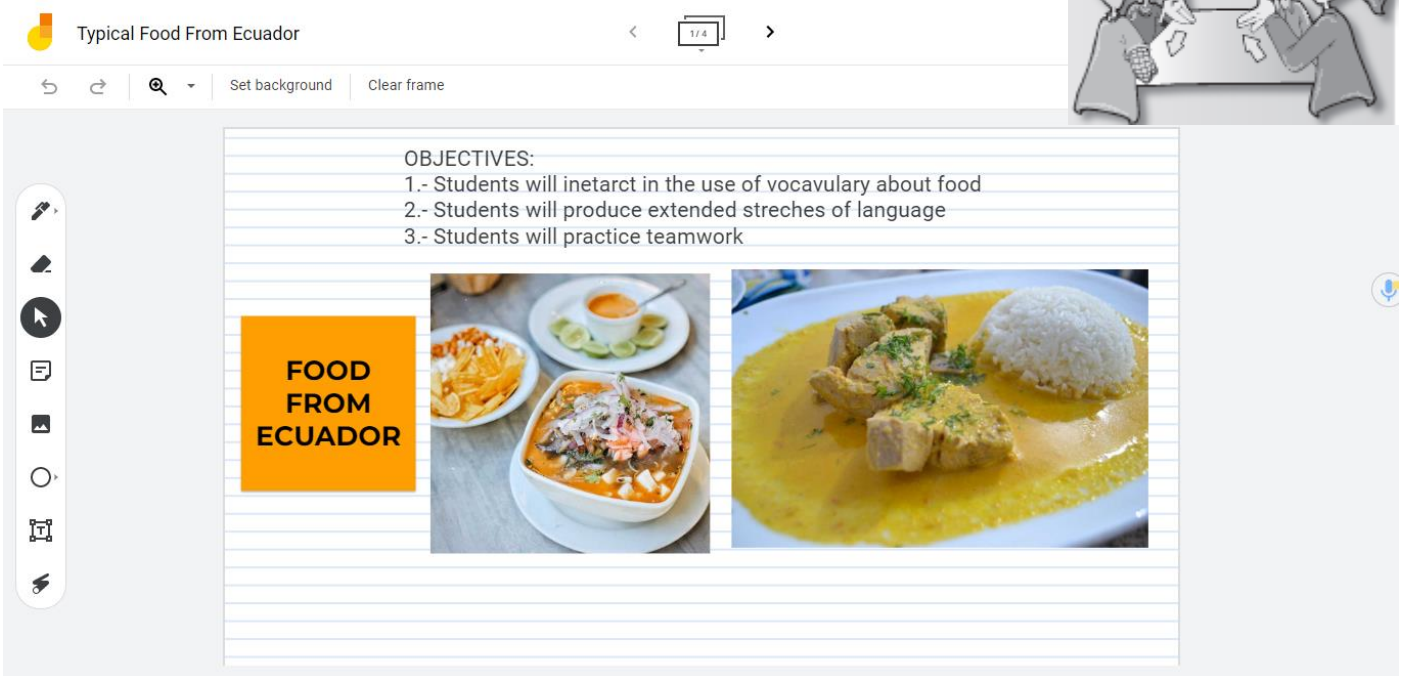


**Source:** Lesson Plans: Collaborative Tasks
**Author:** Medina, J. (2021)

## SESSION ONE - JAMBOARD

**Three – Step Interview:** Students interview their classmates. After that, each talk with teammates what they learned.

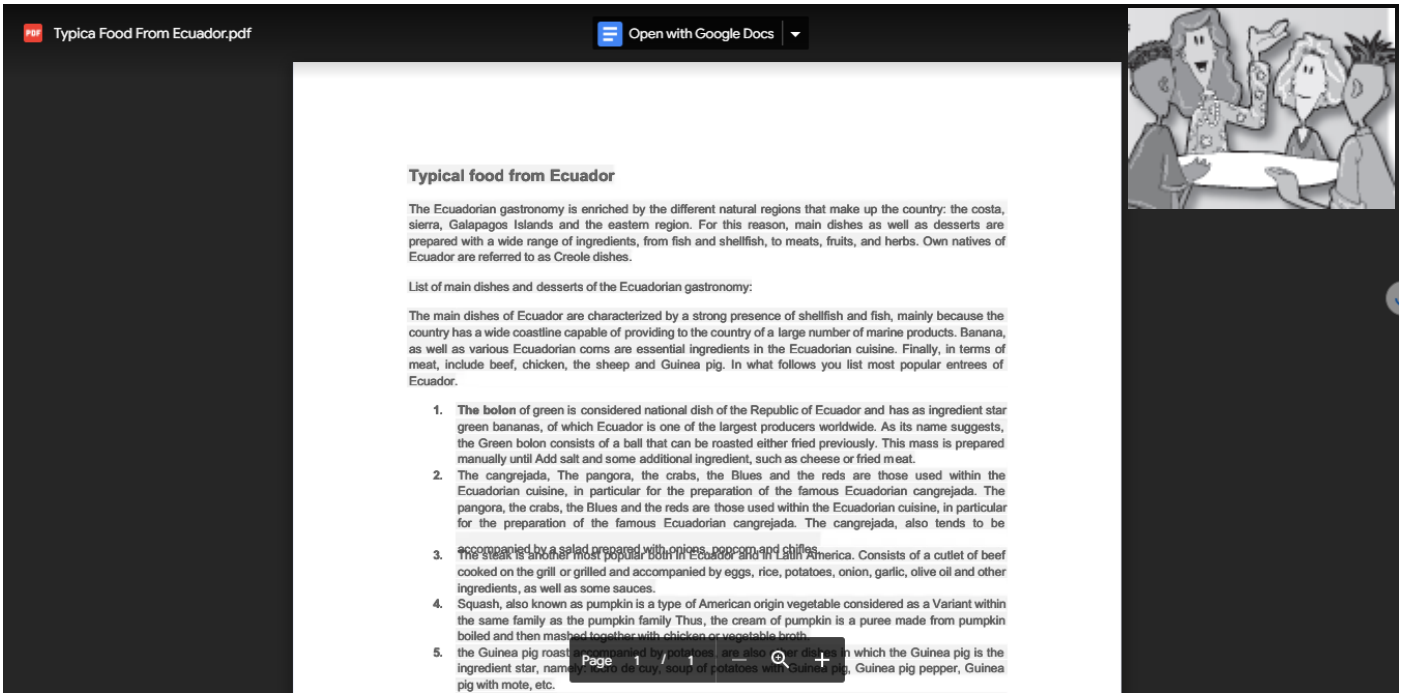
**Figure A:** Showing the objectives and tasks on Jamboard.

