

Running head: PEER ASSESSMENT IN A CSCW ENVIRONMENT

STUDENTS' ATTITUDES TOWARDS PEER ASSESSMENT IN A COMPUTER-
SUPPORTED COLLABORATIVE WRITING ENVIRONMENT IN A RESEARCH PAPER
COURSE FROM THE B.A. IN FOREIGN LANGUAGES MAJOR ENGLISH AT THE
UNIVERSITY OF NARIÑO.

Sandra Ximena Benavides Nastar

Mario Andrés Figueroa Delgado

Dissertation submitted to the Faculty of Human Sciences in partial
fulfillment of the requirements for the degree of B.A.

Department of Linguistics and Languages

B.A. English and French Program

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“Las ideas y conclusiones aportadas en el presente trabajo son responsabilidad exclusiva de los
autores”.

**Artículo 1^{ro} del Acuerdo No. 324 de octubre 11 de 1966 emanado del Honorable Consejo
Directivo de la Universidad de Nariño.**

Nota de Aceptación

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San Juan de Pasto, enero 2021

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DEDICATORY

I thank God for his daily blessings.
Thanks to my mom Marta and my sisters for loving and supporting me.
Thanks to my love Alejandro Ortiz,
for his affection and company in this process.
Thanks to my friends, for their unconditional support
in every moment,
especially my great friend and project partner Mario Figueroa.

Sincerely grateful
Ximena Benavides

DEDICATORY

To my grandparents Juan and Amparo.

To my mom Nelly.

To my love Jefferson.

To my siblings Diana and Alejandro.

To my uncle Giovanni.

To my unconditional friend Dolly.

To my partner in crime Ximena.

These people have always supported me on this roller coaster.

This project is for you, my tireless support.

Thank you so much for believing in me even when I didn't.

We made it!

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Resumen

La tecnología en la sociedad y particularmente en la educación ha hecho grandes cambios y transformaciones en términos de métodos, metodologías, estrategias y actividades, el objetivo de esta investigación es desarrollar una propuesta didáctica basada en Google Docs como un medio para la evaluación por pares en actividades de escritura, analizando las actitudes que se presentan antes y después de realizar estas actividades en un ambiente asistido por computadora.

La presente investigación está enfocada en la coordinación entre los estudiantes de la actualidad y la inmersión de actividades en dispositivos tecnológicos, analizando cómo esto afecta la motivación de los aprendices en un contexto en el cual los estudiantes activos son fundamentales en la construcción de conocimiento.

Este proyecto pretende dar a futuros profesores y a profesores en servicio una perspectiva para mirar más allá, buscando la adaptación de herramientas y software que ofrece la tecnología para el campo de la educación, especialmente en la habilidad de escritura, proponiendo una estrategia para transformar a los estudiantes en individuos más activos y participativos en el salón de clases.

Palabras clave: actitud, escritura, colaboración, ambiente.

Abstract

Technology in society and particularly in education has made big changes and transformations in terms of methods, methodologies, strategies and activities, the objective of this research is to develop a didactical proposal based on Google Docs as a means for peer assessment in writing tasks analyzing learners' attitudes before and after doing these activities in a computer-assisted environment.

The present research is focused on the coordination between nowadays students and the immersion of activities into technological devices, analyzing how this affects motivation of learners in a context in which active students are fundamental in the construction of knowledge.

This project intends to give prospective teachers, and in-service teachers a perspective to look beyond looking for adapting tools and software offered by technology to the educational field, especially in writing skills, proposing a strategy to transform students into more active and participative individuals in classrooms.

Key words: attitude, writing, peer-assessment, collaboration, environment.

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Introduction

The application of technology in all aspects of life is habitual, teaching and learning processes are not dissimilar to this situation. In the last years, scholars experienced changes in the educational field caused by technology, adaptation is a trend to foster interest in education among digital natives. Connectivity and the use of Web 2.0 has propelled learning communities to joint-work towards a common aim, the need for performing activities faster has been satiated by the use of different tools; for this reason, some applications have been developed to fuel collaboration and cooperation in learning and teaching processes.

Collaboration needs to be distinguished from cooperation, considering Vygotsky's Zone of Proximal Development theory in which is important the interaction with peers all along the process of construction of knowledge; besides, some research surrounding this topic especially fosters the development of this project to offer new perspectives of collaboration when writing.

