

# UNIVERSIDAD TÉCNICA DE AMBATO



**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

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

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**Tema: “ONLINE STORIES AND THE COLLABORATIVE LEARNING AT  
SANTA ROSA HIGH SCHOOL”**

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Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

Modalidad de Titulación Proyecto de desarrollo

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***Diana***

## DEDICATORY

*With an incomparable love and from the soul, where you can only love with total commitment, I dedicate this research work to my little daughter Lía, who from her first days of life trusted me and has been my strength to achieve each of the dreams I have had in my life. I hope to give you back a little of what you have given me.*

***Diana***

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**EXTRANJEROS MENCIÓN INGLÉS**

**TEMA:**

**ONLINE STORIES AND THE COLLABORATIVE LEARNING**

**AUTORA:** Licenciada Diana Maricela Romero Delgado.

**DIRECTORA:** Licenciada Ruth Elizabeth Infante Paredes, Magister.

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**FECHA:** Febrero 03, 2022

**RESUMEN EJECUTIVO**

En la actualidad la educación se ha enfrentado a un sin número de cambios, el último de ellos el haber a travesado la pandemia del covid-19, el cual reto a profesores y estudiantes a adaptarse al nuevo uso de metodologías y herramientas digitales. Se estableció como objetivo principal identificar la relación que existe entre las historias en línea y el aprendizaje colaborativo en los estudiantes de segundo año de bachillerato de la unidad educativa Santa Rosa, correspondiente al nivel (intermedio B1) en Ambato, Ecuador. La población fue conformada por dos grupos de 36 participantes en el grupo control (GC) y 36 participantes en el grupo experimental (GE). La metodología utilizada en esta investigación fue cuantitativa, la recolección de datos se la realizo a través de la aplicación de un pre - test y post- test y adicionalmente la toma de una encuesta para conocer las actitudes de los estudiantes en frente a las estrategias colaborativas. A lo largo de este estudio investigativo, se usó un diseño experimental durante seis sesiones, cuatro de ellas llevado a cabo de manera presencial y dos de manera virtual, durante el lapso de 6 semanas. Los resultados obtenidos en base a la prueba T de estudiantes evidenciaron que el grupo control mejoro significativamente su trabajo colaborativo a través del uso de historias en línea y estrategias colaborativas dando un valor de  $t = -7.32$ ,  $p < 0.005$ . Adicionalmente la encuesta demostró que los participantes en su mayoría tuvieron una actitud positiva entorno a la utilización de estrategias colaborativas. En base a los resultados detallados anteriormente se afirma que el uso de historias en línea mejora el trabajo colaborativo en los estudiantes.

**Descriptor:** educación, metodologías, herramientas tecnológicas, estrategias, aprendizaje colaborativo, historias en línea.

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**EXTRANJEROS MENCIÓN INGLÉS**

**THEME:**

**ONLINE STORIES AND THE COLLABORATIVE LEARNING**

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**DIRECTED BY:** Licenciada Ruth Elizabeth Infante Paredes, Magister.

**LINE OF RESEARCH:** Methods and means for teaching.

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**EXECUTIVE SUMMARY**

Nowadays, education has faced several changes, the last one being the covid-19 pandemic, which challenged teachers and students to adapt to the new use of methodologies and digital tools. The main objective was to identify the relationship between online stories and collaborative learning in second-year high school students of the Santa Rosa educational unit, corresponding to the level (intermediate B1) in Ambato, Ecuador. The population consisted of two groups 36 participants in the control group (CG) and 36 participants in the experimental group (EG). The methodology used in this research was quantitative, the data collection was done through the application of a pre-test and post-test and additionally the taking of a survey to know the attitudes of the students in front of the collaborative strategies. In addition, an experimental design was used during six sessions, four of them carried out in person and two virtually, for 6 weeks. The results obtained based on the students' t-test showed that the control group significantly improved their collaborative work through the use of online stories and collaborative strategies, giving a value of  $t = -7.32$ ,  $p < 0.005$ . In addition, the findings showed that the majority of the students had a positive attitude towards the use of collaborative strategies. In conclusion and based on the results detailed above, it is affirmed that the use of online stories improves students' collaborative work.

**Keywords:** education, methodologies, technological tools, strategies, collaborative learning, online stories.

## **CHAPTER ONE**

### **THE RESEARCH PROBLEM**

#### **1.1.Introduction**

This research labeled as “ONLINE STORIES AND THE COLLABORATIVE LEARNING” constitutes a relatively new area that has emerged from the importance of using technology tools in collaborative learning. Its main objective is to analyze the relationship between these two variables. Initially, the study provides relevant information that emphasizes the use of collaborative strategies through online stories. This study arose from the need that there was no kind of interaction among students when working collaboratively. The need for research in collaborative learning is critical and, the possibilities for research topics in this area are nearly endless, a fundamental reason why this study is well-conducted.

Further, this study incorporates field-experimental research since Online Stories were applied to a specific group of learners aiming to improve their collaborative learning process. This research presents a range of quantitative and qualitative approaches to clarify doubts concerning the quality, validity and, reliability of this educational research. A pre-test and post-test were used to robust this study on the benefits of using Online Stories and The Collaborative Learning to develop learners' positive interdependence, interaction, individual accountability, interpersonal skills, group processing, and increasing motivation for students caught in a cycle of failure.

This research work is divided into five chapters:

CHAPTER I: presents the introduction, justification, and objectives of this study. It is a brief explanation of the topic and the different aspects of this investigation. In addition, it concerns the main and specific objectives of the research finding a relationship between the independent variable: Online Stories and the dependent variable: Collaborative Learning.

CHAPTER II: this chapter deals with the investigative background which contains a compilation of articles related to the topic of this study to provide the theoretical part of both variables. It explains the correspondence between the independent and dependent variables.

CHAPTER III: this chapter describes the methodology applied in this study and, encompasses the location, equipment and materials, type of investigation, hypothesis testing, population and sample, the method of data collection and analysis.

CHAPTER IV: presents the data obtained from the pre-test and post- test that was applied to the students. This chapter shows the statistical results found in the methodological framework chapter and makes a discussion of them by using graphics and data.

CHAPTER V: draws with the conclusions and recommendations that are established according to the objectives of this research as well as the research questions.

Finally, in the annexes, there is displayed the proposal for the intervention in the classroom.

## **1.2. Justification**

Previous studies explored some remarkable aspects of why learners have lost their interest or enthusiasm in reading skills and collaborative learning. This study relied on one important aspect that commits to this issue specifying that: reading was improved by a limited set of strategies or educational approaches. Reading is the product of understanding vocabulary, grammar, and the qualification to make inferences through texts. However, not everyone can, summarizing ideas, making inferences, asking questions, and developing comprehension. All of these factors have much influence in the absence of motivation and interest when developing collaborative learning.

This project will have a social-educational impact since education is currently undergoing a total change in the methodologies that are being applied in virtual education and how students have to adapt and face new changes in their learning process during the pandemic. Through the use of online stories, most of which are free, it will be possible to promote collaborative learning among students, who will have the opportunity to work together taking advantage of technology thus generating a socio-educational impact and better results in the classroom

The biggest beneficiaries that will take advantage of this research are students and teachers. Students will be able to interact, develop reading skills, manage technology, and build collaborative learning through the use of online stories in this new virtual model of education. The second major beneficiary will be the teachers who will be able to acquire relevant information that will be very useful to recognize the different types and advantages that online stories have in developing collaborative learning in their learners.

Finally, this project is feasible because it has the support from the authorities of the institution where the research work took place. Furthermore, teachers, and students who are part of this research are under a new model of education such as virtual or online classes, and taking advantage of it, we propose the use of online stories to develop collaborative learning in students, using technology as a bridge to connect with a world of diverse tools, forms of learning and interaction to build up their own knowledge using a web 3.0 tool



### **1.3.Objectives**

#### **1.3.1. General objective**

- To establish the relationship between online stories and the collaborative learning in the students of second year of bachillerato at "Santa Rosa" High School.

#### **1.3.2. Specific objectives**

- To identify the types of online stories that help students improve their collaborative learning
- To determine the elements and strategies of collaborative learning
- To evaluate students' collaborative learning before and after the application of the experiment
- To determine students' attitudes towards the use of collaborative learning strategies.

## CHAPTER II

### RESEARCH BACKGROUND

After a thorough investigation, some studies related to the variables were found at the international, South American, and Ecuadorian levels, as detailed in the following paragraphs.

(Nam , 2017) in his study “The effects of digital storytelling on student achievement, social presence, and attitude in online collaborative learning environments” wanted to identify the impact of digital storytelling on students' collaborative learning. The author conducted a mixed method research. Students were divided into two groups. After receiving initial broad education in cooperation skills, students in one middle school course were randomly allocated to one of two treatment groups. Following that, the "digital storytelling-based online collaborative learning (DST-OCL)" and "generic online collaborative learning (G-OCL)" groups were given skill training. Overall, the "DST-OCL" techniques were considerably more successful than the "G-OCL" strategies for increasing "online communication" in collaborative learning. After each group participated in the therapy during online collaborative learning activities. In terms of results, there was a considerable difference between the two groups. The results of this study provide insight into how to use digital storytelling as an instructional technique for boosting the efficacy of online collaborative learning.

( Demirbaş & Şahin, 2020), in their study named: A Systemic Analysis of Research on “Digital Storytelling in Turkey determined the effect of using digital stories on the Turkish listening skills of fourth grade students”. The research was conducted using a mixed-methods approach, with data collected from a listening comprehension test as well as teacher and student interviews. The authors' treatment consisted of sessions based on digital storytelling and active listening practices. The experimental and control groups' post-test scores were found to differ significantly. Digital stories are more engaging, inspiring, and have good benefits on comprehension abilities in the experimental group. According to the study, students performed better when digital stories with audio assistance were utilized instead of traditional instruction to improve listening skills.

At the same time, another study took place at Islamic University. Its author (Antoni, 2021) through his study “The Use of Collaborative Technique in Teaching Short Story at third grade students” showed positive effects in terms of using the collaborative approach to writing short stories. The main objectives posed by the author through his research were; to study the process of teaching a short story using a collaborative approach, to identify the effects of employing collaborative learning as a teaching strategy, and to know the main benefits of the teacher's method of teaching a short story to third graders using the collaborative technique. Qualitative research was used with third-grade scholarship students of Islamic University through observation, interview, and documentation. The results of this study revealed that employing collaborative writing in the classroom to teach short stories yielded the following results; students developed their writing and social skills; they were able to translate a short story into English. Finally, one of the results emphasized the students and their ability to maintain social interaction, giving them confidence in sharing their ideas among peers.

(SAKA, 2014) in his study done at Akdeniz University's ELT department in turkey, “Short stories in English language teaching” mentions that literature should be included in foreign language training programs since it is an essential aspect of culture. Students, on the other hand, consider that literature is difficult to comprehend, uninteresting, and pointless. The objective if this study posted by the author was to incorporate short English stories to develop the English language. The author used a descriptive research method that presents the perspectives of 40 junior students from Akdeniz University's ELT department on the benefits of learning short stories. A questionnaire was given to students to fill out and, find out what they thought about the advantages of short tales. SPSS was used to analyze the data, and the findings were interpreted. Their responses revealed that they no longer found it uninteresting, difficult, or superfluous. One conclusion done by the author showed that when students read various stories with visual or audio aids broadens their perspectives and changed their lifestyles and experiences that they have never witnessed before.

At the Latin American level, there are studies of great relevance as (Delgado Meza & Jaime, 2020) in the study “Collaborative learning tools used in virtual higher education programs: a systematic review of literature in Ibero-america” mention the relevance of using e-learning tools to encourage collaborative learning in Ibero-American virtual higher education programs, recognizing the most common tools, their advantages, and the characteristics that facilitate their usage. The approach used in this study was the outcome of a bibliographic evaluation of scientific publications on quantitative and qualitative data taken from seven scientific databases in an ordered, systematic, and methodical manner. The findings of research done from 2009 to 2019 were based on collaborative learning and computer-assisted technology tools (CSCL). Finally, the findings suggest that the use of collaborative learning technologies, along with a didactic technique and an instructional design that supports various types of interaction, contributes significantly to education and knowledge development. The authors concluded that; collaborative work is becoming more popular in higher education. Furthermore, it emphasizes the direction of study on the use of virtual tools, as well as the positive benefits of virtual interactions on students' cognitive and linguistic abilities.

(Nordmark & Milrad, 2012), in the investigation named “Mobile Digital Storytelling for Promoting Creative Collaborative Learning” established as its main objective to present on-going research efforts related to the use of mobile storytelling to assist alternate methods of cultural heritage learning. In this research, students were actively engaged a group in mobile digital storytelling to foster creative collaborative learning. The students were divided into eight groups of three youngsters, each with unique duties and responsibilities for collecting tale data such as images, scripts, and sound. Each group had to discuss their acquired data and agree on what to utilize for and in their tale before moving on to the final processing and production of the stories. Learners had to reflect on the views and preferences of the entire group working collaboratively. Results showed that learners provided useful insights into how mobile digital storytelling might be utilized in real-world settings to enhance creative collaborative learning.

(Koşar, 2021), in the research labeled “Online collaborative learning: does it improve college students’ critical reading skills?” mentioned that, crucial reading skills (CRSs) development is critical to college students' academic success, and online collaborative learning (OCL) might play a key role in this. Due to a dearth of research in the literature, this mixed-methods case study aims to investigate the impact of OCL on college students' CRSs. The CRSs of sophomore pre-service English teachers (N = 42) were tested in the pre-treatment test before the start of an eight-week treatment, during which the participants critically evaluated the arguments in pre-selected papers in groups of four, and in the post-treatment test after the intervention, which provided the study's quantitative data. On the other hand, two qualitative questionnaires and a semi-structured interview were used to gather qualitative data. The results of the quantitative data analysis indicated that there was a statistically significant difference between the pre- and post-treatment test results, owing to the participants' better scores on the post-treatment test. Finally, the qualitative results revealed that the participants had favorable attitudes toward the treatment and considered that their CRSs had improved significantly as a result of being immersed in OCL.

In the Ecuadorian context, there are not specific studies done based on the use of online stories and the collaborative learning. However, there are several researches done similar to them. (Youman, 2012) did a research work title “Teaching English at the university level through short stories and multimedia”. The main purpose of this research study was to suggest a method for teaching English that combines short tales and multimedia to improve students’ motivation, and vocabulary knowledge. The storytelling Method and Cognitive Approach were used in this study. Several characteristics of each approach were considered in order to produce a technique that could be used in Cuenca's several universities. The findings and conclusions were based on observations made in English classrooms at several Cuenca institutions, as well as research into the theoretical framework, which comprised both printed and online literature, as well as multiple surveys and studies to support the theory. Short tales and multimedia have been proposed as a tool for teachers to improve student enthusiasm in regular classes.

(Daqui & Cujano, 2014) led a study called “The storytelling influence as a teaching strategy to increase the English vocabulary, in students of quinto año de educación general básica at escuela 11 de noviembre of Riobamba city during the academic period 2013-2014.” The current study aims to employ storytelling to improve students’ English vocabulary. The authors of this study created three short tales to improve vocabulary pronunciation, spelling, and meaning comprehension. After the study, the complete sample group's results were presented and discussed; using an observation guide, it was discovered that students improved greatly in their pronunciation, spelling, and meaning comprehension of vocabulary. Finally, the researchers recommended the use of storytelling since it provides more dynamic and thorough acquisition of English vocabulary.

Regarding collaborative learning, (Durán, 2017) conducted a study labeled “The effects of collaborative learning on reading comprehension of senior students at Borja High School”. The goal of this research was to see how the Collaborative Learning (CL) method, as a technique, affected the development of reading skills. On the one hand, the intervention involved a group of 26 students who worked together to complete assignments using Collaborative Strategic Reading (CSR). A control group of 27 students, on the other hand, worked according to the institution's methods. A pre-test, a post-test were all used to gather data. The results show that individuals who worked under the CL acquired their Reading skills to a better degree than those who did not.

The researches mentioned in the previous paragraphs served as a basis, source, or direction for the present investigation. The studies previously conducted were focused on how the use of technological tools such as online stories and the storytelling strategy improves collaborative work. Taking into account the results shown by the authors in each of their investigations, it is evident that the use of online stories improves students' ability to work collaboratively. These types of technological tools or strategies generate in students the desire to interact in an active and collaborative way. In addition, social skills were developed in students, increasing their confidence and comfort to perform an activity in groups or pairs. The tasks promote in the students the five common models of Cooperative Learning such as; positive interdependence, interaction, individual accountability, interpersonal skills and, group processing.

## **1.2.Theoretical Framework**

### **2.2.1. Independent variable: Online Stories**

The current study centers on the use of Online Stories as a mean of teaching to develop the Collaborative Learning in secondary students at “Santa Rosa” high school. This variable follows the key categories detailed below:

- ICT in education
- Technological tools
- Online Stories

#### **2.2.1.1.ICT in education**

Education is a process that is always facing changes. In recent years, globalization, as well as technological changes, are frequently immersed in educational processes, empowering education towards the use of technology. With the advent of new technologies and their consequent integration within the curriculum, it has become a real challenge to provide both teachers and students with attractive activities to substitute, or at least complement, more traditional ones.

(Mohanty, 2021) defines ICTs as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.”. In the last decade, ICT has gained ground in education, generating various interests and benefits not only for teachers but also for students. The interest in learning about new technological tools in students is growing, improving efficiency and effectiveness in education. In a relatively short period, information and communication technology (ICT) has become one of the fundamental building elements of modern civilization. Understanding and mastering fundamental ICT skills and ideas, along with reading, writing, and listening, is now considered part of the core of education in many nations. For the aforementioned reason, it is of great importance to promoting the use of ICT in the educational process of students. One of the main advantages pointed out about the use of ICT in students is that it not only develops language skills but also promotes the development of collaborative work in learners.

Over the past few years, ICTs have helped transform the learning environment into one learner-centered. Research has shown that the appropriate use of ICTs can shift from teacher-centered instruction to learner-centered instruction. ICT-assisted learning empowers students, instructors, and professionals to engage and collaborate regardless of their location. Apart from simulating real-world interactions, ICT-supported learning allows students to collaborate with individuals from various cultures, enhancing their teamwork and communication skills as well as their global awareness. It exemplifies lifelong learning by broadening the learning environment to include not just peers but also mentors and experts from many professions.

#### **2.2.1.2. Technological tools**

(Alkamel, 2018) mentions that “Technology and English language education are related to each other”. Technology has always played a significant role in the teaching and learning process. It is generally recognized that the information technology period has had a significant impact on our contemporary lives, and technology plays a vital part in the development of today's human civilization. As a result, it is critical to make use of new technology resources to assist in the process of English language instruction. In terms of education, technology resources are defined as “any electronic equipment used to support or foster learning” (Ahmadi, 2018). Developing learners' technology-related knowledge and abilities ensure equal opportunity for all students, regardless of their background. Learners may not be skilled users of technology while being born into a technologically advanced environment.

#### **Integration of technology in curriculum education**

Technological facilitates learning and has a positive impact on education, while technology tools aid in the assimilation of new concepts. New technologies have been deeply immersed in the educational system, resulting in a significant shift in teaching methods to meet the demands of students. The primary purpose of technology resources is to provide cross-curricular scaffolding for students' learning. It implies that kids study Science, Language, English, and any other topic by interacting with technology gadgets and engaging in engaging and inspiring activities. Technological resources must be fundamental elements of the learning process for students. Teachers



should demonstrate how to utilize technology to enhance the curriculum so that students may use technology to improve their language abilities.

### **Benefits of technological tools in improving language skills**

(Ndibalema, 2020) mentions that “the use of technology increases learners’ cooperation in learning tasks”. Talking about technological tools within the educational environment, a direct reference is placed on collaborative work. Technology tools have shifted instruction from teacher-centered instruction to student-centered instruction. A variety of technological tools and platforms are specially designed for students to perform collaborative work by assisting them in gathering information and interacting with resources such as Online Stories.

#### **2.2.1.3. Online Stories**

Education today is much more about ways of thinking that involve creative and critical approaches to problem-solving and decision-making. It is also about ways of working, including communication and collaboration, as well as the tools they require, such as the capacity to recognize and exploit the potential of new technologies. Despite the potential benefits of online stories, there are few studies on the use of online stories in language skill areas or approaches, especially on enhancing collaborative learning or developing reading skills. Language instruction is one of the disciplines where technology is more used. In both mother tongue and foreign language education, stories invoke learners' imagination while also developing vocabulary, reading, and social skills.

(Muhammad, 2018) states that “Online stories are one of the internet resources which are completed with images and sound and quizzes”. According to the author, online stories present some features that support students reading activity. It means that individuals are supposed to derive varied meanings and interpretations from texts during visual reading. Visual reading, which entails the "interpretation" and "meaning" of visuals in texts, plays a crucial part in comprehension since it allows each person to derive distinct meanings from digital storytelling. Individuals are expected to comprehend the storyline, time, subject, and primary idea of the tale in depth while

analyzing stories through visual reading. Because visual reading and social abilities are used in this setting, it helps to uncover and improve individual traits like problem-solving and collaborative work.