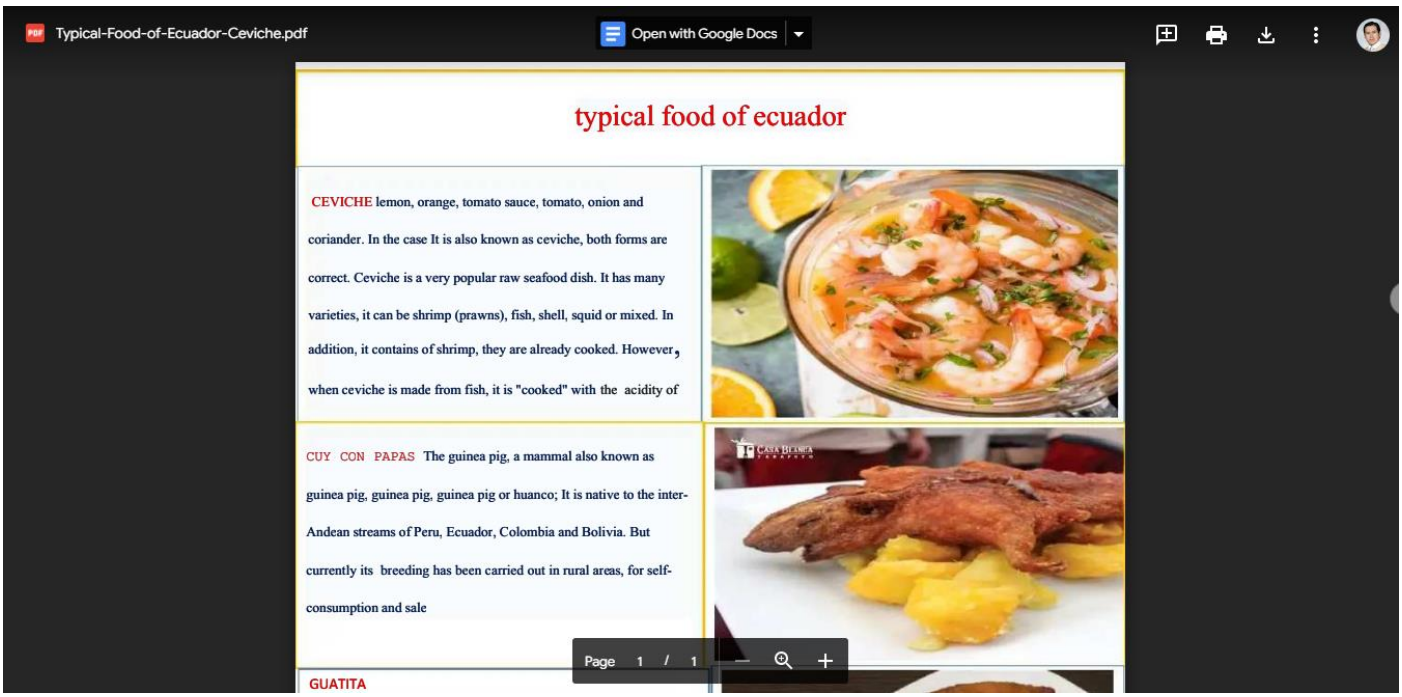


## SESSION ONE – PDF DOCUMENTS

**RoundRobin:** Students take turns to respond orally but each turns in their team.

**Figure B:** Showing a document on PDF about Typical Food From Ecuador

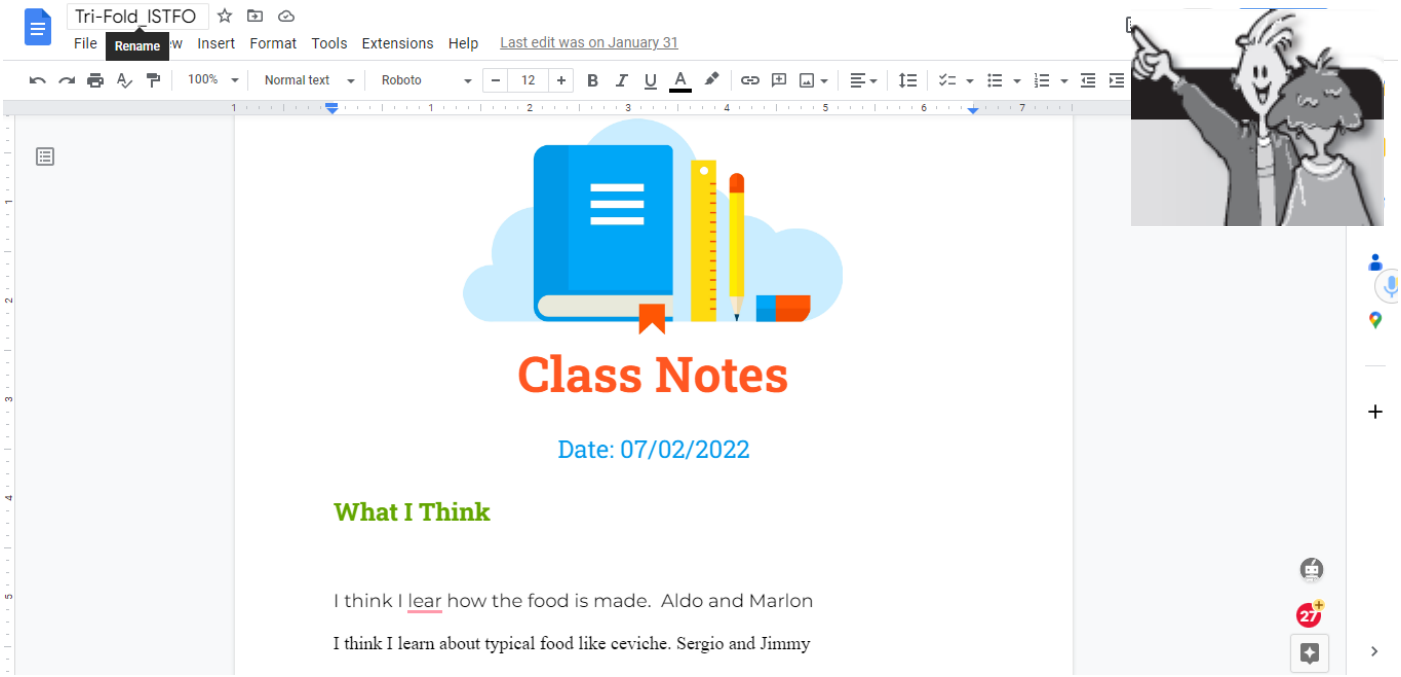


## SESSION ONE – GOOGLE DOCS

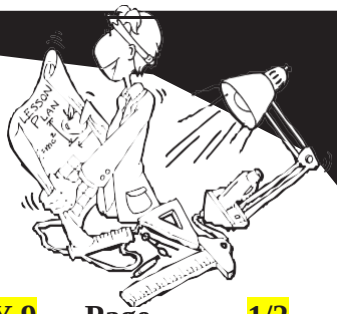
**Mix Pair and Share:** The teacher calls "pair," and students should find a new classmate to discuss a topic. Also, the teacher can use a Tri-Fold task where students write "What I think, Things I learned, Summary."

**Figure C:** Showing a document on Google Docs about Typical Food From Ecuador



**WHAT SHALL WE HAVE FOR LUNCH?**

**Table C:** Lesson Plan 2



# Co-op Lesson Planning Form

**Lesson Topic** **WHAT SHALL WE HAVE FOR LUNCH?** **Date** **JULY 9** **Page** **1/2**

**Design Elements**

1. SET
2. INPUT
3. GUIDED PRACTICE
4. INDIVIDUAL PRACTICE
5. CLOSURE
6. HOMEWORK

| Lesson Objectives | Materials | Time |
|---|---|---|
| - Ss will maintain the interaction towards an outcome.<br>- Ss will respond appropriately in pairs and groups<br>- Ss will practice teamwork | Flashcards with new words<br>Worksheet (Foldable)<br>Internet<br>Computers | 1 period (3h.30m) |
| Web 3.0 tools<br><br>Google Meet, Google Doc, Canva, | | **Sponge**<br>Practice questions and answers |

| Design Element | Collaborative Task | Content | Notes |
|---|---|---|---|
| SET<br>(Meet and Canva)<br>(30 minutes) | Team Interview<br>(In pairs) | Know some new words | "Each pair of team has to ask about these new words in pairs (about, don't, fancy, have, shall, would) and guess what the meaning is for each word."<br><br>https://meet.google.com/rfn-qhvo-mfk<br><br>https://www.canva.com/design/DAFGhyR4xcE/5GZPNv1C4HIRUDuPih83cQ/view?utm_content=DAFGhyR4xcE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton |

| | | | |
|---|---|---|---|
| INPUT (Meet, Google Search and Jamboard) (60 minutes) | Timed RoundRobin (All class and In pairs) | Look the words with picture | “Each of you have to pay attention to the new words and the meaning that is presented by the teacher. You will have five minutes each pair to guess the correct meaning and participate in class with your ideas. You can use Google Search to find the meaning of the words. Finally, for example, you can say (I guess or I think this word means …)”<br><br>https://jamboard.google.com/d/1bFifmtsfkAaNVRBFQGJDDVcghX4w78sppQz1_NZzCDE/edit?usp=sharing |
| GUIDE PRACTICE (Meet and Padlet) (30 minutes) | Foldable (In pairs) | My prediction Examples of the word | “On Padlet, you have two parts that you will complete (My prediction) where you will write the correct word to fill the gap correctly in each statement (What ..... we have for lunch? How ..... getting a takeaway later? Which traditional dish from your country ..... you recommend trying? Why ..... we cook dinner for our friends on Saturday? Let’s ..... a barbecue tonight! Do you ..... going to that new pizza restaurant this evening?). Also, In pairs, you will say an (Example of the word) to reinforce your knowledge.”<br><br>https://padlet.com/jairliz_84/questions_istfo_2022-66xkf0j4h74kerjn |
| INDIVIDUAL PRACTICE (Meet, Google Doc and Web Dictionary) (30 minutes) | Solo (Individual) | My definition | “Students will work alone. You have to look for each word on a web dictionary with the correct definition and write them in a Google Doc. After that, you will read the sentences with a classmate”<br><br>https://docs.google.com/document/d/1tFmZnxoZykt4zp1OFNM3FIQWZM3sASW7jhCzYemrPh4/edit?usp=sharing |

| | | | |
|---|---|---|---|
| CLOSURE<br>(Meet)<br>(30 minutes) | Mix-Pare-Share<br>(In pairs) | Foldable | "When I say go, you will enter the main virtual room until I call 'Pair.' When you hear me call 'Pair,' put a hand up and say your classmate's name to join a virtual room: Feedback "Please, you will practice with your partner the question that you learned in class" |
| **EVALUATION RUBRIC** | Collaborative Tasks | Evaluation Items | - Contribution, Attitude<br>- Cooperation with Others<br>- Focus, Commitment<br>- Ability to Communicate<br>- Correctness |
| HOMEWORK<br>(Video Camera)<br>(30 minutes) | Show me!<br>(In pairs) | Conversation | "Students, please work in pairs and record a video using the questions and words of this class. Please, you will send me the video or the link to check your work." |

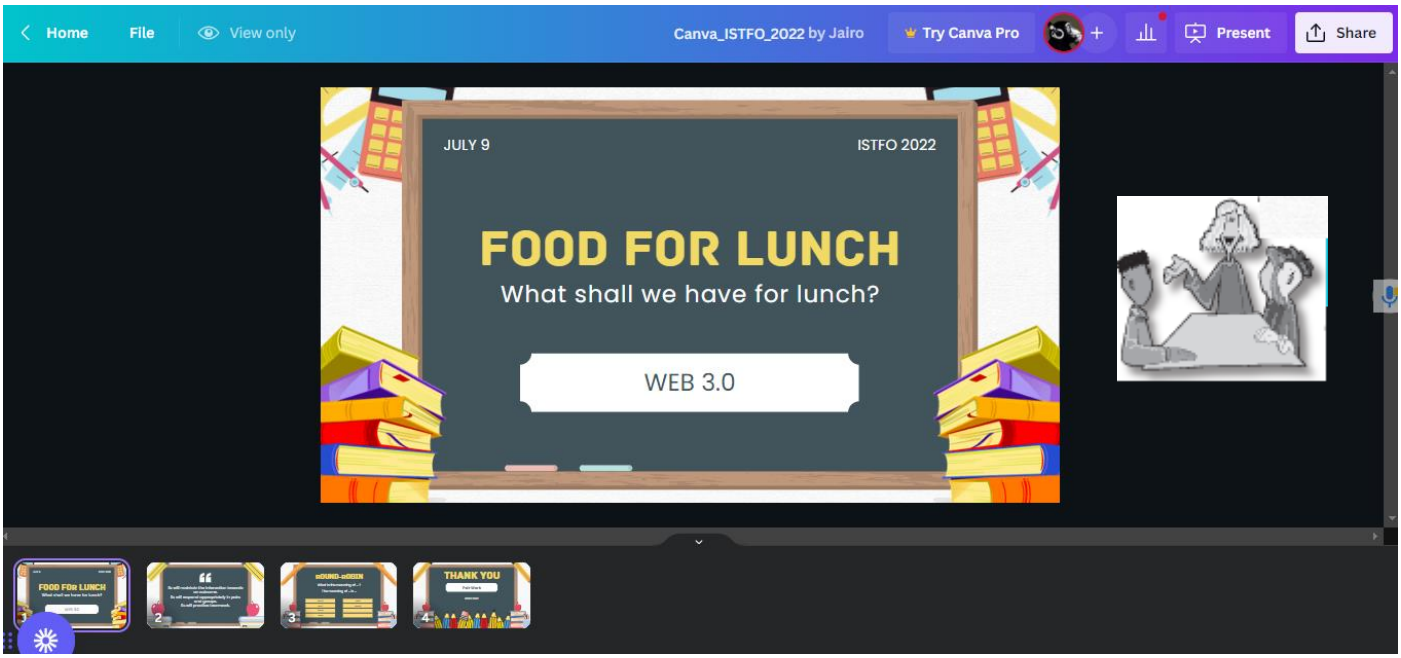




**Source:** Lesson Plans: Collaborative Tasks
**Author:** Medina, J. (2021)

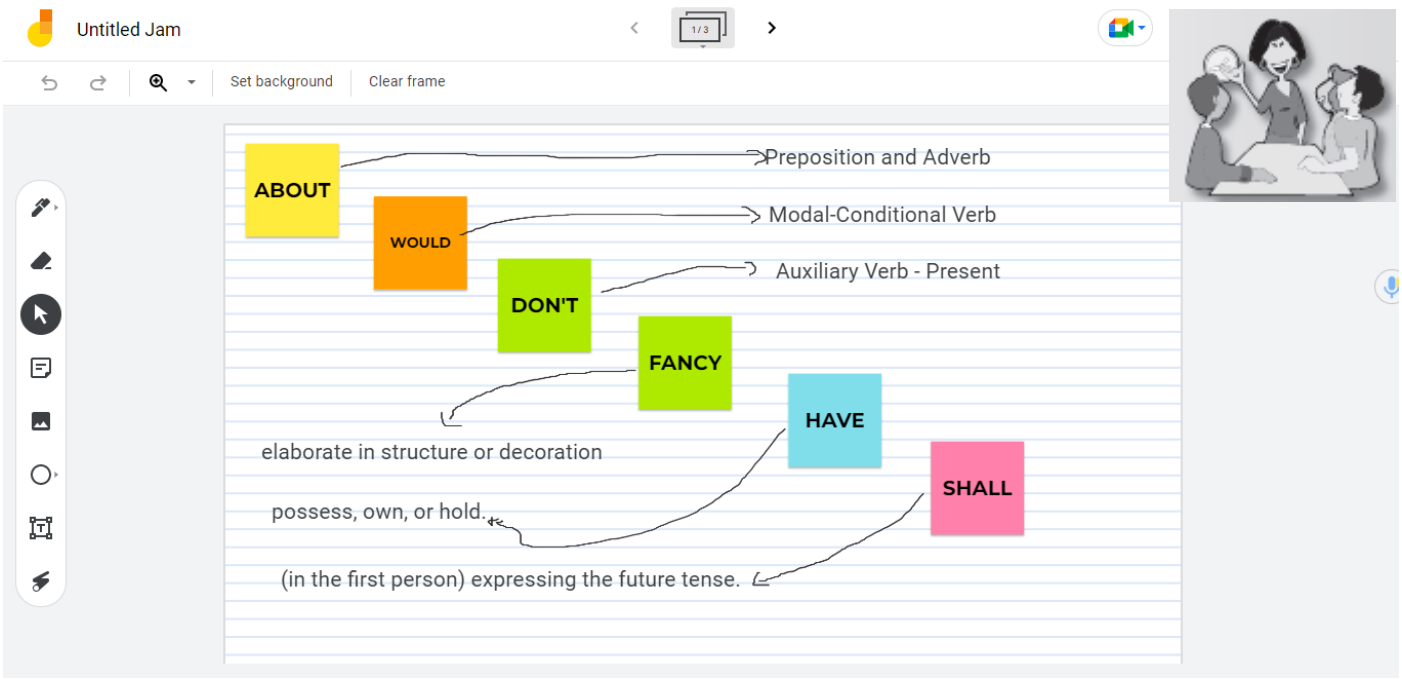
## SESSION TWO - CANVA

**Team Interview:** Each student in turn is interviewed by another classmate. The teacher introduces a topic and each interview to get important information.
**Figure D:** Showing the objectives and tasks on Canva.