Education has been influenced by other disciplines, concepts, or social changes due to its malleable aspect; one of these aspects is technology in which through ICT's, it offers different strategies to develop writing tasks collaboratively. This perspective is mainly focused on the use of computer-assisted writing environments in contrast to analog processes, this perspective considers aspects such as synchronous correction of writing tasks, more interaction between peers, time management, and writing tasks are performed more quickly. Knowledge is boosted in collaboration because the interaction is enriching for education when students actively participate with their peers. The results of writing tasks are evidence of the mixture of their knowledge and their peers' knowledge.

New technologies appeared in education as a contrast to traditional strategies to develop abilities in students and teachers to foster education to fulfill the requirements of the 21st-century

society, in which technology has become into an active part; for these reasons, some new studies in the educational field defend this perspective in which good results are granted, this is due to the constant contact of new generations with technological devices, making them more competent interacting with technological devices such as smartphones, tablets, or computers.

The general objective of this project is based on the qualitative paradigm, because it is focused on understanding students' attitudes towards peer assessment in a computer-supported collaborative writing environment, and the specific objectives are successively proposed to accomplish the main objective. Empirically students have adopted computer-assisted environments in writing tasks that permit them to have a social understanding and solving errors in writing tasks.

Regarding this topic, regional antecedents mention collaboration in some studies, but it is common to find studies directed on collaboration using analogical tools, it does not mention a computer-supported environment to foster collaboration when writing; however, it gives a perspective on students' attitudes towards collaboration. In the national aspect, it is notorious that there is some research according to collaboration using computer-supported writing environments, but they are focused on other environments, but not specifically in Google Docs.

In the international antecedent mentions collaborative learning through the use of technology that enhances writing skills in students improving online activities focused on writing using Google Docs; in this case, the instruments used to collect information is mainly focused on analyzing the pertinence of this tool and the perceptions of students towards its use, considering the technical aspects and attitudes.

Chapter 1: Problem

Problem statement

The mastery of a language allows communicating with people, to perceive things from a different perspective, to understand another culture, or to enrich knowledge. For that reason, language learning states different purposes founded in students' needs or requirements.

According to Hansen (1995) "Language learning is mostly fostered by a job, vocation, work, a career, an occupation, or a profession" (p. 2). Language learners need to know that language is learned gradually. Taking into account the four learning skills of the language: speaking, listening, reading, and writing. The acquisition of these skills is due to the level of complexity, whose order is based on the naturalistic approach; considering speaking as the first skill to acquire and writing as the last skill to master as a means of communication.

Writing is an important skill needed in communication, it displays some advantages from other ways of communication such as speaking; in this case, it helps the author's idea to be spread to a wider audience. It is easier to preserve, and the presentation of the information is clearer and more accurate. Even though it is important to consider that it also requires some mastery of language background. According to Tangpermpoon (2008) "Writing is considered as the most difficult skill for language learners because they need to have a certain amount of background knowledge about the rhetorical organizations, appropriate language, and use of specific lexicon" (p. 1).

For this reason, it is important to consider the main components of writing such as grammar, punctuation, spelling, structure, and style because the appropriate use of these components is vital in written communication since the reader will be capable of understanding and to make an

opinion about the content of the written composition, errors in any step of the writing process lead the reader to have a negative impression or misunderstandings.

A writing task must be assessed by any means, to modify it properly, to aim for good results without negatively affecting learners. However, it is relevant to consider that students tend to feel undervalued and the relation with the teacher is not adequate to carry on a good writing learning process and this negative attitude may affect students' learning and academic performance.

Language learning skills are varied, taking into account the skill to be learned; consequently, it is necessary to apply coherent strategies to strengthen the learning process in which assessment is the core.

According to Prins et al, (2005) assessment also “guides students towards the achievement of learning goals during the learning process” (p. 419). However, taking into account the advantages that today's world offers, since the end of the 20th century technology has been implied in the development of education through the creation of new software devoted to this field. Teachers nowadays continue using traditional ways of teaching or assessing students; avoiding students to apply new strategies to enhance the writing learning process.