(Hasnaa, 2015) believes that “online stories combine traditional means of telling a story with different types of digital multimedia: images, audio, and video (graphics, text, recorded audio narration, video and music to present information on a specific topic)”. The increase of technological tools in education has helped to popularize the use of online or digital stories and facilitate their use in classroom settings for pedagogical purposes. With the assistance of digital and multimedia technology, tales used in language teaching have taken on a new shape, becoming more essential in language education settings. Online stories not only represent each student's comprehension of the topic, but also allow for participation, which can foster teamwork and creativity. Online stories combine technology and learning, allowing for an emotional connection to the information as well as the sharing of it. It meets the demand by allowing students to collaborate and brainstorm during the creative process. However, despite the potential benefits of online stories, little study has been done on how they contribute to learners' collaborative work.

To understand better what are online stories and how they work (Bernard, 2016) classified online stories into three categories; personal narrative, historical documentaries, inform or instruct.

### **Personal Narrative Digital Stories**

According to (Bernard, 2016) a personal narrative online story “contains accounts of significant incidents in one’s life”. In other words, personal narrative online stories portray events, facts, thoughts, feelings, and experiences in the writer's life in a chronological order that is identical to what occurred. Students gain communication skills as they learn to organize their thoughts, ask questions, express opinions, and build narratives utilizing multimedia resources with an educational purpose. The use of personal narrative stories has several benefits for students. Today we live in an era where technology has gained space in the educational field and has generated great expectations to know the different technological tools and the benefits that these could

present in their learning process.

### **Historical or Documentaries Digital Stories**

One fundamental characteristic about historical or documentaries stories is that they can be created from historical material that students might explore in the classroom (Bernard, 2016). It is said that, historical digital stories examine dramatic events that help to understand the past. Beyond that, it allows the reader to know chronologically the events that have been described in the story. Adding to this, it describes the lives of individuals or organizations. It can also be made utilizing finished content, such as images and other materials, which are freely available on the Internet and in other bibliographic sources. One of the most common types of digital stories is one in which the author shares personal experiences. These tales might be based on major life experiences and can be emotionally intense and intimate to both the author and the audience.

### **Inform or Instruct Digital Stories**

(Eman, 2014) defines inform or instructional digital stories as “the ones that are designed to inform or instruct the viewer on a particular concept or practice”. These types of stories reflect instructional material in content areas such as math, science, language etc. Teachers can use this type to present information to their students. The primary objective of this type of story is to develop different communication skills, social skills, emphasizing collaborative work among students.

Technology is heavily emphasized in educational innovation. In most academic fields, technology is driving faculty to rethink the curriculum in terms of content and instruction. All the three types of stories mentioned above appear to meet these expectations since it is versatile and adaptable tool that can be used for a variety of reasons. The suitability of educational stories needs to be in accordance with the Common European Framework's criteria.

### **a) Innovating in teaching materials**

Educational Digital Stories combines modern technology with more traditional teaching and learning methods, achieving one of the goals set forth by the Common European Framework (CEF) for Language Learning: allowing instructors and students to experiment with how they approach and display teaching and learning materials.

### **b) Motivation**

EDS is a totally new activity for the majority of our students, with a highly appealing final outcome. This may assist in increasing motivation. It has been evidenced as a final conclusion in some previous research related to the use of online stories to develop communication skills as well as social skills, that most students felt motivated and much more interested in using these digital tools and increased their confidence in working collaboratively with other students.

### **c) Creativity**

The possibilities provided by the multimedia technologies used in online tales inspire students to be more creative, which may assist introduce and promoting new ways of learning/teaching English. In terms of technology, its key benefit is that basic multimedia is simple to use through graphics, video, animation, text, photographs, and music, and is accessible to everyone because many of them can be obtained on the internet.

### **d) Flexibility**

As argued above, educational digital stories can adapt to a great variety of subjects which will, accordingly, demand a different use of the genre and a different response on the part of the students. When learning a second language is far from a direct relationship with the use of technological tools, in several studies it has been shown that when a teacher uses a different methodology rooted in technology there are better results in the students, this is because the content becomes flexible and of much more interest.

### **2.2.2. Dependent variable: Collaborative Learning**

The current study focuses on the Collaborative Learning as a dependent variable. This variable follows the key categories detailed below:

- Learning
- Collaboration
- Collaborative learning

#### **2.2.2.1. Learning**

(Burlakova, 2018) stated learning as “modification of behavior through practice and training”. The process of learning is influenced by factors as environment, motivation, health, emotions, maturation. According to the author, learning is a process that always faces changes or is influenced by several factors. It encompasses all of the processes through which people learn new ways of thinking, feeling, and doing. It is more than just schoolwork. It encompasses all of our character and personality traits, including knowledge, skill, habits, virtues, beliefs, and attitudes. It is any activity that has a long-term or long-term impact on our lives.

Learning is a process of development, yet it is a never-ended. There is no one, human or animal, who does not have more to learn. At each step, the learner gains fresh perspectives on his future development and new goals for accomplishment in the areas where he is working. Every accomplishment serves as the foundation for a new undertaking, and his soul's persistent need for newer and higher standards of work and achievement is gradually satisfied. Learning is no longer seen as an individualistic process of receiving or transferring knowledge. It has become a collaborative work where knowledge does not come only through experience it also comes from collaboration. Learning cannot be given directly as a whole; it is the result of the learner's interaction and perception. This is the basis of the common phrase “learning by doing”. It cannot be imposed from outside. Learners have the opportunity to make decisions, express emotions, and work collaboratively.

#### **2.2.2.2.Collaboration**

Every sector of society appears to hold teachers accountable for the future of the country. We frequently hear from a variety of stakeholders about the need for educators to be more innovative and creative, while also hearing criticisms that learners today do not study enough and lack fundamental skills. It seems clear that how an innovation is implemented has a significant impact on its potential for success. Implementing a new innovation should be based on collaboration that is modelled and backed with adequate support. “In the English language teaching field, growing calls for innovation have increased interest in collaboration” (Waters & Vilches, 2013). As can be seen, language teaching will always be a constantly changing field. Innovation will always go hand in hand with collaboration. In other words, collaboration is a practical response to a common problem. Nowadays, collaboration can take different forms in education, such as collaborative research, collaborative tasks, and collaborative projects. These different forms of collaboration have a common goal, looking for ways to produce learning environments where teachers and students could learn from one another.

(Viilo & Seitamaa, 2017) stated that “collaboration`s aim is to engage students in collaborative work on varying complex problems and exploiting cooperation”. In other words, collaboration wanted to support seeing ideas and information as products that can be improved over time, and bringing students' own ideas and questions to the forefront of the classroom work process. Collaboration in class rooted in a view of learning which rejects the passive role assigned to students into social relationships in the classroom. it has created a need of collaboration among teachers and pupils.

#### **The need for collaboration**

For many years, the English-language teaching profession has advocated for better alignment and collaboration between the teaching of English as a second or extra language and other curriculum areas and disciplines in schools. To improve students' absorption into the mainstream, schools all across the world have embraced some type of partnership or collaborative teaching. These initiatives highlight the necessity of creating classroom methods in which English language instructors and topic teachers

interact to guarantee good learning and teaching results. These collaborative strategies are increasingly being encouraged in schools. The need for collaboration has triggered the formation of team teaching and team learning, referring to both main entities of teacher-learner collaboration.

### **Team Learning**

Team learning is a collaboration that is more about values and essence than it is about form. It is the process in which through activities, research, projects, and assignments students will be able to develop their social skills and emphasize collaborative work. The main objective of the learning team is to allow students to interact, communicate and decide the best solution to apply to a problem. Team-based learning activities such as: think/pair/share; jigsaw; peer conferencing, Round Robbin, the four corners develop students' social skills. This type of activity not only develops students' social skills, but also increases their motivation to work as a team, feeling the total freedom to express their ideas, thoughts and, beliefs with the rest of the team.

### **Team Teaching**

(Tajino & Stewart, 2016) mentioned that “team teaching is arguably an excellent tool for improving the skills of local teachers and their students as well as for meeting worldwide goals”. The majority of the support came in the form of behind-the-scenes encouragement and assistance from teachers. This process is seen as a peer role model, assisting him with the lesson preparations, providing suggestions and thoughts, and assisting with curriculum negotiations with senior instructors. Teachers in this paradigm must agree on goals, a common belief system, and a cooperative procedure for assigning functions and tasks. Team teaching elements that need to be present and aligned for a team to function well emphasizes; face-to-face interactions, positive interdependence, interpersonal skills, monitoring co-teacher progress, and individual accountability). Teachers analyze their own team-teaching practices to see if the elements are aligned. Both teams, learning and teaching teams are fully connected within a collaborative process in the classroom. The cooperative work of both teams will make a big difference in the collaborative learning process for the students.

### **2.2.2.3. Collaborative learning**

Collaborative learning differs from traditional teaching approaches because students work together rather than compete with each other individually.

“Collaborative learning (CL) can be defined as a set of teaching and learning strategies promoting student collaboration in small groups (two to five students) in order to optimize their own and each other’s learning” (Johnson & Johnson, 1999). It is said that collaborative learning can be improved by structuring the collaboration process while students are working together to produce a joint output. Research agrees that students who collaborate with peers achieve higher learning gains than students who learn individually. The primary notion underlying collaborative learning is that it is built on the socially regulated flow of information between group members, which means that learners may debate with peers, present and defend ideas, discuss varied viewpoints, and challenge other conceptual frameworks.

(Salma , 2020) argued that “collaborative learning is based upon working together on the same task in small groups” It is a technique of education in which knowledge is produced via interactions among students. As a result, the learner is at the center of instruction. Learners share ideas and expand their knowledge by interacting with one another toward a common objective. It is understood that the main objective of collaborative learning is to enable learners to reach a shared solution through meaningful conversations about the problem they want to fulfil.

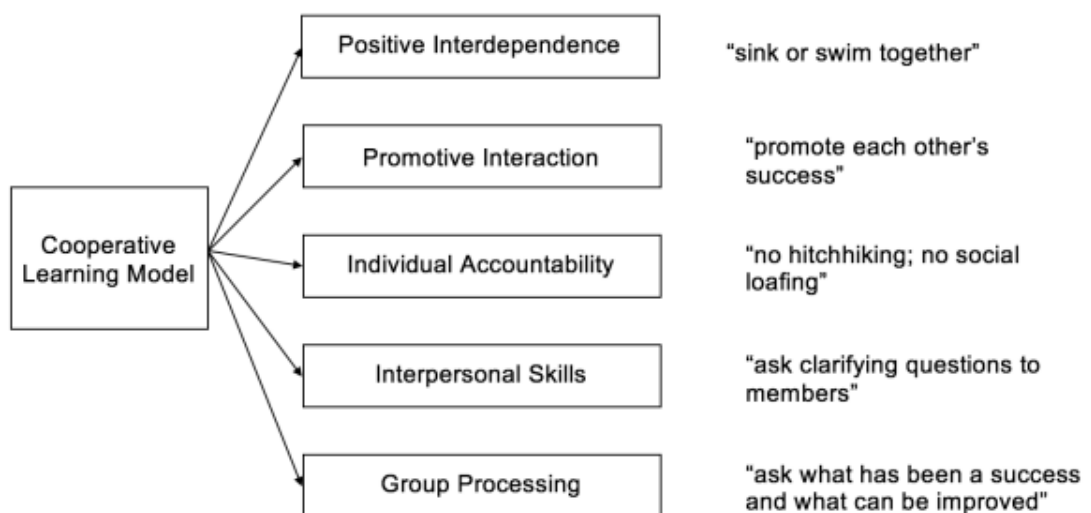
(Supena & Darmuki , 2021) Collaborative learning is also believed to improve learner’s metacognition. Metacognition is defined as “the knowledge and control children have over their thinking and learning activities”. It has been argued that participation in group activities is of vital importance in establishing close interaction with all group participants, and much depends on being concerned about our thoughts and the ideas we wish to share with the rest of the students. Collaboration is similar to cooperation while in cooperative learning each student is given or assigned a portion of a task or activity. In contrast, collaborative learning involves all students in a single group task. That is, all participants work collaboratively on a single activity. This type of learning has to be based on the five main elements of the collaborative model detailed below.



## Principles of collaborative learning

(Johnson y otros, 1998) stated that collaborative learning needs five principles. These principles are: positive interdependence, in which a learner's success is dependent on the success of other learners; individual accountability, in which each team member is accountable and responsible for their contributions; promotive interaction, in which each team member is encouraged to interact through problem-solving, supporting, and encouraging one another; interpersonal skills, in which learners have opportunities to communicate and express their ideas to the group and lastly, group processing, where learners develop their group dynamics. These five principles or elements form a structure that encourages students to have an interaction with one another. Students' success is aided through cooperation, which exhibits their collaboration knowledge and abilities. Last but not least, to prevent isolation in the teaching process, instructors require particular training on how to use a collaborative approach to conduct everyday teaching activities. Collaborative learning produces intellectual synergy as a result of many minds coming together to solve a problem, as well as the social stimulation of mutual engagement in a common endeavor. The mutual work improves students' knowledge and the production of new understandings for both instructors and students. (see Figure 1)

**Figure A:** Cooperative learning model



**Source:** Johnson, Johnson, and Smith's (1998) Five Elements of Cooperative Learning

**Author:** Romero, D. (2022)

### **Positive interdependence**

(Johnson y otros, 1998) described positive interdependence as “the belief that the individual is dependent on the contributions, inclusion, and success of the others in the group in order to be successful”. Those who have a high sense of positive interdependence feel that learning from other people's ideas and contributions is valuable, and that "group members sink or swim together." Incorporating positive interdependence into group activities guarantees that team members are working toward a common objective and that everyone is committed to the group's success. Positive interdependence allows students to value their partner, allowing the construction of values in an educational environment such as trust, responsibility, reciprocity and, gentleness by being attentive to each other. The most vital, but most difficult, part of adopting the five pillars of cooperative learning is cultivating positive interdependence. Since, this factor is exclusively dependent on the quality of the job allocated to each group, fostering positive interdependence necessitates the assignment of a task that involves participation from all group members. Collaborative learning will not be aided by copying lecture notes or answering easy recall questions since positive interdependence will not be forced.

### **Promotive interaction**

(Johnson y otros, 1998) explained that “a core component of collaborative learning is positive face-to-face interaction”. Promotive face-to-face interaction happens when students are given time in class to talk, ask questions, and encourage one other in completing their work as a consequence of positive interdependence. Students must realize that in collaborative learning, it is not just the result that matters, but also the continuing discussion process that is crucial to their success. Face-to-face connection offers the important verbal and non-verbal feedback required for group success, making it a vital aspect of developing collaborative learning. Adding to this definition, face-to-face interaction allows learners to have meaningful dialogues, from which students can give feedback to each other. All of the participants are involved in the task and together achieve the group goal.

## **Individual Accountability**

(Laal & Geranpaye, 2013) ascertained that “all group members take responsibility for their share of the work”. Another of the fundamental pillars of collaborative learning is individual accountability. Its main objective states that each member of the group has a part of the task to be done. In other words, individual accountability ensures that students learn together but perform alone. As teachers we observe in some cases that when collaborative activities are assigned, not all members of the group work equally, generating discomfort among all students. It is of great importance to prevent this type of situation and assign different roles to each of the students so that all members work equally.

## **Interpersonal Skills**

(Spitzberg & Cupach, 2011) mentioned that “interpersonal skills and social skills are synonyms” both are referring to behaviors that facilitate competence in interaction. Interpersonal skills are vital for people to interact with each other. If we refer to collaborative learning as a method that develops interaction in learners, we must primarily identify the importance of the social skills that each of our students will have. Each teacher has to identify the interpersonal skills of their students, starting from there to build solid and comfortable groups to work as a team. Make it a priority to present and attract attention to the interpersonal and small group skills needed to assure group success before assigning any cooperative learning tasks.

## **Group Processing**

The effectiveness of cooperative learning teams will eventually be determined by giving students the opportunity to reflect on the quality of their group work (Johnson y otros, 1998). By increasing intrapersonal and interpersonal competencies, providing time for individual and group reflection will improve the quality of cooperative learning teams. Allowing students to give critical comments to their colleagues promotes metacognitive awareness, as well as group synergy and continual progress.

## **Collaborative learning strategies**

After reading some definitions about what are collaborative strategies, I totally agree with ( Macpherson, 2007) who stated that collaborative strategies are “techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals”. Small group instruction is referred to as collaborative learning. Its purpose is to enable students to collaborate to enhance their own and others' learning. Collaborative learning, on the other hand, is more than just putting students in groups to learn; it involves organized interaction among students. As part of the treatment that the students received to improve their collaborative learning process was designed in the following techniques or strategies which are based on Kagan's cooperative structure.

(Kagan, 2009) said that “when pupils have grouped appropriately, peer contact can be developed”. Students at various levels and with varying linguistic abilities should be grouped together. As a result, various factors of grouping should be examined, such as selection, composition, length, and structure. The role of the teacher when grouping students is of great importance. This will depend on the success of the group work or it will create conflicts among the learners. A teacher not only has to know the contents to be taught in his classes but also has to know his students, their learning styles, emotions, and attitudes. These elements influence when students are assigned to their groups and work collaboratively, hence the importance of knowing how to group learners. If students only sit around the table and talk freely while working, this means they are not structured to be a group and work collaboratively due to the lack of positive interdependence. We have to remember that each of the students has to be given a role, in this way we will be generating a correct collaborative work, where students learn together and work independently.

### **Think pair share**

(Kagan, 2009) considered that “think Pair Share teaching strategy helps to promote students' team work and referred to as thinking aloud paired problem-solving skills”. In other words, this strategy encourages problem-solving skills by verbalizing to a listener one's problem-solving thoughts. The idea behind this strategy is that

presenting aloud the problem-solving process helps analytical reasoning skills.

According to (Simon , 2017) “the Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic”. Through this collaborative strategy, an issue is presented, students are given time to think about it independently, and then they collaborate in pairs to answer the problem and discuss their findings with the rest of the class. Think-Pair-Share is a simple method to utilize in a scheduled lesson as well as moments of discussions. Students may use Think-Pair-Share to improve their conceptual knowledge of a topic, their ability to filter information and create conclusions, and their capacity to explore various points of view.

1. Students think to themselves or write on a topic or question, preferably one demanding analysis, evaluation, or synthesis, provided by the teacher.
2. After 30 seconds, students turn to partners and share their responses, thus allowing time for both rehearsal and immediate feedback on their ideas.
3. Then they share their thoughts with the class. Through this structure, all students have an opportunity to learn by reflection and by verbalization. This works well for generating and revising hypotheses, inductive reasoning, deductive reasoning, application

### **Round Robbin**

(Kagan, 2009) stated that “this structure is designed to give everyone in the group an equal chance at participation”. Starting with one participant, each person gets 1- 3 minutes going clockwise or counter clockwise, to present their point of view. In round Robbin students in small groups taking turns contributing. The same structure worked well to equalize participation in cooperative learning teams.

(Asari & Ma’rifah, 2017) believed that Round Robbin strategy “enhances students’ critical thinking, presentation skills, confidence, and independent learning”. It would have been said that, teachers use the Round Robin discussion teaching strategies to ensure equal participation by all students as well as a means to enhance a collaborative group learning environment. It has been shown that this collaborative strategy, in addition to promoting student interaction, reduces anxiety levels and worries about

speaking. This strategy freely promotes students own desire to express themselves when they feel they are ready to participate.

1. Teacher poses a problem to which there are multiple possible responses or solutions.
2. In pairs, students take turns stating responses or solutions orally.

### **The four Corners**

(Geraldine, 2018) agreed that the four corners strategy “is used to promote the equal participant among group; each participant has a turn to offer or his answer about the topic in the discussion”. In four corners activity students move to different corners of the room, depending on their point of view. This technique may be utilized as a formative evaluation as well as a way to enhance student learning via movement and debate. A provocative statement or a question is given to the students. An opinion or reaction is put at each of the four corners of the classroom. Students share their thoughts or responses by standing in front of one of four statements and discussing why they picked that particular corner. Listening, verbal communication, critical thinking, and decision-making are all encouraged at Four Corners.

1. The teacher announces “corners.” Sets the choices for each corner of the room. “If you were to be a doctor, which specific profession would you choose: cardiologist, psychiatrist, dermatologist, or pediatrician?”
2. Students are then given a small amount of silent think time to make a choice. They will write the name of their corner on a piece of paper but should not discuss it with anyone else.
3. Teacher tells students to go to their chosen corners. Once they are in their corner, they must find a partner to talk with – someone not on their regular team.
4. Pairs will then discuss the reason(s) for their choice. Teacher will then select a few students from each corner to share what his or her partner shared.