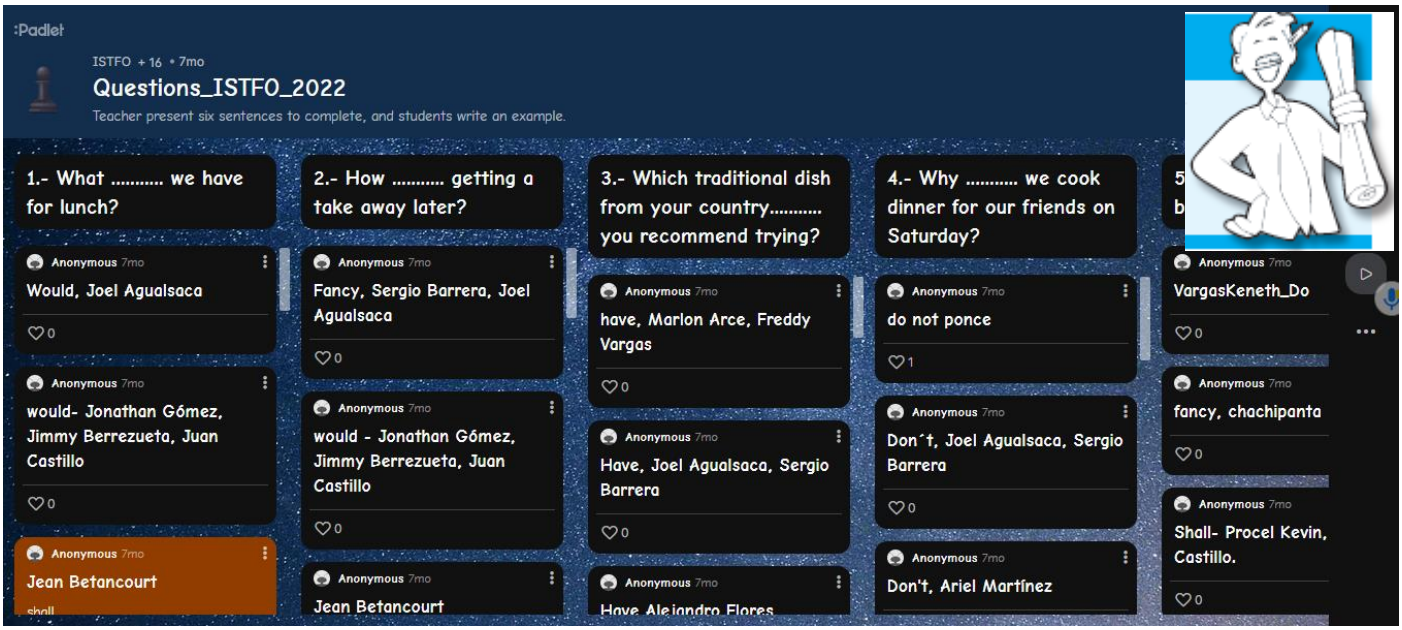
## SESSION TWO – JAMBOARD

**Timed RoundRobin:** Students should share their ideas in turn in a specific time.
**Figure E:** Showing the ideas on Jamboard about the new vocabulary.




## SESSION TWO – PADLET

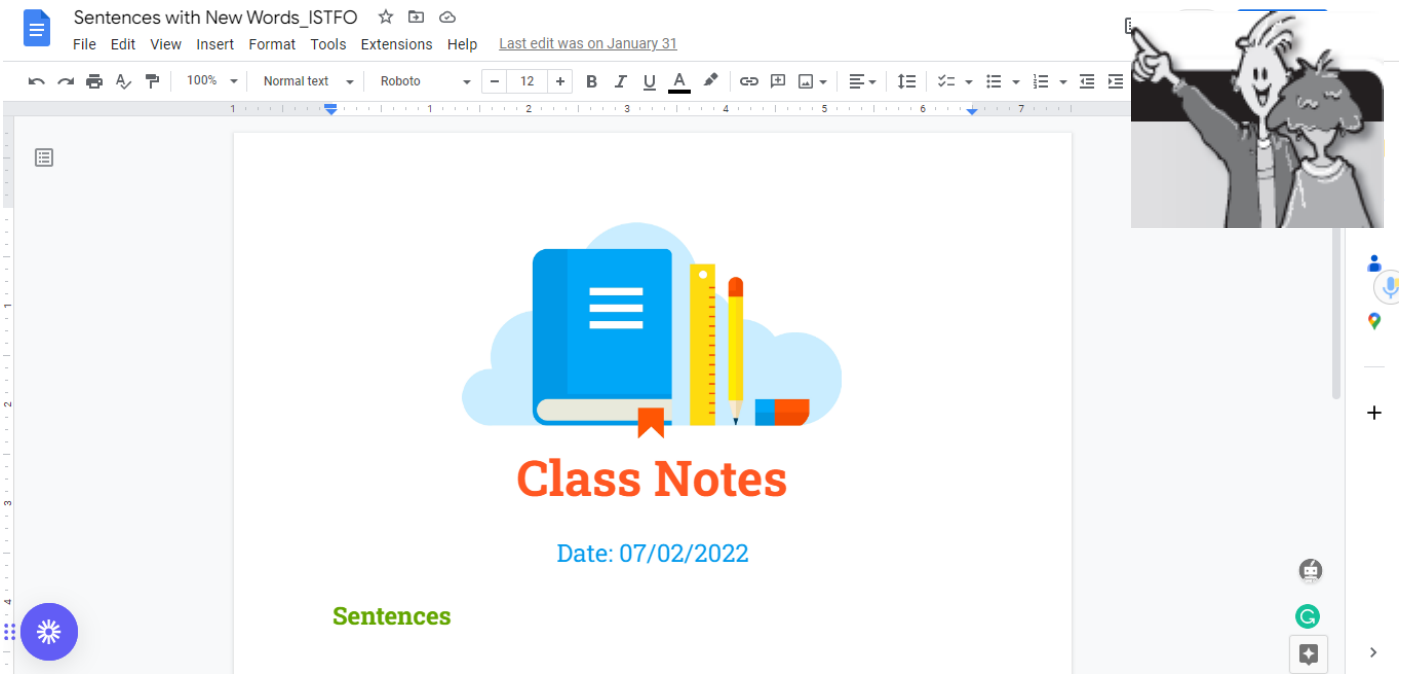
**Solo-and-Pair (Foldable):** The teacher shows some questions where students have to complete with the new vocabulary. Students have to ask and answer those questions on Padlet platform.
**Figure F:** Showing questions to complete on Padlet about Food for Lunch.



## SESSION TWO – GOOGLE DOCS

**Mix Pair and Share:** The teacher calls “pair,” and students should find a new classmate to discuss a topic. Also, students have to write sentences using the new vocabulary.

**Figure G:** Showing a document on Google Docs about Food for Lunch.



**WHAT FOOD ARE THERE IN YOUR KITCHEN?**

**Table D:** Lesson Plan 3

# Co-op Lesson Planning Form

**Lesson Topic** WHAT FOOD ARE THERE IN YOUR KITCHEN? **Date** JULY 16 **Page** 1/2

**Design Elements**

1. SET
2. INPUT
3. GUIDED PRACTICE
4. INDIVIDUAL PRACTICE
5. CLOSURE
6. HOMEWORK

| Lesson Objectives | Materials | Time |
|---|---|---|
| - Ss will maintain a clear speech throughout all tasks.<br>- Ss will demonstrate targeted process skills<br>- Ss will take turns sharing their ideas with the whole group | Flashcards with new words<br>Web Worksheets<br>Internet<br>Computers | 1 period (3h.30m) |
| Web 3.0 tools<br><br>Google Meet, Jamboard, Wordwall, | | **Sponge**<br>Practice a conversa-tion. |

| Design Element | Collaborative Tasks | Content | Notes |
|---|---|---|---|
| SET (Meet and Jamboard) (30 minutes) | Team Interview (All class) | Know new food words | "You listen to the teacher and draw the food in the correct place inside the kitchen picture on Jamboard. If you don't understand, you should use these sentences to clarify. (I'm sorry, I think I don't understand, Can you repeat that, please?)"<br><br>https://meet.google.com/txr-jnxd-rtq<br><br>https://jamboard.google.com/d/1MMdKodKcZvqBmGPmdoobvZ6CGmlNPzOUePjwu-ZTCQQ/edit?usp=sharing |

| | | | |
|---|---|---|---|
| INPUT<br>(Meet and LiveWorkSheets)<br>(60 minutes) | Partners<br>(In pairs) | Ask a partner | “Each of you has to match the correct word about food on LiveWorkSheets that is presented by the teacher. You will have five minutes each pair to complete the task. Please, you will use this expression to help each other (“In which category do we put …”)”<br><br>https://www.liveworksheets.com/2-de1304219tg<br><br>https://www.liveworksheets.com/dk1755222mu |
| GUIDE PRACTICE<br>(Meet Wordwall, Jamboard)<br>(30 minutes) | Flashcard Game<br>(In pairs) | Practice learning new food words | “You will read in pairs “A short blog” and identify all kinds of food shown in the reading, for example, rice, pizza, etc. On Wordwall, you will match the correct word with its picture. Moreover, you will learn about essential quantifiers with the teacher explanation (Some, No, Any).”<br><br>https://jamboard.google.com/d/1MMdKodKcZvqBmGPmdoobvZ6CGmlNPzOUePjwu-ZTCQQ/edit?usp=sharing<br><br>https://wordwall.net/resource/18671704/istfo2022 |
| TEAMBUILDING<br>(Meet, Google Doc)<br>(30 minutes) | Partners<br>(In pairs) | Topic in Pictures and Words | “Students will work in pairs. Each pair will look at two images about foods and identify the foods that the food artist has used. You must write all the things you find in the pictures on Google Docs.”<br><br>https://docs.google.com/document/d/1jvjjbgLx86AjQYg9c_pJ4fBq6V-_7TtJppBYdjBj1ho/edit?usp=sharing |
| CLOSURE<br>(Meet, Jamboard)<br>(30 minutes) | Team Interview<br>(3 groups) | Topic in Pictures and Words | “When I say go, you will enter the main virtual room until I call ‘Group.’ When you hear me call ‘Group,’ put a hand up and say your classmates’ name to join a virtual room: |

| | | | |
|---|---|---|---|
| | | | "Please, you will practice with your partner a situation related food. For example, "1.- You are a tourist in Ecuador, but you do not like the food here. You are very, very hungry. Ask somebody in the street for help" "2.- You are in a restaurant and you just finished your dish. It's time to order a dessert. You call the waiter to ask for recommendations "3.- You need to buy fruits and vegetables at the market. Discuss the price and quality of some food with the vendor.""<br><br>https://jamboard.google.com/d/1MMdKodKcZvqBmGPmdoobvZ6CGmlNPzOUePjwu-ZTCQQ/edit?usp=sharing |
| **EVALUATION RUBRIC** | Collaborative Tasks | Evaluation Items | - Contribution, Attitude<br>- Cooperation with Others<br>- Focus, Commitment<br>- Ability to Communicate<br>- Correctness |
| HOMEWORK (Voice Plataforma or Cell Phone) (30 minutes) | Show me! (In pairs) | Create your food art | "Students, you will work together to record your voices explaining your food art. Step 1.- Copy a plate without food. Step 2.- Make a list of foods. Step 3.- Cut the foods out and create a collage inside the plate. Step 4.- Record your creation. Please, send me the link to check your work." |