There are different strategies, techniques, tools, and instruments for the collection of information that helps to determine the language performance of a student (surveys, projects, interviews, rubrics) depending on the skills, and inherent classroom factors. Writing specifically presents some methods for assessment such as 6 + 1 Trait Writing, rubrics, self-assessment, or peer assessment.

According to Ibarra et al. (2011) “assessment is related to the performance of judgments about what students know, achieve or express [...] this perception is related to the purpose of assessment and the levels of participation to promote the process” (p. 209). It is important to bear

in mind that using assessment is an effective strategy that promotes a student-centered learning process in which learners analyze their work and peer's work, actively participating in their learning process.

Peer assessment is a method to encourage students in the writing learning process, helping them to build self-motivation, self-regulation, critical thinking and collaboration between them. Besides, this strategy helps students to be conscious of their knowledge, fostering dialogue, enriching their interaction with teachers and other learners, identifying their strengths and weaknesses, and analyzing their learning process.

The purpose of this study is to identify the EFL students' attitudes towards peer-assessment in a Computer-Supported Collaborative Writing environment at the University of Nariño because writing has become not clear and doubtful because students in some cases feel undervalued. According to Rollinson (2005), "students may instinctively feel that only a better writer or a native speaker is qualified to judge or comment on their written work" (p.1).

This research intends to display writing as a meta-cognitive and active process in which students and teachers are capable to interact between them to aim the construction of a good piece of writing through a computer-supported collaborative writing environment. Taking into account that this research project is referred to as an EFL teaching program whose students are prospective teachers, it will help them to be conscious of new useful strategies to implement in classrooms.

There is a need to change and provide new opportunities for scholars through the use of new environments that will contribute to the development of language mastery. Besides, it is important to mention that attitudes and motivation in learning are essential in education. For this

reason, this project is intended to implement an alternative to foster writing tasks through the use of a Computer-Supported Collaborative Writing environment.

If new environments offered by technology are used in EFL, it could experience some changes due to be appealing for new generations. For these reasons, the present research project is founded in the question: What are the beliefs about peer assessment in a Computer-Supported Collaborative Writing environment?

Purpose statement

The purpose of this phenomenological study will be to understand students' attitudes towards peer assessment in a Computer-Supported Collaborative Writing Environment in learners from eighth semester of B.A. in Foreign Languages Major English who are coursing the subject Writing Research Papers at University of Nariño.

Research question

What are the beliefs about peer assessment in a computer-supported collaborative writing environment of students' writing research papers from B.A. in Foreign Languages Major English at the University of Nariño?

Sub-questions

What are the attitudes that students coursing Writing Research Papers from the B.A in Foreign Languages and English at the University of Nariño hold about peer assessment in a Computer-Supported Collaborative Writing environment?

Why are there some behavioral and attitude changes in the pedagogical design and application of peer assessment in a Computer-Supported Collaborative Writing environment in students coursing Writing Research Papers form the B.A in Foreign Languages Major English at University of Nariño?

Objectives**General objective.**

To understand students' attitudes coursing Writing Research Papers from the B.A in Foreign Languages Major English at the University of Nariño towards peer assessment in a Computer-Supported Collaborative Writing environment.

Specific objectives.

To identify the attitudes that students coursing Writing Research Papers from the B.A in Foreign Languages Major English at the University of Nariño hold about peer assessment in a Computer-Supported Collaborative Writing environment.

To identify the transformation in students' attitudes coursing Writing Research Papers from the B.A in Foreign Languages Major English at the University of Nariño towards peer assessment in a Computer-Supported Collaborative Writing environment.

To describe changes in the pedagogical design and application of peer assessment in a Computer-Supported Collaborative Writing environment in students coursing Writing Research Papers from the B.A in Foreign Languages Major English at the University of Nariño.

Justification.

There are some important reasons to carry out this research project. Writing is an important process in communicative processes, this ability is not merely cognitive but also metacognitive; writing is a construct of both. For this reason, it is important to collaborate when writing; the combination of thoughts, knowledge, feelings and motivations produces more enriching experiences for learners in terms of team work, confidence, motivation, and constructive criticism.