## **Jigsaw**

(Sabbah, 2017) mentioned that “the jigsaw strategy consists of a regular instructional cycle of activities that include reading, grouping, regrouping, expert group discussion, team reporting, testing, and finally team recognition”. Jigsaw also supports key cooperative learning characteristics like positive interdependence and individual accountability since Jigsaw learners are evaluated individually, they must teach one another to understand the "whole picture" and must absorb "all the knowledge, not just their share." Although, constructivism is another philosophy that explains the reasoning behind the jigsaw technique. The jigsaw technique, which is centered on fostering active learning rather than absorbing knowledge from a teacher or a book, benefits from the concept that learning is an active process of creation rather than passive assimilation of information or rote memory.

1. Each participant from a team works alone, mastering a bit of information.
2. Participants do a round robin within teams to share their knowledge with teammates
3. There is an assessment of all students on all material.

## **Stand up, Hand up, Pair up**

(Kagan, 2009) agreed that “stand-up, hand-up, pair-up strategy organize students into groups, give them an opportunity to stretch and move, also use to review lesson content or prompt collaboration”. This technique is intended to draw students' attention to teaching and learning, to assure participation, and to aid pupils in making simple grouping decisions.

1. All students stand up and put their hands up
2. Students mingle, mix, practiced meeting and greeting, and find a partner
3. Teacher assigns and defines the task and students are given “think time.”
4. Pairs of students complete the task.
5. Teacher randomly calls on groups to report

## **Number heads together**

Number heads together is a technique in cooperative learning method which is developed by (Kagan, 2009). This strategy encourages students to work in groups to solve issues or questions and to share what they already know with others. Adding to this definition, this cooperative learning technique encourages group and individual accountability as well as debate. This method is useful for examining and integrating information. This strategy is typically beneficial to students with unique needs. Following direct instruction of the material, the group supports each member and provides chances for subject material practice, rehearsal, and discussion.

1. Students count off numbers in their groups
2. Teacher poses a problem and gives wait time (Example: “Everyone think about how rainbows are formed. [Pause] Now make sure everyone in your team knows how rainbows are formed.”)
3. Students lift up from their chairs to put their heads together, discuss and teach.
4. Students sit down when everyone knows the answer or has something to share or when time is up
5. Teacher calls a number. The student with that number from each team answers question individually, using: (Response cards or chalkboard response).

Collaborative Learning jointly with the use of technology tools such as Online Stories improve a wide range of skills, including group and self-management skills, effective planning and decision-making skills, higher-level thinking skills, leadership skills, presentation skills, organizational skills, communication skills, coordination, and cooperation skills, and rational thinking skills among learners. In today's environment, these are the most important abilities for achieving particular goals, since the notion of teaching and learning English has evolved through time, English teachers need to adapt their mind to use the most up-to-date strategies, procedures, methods, approaches and, tools in teaching. All the information detailed through the theoretical framework serves this research as a direction for where we want to go with the use of online stories and their direct relationship with collaborative learning.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Location**

It is necessary to contextualize the current research's scope within the education sector in order to have a better grasp of its position. This investigation was carried out in Santa Rosa High School, located on the outskirts of Ambato city, Province of Tungurahua. This High School is built up of two blocks, the first one is for students from the first to the seventh year of general basic education, and the second block is for students from the eighth to the third year at Santa Rosa high school where this investigation was conducted. The population of this study was the students from the second year of the mechanized baccalaureate. There were 72 students who took the course, so these students were the total population of the research, who shared homogenous characteristics such as; social, gender, and age.

#### **3.2 Equipment and materials**

For the data collection procedure, a survey and a pre- and post- test were applied, which allowed us to achieve the objectives proposed at the beginning of this research. To obtain accurate information, the instruments were already validated in a previous study done by (Pilco, 2018) at UTA master program. The stories used in both pre and post-test were taken from Cambridge KET exam according to students' level of English belonged to the B1. Additionally, a 25-item survey questionnaire, adapted from Neo et al. (2012) was divided into five sections, each section pertaining to one of the five core principles of Collaborative Learning: (1) positive interdependence, (2) individual and group accountability, (3) face-to-face promotive interaction, (4) interpersonal skills, and (5) group processing (see Appendix 1). This tool was used to measure learners' attitudes regarding CL-based CIRC activities, and the data was quantified using a 4-point Likert scale. For the statistics results the excel and SPSS program was necessary to use to measure the results.

### **3.3. Method of research**

#### **3.3.1. Quantitative Research**

(Bouikidis, 2018) attributes that quantitative research “uses standardized questionnaires or experiments to collect numeric data.”. For instance, in this quantitative research takes place in a more organized setting where the researcher has more control over study factors, variables, and the research questions. Quantitative research may be used to figure out how variables and outcomes are related. Quantitative research begins with the formulation of a hypothesis, a statement of the predicted result, relationship, or outcome from the research topic. As stated in the general objective this study research wants to identify the relationship between the variables and uses inferential statistics been two main characteristics why this study is considered quantitative.

#### **3.3.2. Experimental design**

(Rutberg & Bouikidis, Focusing on the fundamentals: A simplistic differentiation between qualitative and quantitative research, 2018) explained that an experimental design isolates the identified phenomena and controls conditions under which the experiment occurs (Polit & Beck, 2012). There is a control group and at least one experimental group in this design. This research used an experimental design since the control group received a traditional method of teaching while the experimental group received sessions of treatment based on Kagan Cooperative Structures through Online Stories.

#### **3.3.3. Descriptive Research**

According to (Atmowardoyo, 2018) “descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible”. This study was descriptive since the features of the dependent and independent variables, as well as their causes and effects, were stated in the Theoretical Framework. Although, an SPSS program was necessary to use to measure the results to produce the statistics for this study.

#### **3.3.4. Correlational Research**

This research was correlational in nature since it established the relationship between Online Stories and The Collaborative Learning English after applying the treatment in order to identify the degree or relationship between the variables.

### 3.4. Hypothesis

#### 3.4.1. Null hypothesis

Online stories do not improve the collaborative learning in the students of second year of bachillerato second year of bachillerato at "Santa Rosa" High School of Ambato city, Province of Tungurahua

#### 3.4.2. Alternative hypothesis

Online stories improve the collaborative learning in the students of second year of bachillerato at "Santa Rosa" High School of Ambato city, Province of Tungurahua

#### 3.4.3. Research questions

- What are the types of online stories that help to improve the collaborative learning?
- What are the elements and strategies of collaborative learning?
- What is the student's collaborative learning level before and after the application of the experiment?
- What are the student's attitudes towards the use of online stories to improve collaborative learning?

### 3.5. Population Or Sample

The population for the development of this research were 72 B1 secondary students who divided into two groups; the control and experimental group at Santa Rosa High School detailed in the chart below.

**Table 1:** Distributive table of the population

<i>Total of participants</i>	<i>Control group</i>	<i>Percentage</i>	<i>Experimental group</i>	<i>Percentage</i>
72	36	50%	36	50%

**Source:** Educational Institution Secretary

**Author:** Romero, D. (2022)

### **3.6. Data collection**

For the data collection, the researcher first applied a validated instrument done by (Pilco, 2018) in a previous research study at UTA master program. This pre-test, PET exam was taken from Cambridge, a reading section was used to identify if students are familiar with the use of online short stories and the collaborative learning. The researcher collected the data of the study during four days in the academic school year September 2021– July 2022.

A diagnose about technological tools was obtained through the application of a web 3.0 survey and, a TAM model survey was also applied to the experimental group to identify students' perceptions about the use of technological tools. The pre-test was applied to both groups, control with 36 participants and experimental with 36 participants, too in face-to-face classes. This test was divided into two sections. The first section emphasized pair work while the second section had group work questions.

To start the experiment, the researcher divided the 72 participants into 2 groups: the control and the experimental group. Both groups had 36 participants. The experimental group was given an intervention plan using six Kagans structure collaborative learning strategies (think- pair – share, round-robin, jigsaw, numbered heads together, stand up -hand up-pair up, and four corners) to promote collaborative learning through the application of Online Stories during six sessions, making a relation among a new way of learning based on technological tools, while the control group used a traditional method of teaching.

After the intervention, data was collected in order to accept or reject the corresponding hypotheses. A post-test, PET exam from Cambridge similar to the pre-test was applied to both groups; the CG and the EG were evaluated. The idea of using a similar test was to contrast data and identify if there is a remarkable difference between the EG and the CG in the results gotten. Additionally, student's attitudes toward collaborative strategies were measured by a 25-item Likert scale survey- questionnaire done by (Gonzales, 2016). It was divided into five sections: (1) positive interdependence, (2) individual and group accountability, (3) face-to-face promotive interaction, (4) interpersonal skills, and (5) group processing.

### **3.7. Data processing and analysis**

Once the pre-test and post-test data were collected, the researcher proceeded as follows:

- Information review.
- Information cleaning.
- Data processing through Microsoft Excel and SPSS software.
- Presentation of results in absolute and relative frequencies.
- Analysis and interpretation of data.
- Drawing conclusions.

### **3.8. Response variables or results**

The variables were measured by the application of the collaborative learning strategies based on online stories to EFL secondary students at “Santa Rosa” High School. To respond to the variables was necessary to apply the pre and post-test to evaluate the effectiveness of the use of collaborative learning strategies. In addition, a 25-item survey questionnaire was divided into five sections, each section about one of the five core principles of Collaborative Learning: (1) positive interdependence, (2) individual and group accountability, (3) face-to-face promotive interaction, (4) interpersonal skills, and (5) group processing, from Neo et al. (2012). The data were quantified using a 4-point Likert scale, and the instrument was used to gauge learners’ attitudes toward CL-based CIRC activities.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1. Analysis of results

This research collected measurable data through the application of both pre-and post-tests to obtain accurate information, the instruments were already validated in a previous study done by (Pilco, 2018) at UTA master program. The stories used in in the pre- test as well as the post-test were taken from Cambridge KET exam according to students' level of English belonged to the B1. All of the data gathered was examined, which helped to confirm the theory and reach a conclusion.

In addition to this, a diagnose about the use of technological tools was obtained through the application of a web 3.0 survey and, a TAM model survey was also applied to the experimental group to identify students' perceptions about the use of technological tools.

Finally, a survey showing descriptive results of 25 items of a questionnaire was administrated to 36 participants belonging to the EG after receiving the collaborative learning activities as the treatment. The descriptive statistics showed the frequency and percentages divided into five parts, to represent the five pillars of cooperative learning; positive interdependence, individual accountability, promotive interaction, interpersonal skills and, group processing as mentioned by (Johnson y otros, 1998).

#### 4.1.1. Survey web 3.0 data analysis and interpretation

**Item 25.** ¿Do you believe that the correct application and use of web 3.0 tools promote the interest, participation and motivation of students in collaborative work?

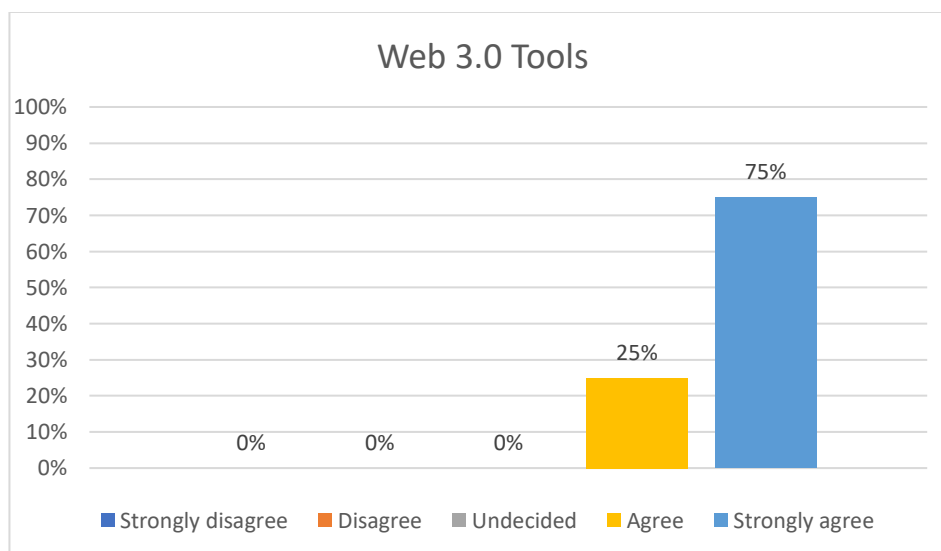
**Table 2:** Web 3.0 survey

Frequency of agreement	Participants	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Undecided	2	6%
Agree	12	35%
Strongly agree	20	59%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

**Source:** Experimental group

**Author:** Romero, D. (2022)

**Figure 2:** Item 25 Web 3.0 tools



**Source:** Experimental group

**Author:** Romero, D. (2022)

#### **Analysis and interpretation:**

Figure 2 illustrates the percentages found in item 25 of web 3.0 survey, making a direct connection with the dependent variable collaborative learning. It shows that the 6% of the participants were undecided that the correct application and use of web 3.0 tools promote the interest, participation and motivation of students in collaborative work. On the other hand, 35% agreed on that. Therefore, the highest 59% strongly agreed that web 3.0 tools improve collaborative work.

#### **4.1.2. Pre- test and post- test results**

This research was applied to both CG and EG. Both groups had 36 participants in each which belonged to second year of bachillerato at Unidad Educativa “Santa Rosa” in 2021-2022 academic period.

A pre and post- test based on PET exam from Cambridge, were applied to CG and EG in order to assess their collaborative learning. The pre-test was applied at the beginning of the course, this test was divided in two parts. The first part of the exam aimed to evaluate their work in pairs and the second part was designed in to evaluate their group work.

Consequently, the experimental group was given an intervention plan using six collaborative learning strategies (think- pair - share, round-robin, jigsaw, numbered heads together, stand up -hand up-pair up, and four corners) to promote collaborative learning through the application of Online Stories, making a relation among a new way of learning based on technological tools, while the control group used a traditional method of teaching.

Finally, a post-test was applied with the same structure, in this part a student’s T-test for related samples was used to reject or accept the hypothesis. Additionally, a 25-item Likert survey-questionnaire was applied to the experimental group to identify their attitudes towards collaborative learning strategies. The researcher used the Statistical Package for the Social Sciences software (SPSS) to develop the statistical analysis.



### 4.1.3. Pre-test phase

**Table 3:** Pre-test Results\_ Control and Experimental groups: Pair Work

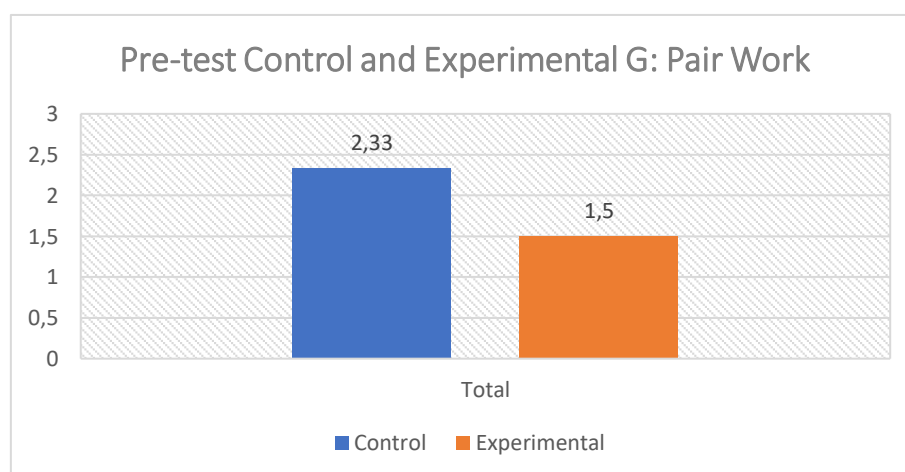
<i>Ítems</i>	<i>Control</i>		<i>Experimental</i>		<i>Contraste</i>	
	<i>M</i>	<i>DE.</i>	<i>M</i>	<i>DE</i>	<i>t</i>	<i>p</i>
Total	2,33	1,94	1,50	2,12	1,23	,227

**Source:** Control and Experimental Gt: t-test for independent samples; p: significance

**Author:** Romero, D. (2022)

Table 3 shows that the mean scores achieved in the pre-test; pair work phase, as well as in the overall assessment by both the control and experimental groups are similar to each other with their responses. The contrast test does not evidence the presence of significant differences ( $p > .05$ ) between the groups during this pre-test phase, giving the research the opportunity to start with the intervention

**Figure 3:** Pre-test Results\_ Control and Experimental groups: Pair Work



**Source:** Pre- test scores – Control and Experimental Group: Pair Work

**Author:** Romero, D. (2022)

As shown in Figure 3, there is a slightly better performance of the CG in the media 2,33 than the EG media 1,5 when answering the respective pre-test; pair work. However, this difference is not representative, so it is concluded that they are similar to start with the intervention.

**Table 4:** Pre-test Results- Control and Experimental groups: Group Work

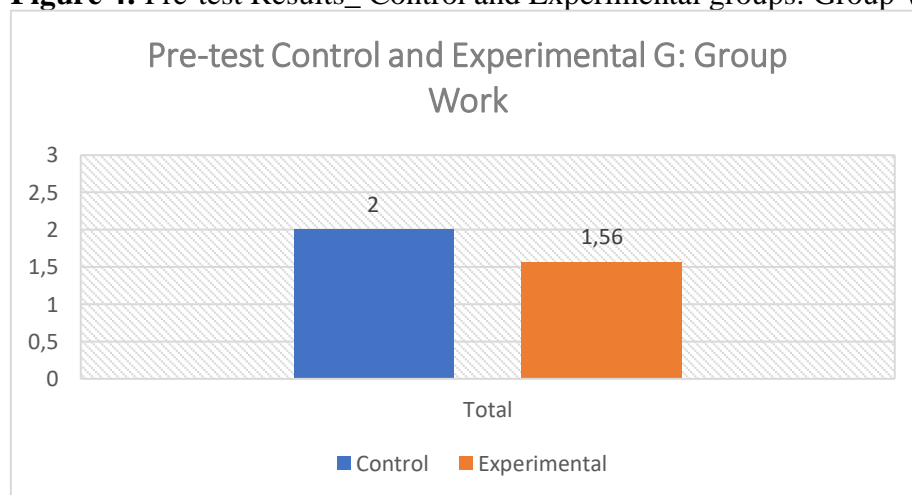
<i>Ítems</i>	<i>Control</i>		<i>Experimental</i>		<i>Contraste</i>	
	<i>M</i>	<i>DE.</i>	<i>M</i>	<i>DE</i>	<i>t</i>	<i>p</i>
Total	2,00	1,80	1,56	2,35	0,450	,659

**Source:** Control and Experimental G: t-test for independent samples; p: significance

**Author:** Romero, D. (2022)

Table 4 shows the scores achieved in the mean as well as the overall group- evaluation by the CG (2,00) and EG (1,46) are similar. The student's t-test for independent samples does not show the presence of a significant difference ( $p > .05$ ) between the groups during the pre-test group work phase. It means they are equal to start with the intervention

**Figure 4:** Pre-test Results\_ Control and Experimental groups: Group Work



**Source:** Pre- test scores – Control and Experimental Group: Group Work

**Author:** Romero, D. (2022)

Figure 4 shows that there is a small difference in the performance in the media score of the CG group (2,00) over the EG (1,56) during the pre-test; work group activities. However, the difference is not significant, thus concluding that the performance of both groups in the pre-test group work phase is similar, evidencing a scarce group work.

#### 4.1.4. Post-test phase

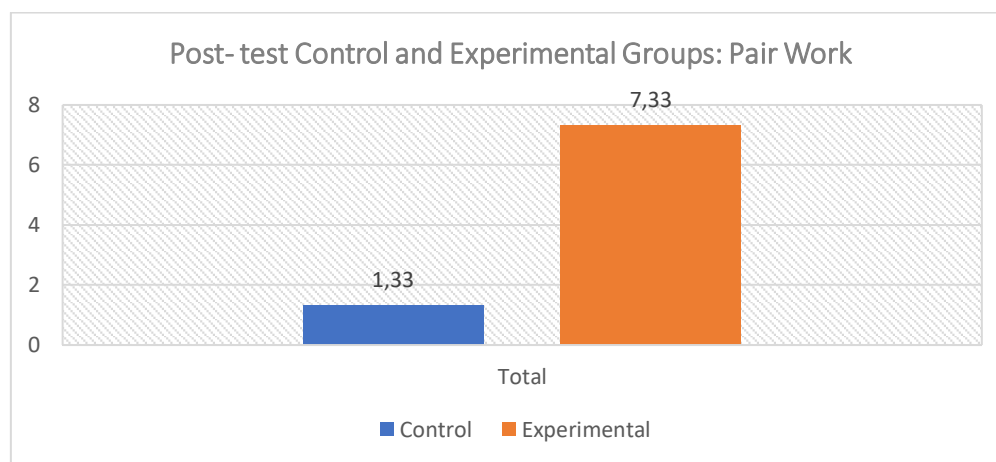
**Table 5:** Post-test Results\_ Control and Experimental groups: Pair Work

Ítems	Control		Experimental		Contraste	
	M	DE.	M	DE	t	p
Total	1,33	1,85	7,33	1,85	-9,75	,000

**Source:** Control and Experimental Gt: t-test for independent samples; p: significance  
**Author:** Romero, D. (2022)

Table 5 shows that the *Mean* scores achieved in the post-test phase - work in pairs, as well as in the global assessment, by both the control (1,33) and experimental groups (7,33) are different from each other. The contrast T- test for independent samples evidences that there is a significant difference ( $p < .05$ ) between the groups during this post-test; pair work phase. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

**Figure 5:** Post-test Results\_ Control and Experimental groups: Pair Work



**Source:** Post- test scores – Control and Experimental Group: Pair Work  
**Author:** Romero, D. (2022)

Figure 5, according to *Mean* scores the experimental group (7,33) performed better than the control group (1,33) in the post-test, pair work phase. The T- student test for independent samples shows there is a significant difference between the groups indicating they are not similar. Thus, it can be seen that the application of the intervention process of collaborative strategies significantly improves the performance in pairs in the experimental group, as a result its overall mean score is high.