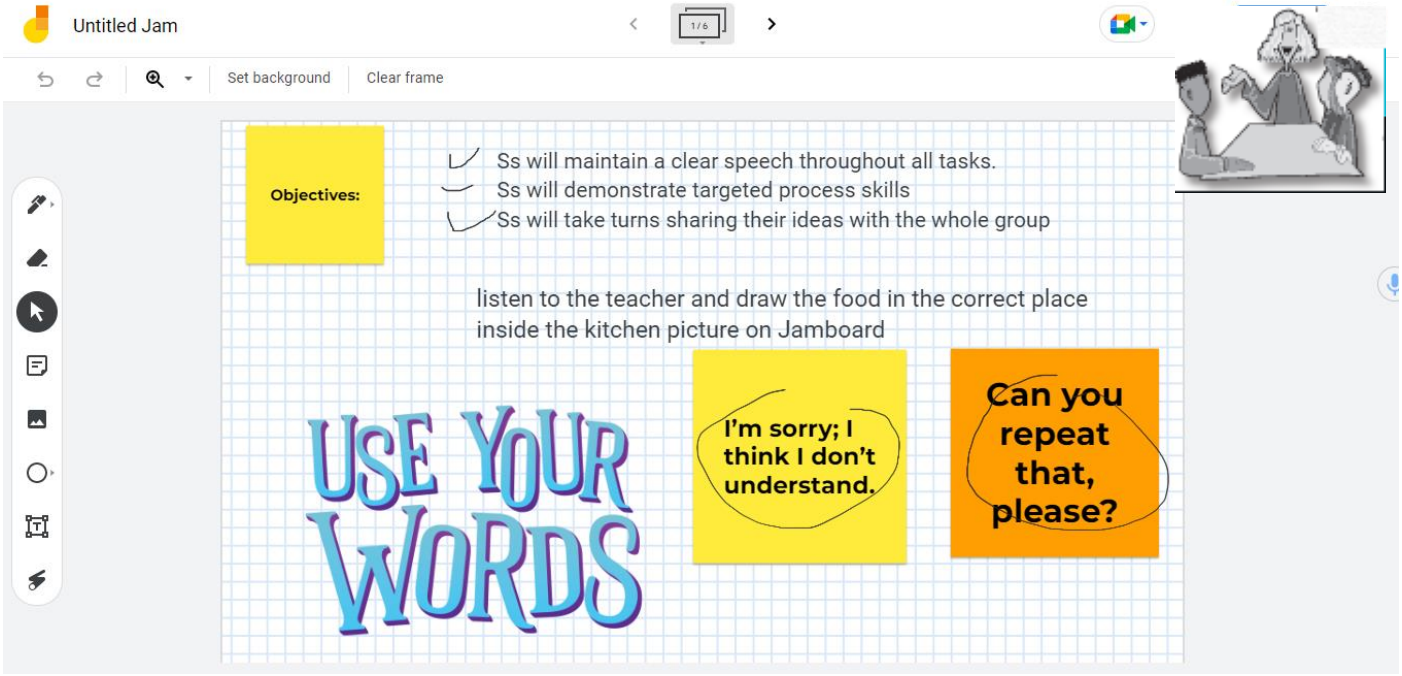


**Source:** Lesson Plans: Collaborative Tasks
**Author:** Medina, J. (2021)

## SESSION THREE - JAMBOARD

**Team Interview:** Each student in turn is interviewed by another classmate. The teacher introduces a topic and each interview to get important information.

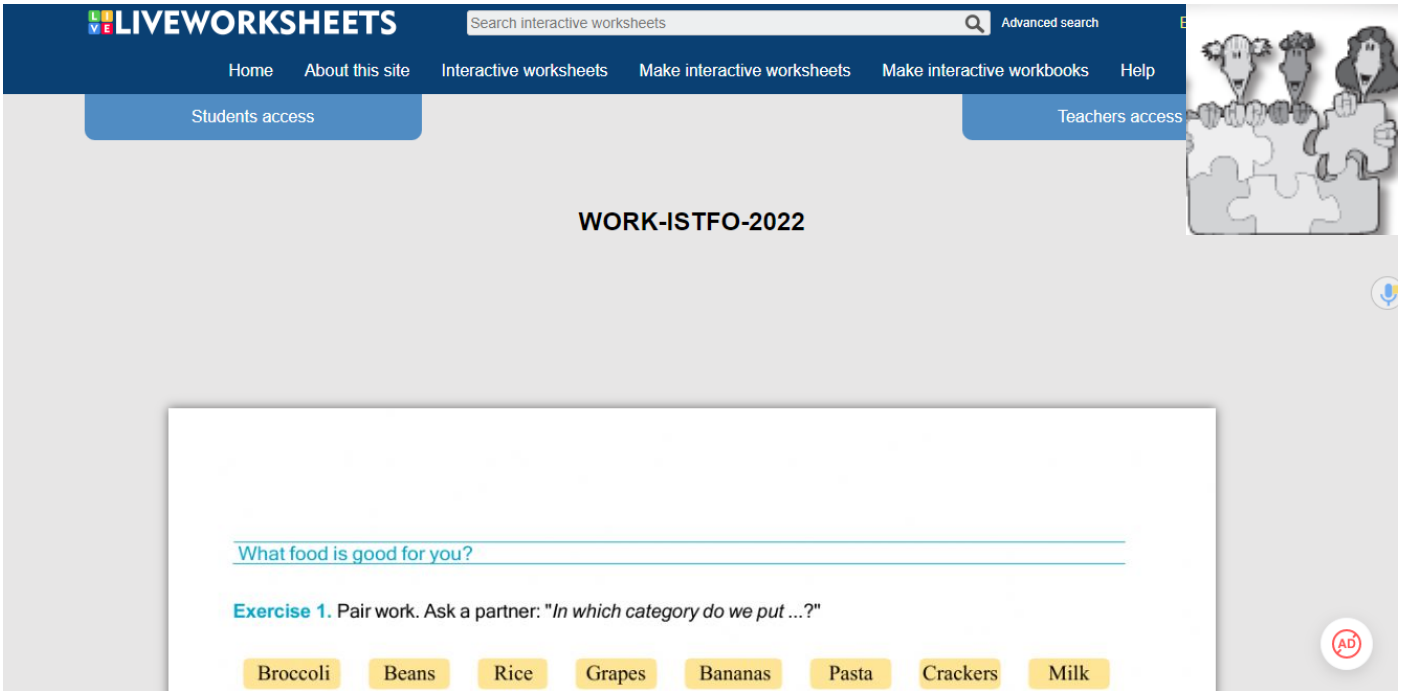
**Figure H:** Showing the objectives and tasks on Jamboard.




## SESSION THREE – LIVEWORKSHEETS

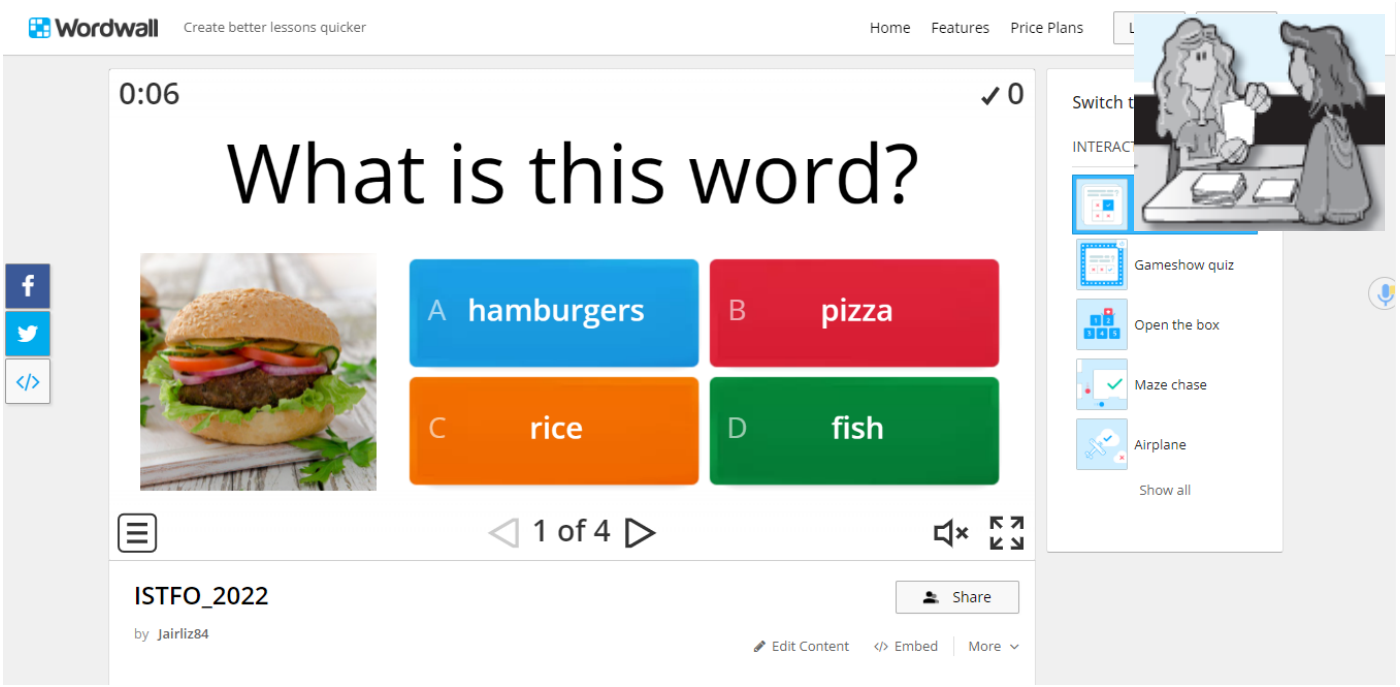
**Partners:** Students should work in pairs to solve the following task.

**Figure I:** Showing a task on Liveworksheets about Food in your Kitchen.



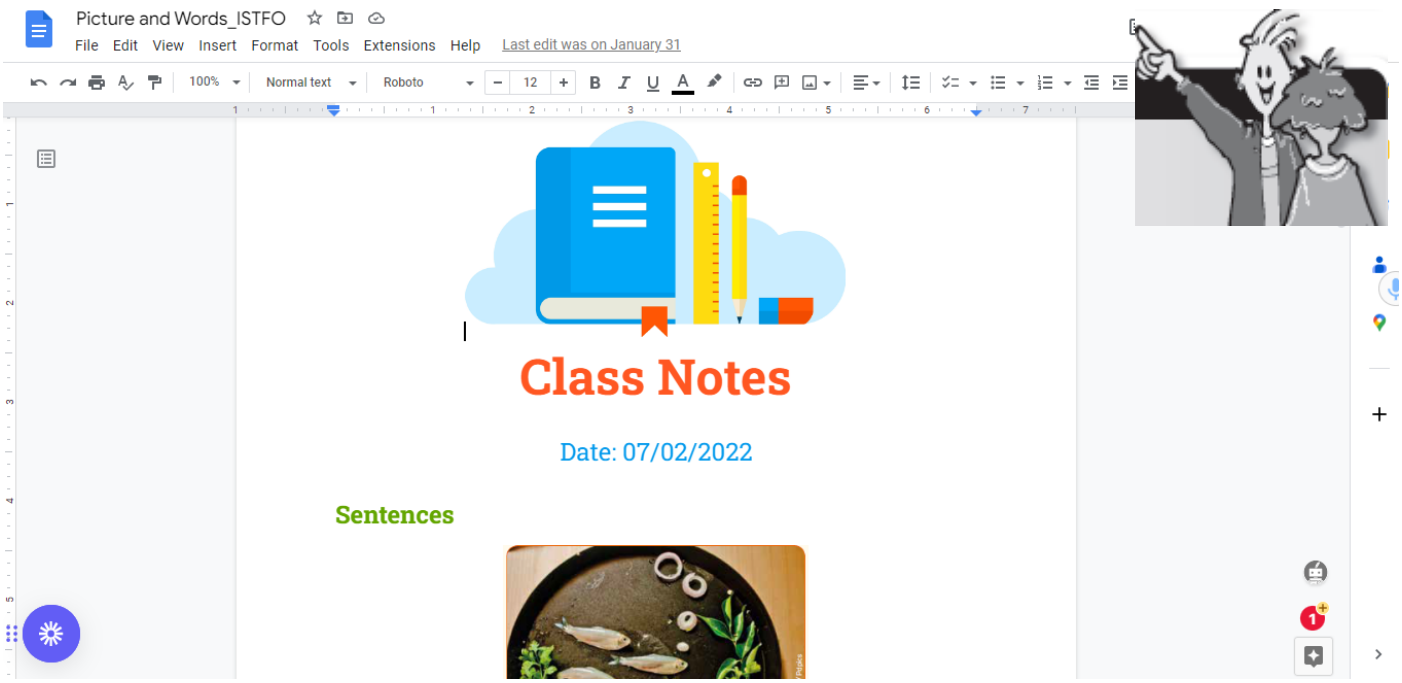
## SESSION THREE – WORDWALL

**Flash Card Game:** Students have to choose the correct answer about Food.
**Figure J:** Showing some pictures to choose on Wordwall about Food.




## SESSION THREE – GOOGLE DOCS

**Partners:** Students should work in pairs to solve the following task.
**Figure K:** Showing a task on Liveworksheets about Food in your Kitchen.



**SESSION THREE – JAMBOARD**

**Team Interview:** Each student has to practice a situation related of food. Students have to create a conversation using the following templates.

**Figure L:** Showing the task on Jamboard.

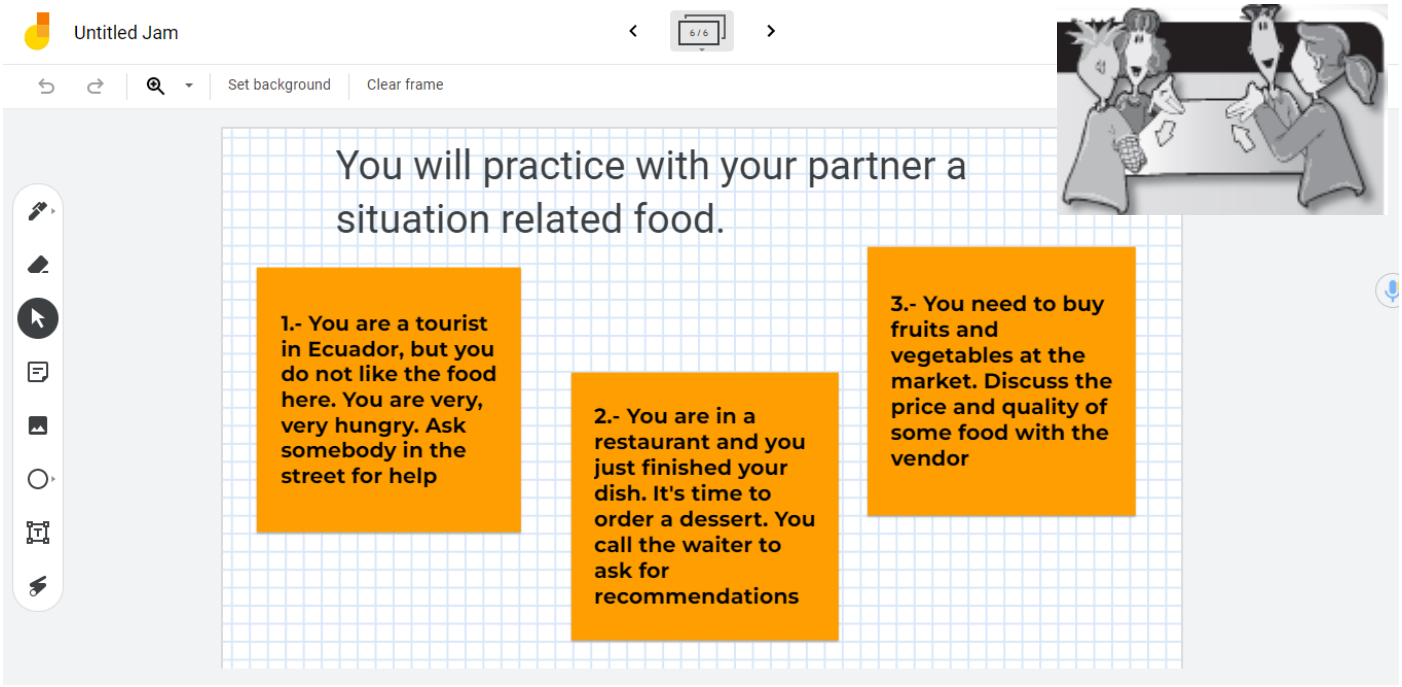


**Table E:** Lesson Plan 4

# Co-op Lesson Planning Form

**Lesson Topic,** **DO YOU LIKE TO EAT HEALTHY FOOD?** **Date** **JULY 23** **Page** **1/2**

**Design Elements**

1. SET
2. INPUT
3. GUIDED PRACTICE
4. INDIVIDUAL PRACTICE
5. CLOSURE
6. HOMEWORK

| Lesson Objectives | Materials | Time |
|---|---|---|
| - Ss will maintain a clear speech throughout all tasks.<br>- Ss will demonstrate targeted process skills<br>- Ss will take turns sharing their ideas with the whole group | Flashcards with new words<br>Web Worksheets<br>Internet<br>Computers | 1 period (3h. 30m) |
| Web 3.0 tools<br><br>Google Meet, Nearpod, Google Sheets, | | **Sponge**<br>Practice ask and answ-er. |

| Design Element | Collaborative Task | Content | Notes |
|---|---|---|---|
| SET (Meet Nearpod, Google Slides) (30 minutes) | Team Interview (In Pairs and All class) | Questions about food | "In pairs teams, you will watch the video and write in (Nearpod) the kind of food you will find, which the speaker explains. After that, in pairs could use the following questions. (How would you describe your diet? What did you have for breakfast?)."<br><br>https://app.nearpod.com/?pin=ecwhj<br><br>https://docs.google.com/presentation/d/1bg_axAlkLcAAXkryIuxIquFLTEd7aIhaKKkj2MquBMY/edit?usp=sharing |

| | | | |
|---|---|---|---|
| INPUT<br>(Meet Nearpod, Google Slides)<br>(30 minutes) | Partners<br>(In pairs) | Healthy snacks | "Each of you has to look at the following pictures and decide with your classmate if they are healthy snacks or not. Don't forget to circle only the healthy snacks. You can ask (Is this a healthy snack?) You will have five minutes for each pair to complete the task." |
| GUIDE PRACTICE<br>(Meet Nearpod, Google Slides)<br>(30 minutes) | Flashcard Game<br>(In pairs) | Cooking words | "In pairs, you will look at the following pictures and match them with the correct cooking verb. There is one extra verb. (peel, fry, mix, bake, toast, chop, slice). You can use the following question (What do you think is the correct answer?)" |
| TEAMBUILDING<br>(Meet, Google Sheets, Google Slides)<br>(30 minutes) | Partners<br>(In pairs) | Ask and Answer | "Students will work in pairs. Ask and answer with a partner the following questions (What foods can you fry? What foods can you bake? What foods can you mix? What foods can you slice? What foods can you toast? What foods can you chop? What foods can you peel?)."<br><br>https://docs.google.com/spreadsheets/d/1qGdjM_DesMtiKsb67RuRj4gnjCQ3YMB4YLcQKO3qOhY/edit?usp=sharing |
| CLOSURE<br>(Meet, Google Slides)<br>(30 minutes) | Team Interview<br>(3 groups) | Ask and Answer | "When I say go, you will enter the main virtual room until I call 'Group.' When you hear me call 'Group,' put a hand up and say your classmates' names to join a virtual room: Please, you will ask and answer the following questions. (Do you like to cook? What are your favorite foods/dishes to cook? Who cooks in your home?) Please, practice with your classmate." |
| **EVALUATION RUBRIC** | Collaborative Tasks | Evaluation Items | - Contribution, Attitude<br>- Cooperation with Others<br>- Focus, Commitment<br>- Ability to Communicate<br>- Correctness |