**Table 6:** Post-test Results- Control and Experimental groups: Group Work

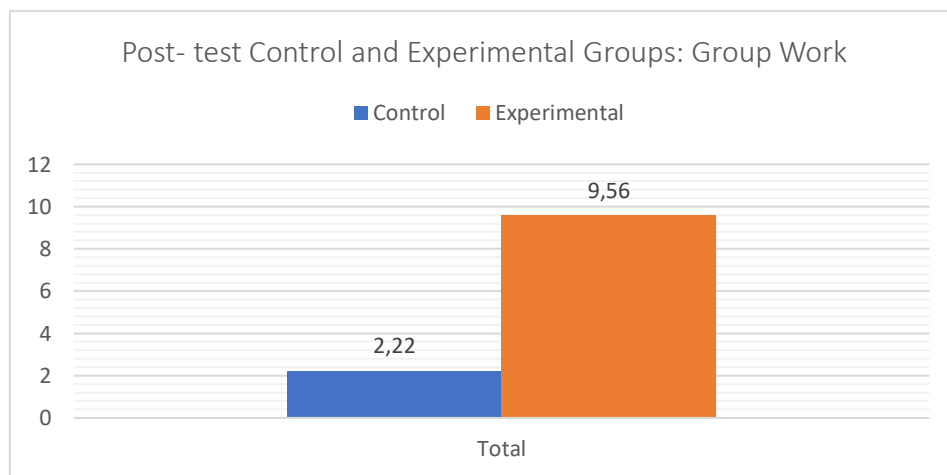
<i>Ítems</i>	<i>Control</i>		<i>Experimental</i>		<i>Contraste</i>	
	<i>M</i>	<i>DE.</i>	<i>M</i>	<i>DE</i>	<i>t</i>	<i>p</i>
Total	2,22	2,28	9,56	1,67	-7,792	,000

**Source:** Control and Experimental G: t-test for independent samples; p: significance

**Author:** Romero, D. (2022)

Table 6 shows that, the mean achieved in the post-test; group work phase, as well as the overall evaluation score is different between the control (2,22) and experimental (9,56) groups. The student T-test for independent samples shows that there is a significant difference ( $p < .05$ ) between the experimental group and the control group. Meaning that, the null hypothesis is rejected and the alternative hypothesis is accepted.

**Figure 6:** Post-test Results\_ Control and Experimental groups: Group Work



**Source:** Post- test scores – Control and Experimental Group: Group Work

**Author:** Romero, D. (2022)

Figure 6 shows that the experimental group (9,56) performed better than the control group (2,22) in the post- test: group work. The T-test for independent samples shows difference between both groups is representative and its contrast indicates that they are not similar. Based on these results, it is mentioned that the intervention of collaborative group strategies significantly improved group work, as shown in the graph.

#### 4.1.5. Final results- Pre and post -test phase

PRE AND POST TEST RESULTS – EXPERIMENTAL AND CONTROL GROUPS GROUP WORK		
Category	Pre-test	Post - test
<b>Control group: Pair work</b>	2,33	1,33
<b>Experimental group: Pair work</b>	1,50	7,33

**Table 7:** Pre- Post-test Results Control and Experimental group: Pair Work

<i>Ítems</i>	<i>Pre-test</i>		<i>Post-test</i>		<i>Contraste</i>	
	<i>M</i>	<i>DE.</i>	<i>M</i>	<i>DE</i>	<i>t</i>	<i>p.</i>
<b>Grupo Control</b>						
Total	2,33	1,94	1,33	1,85	1,46	,163
<b>Grupo Experimental</b>						
Total	1,50	2,12	7,33	1,85	-8,80	,000

**Source:** Control and Experimental G: t-test for related samples; p: significance

**Author:** Romero, D. (2022)

Table 7 shows that the mean scores obtained by the control group during the pre (2,33)- and post-test (1,33) phase; pair activities did not show any change. The contrast of this group between the phases did not show significant differences ( $p > .05$ ). Therefore, the hypothesis is not rejected and the alternative hypothesis is not accepted, since they are considered similar.

On the contrary, when the experimental group is analyzed, it is observed the mean score between the pre-test (1,50) and post-test (7,33) phases, there is an increase in the score of the evaluation questions. This increase is presented as significant ( $p < .05$ ). In other words, the intervention had an effect on collaborative learning. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

**Table 8:** Pre- Post-test Results Control and Experimental group: Group Work

<i>Ítems</i>	<i>Pre-test</i>		<i>Post-test</i>		<i>Contraste</i>	
	<i>M</i>	<i>DE.</i>	<i>M</i>	<i>DE</i>	<i>t</i>	<i>p.</i>
Grupo Control						
Total	2,00	1,80	2,22	2,28	-0,21	,838
Grupo Experimental						
Total	1,56	2,35	9,56	1,67	-7,32	,000

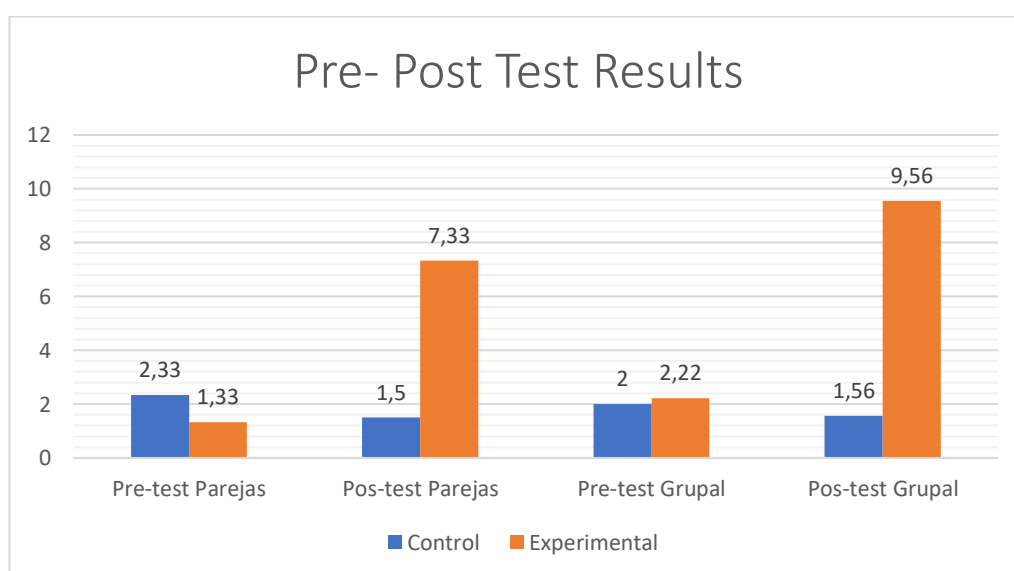
**Source:** Control and Experimental Post test- Group Work

**Author:** Romero, D. (2022)

Table 8 shows that the mean scores obtained by the control group during the pre (2,00)- and post-test (2,22) phase; group activities did not show any change. The contrast of this group between the phases did not show significant differences ( $p > .05$ ). Therefore, the hypothesis is not rejected and the alternative hypothesis is not accepted, since they are considered similar.

On the other hand, the experimental group is analyzed, it is observed the mean score between the pre-test (1,56) and post-test (9,56) phases, there is an increase in the score of the evaluation questions. This increase is presented as significant ( $p < .05$ ). In other words, the intervention had an effect on collaborative learning. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

**Figure 7:** Final Results



**Source:** Pre- Post test scores – Control and Experimental Groups

**Author:** Romero, D. (2022)

### **Analysis and interpretation:**

The final results observed in the tables and Figure 7 between the pre-test and post-test based on both pair and groups activities indicate that there is an increase in the overall score as in the means in both the paired (7,33) and group evaluation questions (9,56) of the experimental group. This increase is presented as significant ( $p < .05$ ). That is, the application of the intervention evidences an improvement in collaborative work in the students under investigation. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

As conclusion, Table 10 illustrates the results of the paired-sample t-test showing that there is a significant difference between the pre- and post-tests  $t = -7.32$ ,  $p < 0.005$ . The criteria says that:

- If the P-value is  $\leq \alpha$ , the  $H_0$  is rejected and  $H_1$  is accepted.
- If the P-value is  $> \alpha$ , the  $H_0$  is accepted.

Finally, after the intervention the  $H_0$  is rejected and  $H_1$  is accepted.

$H_0$ : Online stories do not improve the collaborative learning in the students of second year of bachillerato at "Santa Rosa" High School of Ambato city, Province of Tungurahua

$H_1$ : Online stories improve the collaborative learning in the students of second year of bachillerato at "Santa Rosa" High School of Ambato city, Province of Tungurahua

#### 4.1.6. Students' attitudes towards collaborative learning- survey

**Table 9:** Students' survey. item1. Collaborative learning attitudes

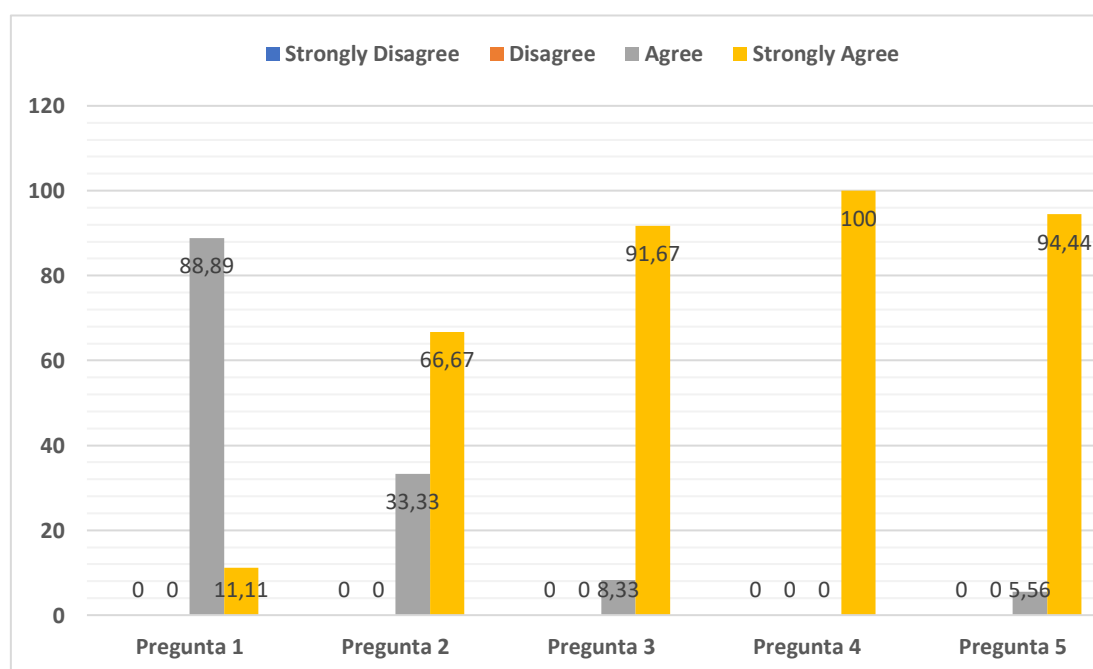
<i>Positive Interdependence</i>								
<i>Items</i>	<i>1 Strongly Disagree</i>		<i>2 Disagree</i>		<i>3 Agree</i>		<i>4 Strongly Agree</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1. I felt happy about the success of the group as a whole.	0	0,00	0	0,00	32	88,89	4	11,11
2. We assisted each other while solving problems during the session.	0	0,00	0	0,00	12	33,33	24	66,67
3. I was able to share the work with my group members.	0	0,00	0	0,00	3	8,33	33	91,67
4. I managed to depend on my members as they depend on me.	0	0,00	0	0,00	0	0,00	36	100,00
5. I was able to value the contributions of the other members of the group.	0	0,00	0	0,00	2	5,56	34	94,44

**Source:** Students' survey towards positive interdependence – Experimental Group

**Author:** Romero, D. (2022)

**Figure 8:** Students' survey. item1. Collaborative learning activities attitudes

*Positive Interdependence*



**Source:** Student's survey positive interdependence- Experimental Group

**Author:** Romero, D. (2022)



### **Analysis and interpretation:**

Table 9 shows the data obtained from the 36 students who were administered the survey regarding the different attitudes of the students concerning collaborative work, specifically positive interdependence. As seen in item 1, 32 students representing 88.89% responded that they agreed and were happy to have worked in a group while 4 students representing 11.11% responded that they strongly agreed to work in a group. Regarding item 2 12 students representing 33.33% responded that they agreed to help each other while working collaboratively while 24 students representing 66.67% responded that they strongly agreed to have helped each other. In item 3, 3 students representing 8.33% responded that they agreed to share their work with the whole team while 33 students representing 91.67% strongly agreed to share their work. On the other hand, in item 4, 36 students representing 100% responded that they strongly agreed to rely on all team members mutually when solving a problem. Finally in item 5, 2 students representing 5.56% responded that they agreed to value the contributions of other group members while 34 representing 94.44% strongly agreed to value the contributions of everyone in the group.

According to the findings in figure 8, most respondents said CL was beneficial in terms of positive interdependence since it allowed them to help one other solve difficulties. It also helped them distribute tasks and collaborate interdependently, making them more appreciative of one other's efforts. One thing to note is that practically all of the students were pleased with the group's achievement.

**Table 10:** Students' survey. Item 2. Collaborative learning attitudes.

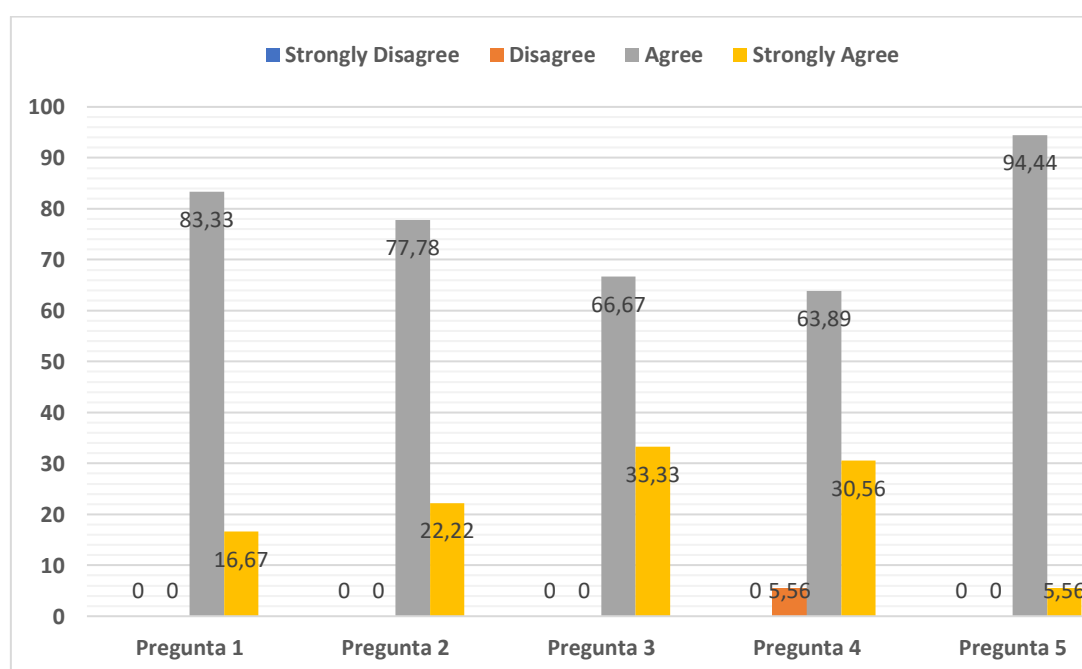
<i>Individual and Group Accountability</i>								
Items	1 Strongly Disagree		2 Disagree		3 Agree		4 Strongly Agree	
	f	%	f	%	f	%	f	%
1. I made positive contributions to the group.	0	0,00	0	0,00	30	83,33	6	16,67
2. I was able to work cooperatively	0	0,00	0	0,00	28	77,78	8	22,22
3. I managed to contribute my knowledge to the team.	0	0,00	0	0,00	24	66,67	12	33,33
4. I was able to share my knowledge, and take into account	0	0,00	2	5,56	23	63,89	11	30,56
the knowledge of the other group members.		0,00		0,00		0,00		0,00
5. I was aware exactly of what my part in the group was.	0	0,00	0	0,00	34	94,44	2	5,56

**Source:** Students' survey towards individual accountability– Experimental Group

**Author:** Romero, D. (2022)

**Figure 9:** Students' survey. Item 2. Collaborative learning activities attitudes

*Individual and Group Accountability*



**Source:** Student's survey individual accountability- Experimental Group

**Author:** Romero, D. (2022)

### **Analysis and interpretation:**

Statistically table 10 shows the data obtained against individual and group responsibility. According to item 1, 30 students representing 83.33% agreed by making positive contributions in the group while 6 students representing 16.67 % strongly agreed by contributing positively to the group. In item 2, 28 participants representing 77.78%. agreed and were able to work in group, 8 participants representing 22.22% were strongly agreed to work in group. In item 3, 24 participants representing 66.67% agreed to contribute their knowledge to the whole team, while 12 participants representing 33.33% strongly agreed to contribute their knowledge. Regarding item 4, 2 participants representing 5.56% disagreed to rely on all team members mutually when solving a problem, 23 students representing 63.89 agreed while 11 participants representing 30.56 strongly agreed to rely on all the team members when working collaboratively. Finally in item 5, 2 students representing 5.56% responded that they agreed to value the contributions of other group members while 34 representing 94.44% strongly agreed to value the contributions of everyone in the group.

According to the figure 9, the majority of students prefer collaborative activities because they allow individual members of the group to make constructive contributions, offer knowledge, and listen to the perspectives of other members. Almost all of the students in the EG were aware of their duties in the group, in addition to being highly motivated. When it comes to individual and group accountability, one may conclude that the learners reacted well to collaborative learning.

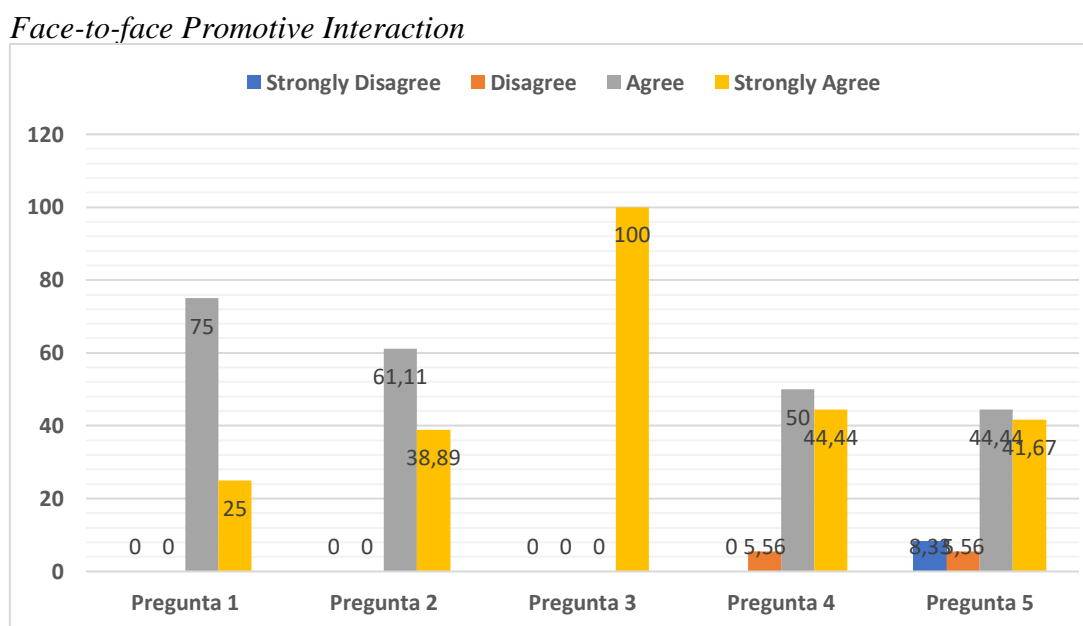
**Table 11:** Students' survey. Item 3. Collaborative learning attitudes.

<i>Face-to-face Promotive Interaction</i>								
<i>Items</i>	<i>1 Strongly Disagree</i>		<i>2 Disagree</i>		<i>3 Agree</i>		<i>4 Strongly Agree</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1. Cooperating in a group promoted better understanding of the Online Stories.	0	0,00	0	0,00	27	75,00	9	25,00
2. By raising questions among group members help improved the understanding of the Online Stories	0	0,00	0	0,00	22	61,11	14	38,89
3. The interaction with my peers helped improve my performance.	0	0,00	0	0,00	0	0,00	36	100,00
4. Interaction among group members helped me to obtain a deeper understanding of the Online Stories	0	0,00	2	5,56	18	50,00	16	44,44
5. We made effective decisions together as a group.	3	8,33	2	5,56	16	44,44	15	41,67

**Source:** Students' survey towards face-to-face interaction– Experimental Group

**Author:** Romero, D. (2022)

**Figure 10:** Students' survey. Item 3. Collaborative learning activities attitudes



**Source:** Student's survey face to face interaction - Experimental Group

**Author:** Romero, D. (2021)

### **Analysis and interpretation:**

Table 11 shows the data obtained against face-to-face promotive interaction in item 1, 27 participants representing 75.00% agreed that working in groups helped to a better understanding of the Online Stories while 9 students representing 25.00 % strongly agreed with the above mentioned. In item 2, 22 participants representing 61.11% agreed that by asking questions in groups was a deeper understanding of the online stories, 14 participants representing 38.89% strongly agreed with this idea. In item 3, 36 participants corresponding to 100% stated that they strongly agreed that peer interaction improved their performance. On the other hand, in item 4, 2 students representing 5.56% disagreed with group interaction, 18 participants representing 50% agreed with group interaction and 16 participants representing 44.44% strongly agreed with group interaction. Finally in item 5, 3 students representing 8.33% strongly disagreed with the decisions made in the group, 2 participants representing 5.56% disagreed with the decisions made, 16 participants representing 44.44% agreed with the group interaction and 15 participants representing 41.67% strongly agreed with the decisions made in the group.

The information obtained in Figure 10 regarding face-to-face promotional interaction revealed that; the majority of the learners were in favor of collaborative learning in terms of face-to-face promotional contact since it helped them better grasp the online tales while also boosting their performance. Almost all of the students stated that they were able to make good judgments while in the group. In general, the findings show that learners responded well to the component of face-to-face promotional engagement.

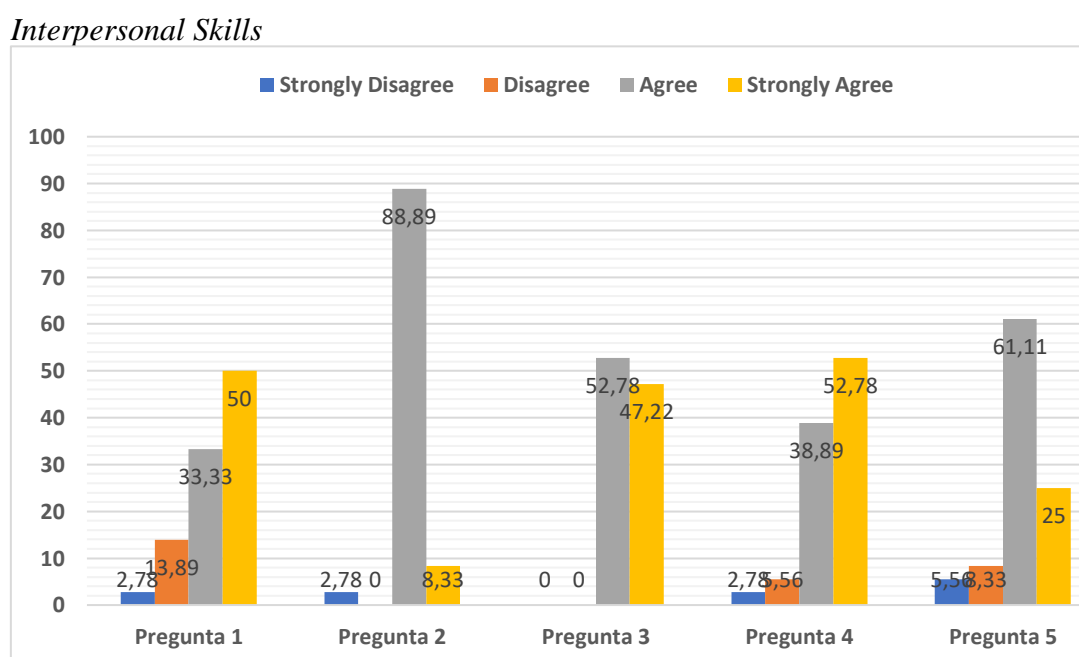
**Table 12:** Students' survey. Item 4. Collaborative learning attitudes.

<i>Interpersonal Skills</i>								
<i>Preguntas</i>	<i>1 Strongly Disagree</i>		<i>2 Disagree</i>		<i>3 Agree</i>		<i>4 Strongly Agree</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1. I was able to listen to and respect the ideas of others.	1	2,78	5	13,89	12	33,33	18	50,00
2. Working cooperatively with my group is less stressful.	1	2,78	0	0,00	32	88,89	3	8,33
3. Through working cooperatively in a group helped improve my interpersonal skills.	0	0,00	0	0,00	19	52,78	17	47,22
4. I was able to share my ideas, personality, and so on with the rest of my group members.	1	2,78	2	5,56	14	38,89	19	52,78
5. I had the opportunity to communicate with my group members.	2	5,56	3	8,33	22	61,11	9	25,00

**Source:** Students' survey towards interpersonal skills – Experimental Group

**Author:** Romero, D. (2022)

**Figure 11:** Students' survey. Item 4. Collaborative learning activities attitudes



**Source:** Student's survey interpersonal skills - Experimental Group

**Author:** Romero, D. (2022)

### **Analysis and interpretation:**

Table 12 shows the data obtained for interpersonal skills. In item 1, 1 participant representing 2.78% strongly disagreed with listening to and respecting the ideas of their peers, 5 participants representing 13.89% disagreed, 12 corresponding to 33.33% agreed with the ideas of their peers, and 18 participants representing 50% strongly agreed with the ideas of their peers. In item 2, 1 participant representing 2.78% responded that working in a group was stressful, 32 participants corresponding to 88.89% agreed that working in a group was less stressful and 3 students corresponding to 8.83% strongly agreed that working in a group was less stressful. In item 3, 19 participants representing 52.78% agreed that working in a group improved their interpersonal skills and 17 participants corresponding to 47.22% strongly agreed that working in a group helped improve their interpersonal skills. In item 4, 1 student representing 2.78% strongly disagreed in expressing their ideas and personality in the group, 2 participants corresponding to 5.56% disagreed with the above mentioned, 14 participants corresponding to 38.89% agreed to express their ideas and personality in the group and 19 participants corresponding to 52.78% strongly agreed to share their ideas and personalities in the group. Finally in item 5, 2 students representing 5.56% strongly disagreed with the communication in their group, 3 participants representing 8.33% disagreed with the group communication, 22 students representing 61.11% agreed with the group communication and 9 participants corresponding to 50% strongly agreed with the communication in their group.

Figure 11 depicts the learners' perspectives about interpersonal skills quantitatively. The majority of students preferred collaborative learning since they could share ideas and workload with the rest of the group while also improving their communication skills with low stress, as seen in the figure. Furthermore, practically all of the students had the chance to communicate while remaining respectful of others' perspectives. In terms of interpersonal skills, the learners had a generally good response, based on the findings.

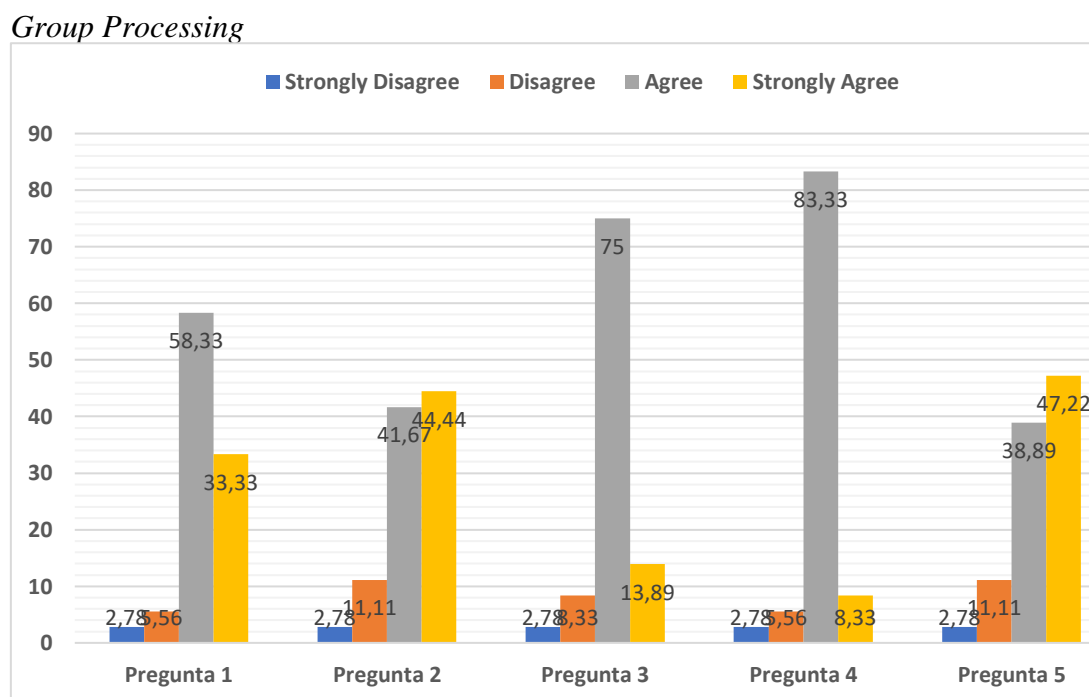
**Table 13:** Students' survey. Item 5. Collaborative learning attitudes.

<i>Group Processing</i>									
<i>Preguntas</i>	<i>1 Strongly Disagree</i>		<i>2 Disagree</i>		<i>3 Agree</i>		<i>4 Strongly Agree</i>		
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
1 My group managed to achieve our group goals.	1	2,78	2	5,56	21	58,33	12	33,33	
2. Working in group help enhanced cooperation among the group members.	1	2,78	4	11,11	15	41,67	16	44,44	
3. I enjoyed working with my group members as a team.	1	2,78	3	8,33	27	75,00	5	13,89	
4. Working cooperatively helped to reduce my misconceptions about the topic.	1	2,78	2	5,56	30	83,33	3	8,33	
5. I was able to learn through my mistake and be tolerant with my group members.	1	2,78	4	11,11	14	38,89	17	47,22	

**Source:** Students' survey towards group processing – Experimental Group

**Author:** Romero, D. (2022)

**Figure 12:** Students' survey. Item 5. Collaborative learning activities attitudes



**Source:** Student's survey group processing - Experimental Group

**Author:** Romero, D. (2022)



### **Analysis and interpretation:**

Table 13 shows the data obtained about group processing. In item 1, 1 participant representing 2.78% strongly disagreed with the goals achieved in the group, 2 participants representing 5.56% disagreed with the goals achieved, 21 corresponding to 58.33% agreed and 12 participants representing 33.33%, strongly agreed with the goals reached as a group. In item 2, 1 participant representing 2.78% strongly disagreed that working in group improve cooperation, 4 participants corresponding 11.11% disagreed, 15 participants corresponding to 41.67% agreed with what was stated and 16 students corresponded to 44.44% they strongly agreed that working in a group improves collaboration. In item 3, 1 participant representing 2.78% indicated that they do not enjoy working in a group and 3 participants corresponding to 8.33% disagreed with working in a group, 27 participants representing 75.00% agreed to work in a group since they enjoyed it and 3 participants corresponding to 8.33 strongly agreed. In item 4, 1 student representing 2.78% responded that he strongly disagreed that working in a group does not reduce his misconceptions on the subject, 2 participants corresponding to 5.56% disagreed with what was mentioned above, 30 participants representing 83.33% agreed since they cleared up their misconceptions on the subject and 3 participants representing 8.33% strongly agreed to work in a group because they cleared up all their doubts. Finally, in item 5, 1 student representing 2.78% strongly disagreed with tolerance in their group, 4 participants representing 11.11% disagreed with tolerance in their group, 14 students representing 38.89% agreed with their group's tolerance through their mistakes, and 17 participants, corresponding to 47.22%, strongly agreed with their group's tolerance and learned from their mistakes.

The scores for group processing are summarized in Figure 12. The learners loved the strategy since their group created collaboration among members, fulfilled goals, and enjoyed working as a team, according to the statistics. From the statistics, it appears that the students had a favorable attitude toward group processing.

#### 4.1.7. TAM model survey

**Item 12.** Do technological tools help me to work as a team more frequently?

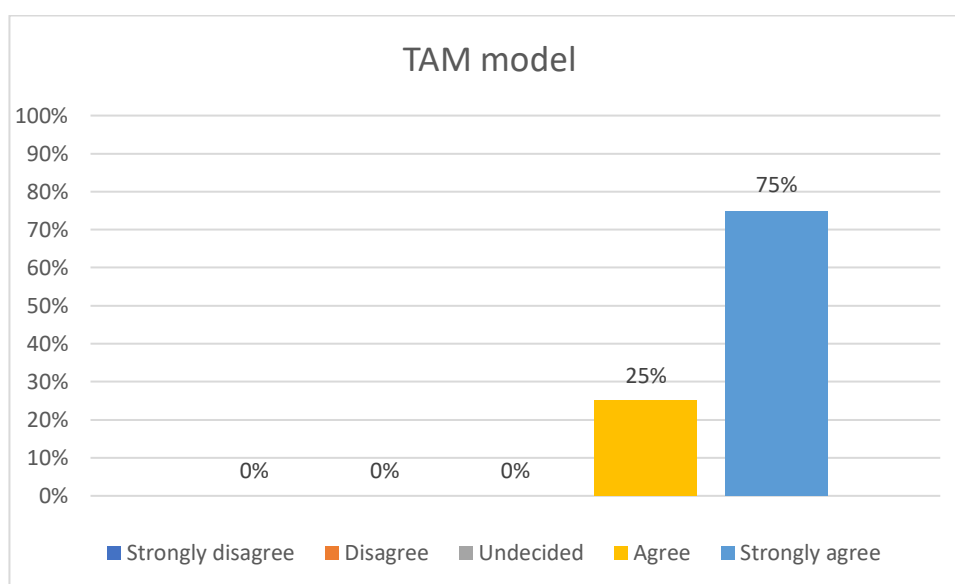
**Table 13:** TAM survey.

Frequency of agreement	Participants	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	9	25%
Strongly agree	27	75%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

**Source:** Experimental group

**Author:** Romero, D. (2022)

**Figure 13:** TAM model



**Source:** Experimental group

**Author:** Romero, D. (2022)

#### **Analysis and interpretation:**

Figure 13 shows the percentages found in item 12 of TAM model survey. It shows that the 25% of the participants agreed that technological tools helped them to work as a team more frequently. On the other hand, the 75% of the participants strongly agreed that the use of technological tools helped them to work in groups more frequently. In general TAM model survey results showed that technological tools improve student's collaborative work.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

The goal of this study was to show that Online Stories improve the Collaborative Learning. The intervention was successful in achieving the goals set forth at the start of the study, and the following findings were drawn:

- There is a close relationship between Online Stories and the Collaborative Learning since online stories improve student's collaborative work. Evidently, the Alternative hypothesis was accepted with a level of significance of  $p$  value less than 0.05 while the Null hypothesis was rejected.
- The collaborative learning strategies based on Kagan's structure that were applied to the experimental group and helped the development of online stories and the collaborative learning were: Think- pair shared, Round Robin, Jigsaw, Four Corners, Stand up- Hand up – Pair up, and Number heads together.
- The results showed a deeper development of online stories and a better performance in students collaborative work after the application of the collaborative strategies based on Kagan's structure, showing an overall post-test score of 9,56 compared with the pre-test score 2,22.
- Regarding the 25-item collaborative learning survey, the majority of the participants showed positive attitude towards the five pillars of cooperative learning; positive interdependence, individual accountability, promotive interaction, interpersonal skills and, group processing to develop their collaborative work during the implementation of the online stories and Kagan's strategies. Therefore, technology and collaborative techniques are critical to the success of this novel approach's deployment.

## 5.2. Recommendations

After the implementation of Collaborative Learning strategies, the following recommendations are set:

- To apply online stories and Kagan's structure activities in class since it will develop students collaborative learning.
- To consider the six collaborative learning strategies: Think- pair shared, Round Robin, Jigsaw, Four Corners, Stand up- Hand up – Pair up, and Number heads together to use in the class according to students' level and interest, since these strategies offer a variety of benefits which can be useful at collaborative learning and online stories development.
- The current investigation was conducted using a single experimental group, which produced good outcomes after implementing online stories and collaborative tactics. As a result, it is suggested that future studies examine both control and experimental groups to gain a new perspective on this technique.
- In this research, the implementation of collaborative strategies was applied in six sessions, showing excellent results in the student's collaborative work and getting positive attitudes towards the five pillars of collaborative learning model. Therefore, it is recommended to implement the online stories and collaborative strategies in more sessions to take advantage of all its benefits.

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## ANEXES

### Annex 1: Educational Institution Approval



CODIGO AMIE: 18H00313  
COORDINACIÓN ZONAL: 3

RESOLUCIÓN: 900-CZE3-2013  
DISTRITO: 18D02 CIRCUITO: 18D02C10

Ministerio de Educación

Oficio No. MINEDUC-CZ3-18D02-UESR-118-2021  
Santa Rosa, 2 de septiembre del 2021

ASUNTO: Aprobación de la solicitud de realizar el proyecto de tesis de Maestría del Lic. Romero Delgado Diana Maricela, Docente de la Unidad Educativa “Santa Rosa”

Lic. Diana Maricela Delgado Romero  
DOCENTE DE LA UNIDAD EDUCATIVA “SANTA ROSA”

Presente.

De mi consideración:

En referencia a la solicitud S/N de fecha 24 de agosto del año en curso, que en su parte principal señala:

Yo ROMERO DELGADO DIANA MARICELA, con CI 180433112-0, licenciada de su prestigiosa Unidad Educativa en el área de lengua extranjera- Ingles, solicito a Ud. En calidad de máxima autoridad del plantel, se emita una autorización para el desarrollo y aplicación plan del trabajo de titulación con el tema “ONLINE AND COLLABORATIVE LEARNING” en dicha unidad educativa donde me encuentro actualmente laborando con los estudiantes de segundo año de bachillerato, presentado por mi persona en calidad de estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros, cohorte 2021.

Cabe recalcar que el presente trabajo de titulación este articulado al proyecto de investigación titulado: LAS HERRAMIENTAS WEB 3.0 EN LA EDUCACIÓN COMO APOYO PARA EL APRENDIZAJE COLABORATIVO.

Me permito darle a conocer que ha sido APROBADA. Contribuyendo de estamnera 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.

Atentamente:

Firmado electrónicamente por:

Mg. Byron Llerena

RECTOR ENCARGADO DE LA UNIDA



## Annex 2: Web 3.0 survey

# UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN (2do PINE) (Copia)

La encuesta tardará aproximadamente 8 minutos en completarse.

PROYECTO DE INVESTIGACIÓN: "Desarrollo de herramientas web 3.0 en la educación como apoyo en el trabajo colaborativo".

OBJETIVO: Diagnosticar el uso de herramientas web 3.0 en el aprendizaje colaborativo

Indicaciones: Marca la respuesta según tu experiencia real con las herramientas web 3.0 en el entorno educativo.