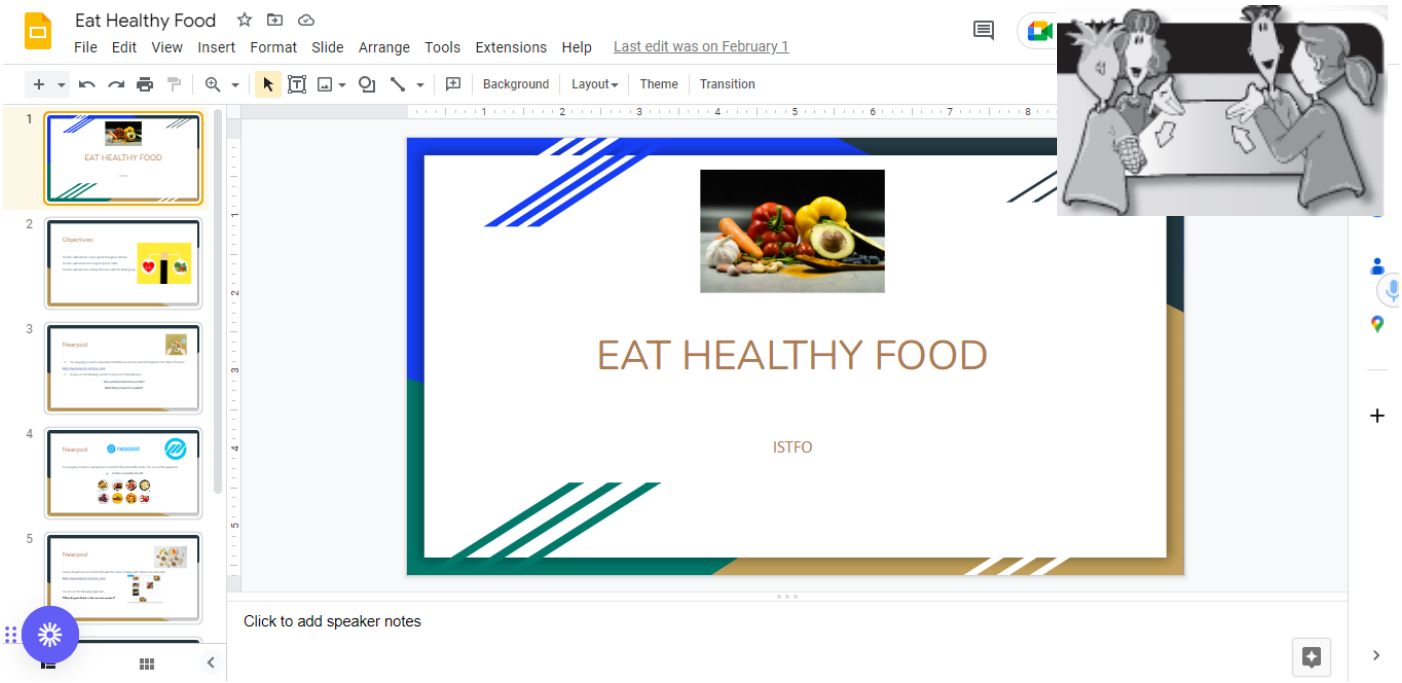
| | | | |
|---|---|---|---|
| HOMEWORK (Audio phone) (30 minutes) | Show me! (In pairs) | Healthy Dish | "Students, you will read the following reading section about healthy food. So, work in pairs and explain a healthy food. For example, explain the ingredients and how to prepare your healthy dish. Please, work together to record your explanation about the heathy dish, and send me the audio or the link to check your work." |



**Source:** Lesson Plans: Collaborative Tasks
**Author:** Medina, J. (2021)

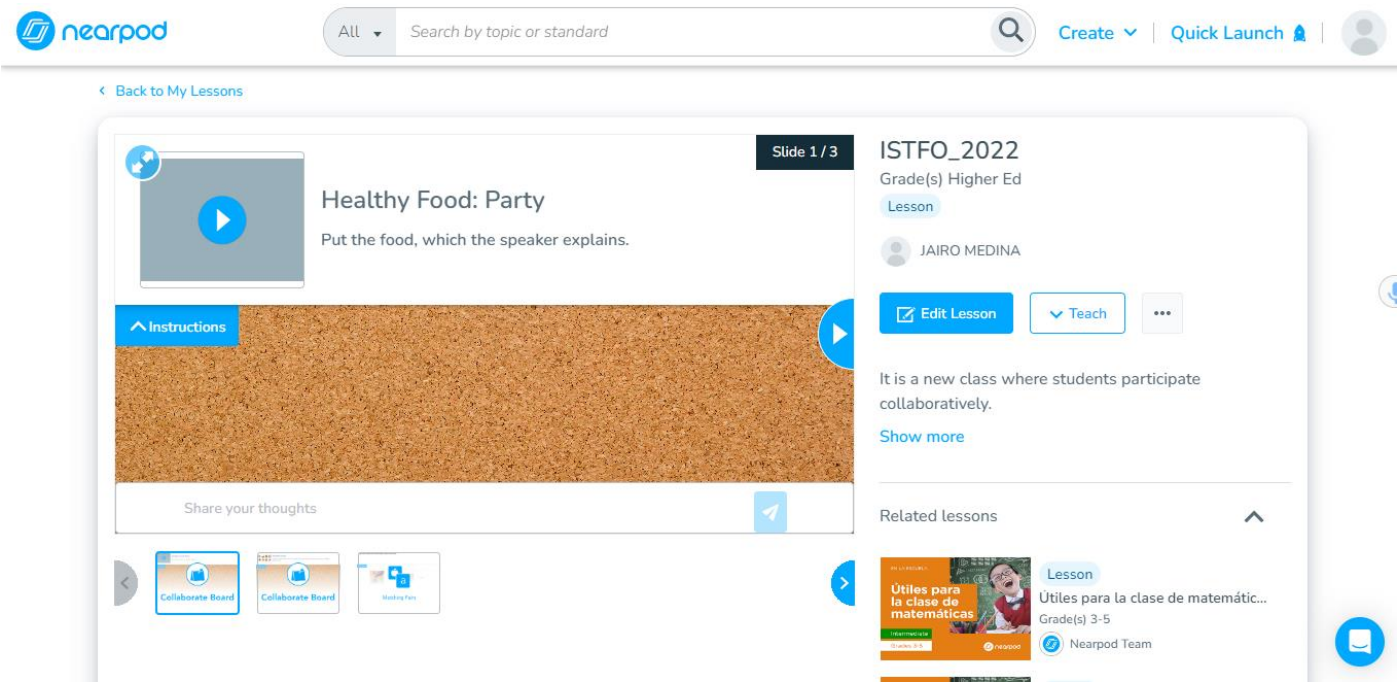
## SESSION FOUR – GOOGLE SLIDES

**Team Interview:** Each student has to practice a situation related of healthy food.
**Figure M:** Showing some objectives and tasks on Google Slides.




After that, students have to work together to complete some tasks on Nearpod where they could find some tasks to complete and play.

**Partners:** Students should work in pairs to solve the following task.
**Figure N:** Showing a task on Nearpod about Healthy Food.



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# ANNEXES

## ANNEX 1: Institution permission memorandum

República del Ecuador

Secretaría de Educación Superior, Ciencia, Tecnología e Innovación

**Memorando Nro. SENESCYT-IS-2021-7982-M**

**Puyo, 27 de agosto de 2021**

**PARA:** Jairo Lizandro Medina Altamirano
**Docente INSTITUTO SUPERIOR TECNOLÓGICO FRANCISCO DE ORELLANA**

**ASUNTO:** Aprobación de la solicitud de realizar el proyecto de tesis de Maestría del Lic. Jairo Lizandro Medina, Docente del Instituto Superior Tecnológico Francisco de Orellana en el Centro de Idioma del ISTFO.

De mi consideración:

En referencia a la solicitud S/N de fecha 25 de agosto del año en curso, que en su parte principal señala:

**Yo MEDINA ALTAMIRANO JAIRO LIZANDRO con Cédula de Identidad No 1803858859, DOCENTE del Centro de Idiomas, muy comedidamente solicito a usted se me permita realizar mi PROYECTO DE TESIS en esta honorable Institución con nombre "WEB 3.0 TOOLS AND COLLABORATIVE TASKS." Que actualmente estoy cursando la MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN: inglés.**

Me permito darle a conocer que ha sido **aprobada**. Contribuyendo de esta manera a su formación de 4to. nivel y reconociendo su compromiso con las actividades que ha desempeñado en el centro de idiomas. Solicitamos que el producto final sea una contribución libre y voluntaria hacia la mejora continua del centro de idiomas y de la institución.

Con sentimientos de distinguida consideración.

Atentamente,

*Documento firmado electrónicamente*

Mgs. Víctor Hugo Lobato Inca
**RECTOR DEL INSTITUTO SUPERIOR TECNOLÓGICO FRANCISCO DE ORELLANA.**

Firmado electrónicamente por:
VICTOR HUGO LOBATO INCA

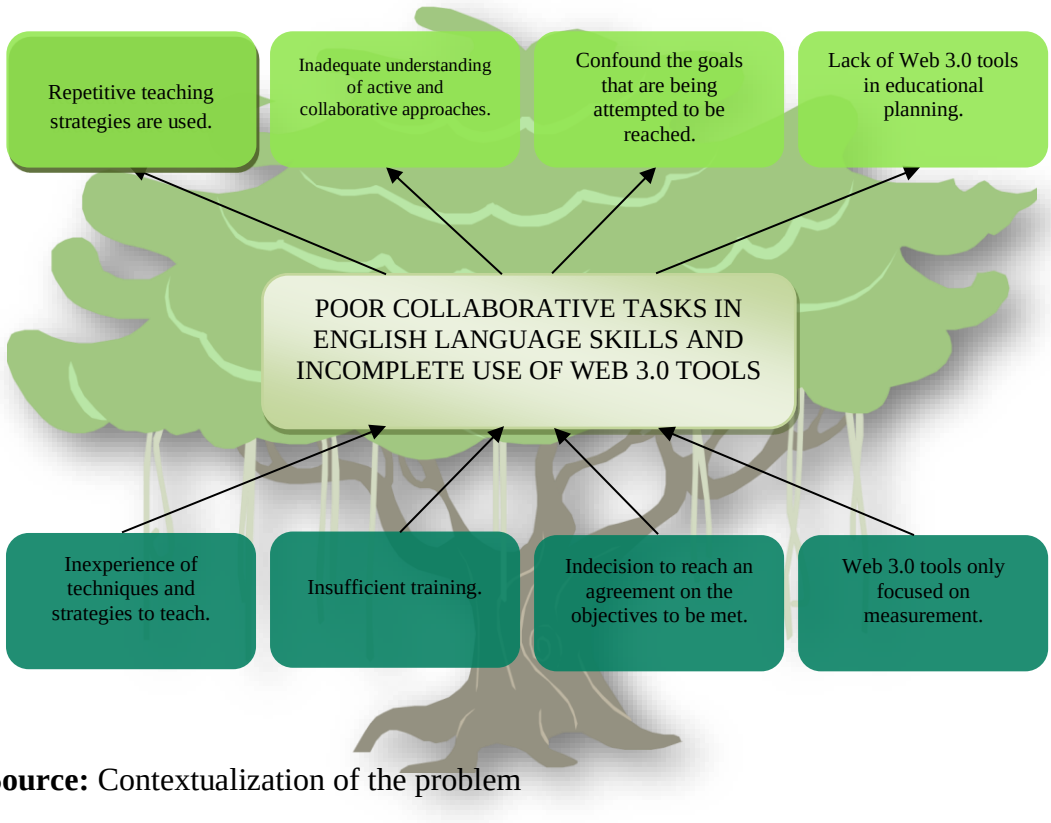
**Dirección:** Alpallana E7-183 entre Av. Diego de Almagro y Whymper.
**Código postal:** 1701518 / Quito Ecuador
**Teléfono:** 593-2 3934-300 / www.educacionsuperior.gob.ec