\* Obligatorio

### DATOS INFORMATIVOS

Grupo Experimental

1. Nombre del estudiante

2. Nombre de la institución \*

3. Sector \*

Público

Privado

4. Nivel de educación al que usted pertenece: \*

- Educación inicial
- Educación básica elemental
- Educación básica media
- Educación básica superior
- Bachillerato general unificado
- Educación superior

5. Escoja la edad a la que usted corresponde: \*

- 2-3
- 4-7
- 8-11
- 12-15
- 16-19
- 20-23
- 24-27
- 28 o más

6. Sexo: \*

- Hombre
- Mujer

#### CONOCIMIENTOS HERRAMIENTAS WEB 3.0

7. Elija los tipos de herramientas 3.0 que usted utiliza para aprender: \*

- Kahoot
- Wix
- Canva
- Mural
- Classdojo
- Plataformas educativas (Moodle, Easle)
- Página personal (Blog, correo electrónico)
- Dispositivos móviles (Whatsapp, telegram, viber, etc.)
- Redes sociales (Facebook, Instagram, Tik-Tok)
- Zoom, Teams
- Microsoft forms, google forms

8. ¿Cuáles de estas herramientas 3.0 utiliza su docente en el proceso de enseñanza? \*

- Kahoot
- Wix
- Canva
- Mural
- Classdojo
- Plataformas educativas (Moodle, Easle)
- Página personal (Blog, correo electrónico)
- Dispositivos móviles (Whatsapp, telegram, viber, etc.)
- Redes sociales como (Facebook, instagram, Tik-Tok)
- Zoom, Teams
- Microsoft forms, google forms
- Online Stories
- Lingua press webpage

9. ¿Con qué frecuencia los docentes aplican trabajo colaborativo mediante uso de herramientas web 3.0? \*

- Nunca
- Raramente
- Ocasionalmente
- Freuentemente
- Muy frecuentemente

10. ¿Conoce el término herramienta y/o recurso sincrónico y asincrónico? \*

- Si
- No

11. En el caso de que la respuesta anterior sea positiva, ¿Cuáles herramientas-recursos de la siguiente lista son sincrónicos?

- Zoom
- Easle
- Blog
- Sitio web
- Chat
- Foro
- Google meet

### USO DE HERRAMIENTAS 3.0

12. ¿Con qué frecuencia utiliza herramientas tecnológicas 3.0 para aprender? \*

- Nunca
- Raramente
- Ocasionalmente
- Frecuentemente
- Muy frecuentemente

13. ¿Con qué frecuencia utilizan los docentes las herramientas 3.0 para enseñar? \*

- Nunca
- Raramente
- Ocasionalmente
- Frecuentemente
- Muy frecuentemente

14. ¿Qué tipo de dispositivos tecnológicos utiliza para aprender en clases virtuales? \*

- Teléfono celular
- Computadora
- Laptop
- Tablet

15. ¿Qué tipo de herramientas tecnológicas utiliza su docente para la presentación de información? \*

- Canva
- Prezzi
- Power point
- Padlet
- Geneally

16. ¿Qué tipo de herramientas tecnológicas utiliza su docente para consolidar el conocimiento? \*

- Moodle
- Easle
- Kahoot
- Redes sociales
- Entornos Virtuales Inmersivos
- Contenidos 3D

17. ¿Qué tipo de herramientas web 3.0 utiliza para fomentar el aprendizaje colaborativo? \*

- Canva
- wordwall
- linguapress
- Online Stories



18. ¿Qué tipo de herramientas web 3.0 utiliza su profesor para la evaluación? \*

- Educaplay
- Easle
- Kahoot
- Proprofs
- Classmaker
- Google Forms
- Microsoft forms

19. De la siguiente lista, ¿Qué herramientas utiliza su docente para fines de aprendizaje?

\*

- Recursos multimedia
- Plataformas educativas (Moodle, Easle)
- Blogs
- Wikis
- Redes sociales
- Documentos digitales
- Podcasts
- Pizarra digital
- Online Stories

## VENTAJAS Y DESVENTAJAS DE LAS HERRAMIENTAS WEB 3.0

20. ¿Qué tan importante es el uso de herramientas web 3.0 en su aprendizaje? \*

- Sin importancia
- De poca importancia
- Moderadamente importante
- Importante
- Muy importante

21. Considera que el uso de herramientas web 3.0 en el aprendizaje colaborativo es: \*

- Es un factor determinante en el aprendizaje de los estudiantes
- Es una moda, dada la era tecnológica en la que vivimos
- Es una herramienta de apoyo alternativa para la enseñanza de los diversos contenidos
- Es una herramienta totalmente prescindible
- Es una alternativa que no necesariamente influye en el aprendizaje de los estudiantes
- Facilita el trabajo en grupo, la colaboración y la inclusión con sus alumnos
- Minimiza tiempos y recursos
- Ayuda a la búsqueda de información con mayor rapidez

22. ¿Piensa usted que el uso de los Entornos Virtuales de Aprendizaje (EVA) hace al estudiante dependiente en el uso de la tecnología y poco reflexivo al momento de trabajar de forma colaborativa? \*

- Si
- No

23. ¿Considera usted que el docente debería generar sus propios recursos basados en herramientas web 3.0 para el desarrollo del trabajo colaborativo? \*

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

24. ¿Considera usted que el desarrollo de recursos web 3.0 por parte del docente es importante para mejorar la enseñanza en la virtualidad de la educación para mejorar el trabajo colaborativo? \*

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

25. ¿Cree usted que la correcta aplicación y utilización de herramientas web 3.0 promueven el interés, la participación y la motivación de los alumnos dentro de trabajo colaborativo? \*

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

**Source:** Web 3.0 students survey (screenshot)

**Author:** Romero, D. (2022)

### Annex 3: Pre and Post – Test



#### PRE – TEST

#### PET EXAM – READING COMPREHENSION

**WORK IN PAIRS. TALK TO EACH OTHER AND CHOOSE THE BEST ANSWER.**

1

- Anyone can visit the private rooms from 10am to 2pm.
- You can get your membership cards from the private rooms between 10am and 2pm.
- Only members can visit the private rooms from 10am to 2pm.

*The Private Rooms are open from 10am to 2pm to people with membership cards.*

Source: Cambridge (2014)

2

Students who do not sign up before Friday lunchtime...

- will not be able to do afternoon activities next week.
- will have to work in the afternoons next week.
- won't be able to choose their afternoon activities next week.

Activity School Notice Board

Please sign up for next week's afternoon activities before Friday lunchtime. If you don't do this, we will select activities for you.

Source: Cambridge (2014)

3

- The trip to London will take place on a different day.
- Miriam will not be able to visit London at the weekend.
- The group leader cannot go on the trip of Saturday.

Miriam  
Your group leader called.  
The date of your London excursion has been changed from Saturday to Sunday. Can you call her and tell her whether you will want to go?

Source: taken from: *UTA master's thesis program*- Validated instrument (screenshot), (Pilco, 2018)

---

## PART TWO

**WORK IN GROUPS OF FOUR. TALK TO EACH OTHER AND DECIDE THE BEST ANSWER.**

*The people all want to attend a course. Read the descriptions of eight courses. Decide which course would be the most suitable for each person. For Questions 1-5, select the best course.*

### **A - Form and Color**

This year-long course is perfect for people who want to learn about how to use a camera and who want to take it up as a profession. Students will learn how to use light and shade, colour and different shapes. The course will also teach students to change their work using computer technology. Tips will be given on how best to get started in the profession.

### **B - Practice makes Perfect**

Learn about how to use computer software to make your work life easier. This course is designed for people who use computers regularly as part of their career, but who feel they are unable to make the most of the technology. Learn about new software for storing documents and photographs and keeping records. This evening class runs for ten weeks from September to December.

### **C - Armchair Explorer**

This is a series of daytime lectures by people who have lived and worked in wild places. Each of the six talks will focus on a different continent. Lecturers will show photographs of the animals and plants, and explain why they are only found in one area. Lecturers will include Leo Holland, a scientist from the Antarctic project, and Milly Oliphant, who researches birds in the Amazon rainforest. Tea and Biscuits provided.

### **D - Art Starter**

Are you interested in a career in art? If so, this full-time, eight-week course will be perfect for you. Learn about different methods used by artists, including painting, drawing, photography and computer design. Artists will create work for an exhibition which will be displayed in the Town Hall for one month in September. Top businessmen and women from the design industry will be invited to attend the exhibition, so this could be a great start to your career!

### **E - Wild Design**

Whether you want a career in art, or you just want to enjoy your hobby, this holiday course is for you. Wild Design is a two-week summer course situated on the wild coast of South Wales. We teach all kinds of art, including photography and painting, and the wild sea, beautiful flowers and great wildlife will definitely give you lots of creative ideas. Even if you already have a good understanding of art, you are sure to learn something new from our team of professional tutors.

### **F - Explore your Imagination**

Do you want to show your friends a photograph of you beside the Egyptian pyramids or in the jungles of Borneo? Well now you can tell your friends that you have travelled the world without actually leaving the country! Join this evening class and learn how to use the latest technology and software to change photographs to a professional standard. You will also learn how to make your own computer designs using the computer programs used by professionals.

### **G - Technology for You**

Do you feel as if everyone is using a computer except you? Join in this five-day course and learn the basics. You'll learn how to store your personal files, send emails and use simple programs to write and print letters. In the afternoons you will have the choice of either learning how to make Birthday Cards and other designs on a computer, or you can join our 'Basic computers for Work' class.

### **H - Wildlife Photographer**

Travel to a different wild place every week and learn how to take photographs of animals, plants and scenery. Our expert teachers will advise you how to take the best pictures. This course will run for six weeks on Saturdays. Students should already have a good understanding of photography and their own equipment. The class is suitable for everyone, as there is very little walking involved.

**Source:** taken from: *UTA master's thesis program*- Validated instrument (screenshot), (Pilco, 2018)

**Question 1**

Harriet is 71, and is interested in painting and drawing. She would like to go somewhere in the summer where she can learn new tips and paint attractive scenery.

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer



Source: Cambridge (2014)

**Question 2**

Belinda works for a large Art Company and she feels she needs to improve her computer skills. She already has a basic understanding of some common computer programs, but she wants to learn how to organize her work and store information.

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer



Source: Cambridge, 2014)

**Question 3**

Jenny is interested in a career in design, and wants to learn how to create art and change photographs using special computer programs. She wants a course that will fit into her normal school day.

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer



Source: Cambridge (2014)

George is unable to travel because he has difficulty walking, but he wants to learn more about the wildlife and scenery in different parts of the world.

- A - Form and Color
  - B - Practice makes Perfect
  - C - Armchair Explorer
  - D - Art Starter
  - E - Wild Design
  - F - Explore your Imagination
  - G - Technology for You
  - H - Wildlife Photographer
- 



Source: Cambridge (2014)

#### Question 5

Chris wants a change in career, so he's looking for a full-time course in which he can learn everything there is to know about photography and how to use computers to change and sell his work.

- A - Form and Color
  - B - Practice makes Perfect
  - C - Armchair Explorer
  - D - Art Starter
  - E - Wild Design
  - F - Explore your Imagination
  - G - Technology for You
  - H - Wildlife Photograph
- 



Source: Cambridge (2014)

**Source:** taken from: *UTA master's thesis program*- Validated instrument (screenshot), (Pilco, 2018)

## POST-TEST EXAM

### PART ONE

**WORK IN PAIRS. READ THE SHORT MESSAGE, TALK TO YOUR PARTNER AND CHOOSE THE BEST ANSWER.**

Question 1

**Dear Lucy,  
I need a calculator for my homework. I can't find mine so I took yours from your bag.  
Hope you don't mind! I'll give it back to you tomorrow.  
Love, Tina.**

*Tina wrote to Lucy to ...*

- remind her to take her calculator to school tomorrow.
  - say that she has borrowed Lucy's calculator.
  - ask if she could borrow her calculator tomorrow.
- 

Question 2

**Thanks for the information about the health and safety course. Any other time, I'd go.  
Time off school! But it's my art class that day. I don't want to miss it!**

*Jess writes to her friend to ...*

- refuse an invitation to go on a health and safety course.
  - suggest going on a health and safety course.
  - accept an invitation to go on a health and safety course next week.
  - won't be able to choose their afternoon activities next week.
- 

QUESTION 3

**Tennis Club**

**Beginners classes will now take place on Fridays instead of Mondays, at the same time of 5pm-6pm.**

**Advanced classes will take place on Fridays from 6pm as usual.**

*The message describes a change in ...*

- the time and day of the beginner's tennis class
- the day of the beginner's tennis class
- the day of both the beginner's and the advanced tennis classes



## PART TWO

**WORK IN GROUPS OF FOUR. TALK TO EACH OTHER AND DECIDE THE BEST ANSWER.**

**Fourteen-year-old Neil Atkins talks about working on a house-building project in the United States.**

I got involved in the house-building project through my Uncle Brian. We went to stay with him in the United States for six weeks during the summer holiday. He was helping out on the project and asked me to come along. At first I wasn't interested. I was enjoying watching lots of new channels on TV! But after a while I got bored and went along to see what he was doing. I realized that what he was doing was really great!

He was helping out for an organization that builds houses for people who can't usually afford them. Instead, the organization buys all the wood and bricks and things you need to build a house. It lends the family the tools and hires some guys who know what they're doing. They also get people like my uncle, who aren't builders but who just want to help out in the community, to do the more simple building jobs. The family eventually pays all the money back to the organization, but they can do this over many years, and it's much cheaper than buying a new house.

I helped out with moving dirt and preparing tea. It was a bit disappointing that I wasn't allowed to use the tools and do jobs like cutting wood and nailing things together. I understand why they do it, but do design and technology at school so I know I could do it right. Some people had no idea how to use a hammer correctly! But if I go back next year, I'll be able to do it, because I'll be fifteen then.

### **Question 1**

Why was Neil's uncle involved in the building project?

- He lent the family his tools.
  - He is a qualified builder.
  - He enjoys helping out other people.
  - He wants to build his own house.
- 

### **Question 2**

Which of the following is true about the building project?

- The organization provides free homes for poor people.
  - The project was filmed and shown on television.
  - No experienced builders were needed to build the house.
  - The future owners helped to build the house.
  -
- 

### **Question 3**

Neil was surprised that...

- his uncle had such good building skills.
- some adults didn't know how to use tools.
- he wasn't allowed to cut wood.
- houses are so expensive in the USA.

---

**Source:** taken from: *UTA master's thesis program*- Validated instrument (screenshot), (Pilco, 2018)

CO-LAB/ collaborative education lab

<b>RUBRIC FOR ASSESSING STUDENTS' COLLABORATIVE SKILLS</b>					
Applies to: Group and/or group members individually					
Criteria	Quality descriptors				Score
	(4 points)	(3 points)	(2 points)	(1 point)	
<b>Focus on tasks</b>	The focus of the work was constant and all tasks were completed properly.	The focus was mostly directed to what should be done and most of the tasks have been completed properly.	The focus was often directed to what should be done, but some tasks were not completed properly.	Rarely the focus of the work was directed to what should be done and many tasks were not completed.	
<b>Positive Interdependence</b>	Students consistently contribute in a positive way to the work.	Most students contribute positively to the group work	Some students contribute positively to the group work	Students do not contribute in any positive to the group work	
<b>Face to face interaction</b>	All students respect and encourage the views of others	Body and or verbal responses show active learning. Most students ask questions and build on others comments	Students pay attention to the group discussion. Some students ask questions and build on others comments.	Students interrupt and/or put down the views of others.	
<b>Group's performance</b>	All team members received their tasks and completes them	Most of the team members received the tasks and completed them	Many of the team members received their tasks and completed them.	Only a few members received their tasks and completed them	
<b>Interpersonal skills</b>	All of the students share their ideas, personality and workload with the rest of the group members.	Most of the students share their ideas, personality and workload with the rest of the group members	Some students share their ideas, personality and workload with the rest of the group members	Students do not share their ideas, personality and workload with the rest of the group members	
<b>TOTAL:</b>					

**Source:** taken from: *Collaborative learning lab-* Collaborative rubric (screenshot), (Valente, 2018)

## Annex 5: Students attitudes survey towards collaborative strategies

TESOL International Journal 85

### Appendix 1 25-item survey questionnaire based on Neo et al. (2012)

<b>A. Positive Interdependence</b>	<b>1</b> Strongly Disagree	<b>2</b> Disagree	<b>3</b> Agree	<b>4</b> Strongly Agree
1. I felt happy about the success of the group as a whole.				
2. We assisted each other while solving problems during the session.				
3. I was able to share the load of the work with my group members.				
4. I managed to depend on my members as they depend on me.				
5. I was able to value the contributions of the other members of the group.				

<b>B. Individual and Group Accountability</b>	<b>1</b> Strongly Disagree	<b>2</b> Disagree	<b>3</b> Agree	<b>4</b> Strongly Agree
1. I made positive contributions to the group.				
2. I was able to find working cooperatively very motivating.				
3. I managed to contribute my knowledge to the team.				
4. I was able to share my knowledge, and take into account the knowledge of the other group members.				
5. I was aware exactly of what my part in the group was.				

<b>C. Face-to-face Promotive Interaction</b>	<b>1</b> Strongly Disagree	<b>2</b> Disagree	<b>3</b> Agree	<b>4</b> Strongly Agree
1. Cooperating in a group promoted better understanding of the subject.				
2. By raising questions among group members help improved the understanding of the lesson.				
3. The interaction with my peers helped improve my performance.				
4. Interaction among group members helped me to obtain a deeper understanding of the subject.				
5. We made effective decisions together as a group.				

<b>D. Interpersonal Skills</b>	<b>1</b> Strongly Disagree	<b>2</b> Disagree	<b>3</b> Agree	<b>4</b> Strongly Agree
1. I was able to listen to and respect the ideas of others.				
2. Working cooperatively with my group is less stressful.				
3. Through working cooperatively in a group helped improve my communication skills.				
4. I was able to share my ideas, personality, workload, and so on with the rest of my group members.				
5. I had the opportunity to communicate with my group members.				

<b>E. Group Processing</b>	<b>1</b> Strongly Disagree	<b>2</b> Disagree	<b>3</b> Agree	<b>4</b> Strongly Agree
1. My group managed to achieve our group goals.				
2. Working in group help enhanced cooperation among the group members.				
3. I enjoyed working with my group members as a team.				
4. Working cooperatively helped to reduce my misconceptions about the topic.				
5. I was able to learn through my mistake and be tolerant with my group members.				

**Source:** taken from: *TESOL International Journal* (screenshot), (Gonzales, 2016).

## Annex 6: TAM Survey

# MODELO TAM

Este modelo busca determinar si los usuarios aceptan o rechazan una determinada tecnología de información basado en los supuestos de la Teoría de la Acción Razonada y la Teoría 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 (Ramírez Correa et al., 2016). La Utilidad Percibida se refiere al grado en que una persona considera que el uso de un sistema en específico, garantizará una mejoría en el desempeño de sus actividades; y la Facilidad de Uso Percibida indica el grado en que una persona considera fácil de usar un sistema en particular, con lo cual realizará menos esfuerzo para desempeñar sus actividades (Yong Varela, 2004). Estos factores buscan determinar si los usuarios perciben que la tecnología implementada mejora el rendimiento de las actividades de su entorno y el grado en el cual consideran que no requiere mucho esfuerzo su uso (Hidalgo Larrea et al., 2019). A continuación, se presenta en la Tabla 1 un cuestionario de evaluación TAM mediante el cual se recopila la información necesaria para la evaluación de la aceptación de los dispositivos implementados. Para el factor de Utilidad Percibida (UP) se elaboraron preguntas, mientras que para el factor Facilidad de Uso Percibida (FUP) se elaboraron afirmaciones.

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

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

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

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

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

3. Las herramientas tecnológicas mejorar mi iniciativa en clase. \*

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

---

4. Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad. \*

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

5. En general, yo encuentro que estas herramientas son útiles en mi trabajo en clases virtuales. \*

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

6. Aprender a utilizar las herramientas de gamificación y tecnológicas es fácil para mí. \*

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

---

7. Encuentro que es fácil hacer lo que yo quiero con el uso de la tecnología. \*

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

8. Mi interacción con una computadora es clara y entendible. \*

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

---

9. En general, encuentro que la computadora es fácil de usar. \*

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

---

10. En general, encuentro que las herramientas de la web 3.0 y las de gamificación son fáciles de usar. \*

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

11. Las herramientas tecnológicas me ayudan a trabajar en equipo de forma más frecuente. \*

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

12. El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente) \*

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

13. Me he sentido satisfecho/a al momento de realizar actividades con herramientas web 3.0 o de gamificación. \*

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

14. Me gustaría utilizar con mayor frecuencia este tipo de herramientas dentro de la clase virtual. \*

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

15. Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual \*

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

**Source:** TAM model students survey

**Author:** Romero, D. (2022)



## **Annex 6: Experimental design**

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCION: INGLES

---

**BOOKLET**

**EXPERIMENT DESIGN**

“ONLINE STORIES AND THE COLLABORATIVE LEARNING”

---

Autora: Licenciada Diana Maricela Romero Delgado

Director: Licenciada Ruth Elizabeth Infante Paredes, Magíster

Ambato – Ecuador

2022

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## **EXPERIMENT DESIGN**

### **1. Informative Data**

**Topic:** Online Stories and the Collaborative Learning

**Executing institution:** Unidad Educativa “Santa Rosa”

**Beneficiaries:** Students from second year of High School

**Project managers:** Lic. Diana Romero; Lic. Ruth Infante, Mg

### **1. Experiment Background**

This research study was designed taking into account the lack of technological tools and the use of strategies that promote collaborative learning in students. In addition, the educational system is constantly facing changes, the last one the Covid-19 pandemic, which forced not only teachers but also students to adapt to new teaching-learning methodologies. The limited knowledge about the management of technological strategies together with traditional teaching techniques prompted this study in search of innovative strategies that develop in student’s adequate collaborative work.

Typically, English instructors face issues such as a lack of resources and a scarcity of effective teaching methodologies, which might obstruct the use of learner-centered approaches like Collaborative Learning. Despite indicators that students are open to Collaborative Learning, some teachers continue to employ traditional approaches. This study can give teachers and students to have different alternatives and tactics for encouraging pupils to collaborate.

## **2. Justification**

The research study was designed to assist students build collaborative learning skills by using online stories and Kagans structures. Not only do students benefit from collaborative learning, but so do instructors and authorities. To begin with the benefits of this experimental design, pupils will be able to interact properly with one another while developing their social skills. Moreover, teachers will have the opportunity to identify which types of collaborative tactics are enticing pupils to participate in group work activities. Finally, authorities may recognize their kids' growth, and their academic performance will improve.

The activities designed throughout this research were focused to be developed inside or outside the classroom, since we are going through the pandemic of covid- 19 it was of great importance to ensure the safety of students, so most activities were developed in open places, such as the main courtyard of the school and the computer room. The activities applied in this experiment were designed according to the student's English level, which corresponds to intermediate B1, and topics of their liking and interest. The use of online stories together with collaborative strategies such as: think pair-shared, Round Robbin, Number heads together made possible a better performance in terms of pair and group activities.

Finally, this experiment design is feasible because learners, instructors, and administrators are likely to have a creative approach to learning the foreign language, cooperative learning methodologies might be developed at this remote educational institution. Learners are enthusiastic about reading online with their peers or groups and put their knowledge in real-life circumstances. Students, teachers and authorities have a common goal, to be able to teach and learn in a better way, facing drastic changes such as the use of technology and taking advantage of it, to contribute in an excellent and effective way to the student's learning process.

### **3. Objectives**

#### **3.1.General objective**

- To propose online stories and Kagan’s strategies to apply in class in order to develop the student’s collaborative work.

#### **3.2.Specific objectives**

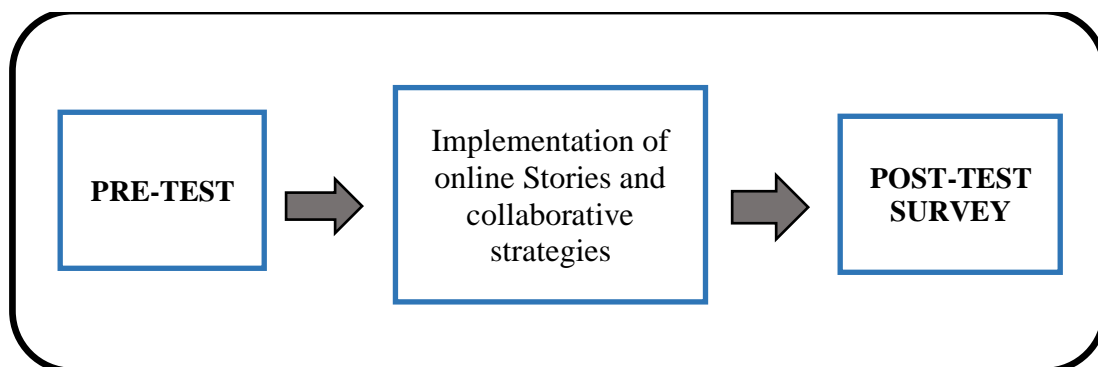
- To assess by correlating the student’s attitudes towards collaborative learning model with reading comprehension test scores.
- To suggest tasks that develop collaborative learning.

### **4. Feasibility analysis**

The present investigation was feasible to carry out because from the beginning the entire community that is part of the “Santa Rosa” high school was predisposed to collaborate throughout the development of the research study. In the first instance, the researcher issued an official letter to the highest authority of the school, requesting permission to conduct the research, receiving a letter of authorization for the same. As a second instance, a timely dialogue was held with the second-year high school students so that they would be the participants of this research study, mentioning that they gladly accepted to participate in the research, it should be emphasized that throughout the study the students showed a positive attitude and commitment to perform each of the activities, following the instructions given by their teacher. Finally, the collaborative learning strategies were developed in a face-to-face manner since the educational unit where the research was carried out was working in a face-to-face manner, thus being one of the greatest advantages that made this research study feasible.

## 5. Experimental design development

**Figure A:** experimental design



**Author:** Romero, D. (2022)

An experimental design was the most appropriate to conduct this research study since the experimental design isolates the identified phenomena and controls the conditions under which the experiment occurs. In this investigation, there is a control group (CG) and one experimental group (EG) been one of the main characteristics of an experimental design. As mentioned above, this research used an experimental design since the control group received a traditional method of teaching while the experimental group received sessions of treatment based on Kagan Cooperative Structures through Online Stories.

The EG used the Kagan cooperative strategies based on online stories development: The collaborative strategies used during the six-session were: Think- pair- shared, Round Robin, Jigsaw; Four Corners, Stand up -hand up -pair up, and Number heads together. These strategies were applied in pair and group work activities. On the other hand, the online stories were taken from a page called: Lingua press, where the researcher could find stories related to students' English levels and interests.

The following plans proposed to use online stories and Kagan's structures to develop students' collaborative work focusing on the five pillars of collaborative learning: the main elements worked during the sessions were: positive interdependence, individual accountability, face-to-face interaction, interpersonal skills, and group processing. These elements were the pillars to create appropriate collaborative work among the participants. At the end of the intervention, a 25-item survey was applied to the participants to identify their attitudes towards collaborative learning.



## LESSONS CALENDAR

Table A:Activities calendar

Week One December 06th – 10th				
Month	Days	Dates	Content	Lessons
December	Tuesday	7	<b>English Pedagogical Module 2</b> Irregular verbs Preterite and participles form of the verbs	<b>Lesson 1</b>  Do you believe in ghosts? - Online story
	Wednesday	8	<b>English Pedagogical Module 2</b> Auxiliary verbs /Wh-questions	<b>Lesson 2</b>  The titanic and the temple of Doom
	Thursday	9	<b>English Pedagogical Module 2</b> Phrasal verbs	<b>Lesson 3</b>  The girl in the denim jacket! - Online story
Week Two December 13th – 17th				
	Tuesday	14	<b>English Pedagogical Module 2</b>  Simple past tense	<b>Lesson 4</b>  Christmas in England

	Wednesday	15	<b>English Pedagogical Module 2</b>  Vocabulary Types of sports	<b>Lesson 5</b>  Sports in the USA
	Thursday	16	<b>English Pedagogical Module 2</b>  Relative pronouns Which, who, when	<b>Lesson 6</b>  Looking for the YETI

**Source:** Lesson plans: Collaborative learning strategies

**Author:** Romero, D. (2022)

Table B: Lesson Plan N° 2

<b>LESSON PLAN 1</b>	
Teacher's name: Diana Romero	
Date: Tuesday, December 7 <sup>th</sup> , 2021	Time: 7am – 8:20 am
Level: B1-Intermediate	Length of the first lesson: 80 mins
Topic: Do you believe in ghosts?	
Main focus of the lesson:	<p><b>-Online stories</b></p> <p>Pre- reading, while reading, post- reading</p> <p><b>-Collaborative learning</b></p> <p>Individual accountability: Each student will be responsible for pair work.</p> <p><b>Positive interdependence:</b> Each partner will support each other.</p> <p><b>Social skills/Face to face interaction:</b> Students will need to deal with communicationskills to share ideas and listen to others' ideas.</p>
Cooperative learning strategy	<b>Think pair-shared</b>
Grouping	The students will be placed in pairs according to the initial letter of their names.
Objective	To read and understand a short online story to share ideas with partners
Learning outcome	At the end of the class, students will be able to discuss and share ideas and answer a question about and assigned online story

Procedure:		
Time:	Activities:	Materials:
15 mins	<p><b>Pre- reading:</b></p> <ul style="list-style-type: none"> <li>-The teacher sets the following question: Do ghost really exist?And students think on the answer.</li> <li>- In pairs, students describe the photos that appear in the online story</li> </ul>	<p>Online story link:</p> <p><a href="https://linguapress.com/intermediate/ghost-stories.htm">https://linguapress.com/intermediate/ghost-stories.htm</a></p>
35 mins	<p><b>While reading:</b></p> <ul style="list-style-type: none"> <li>-The teacher calls the pair to read the story taking turns.</li> <li>- Students scan and read the text</li> <li>- In pairs students clarify doubts about vocabulary.</li> </ul> <p><b>Post- reading:</b></p> <ul style="list-style-type: none"> <li>- Students share their thoughts with their pairs and discuss ideas.</li> <li>- In pairs, students find and circle in the story some irregularverbs, used in the preterite (past) tense or as past participles.</li> <li>- In pairs, students complete the pink and yellow boxes from thechart using the preterite and participles form of the verbs by memory or by checking out the irregular verb list.</li> </ul>	<p>Printed handout 1</p> <p>Irregular verbs chart</p>

## SESSION 1- ONLINE STORY 1

Figure B: Online Story- English Ghost

# ENGLISH GHOST STORIES

***Do you believe in ghosts?***  
*If you do, you are not alone! I believe in ghosts, and all over Britain, there are places where, if you are lucky (or perhaps unlucky), you may see a ghost!!*

by Mary Denman



Do ghosts really exist? There are lots of people who say that they do; and I am one of them.

Many of Britain's ancient castles have ghosts. One of the most famous "haunted castles" in England is actually the Tower of London .

During the Tower's long history, many men and women were thrown into its dark dungeons, or executed outside its gates! Among the most famous was Lady Jane Grey, Queen of England in the year 1554.

Jane was just 17 when she became Queen, on July 9th 1554; however, at the same time



The Tower of London.... a very haunted place !

another woman, Mary, thought that she ought to be Queen. Mary's supporters were stronger than Jane's, and within days Jane was sent to the Tower of London. On 19th July poor Jane had her head cut off outside the Tower!

Since then, it is said that the ghost of Lady Jane Grey wanders through the rooms and corridors of the Tower of London.

Other ghosts are not so famous. The village of Prestbury, in Gloucestershire, is reputed to be one of the most haunted villages in England.

Many villagers have heard - and some say they have seen - the "headless horseman" who rides through the village on December 31st! People say that he was a soldier who fought in the English Civil War, in the 17th century.

In the same village, in an old cottage, there is a ghost known as the "spinette player". Sometimes at night, people hear the sound of someone playing this old musical instrument. The music always comes from a room that is empty.

These are just some of Britain's well-known ghosts; but there are lots of less-known ghosts too. I know; I have encountered one of them.

**SESSION 1- HANDOUT 1**  
**TIMED PAIR SHARE ACTIVITY**



In pairs, complete the table by filling in the yellow and pink boxes, either by memory or by checking out the irregular verb list.

Verb	Preterite	Past Participle	Verb	Preterite	Past Participle
Become			Lie		
Cut			Meet		
Feel			Put		
Fight			Say		
Find			See		
Get			Send		
Go			Shut		
Have			Sleep		
Hear			Tell		
Hurt			Think		
Know			Throw		
Keep			Wake		

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**Author:** Romero, D. (2022)

Table C: Lesson Plan N° 2

<b>LESSON PLAN 2</b>	
Teacher's name: Diana Romero	
Date: Wednesday, December 8 <sup>th</sup> , 2021	Time: 7am – 8:20 am
Level: B1-Intermediate	Length of the first lesson: 80 mins
Topic: The titanic and the temple of Doom	
Main focus of the lesson:	<p><b>-Online stories</b></p> <p>Pre- reading, while reading, post- reading</p> <p><b>-Collaborative learning</b></p> <p><b>Individual accountability:</b> Each student will be responsible to answer a question from the story.</p> <p><b>Positive interdependence:</b> Each partner will support each other.</p> <p><b>Social skills/Face to face interaction:</b> The students will need to deal with communication skills to share ideas and listen to partner's ideas.</p> <p>They will work in collaboration using Round Robin strategy</p>
Cooperative learning strategy	<p><b>Round Robin</b></p> <p>The students will be placed in groups of 4 according to the student's role attendance</p>
Grouping	
Objective	To read and understand a story to answer questions orally
Learning outcome	At the end of the class, students will be able to skim the online story The titanic and the temple of Doom by working in round robin strategy to respond some questions orally.

Procedure:		
Time:	Activities:	Materials:
20 mins	<p><b>Pre- reading:</b></p> <p>-The teacher asks a general question to verify how much student know about the coming story</p>	<p>Online story link:</p> <p><a href="https://linguapress.com/intermediate/titanic-doom.htm">https://linguapress.com/intermediate/titanic-doom.htm</a></p>
40 mins	<p>What do you know about Titanic Story?</p> <p>Students listen to titanic song as introduction of the story</p> <p><b>While reading:</b></p> <p>-The teacher gives students time to read in groups</p>	<p><a href="https://linguapress.com/intermediate/titanic-doom.htm">doom.htm</a></p> <p>Printed handout 2</p> <p>Info-questions</p>
20 mins	<p>-Students get in groups; they have to read the story, think up and write down many facts as they can do about Titanic's story</p> <p><b>Post- reading:</b></p> <p>The teacher asks students to answer the questions in handout two.</p> <p>In the same teams, students take turns responding onequestion orally</p>	



## SESSION 2- ONLINE STORY 2

Figure C:Online Story -The Titanic

### The Titanic and the Temple of Doom

Apart from wars and natural catastrophes, one of the greatest disasters of the 20th century was the sinking of the great **liner** Titanic, in 1912. The "**unsinkable**" ship **sank** on a voyage from Liverpool to New York after **striking** an iceberg near the coast of Labrador. "How did it happen? How could it happen?" people asked. Yet it happened! **Inexplicable**, or was it? Is it possible that the sinking of the Titanic was caused by a ghost? A lot of this story is true... but did it really happen quite like this?

We need to leave the icy cold waters of the North Atlantic, and go thousands of miles back to the dry heat of the Nile Valley in Egypt. It is here, perhaps, that we can find the start of the mystery of the Titanic, here in the year 1910, in the great city of Cairo.

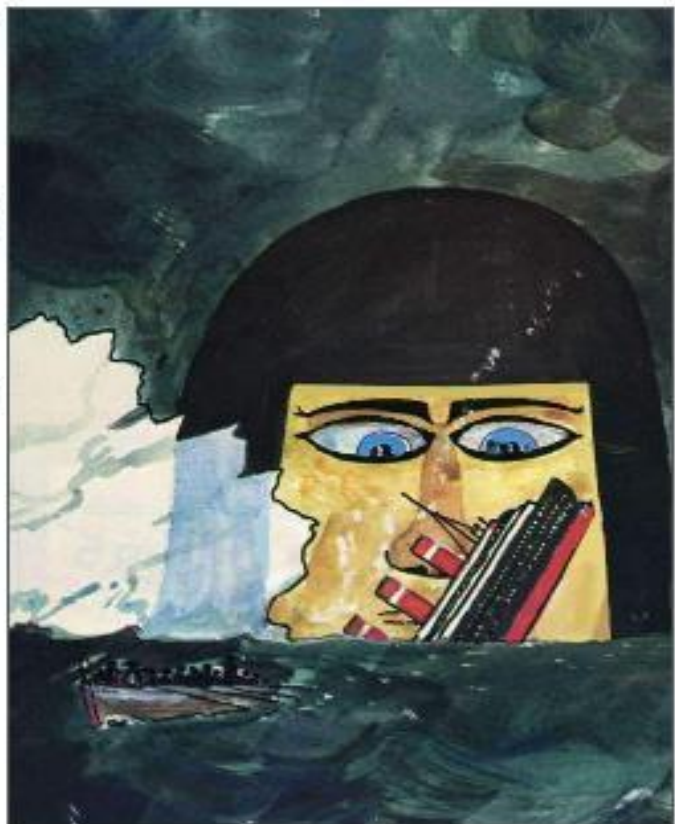
One day, a British Egyptologist, called Douglas Murray, was staying in Cairo, when he was contacted by a man he did not know, a strange American adventurer.

The American had something unusual to offer the British archaeologist, something that was certain to **thrill** him: a beautiful ancient Egyptian mummy-case, containing the mummy of the high **priestess** from the temple of the god Amon-Ra. The object was over 3000 years old, but in beautiful condition – gold, with bright paintings on it, and a "**portrait**" of the priestess. The American did not want a lot of money for it, and Murray was **delighted**. He gave the man a cheque.

The cheque was never cashed. That evening the American who had sold the case died. For his part, Murray arranged to have the treasure sent back to Britain. However, it was not long before he learnt more about the beautiful mummy: apparently it had been discovered in a **funeral** chamber in a dry part of the Nile Valley. On the walls of the chamber, there were inscriptions which **warned** of terrible consequences to anyone who **broke into** the tomb. Murray was pretty sceptical about this **warning** until a few days later, when a gun he was holding exploded in his hand, **shattering** his arm. The arm had to be amputated.

Murray decided to come back to England. On the return journey, two of his companions died from mysterious causes, two servants who had handled the mummy died soon afterwards. By this time, Murray had decided that there really was a **spell** on the mummy, and he decided to **get rid of** it. A lady he knew said she would like it, so he gave it to her. Shortly afterwards, the lady's mother died, and her fiancé left her: she herself caught a strange disease. She tried to give the mummy case back to Douglas Murray, but naturally Murray did not want to have anything more to do with the cursed object. In the end, it was presented to the British Museum.

It was presumed that that would be the end of the story, but it was not. Even in the museum, the mummy continued to cause strange events. A museum photographer died shortly after taking pictures of the new exhibit; and a **curator** also died for no apparent reason. In the end, the governors of the British Museum, not usually considered to be **frivolous** people, decided to **get rid of** the mummy. They decided to give it to a museum in New York.



As the Titanic sank, was the priestess of Amon-Ra looking on?

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Author: Romero, D. (2022)



**SESSION 2- HANDOUT 2**  
**ROUND ROBIN ACTIVITY**

In teams, take turns and answer respond orally the following questions based on Titanic OnlineStory.

What do you know about Titanic's sinking?

How did it happen? How could it happen?

Who are the main characters from this story?

Is it possible that the sinking of the Titanic was caused by a ghost?

A lot of this story is true... but did it really happen quite like this?

Table D: Lesson Plan N° 3

LESSON PLAN 3	
Teacher's name: Diana Romero	
Date: Thursday, December 9 <sup>th</sup> , 2021	Time: 7am – 8:20 am
Level: B1-Intermediate	Length of the first lesson: 80 mins
Topic: The girl in the denim jacket!	
Main focus of the lesson:	<p><b>Online stories</b></p> <p>Pre- reading, while reading, post- reading</p> <p><b>Collaborative learning</b></p> <p><b>Individual accountability:</b> Each student will be responsible for reading his or her own part.</p> <p><b>Positive interdependence:</b> Each member group will support each other.</p> <p><b>Social skills/Face to face interaction:</b> The students will need to deal with communication skills to share ideas and respect others' ideas</p>
Cooperative learning strategy	<p><b>Jigsaw</b></p> <p>The students will be placed in groups of 4 according to the student's role attendance</p>
Grouping	
Objective	To read and understand a text and share with the rest of the group to create an outcome
Learning outcome	At the end of the class, students will be able to skim the online story The girl in the denim jacket! by working in jigsaw groups in order to discuss the main points of the story.

Procedure:		
Time:	Activities:	Materials:
15 mins	<p><b>Pre- reading:</b></p> <ul style="list-style-type: none"> <li>-The teacher divides the class into 9 groups of 4 students</li> <li>The teacher presents the vocabulary bank about the story</li> <li>Students listen to the audio of the story and try to guess what is it about</li> </ul>	<p>Online story link:</p> <p><a href="https://linguapress.com/intermediate/girl-denim-jacket1.htm">https://linguapress.com/intermediate/girl-denim-jacket1.htm</a></p>
40 mins	<p><b>While reading:</b></p> <ul style="list-style-type: none"> <li>-The teacher divides the online story into four sections and assignone to each member of the group. Each student reads one segment</li> <li>- Students infer their assigned section individually</li> <li>- The teacher moves students into the “expert group” to comparetheir ideas from each home base group who has the same section.</li> <li>-Students return to the jigsaw or home-based groups and report what they learned and the others take notes to complete the handout 2</li> </ul>	<p>Printed handout 3</p> <p>Phrasal verbs worksheet</p>
25 mins	<p><b>Post- reading:</b></p>	

- In the same groups, students discuss and choose the possible answers from handout 2


## SESSION 3- ONLINE STORY 3

Figure D: Online Story- The Girl in the Denim Jacket

### The Girl in the Denim Jacket

a short story in two parts - Part 1


by Andrew Rossiter

**NOW WITH AUDIO:**  [Click to open/close audio player](#)

*Who was the mysterious girl waiting for the underground train on a suburban station platform, one winter's evening, and what was she doing there?*

The clock in the living room has just struck two, but I'm still awake. Wide awake. Usually I'm a good sleeper, but not tonight. I can't stop thinking about that girl. I've got to write down what happened.