Gobierno del Encuentro | Juntos lo logramos

1/1

* Documento firmado electrónicamente por Quipux

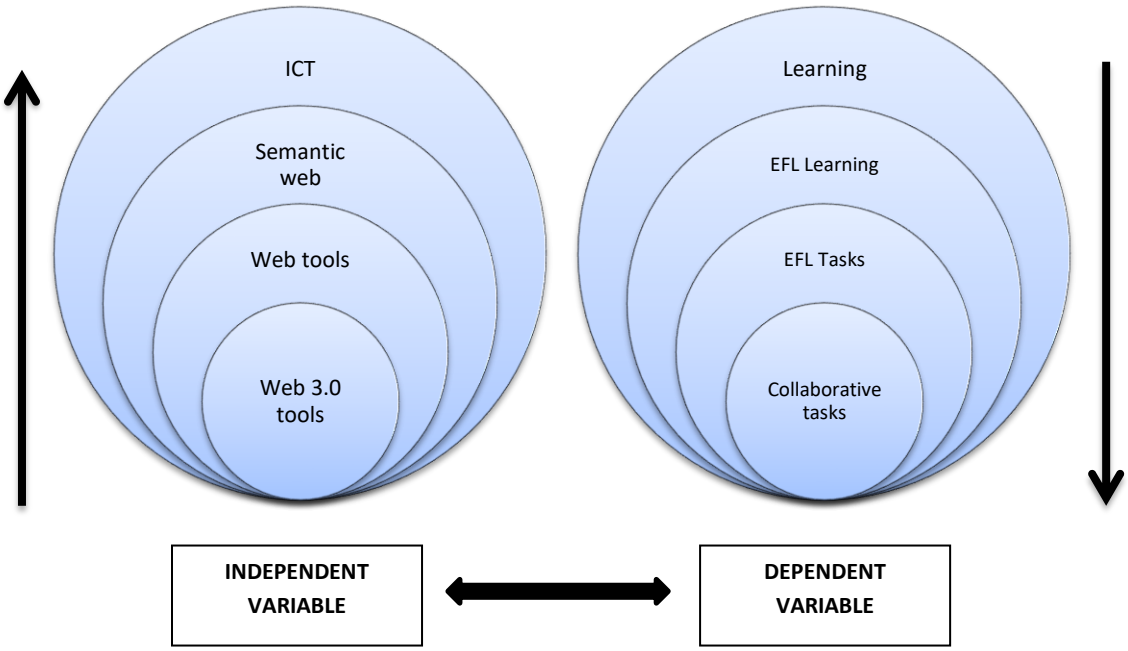
**ANNEX 2: Problem Tree**




**Source:** Contextualization of the problem

**Author:** Medina, J (2021)

**ANNEX 3: Key Categories**

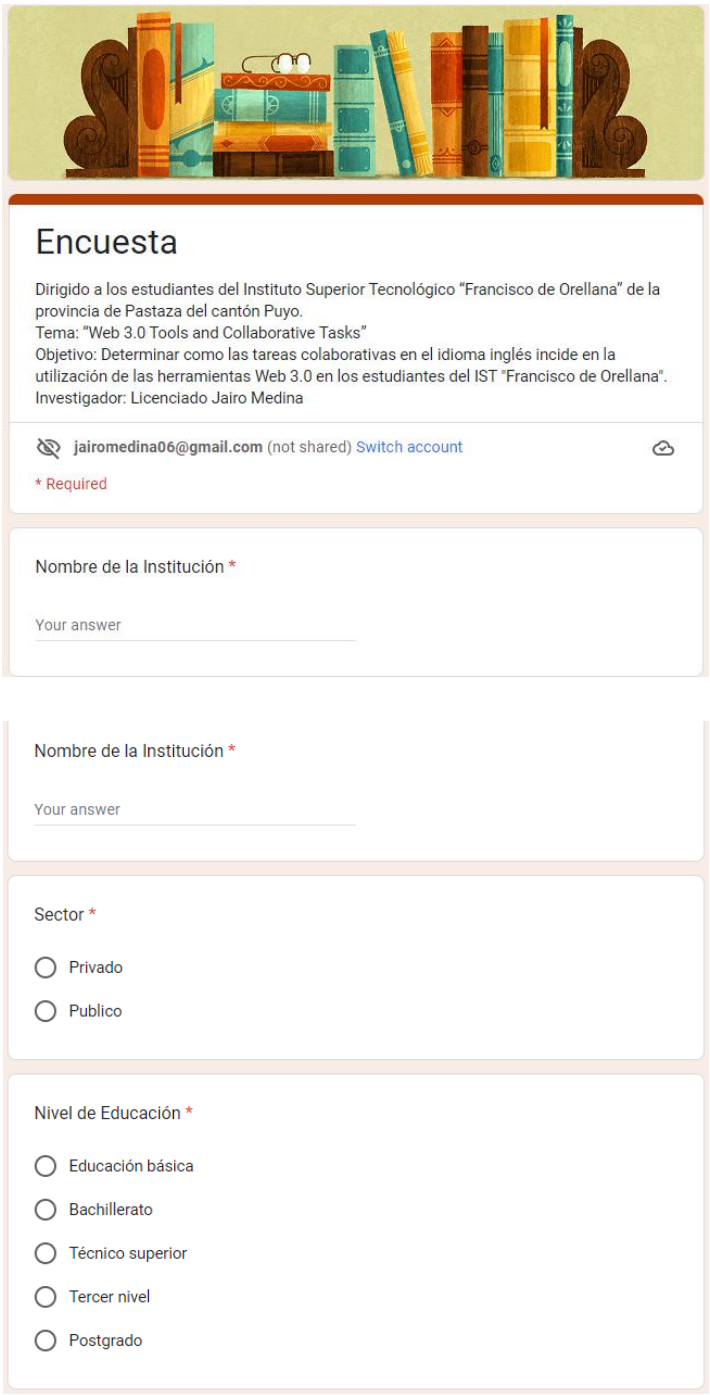



**Source:** Research Background

**Author:** Medina, J (2021)

**ANNEX 4: Web 3.0 survey**

**Link:** https://forms.gle/zmJ15xgRLCcmMXey9



Encuesta

Dirigido a los estudiantes del Instituto Superior Tecnológico "Francisco de Orellana" de la provincia de Pastaza del cantón Puyo.
Tema: "Web 3.0 Tools and Collaborative Tasks"
Objetivo: Determinar como las tareas colaborativas en el idioma inglés incide en la utilización de las herramientas Web 3.0 en los estudiantes del IST "Francisco de Orellana".
Investigador: Licenciado Jairo Medina

jairomedina06@gmail.com (not shared) Switch account

* Required

Nombre de la Institución *

Your answer

Nombre de la Institución *

Your answer

Sector *

- Privado
- Publico

Nivel de Educación *

- Educación básica
- Bachillerato
- Técnico superior
- Tercer nivel
- Postgrado

**Author:** Medina, J. (2021)

**Source:** Web 3.0 survey

## ANNEX 5: Survey Instrument validation

**Validación del instrumento**

La fiabilidad es un concepto que tiene varias definiciones, aunque a grandes rasgos se puede definir como la ausencia de errores de medida en un test, o como la precisión de su medición. La fiabilidad es un tópico constante en todos los instrumentos de medida. Su estudio trata de establecer la precisión con la que mide cualquier instrumento de medida en general y los tests en particular. Cuanto más fiable es un test, con mayor precisión mide y, por lo tanto, menos error de medida se comete

Se toman en consideración para la validación del instrumento solo las preguntas que generan información para obtener tendencia, por consiguiente, los items nombre de la institución, Sector, Nivel de educación, Edad y Sexo no se las considera dentro de la fiabilidad del mismo.

**RESULTADOS DE LAS ENCUESTAS**

Encuesta validada

**Estadísticos de fiabilidad**

| Alfa de Cronbach | N de elementos |
|---|---|
| ,846 | 19 |

Al tener un instrumento con preguntas en escala de Likert, se procede con la validación del instrumento y de esta forma verificar si las preguntar aplicadas en el mismo son confiables, para lo cual se aplica el estadístico Alfa de Cronbach, el cual emite como resultado 0.846; teniendo un instrumento Confiable para esta investigación.

El Alfa de Cronbach es un método de cálculo del coeficiente de fiabilidad, que identifica la fiabilidad como consistencia interna. Se denomina así porque analiza hasta qué punto medidas parciales obtenidas con los diferentes ítems son "consistentes" entre sí y por tanto representativas del universo posible de ítems que podrían medir ese constructo.

Por consiguiente para esta investigación y específicamente para el instrumento se utilizó el coeficiente Alfa de Cronbach para calcular la fiabilidad.
Hay que tener en cuenta que en los principales programas de estadística ya existen opciones para aplicar esta prueba de manera automática, de manera que no hay que conocer los detalles matemáticos de su aplicación. Sin embargo, saber cuál es su lógica resulta útil para tener en cuenta sus limitaciones a la hora de interpretar los resultados que aporta.

**ANNEX 6: Pre – Test and Post – Test**

## SPEAKING — PARTS 3 AND 4 — 2

### *Food and drink*

**1** **Complete the dialogues with words from the box. Then, in pairs, ask and answer.**

| about | don't | fancy | have | shall | would |
|---|---|---|---|---|---|

1. **A:** What ..... we have for lunch?
   **B:** I think we …
2. **A:** How ..... getting a takeaway later?
   **B:** No, …
3. **A:** Which traditional dish from your country ..... you recommend trying?
   **B:** You should …
4. **A:** Why ..... we cook dinner for our friends on Saturday?
   **B:** That's …
5. **A:** Let's ..... a barbecue tonight!
   **B:** I'd rather …
6. **A:** Do you ..... going to that new pizza restaurant this evening?
   **B:** Why don't we …?

**2** **Complete the dialogue. Then, in pairs, take turns to be the waiter and the customer.**

**Customer:** Hello. **(1)** (*Ask for a table.*) .....

.....

**Waiter:** Of course. Follow me. Here you are.

**Customer:** Thank you. **(2)** (*Ask to see the menu.*) .....

.....

**Waiter:** Here it is. Can I get you anything to drink while you decide?

**Customer:** **(3)** (*Ask for two drinks, one for you and one for your friend.*)

.....

**Waiter:** Are you ready to order?

**Customer:** Yes. **(4)** (*Ask for two dishes, one for you and one for your friend.*)

.....

**Waiter:** Is everything OK with your meal?

**Customer:** **(5)** (*Say one dish is fine, but make a complaint about the other.*)

.....

**Waiter:** Would you like any desserts or coffee?

**Customer:** **(6)** (*Say no and ask for the bill.*) .....

.....

**Waiter:** Certainly. How would you like to pay?

**Customer:** **(7)** (*Tell the waiter how you would like to pay.*) .....

.....

## Exam task

**3** Track 24 Listen to the examiner explaining the task for Part 3. Then talk with a partner for about two minutes.

**Types of food for a student party**

**4** Track 25 **Now listen to the examiner asking the questions for the Part 4 task. Pause the recording after each question. Work in pairs and discuss your answers to each of the examiner's questions together. Try to say as much as you can in answer to each question.**

## Exam tips

- In Part 3, show interest in what the other student is saying and respond to what they say.
- Look at the other student during the discussion, **not** the examiner.
- At the end of the discussion for Part 3, you should agree on a final decision with the other student.
- In Part 4, try not to give very short answers to the examiner's questions.
- Discuss the answers to the Part 4 questions with your partner, if possible.
- If you don't understand one of the questions, ask the examiner to repeat it.