It was this evening around seven thirty, as I was on my way home from college. I was waiting for the connection at Willesden Junction. As usual at that time of night, there was only one train to Watford every twenty minutes, and the platform was crowded. Most of the people looked pretty familiar, the kind of people who stand on the same platform at the same time every day; ordinary people **going about** their ordinary life.



Then, just near me, I noticed this girl. I **reckon** she was a bit younger than me, seventeen or eighteen maybe. She had on a thick denim jacket, and was carrying a bag which looked as if it contained books. She wasn't talking to anyone, just standing alone. There was nothing unusual about that, **mind you**; most of the people on the platform were standing alone, stabbing their phones or pads, **staring** at their feet, or looking anxiously down the railway track, as if by doing so they would make the next train come sooner. But the girl — she didn't seem to be looking at anything.

She was pretty, I thought. Very pretty, in fact. Shoulder-length brown hair, and a kind-looking face. From where I was standing, and under the poor light of the station platform, I couldn't make out the colour of her eyes.

Now I don't usually stare at girls on station platforms, but somehow I couldn't keep my eyes off the girl in the denim jacket. Perhaps she realized I was looking at her, for suddenly she turned in my direction and looked straight at me; straight in the eyes. Normally that would have been enough to make me turn away and look in the other direction, and pretend I hadn't been looking at her, but this time I couldn't turn away. There was something in the way she looked that stopped me turning.

I imagined she would look away from me, or even move further down the platform to **avoid** me, but she didn't. To my surprise, a smile came to her lips, almost the sort of smile that you give when you meet an old friend again after a long absence — though I'm certain I had never seen her before.

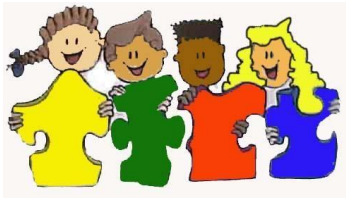
At that moment, there was a rumbling behind my back, and an underground train rolled into the station. The mass of people waiting on the platform **surged** forward, to compete for **standing room** and something to hang on to in the already-crowded train.

Though the girl and I got into the same carriage, I lost sight of her in the **crush** inside. I was **hedged in** between two enormous fat businessmen, who were **talking their heads off** about banks and investment. She was somewhere in front of me.

However, from one station to the next the carriage slowly emptied, and when we got past Wembley, there was almost room for everyone to sit down. She was still standing though, about twenty feet from me, and looking in my direction.

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**Author:** Romero, D. (2022)



## SESSION 3- HANDOUT 3

### JIGSAW ACTIVITY

#### The Girl in the Denim Jacket - part 1. Student worksheet

##### True or False - comprehension questions.

When you have read and studied the story, say which of these statements are true.

1. The writer had never taken the train at Willesden junction before.
2. There were a lot of people waiting for the train.
3. The person telling the story is 17 or 18 years old.
4. The story takes place in summer time.
5. The person telling the story felt strangely attracted by the girl.
6. She smiled at him, as if she recognised him.
7. The writer and the girl were separated in the carriage by two businessmen
8. Quite a lot of people had got out of the train by Wembley.
9. The writer sat down beside the girl.
10. The writer spoke to the girl before she spoke to him.

*This story contains a lot of phrasal verbs: list A contains 8 examples, list B contains 8 synonyms. Match the verbs correctly with their synonyms.*

##### List A

1. was on my way
2. had on
3. make out
4. keep my eyes off
5. turn away
6. lost sight of
7. move up
8. bring out

##### List B

- a. come towards me
- b. turn my head
- c. clearly see
- d. was going
- e. say
- f. stop looking at
- g. was wearing
- h. could not see

Table E:Lesson Plan N° 4

LESSON PLAN 4	
Teacher's name: Diana Romero	
Date: Tuesday, December 14 <sup>th</sup> , 2021	Time: 7am – 8:20 am
Level: B1-Intermediate	Length of the first lesson: 80 mins
Topic: Christmas in England	
Main focus of the lesson:	<p><b>Online stories</b></p> <p>Pre- reading, while reading, post- reading</p> <p><b>-Collaborative learning</b></p> <p><b>Individual accountability:</b> Each student will be responsible for his/her answers.</p> <p><b>Positive interdependence:</b> Each partner will support each other while discussing the topic.</p> <p><b>Social skills/Face to face interaction:</b> Students will need to deal with communicationskills to share ideas and listen to others' ideas.</p>
Cooperative learning strategy Grouping	<p><b>Four corners</b></p> <p>The students will be placed in groups according to their decision of degrees of agreementrelated to the topic.</p>
Objective	To read and understand a short online story to discuss in groups some ideas related todegrees of agreement.
Learning outcome	At the end of the class, students will be able to discuss and share ideas in groups to answer a question or statement about Christmas online story.



Procedure:		
Time:	Activities:	Materials:
10 mins	<p><b>Pre- reading:</b></p> <p>-The teacher sets the following question: Nowadays, Do you consider Christmas to be a celebration of consumerism rather than a celebration to spend with family?</p>	<p>Online story link:</p> <p><a href="#">Christmas in England - intermediate English (linguapress.com)</a></p>
40 mins	<p><b>While reading:</b></p> <p>-The teacher asks students to read the story taking turns as a whole class.</p>	<p>-Printed handout 4</p> <p>Four corners activity</p> <p>Multiple choice exercise</p>
30 mins	<p><b>Post- reading:</b></p> <p>- Students form groups according to their degrees of agreement and share their ideas in the group</p> <p>- The teacher asks each group to share their ideas with the whole class.</p>	

## SESSION 4 - ONLINE STORY 4

Figure E: Online Story Christmas in England

# Christmas in England

*Christmas 2021 is going to be different again. Covid-19 has changed the way we live, and in particular the way we celebrate. This year there will still be Christmas puddings, roast turkey, and presents; but there will again be fewer parties, fewer holidays, fewer visits, and fewer celebrations. For some people, it will be very different. Normally, Christmas is the biggest festival of the year in Britain, and it has been like this for very many years.*

### The biggest festival in the year

Christmas is normally the biggest festival in the English year. Once the festival lasted two days, today it seems to last almost two months. Christmas Day, December 25th, is the day when most people in Britain sit down to a special meal of roast turkey and Christmas pudding; but Christmas Day is just the high point of the "Christmas period".



A Christmas market in an English city

In the weeks before Christmas, life is very busy. There are parties; there are trips to the cinema or the pantomime; and of course there's all the shopping.

On Christmas day, Britain closes! For most people, Christmas is a time to relax at last after many long and busy weeks. The presents have been bought and sent, dozens of cards have been sent and received, the food is waiting to be eaten. For two days at least (if not three or four, depending on the year), the shops will be shut, and the postman will not deliver any letters. For a day or two, even the trains stop running.

Nowadays, Britain's Christmas shopping season lasts almost four months! The first Christmas catalogues come through letter-boxes at the start of September!

Lots of busy people like shopping online, because it is easy. All they have to do is choose from the pages of a colourful catalogue, or [shop on the Internet](#). A few days later, goods are delivered to the door..... or at least one hopes they are. Some Internet shops work 24/24 in the weeks before Christmas, to make sure that everyone gets their presents on time..

Many Christmas catalogues come from charities. Each charity has its own specialities – nature and animals from WWF, the RSPCA and others; "green" products from Greenpeace and Friends of the Earth; and hand-made articles from developing countries from charities like Oxfam and Save the Children. Big charities like these earn a lot of money from their Christmas catalogues.

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Author: Romero, D. (2022)

## SESSION 4- HANDOUT 4 FOUR CORNERS ACTIVITY

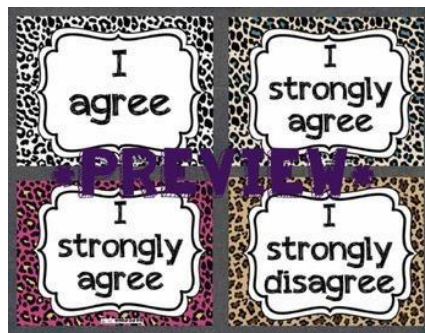


### Exercise 1

-The teacher starts the four corners activity by posting the following questions to the wholeclass.

Nowadays, do you consider Christmas to be a celebration of consumerism rather than a celebration to spend with family?

-Students move to the different corners of the classroom where they find different degrees of agreement pasted on each corner.



-Students pair up and discuss their choices.

- After hearing reasoning, students move to their initial group and complete exercise 2 based on the reading

### Exercises 2

In groups, talk to each other and select the right answer.

1. What do people eat at Christmas in England?
  - a) Roast turkey
  - b) Fried-chicken
2. What do people send to their friends at Christmas?
  - a) Cards
  - b) Presents
3. Why is Christmas a good time for many big charities?
  - a) Charities design their own catalogues
  - b) They receive money from other entities

Table F: Lesson Plan N° 5

<b>LESSON PLAN 5</b>	
Teacher's name: Diana Romero	
Date: Wednesday, December 15 <sup>th</sup> , 2021	Time: 7am – 8:20 am
Level: B1-Intermediate	Length of the first lesson: 80 mins
Topic: Sports in the USA	
Main focus of the lesson:	<p><b>-Online stories</b></p> <p>Pre- reading, while reading, post- reading</p> <p><b>-Collaborative learning</b></p> <p><b>Individual accountability:</b> Each student will be responsible for completing a live worksheet about sports.</p> <p><b>Positive interdependence:</b> Each partner will support each other.</p> <p><b>Social skills/Face to face interaction:</b> The students will need to deal with communication skills to share ideas and listen to partner's ideas. They will work in collaboration with standup, hand up, pair au activity to complete some exercises.</p>
Cooperative learning strategy	<p><b>Stand up, hand up, pair up</b></p> <p>The students will join in pair by standing up and handing up their hands.</p>
Grouping	
Objective	To read and understand a story to complete a worksheet.
Learning outcome	At the end of the class, students will be able to skim the online story Sports In The USA by working in stand up, hand up, pair up strategy to

	complete some exercises.	
Procedure:		
Time:	Activities:	Materials:
10 mins	<p>Pre-reading</p> <p>-The teacher says, when I say GO, students will “stand up, hand up, and pair up” Teacher pauses, then says “GO”</p> <p>-Students stand up and keep one hand high in the air until they find the closest partner who’s not teammate. Students do a “high five” and put their hands down to join together.</p> <p>-The teacher posts the following question to the pairs, to introduce the topic of the online story.</p> <p>What is your favorite type of sports?</p>	<p>Online story link:</p> <p><a href="#">Winter sports USA - simple intermediate English (linguapress.com)</a></p> <p>Printed handout 5</p> <p>Vocabulary activity link</p> <p><a href="https://es.liveworksheets.com/c?a=s&amp;sr=n&amp;is=y&amp;ia=y&amp;ms=uz&amp;l=ue&amp;i=dfnfd&amp;r=qy&amp;db=0&amp;f=dzduudud&amp;cd=plixrneleenti2ngnxxnxxg">https://es.liveworksheets.com/c?a=s&amp;sr=n&amp;is=y&amp;ia=y&amp;ms=uz&amp;l=ue&amp;i=dfnfd&amp;r=qy&amp;db=0&amp;f=dzduudud&amp;cd=plixrneleenti2ngnxxnxxg</a></p>
30 mins	<p>While reading:</p> <p>-The teacher divides the students in the pairs into student A and student B to read the story by turns.</p> <p>-In pairs, students discuss what they have understood from the story.</p>	

40 mins	<p>Post- reading:</p> <p>-The teacher shares a link to complete the exercises using vocabulary related to sports.</p> <p>-In pairs, students complete and send the activity to the teacher.</p> <p>In pairs, students fill in the gaps with the correct option</p>	
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## SESSION 5- ONLINE STORY 5

Figure F: Online Story Winter sports in the USA

# Winter sports in the USA

## Intermediate English

### For people who like sport, the American winter is a season of opportunity

*Winter sports are popular in North America. In winter time, a large part of the continent is covered in snow for up to four months.*

Only two parts of the USA are mild or warm in winter — a) the coasts, especially Florida and southern California, and b) the southern part of the Mississippi basin.

Everywhere else it gets cold, often very cold. By the end of November, many American states are often covered in snow, and although recent winters have been less cold, sport in winter usually means snow sports, or indoor sports.

By January, many people in North America will have temperatures of  $-30^{\circ}\text{C}$ ; not every day, of course, but such low temperatures are not rare. In Chicago and Minneapolis, the temperature can fall below  $-40^{\circ}$ .



Downhill skiing in the Rocky Mountains, in Utah

When it is very cold, specially when there is a cold wind, few people want to go outside, unless they have to; but on sunny winter days, winter sports are popular.

In the large flat regions in the middle of North America, the most popular winter sports are snowmobiling, snow-shoeing and cross-country skiing. Ice-skating is popular too; lakes and rivers freeze, and many towns and cities have free open-air skating rinks. In many places, these are flood-lit after dark, so that people can enjoy skating in the evening.

However, for many people, real "winter sports" means downhill skiing; and in the USA, there are two main areas for this; the Adirondack Mountains in the North East, and the Rockies in the west.

The Rockies are probably the best place in the world for skiing. North America's "continental" climate means that the snow that falls here is usually very dry, very powdery. It provides perfect skiing conditions in the most famous skiing resorts, which are mostly situated at a height of over 2000 metres.

The best resorts are in Colorado and Utah, where the air is usually beautifully clear through the winter months. Colorado has America's most famous skiing resorts, Vail and Aspen, where the stars and the rich go for their winter holidays. But the great ski areas of Utah are just as good, with miles and miles of slopes.

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**Author:** Romero, D. (2022)

## SESSION 5 - HANDOUT 5

### STAND UP, HAND UP, PAIR ACTIVITY



#### Exercise 1

In pairs, complete the vocabulary exercise about “sports in USA “and send to the teacher

<https://es.liveworksheets.com/c?a=s&sr=n&is=y&ia=y&ms=uz&l=ue&i=dfnfd&r=qy&db=0&f=dzduudud&cd=plixrneleti2ngnxxnxng>



### Sports in the USA

task: Relate the names with the pictures. (drag and drop)

	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

#### Exercise 2

In pairs, complete the gaps with the information from the story. Choose the correct option from the box

### Student Worksheet

Select the factually and grammatically correct versions of each of the following statements.

1. In winter a lot of North America is  in snow  over three months.
2. On very cold days  people  outside unless they .
3.  Americans go  they go to the Rockies, and  resorts  buses.



**Table G:**Lesson Plan N° 6

<b>LESSON PLAN 6</b>	
Teacher's name: Diana Romero	
Date: Thursday, December 16 <sup>th</sup> , 2021	Time: 7am – 8:20 am
Level: B1-Intermediate	Length of the first lesson: 80 mins
Topic: Looking for the YETI	
Main focus of the lesson:	<p><b>Online stories</b></p> <p>Pre- reading, while reading, post- reading</p> <p><b>-Collaborative learning</b></p> <p><b>Individual accountability:</b> Each student will be responsible for pair work and the summary of the story.</p> <p><b>Positive interdependence:</b> Each partner will support each other.</p> <p><b>Social skills/Face to face interaction:</b> The students will need to deal with communication skills to share ideas and listen to partner's ideas</p>
Cooperative learning strategy	<b>Number heads together</b>
Grouping	The students will be eyes covered; they also will whirl five times and touch one partner. He or she will be one of the partners; this action is repeated three times to put the students into groups of four
Objective	To read and understand a text and share ideas in pairs to write a summary of the story and present it orally to the class.
Learning outcome	At the end of the class, students will be able to skim the online story looking for the YETI by number heads together strategy to write a summary and present orally to the whole class.

Procedure:		
Time:	Activities:	Materials:
10 mins	Pre- reading:	Online story link:
30 mins	<p>-The teacher gives each group member a number from one to four and distributes the reading material.</p> <p>- The teacher explains about the number heads together strategy</p>	<p><a href="#">Searching for the Yeti, in simple English (linguapress.com)</a></p> <p>Printed handout 5</p>
40 mins	<p>While reading:</p> <p>- The teacher gives the students time to read.</p> <p>- The teacher asks a question and the students put their heads together and answer. All of the members of the group know the answer.</p> <p>- Then, the teacher calls a number. The student who has that number stands up and answers. The teacher makes more questions about YETI'S story to promote students' participation.</p>	<p>-YETI'S summary</p> <p>- Relative pronouns exercise</p>
	Post- reading:	
	<p>-The teacher gives the students the handout 6 and each group cooperatively works to write a summary about YETI'S story to present orally to the class.</p>	

	- Students work together to match sentences using the relative pronouns (who, which, when)	
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## SESSION 6 - ONLINE STORY 6

Figure G: Online Story Looking for the Yeti

### Looking for the Yeti

People in the Himalayas have talked about "yetis" for a long time. But does the Yeti really exist? That's what explorer Chris Bonnington wanted to **discover**. He went to climb the Menhungtse, a mountain in the Himalayas. But he also went to search for the yeti. There were four other climbers with him, plus three TV men and two journalists. They were hoping to find the yeti too. Well, they certainly found something, but was it a Yeti ?



First of all, what is a yeti? Himalayan people say there are two sorts of yeti. Both are big — about two metres high — and both can walk on two legs. One (the smaller yeti) eats humans !!! But the larger yeti prefers yaks (similar to big black hairy cows). The yeti doesn't live in the snow, but in the thick Himalayan **forest**. It goes to snowy regions to eat a plant which contains salt.

That is the **legend**. It is easy to say that the yeti is no more than a legend. However, people have discovered other **evidence**.

In 1951, British mountaineers found **footprints** in the snow on Mount Everest, at a **height** of 6000 metres. These footprints were about 28 cms. long. They showed five toes. The footprints were made by a large creature, weighing at least 100 kilograms. No human or animal has footprints like these.

SO what is a yeti — if it exists? Some people think it is like a «Giganto-Pithecus», a prehistoric animal that lived in China and India about half a million years ago. Did this animal go into the mountains, when man **appeared**?

We still do not know the answer. Chris Bonnington's expedition did not find a yeti; but one

member of the group thought he saw one. The expedition found some large footprints in the snow. Then they found the skins of two sheep. Someone — or something — had killed the sheep, then **skinned** them very well, with a **tool**. And one day, the expedition lost two pairs of ski **poles**. They had left the poles under a rock. When they returned, the poles weren't there! No-one else was in that part of the mountains. Indeed, no-one else had visited that region this year. So who had taken the poles? A yeti?

Is this enough to **prove** that the yeti exists?

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**Author:** Romero, D. (2022)

**SESSION 6 - HANDOUT 6**  
**NUMBER HEADS TOGETHER**



Exercise 1

In groups, write a short summary about YETI'S story following these steps.

Student one: draw and color a picture of the YETI in a wall paper

Students two: write some key words of the story

Student three: write a short story about YETI'S story, use the key words provided by the previous student.

Student four: present the summary orally to the whole class

Exercise 2

In the same groups, join each pair of sentences together, using **which, who, or when**.

Example: I 've just seen my grandmother. She's going to climb Mount Everest.

Becomes: I 've just seen my grandmother, who's going to climb Mount Everest.

<ol style="list-style-type: none"><li>1. The Menlungste is a mountain.</li><li>2. Chris went there with 5 other men.</li><li>3. The yeti goes to snowy regions to look for a plant.</li><li>4. The «Giganto Pithecus» disappeared about half a million years ago.</li><li>5. The members of the expedition found two sheep.</li><li>6. The expedition also found large footprints.</li><li>7 No-one found a yeti, except perhaps one man.</li><li>8 «The yeti exists!» say lots of people.</li></ol>	<ol style="list-style-type: none"><li>1. It is in the Himalayas.</li><li>2. They wanted to find the yeti.</li><li>3. It contains salt.</li><li>4. At that time, man appeared.</li><li>5. They were dead.</li><li>6. They were in the snow.</li><li>7. He thought he saw a yeti behind him.</li><li>8. These people live in the Himalayas.</li></ol>
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## Annex 7: Urkund Report



### Document Information

<b>Analyzed document</b>	Diana Urkund.docx (D126993816)
<b>Submitted</b>	2022-02-03T23:40:00.0000000
<b>Submitted by</b>	
<b>Submitter email</b>	dianaromero525@gmail.com
<b>Similarity</b>	1%
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### Sources included in the report

<b>SA</b>	<b>Research(08200018).docx</b> Document Research(08200018).docx (D72037494)	 1
<b>SA</b>	<b>Literature Review_DianaSacaVelez.docx</b> Document Literature Review_DianaSacaVelez.docx (D25999733)	 2