**Author:** Medina, J. (2021)

**Source:** Exam Booster – Cambridge Exam Preparation

## ANNEX 7: Group Work Rubric

**Link:** https://teaching.cornell.edu/resource/sample-group-work-rubric

Example of Group Work Rubric

| Skills | 4<br>Advanced - Exceeds expectations | 3<br>Competent - Meets expectations | 2<br>Progressing - Does not fully meet expectations | 1<br>Beginning - Does not meet expectations |
|---|---|---|---|---|
| Contributions, Attitude | Always willing to help and do more. Routinely offered useful ideas. Always displays positive attitude. | Cooperative. Usually offered useful ideas. Generally displays positive attitude. | Sometimes cooperative. Sometimes offered useful ideas. Rarely displays positive attitude. | Seldom cooperative. Rarely offers useful ideas. Is disruptive. |
| Cooperation with Others | Did more than others–highly productive. Works extremely well with others. Never argues. | Did their part of the work-cooperative. Works well with others. Rarely argues. | Could have done more of the work–has difficulty. Requires structure, directions, and leadership. Argues sometimes. | Did not do any work–does not contribute. Does not work well with others. Usually argues with teammates. |
| Focus, Commitment | Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed. | Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person. | Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task. | Often is not a good team member. Does not focus on the task and what needs to be done. Lets others do the work. |
| Ability to Communicate | Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members. Relays a great deal of information–all relates to the topic. | Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provided some effective feedback to others. Relays some basic information–most relates to the topic. | Often listens to, shares with, and supports the efforts of others. Usually does most of the talking–rarely listens to others. Provided little feedback to others. Relays very little information–some relates to the topic. | Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provided no feedback to others. Does not relay any information to teammates. |
| Correctness | Work is complete, well organized, has no errors and is done on time or early. | Work is generally complete, meets the requirements of the task, and is mostly done on time. | Work tends to be disorderly, incomplete, not accurate, and is usually late. | Work is generally sloppy and incomplete, has excessive errors and is mostly late or not at all. |
| | | | | Total Score: |

**Author:** Medina, J. (2021)

**Source:** Center of Teaching Innovation

**ANNEX 8: TAM survey**

**Link:** https://forms.gle/jsm4h7yM7EdA84xe6

Section 1 of 3

TAM MODEL

Este modelo busca determinar si los usuarios aceptan o rechazan una determinada tecnología de información basado en los supuestos de la Teoria de la Acción Razonada y la Teoria del Comportamiento Planeado, proporcionando una base para evaluar la influencia de factores como la percepción de la utilidad y la percepción de la facilidad de uso en la adopción de tecnologías (Ramirez, Alfaro, & Durand, 2016)

Web 3.0 Survey

Seleccionar 1 el más bajo y 5 el más alto
1. Totalmente en desacuerdo
2. En desacuerdo
3. Indeciso
4. De acuerdo
5. Totalmente de acuerdo

El uso de herramientas web 3.0 me permite realizar mi trabajo más rápidamente. *

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Totalmente en desacuerdo | ○ | ○ | ○ | ○ | ○ | Totalmente de acuerdo |

El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo. *

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

**Author:** Medina, J. (2021)

**Source:** TAM survey

## ANNEX 9: TAM Instrument validation

### Validación de los productos software

**Modelo TAM**

El Modelo de Aceptación Tecnológica denominada como TAM, tiene precedentes en la Teoría de la Acción Razonada. Este modelo pretende determinar si los usuarios o en este caso las personas a quienes se aplicó aceptan o rechazan la introducción de cierta tecnología, al convertirse en una base para evaluar determinados factores que influyen como la percepción de utilidad y facilidad de uso de acuerdo con la adopción de las tecnologías (Ramírez, Alfaro, & Durand, 2016).

Como lo menciona Martín (2018), existen factores que se consideran en la percepción de los usuarios como:

- **Utilidad:** En el que el usuario considere que va a verse realmente beneficiado al incorporar este tipo de tecnología en su vida personal o laboral. De no ser así será más complejo que al final lo adquiera.

- **Factibilidad de uso:** La persona al percibir que existe dificultad al utilizar nuevas tecnologías, puede ser determinante para su empleo, debido a que existen personas como mayor o menor experticia en el manejo de herramientas tecnológicas.

-**Actitud sobre el uso:** Consiste en la predisposición que tiene los usuarios para trabajar con este tipo de herramientas tecnológicas. Una persona predispuesta aprende con mayor rapidez a manipularla.

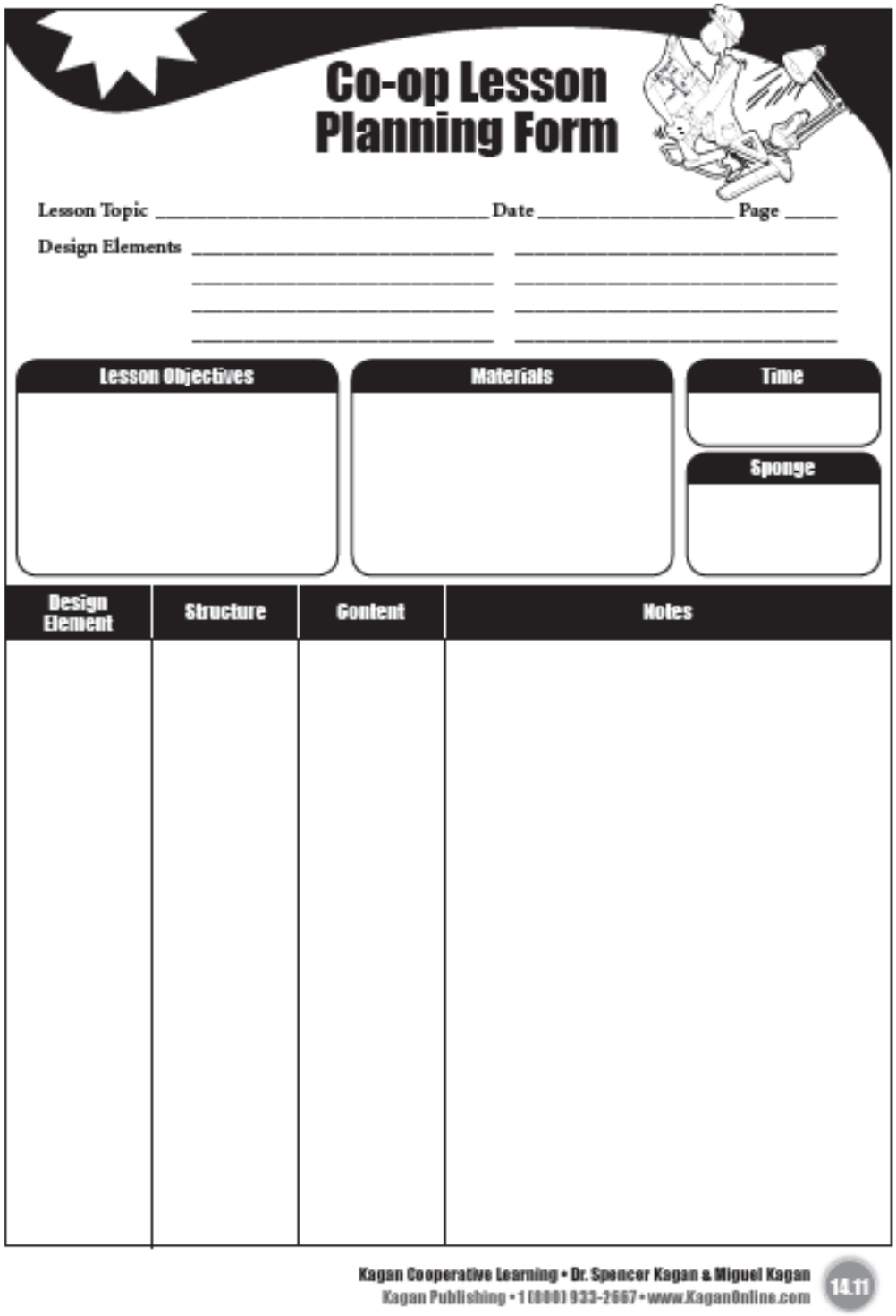
- **Intensión hacia el uso:** La tecnología al estar asequible se busca conocer si las personas con las ganas de contar con este tipo de tecnología. Cabe aclara que mientras la predisposición es pasiva por lo contrario la intensión de adquirirlo es proactiva.

A continuación, se muestra la tabla que contiene el cuestionario de evaluación TAM, el mismo que recoge información necesaria para valorar la aceptación de los recursos web 3.0 para la comprensión lectora de los estudiantes de quinto grado de la Unidad Educativa Juan León Mera "La Salle". El cuestionario está conformado por preguntas relacionadas a los factores percibidos de acuerdo con su utilidad y factibilidad.

Seleccionar 1 el más bajo y 5 el más alto

1. Totalmente en desacuerdo
2. En desacuerdo
3. Indeciso
4. De acuerdo
5. Totalmente de acuerdo

**ANNEX 10: Lesson Plan (Kagan)**



# Co-op Lesson Planning Form

Lesson Topic _____ Date _____ Page _____

Design Elements _____ _____

_____ _____

_____ _____

_____ _____

| Lesson Objectives | Materials | Time |
|---|---|---|
| | | |
| | | Sponge |
| | | |

| Design Element | Structure | Content | Notes |
|---|---|---|---|
| | | | |

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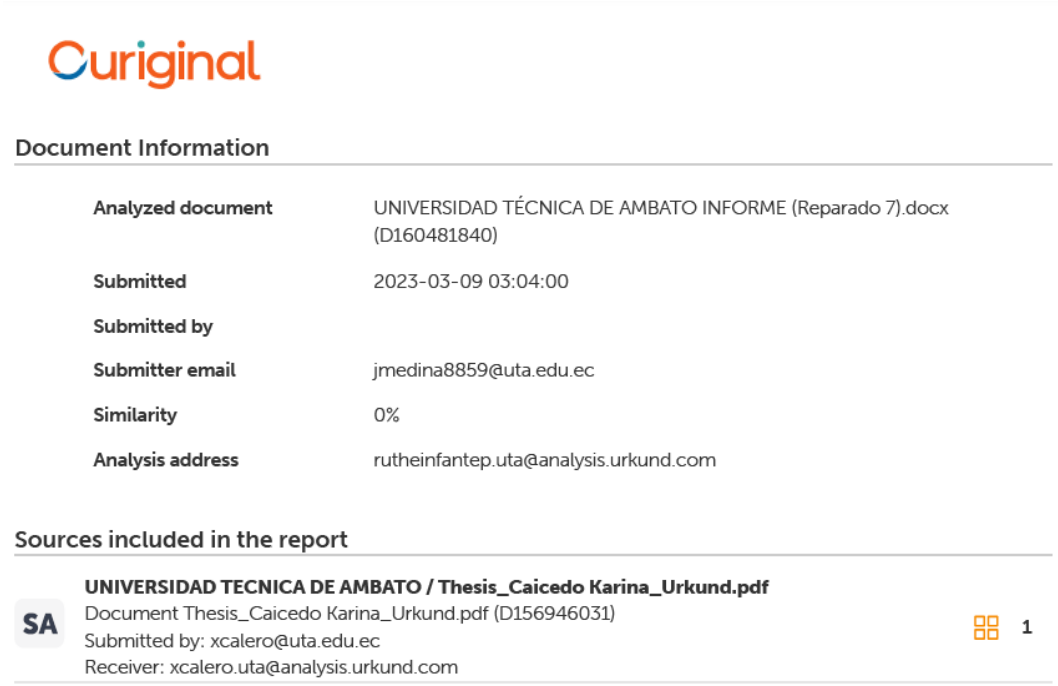
14.11

**Source:** Lesson Plans: Collaborative Tasks

**Author:** Medina, J. (2021)

## ANNEX 11: Urkund Report



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