Peer assessment puts into practice these items, propelling learning and becoming students into active individuals in their process, enriching all the process. Peer assessment is a useful tool bearing in mind that the present research is focused on prospective teachers who need to consider that team work, confidence, motivation, and constructive criticism are fundamentals for their career. According to Husamah and Pantiwati (2014). “Self-regulation was also considered as a meta-cognitively active individual ability which initiated eagerness and active participation in the learning process” (p.85).

On the other hand, technology and its influence in education presents some resources to help teachers and learners to go beyond, to propel the learning and teaching processes. According to Wojcik et al, (2004).

Technology development and related societal changes, the standards-based reform movement, and legal mandates are propelling changes in the way we view the knowledge and practices teachers must have about technology on exiting higher education. Technology is developing both in terms of reduced cost, greater potential benefit and greater integration into home, work, and school settings. (p. 21)

The diversity of tools offered by technology is an advantage for education in terms of learning, teaching, assessment and evaluation. Besides, the situation that the world faces nowadays regarding COVID-19 has obliged scholars, and education in general to re-invent the schemes of these processes considering technology as the main tool to continue with educational processes.

Finally, it is considered that this project is innovative, beneficial, makeable, and supports education in the crisis the world is facing nowadays, there are some studies that are related to this work, but in our region there is any work related because it mixes three variables: writing,

peer assessment and technology, and from this perspective it is important to design or create strategies for fostering teaching, learning, peer assessment, collaboration, interaction and create a suitable space for learners.

Definition of terms

Attitude

Attitudes are opinions constructed by external and inherent aspects of a person such as experiences, knowledge, emotions, feelings and points of view. (Ajzen & Fishbein, 1975)

Writing

Writing is the communicative process that uses symbols as a representation of language. This process involves ideas, and thoughts into a text. Writing considers some competences. According to Bachman (1990) “grammatical, pragmatic, and sociolinguistic competences” (p. 98) these aspects are essential in the construct of a written text.

Collaboration

Collaboration is a work of two or more people simultaneously to achieve a more satisfactory and appropriate joint benefit. According to Dodgson (1994). “Collaboration occurs between partners at the same level in the production process”.

Environment

An environment is a platform with information constructed by members of a educational community. According to Dillenbourg et al. (2002). “It is a design information space where educational interactions occur and students are not only active, but also actors because they construct the space.” (p.4)

Limitations.

The limitations found in this project have to do with the availability of classrooms, the condition of the electronic equipment and the connection to the internet network. In the first instance, the availability of computer rooms needs to be free according to the schedule for the planned subject. The second limitation is the condition of the equipment, it is probable that some devices do not work properly and it does not allow students from working in class. Finally, interruptions or problems with the internet connection, that makes it impossible to access the website to be used; for this reason, students cannot access it impeding their participation in the activity.

Chapter 2: Literature Review

English nowadays is seen as a universal tool for having new opportunities in many aspects of life; mainly, jobs or education. According to Ahmad (2016) “English is an acknowledged passport to better education and employment opportunities. The English language plays a crucial role to weave the world into a single thread” (p. 478). Nonetheless, for mastering a language it is necessary to consider that most of them have an intrinsic relation with listening, speaking, reading, and writing skills that need to be developed to properly communicate with others. Listening is a universal receptive skill in which information is given to the receptor through sounds. Speaking is a communicative skill performed through the use of meaningful sounds to transmit an idea to the receptor. Reading is a receptive skill where people receive information from others. This skill is defined as the act or the process of giving meaning to the symbols transforming them into words, sentences, or paragraphs communicating an idea to the reader; reading and writing are not universal skills because some languages haven’t developed a system to communicate through symbols. In this case, the present project is mostly focused on writing skills so it is pertinent to board this topic in a wider manner through the revision of antecedents and theories to support the main ideas of this research project.

Antecedents

In this section, some articles and studies are presented. These documents are related to the present research project helping to identify some aspects and to use them as literature references to support the ideas of the present research. It is presented with six different antecedents: regional, national, and international; thus, comparison and contrast between the different studies are necessary to have different sources of information to enrich the statements of this project.

Regional antecedents

A study carried out by Perez Zarama and Lopez Benavides (2009) whose main objective is to analyze whether peer-assessment is applied or not in English classes at University of Nariño: the specific objectives are a sequence to achieve the general objective: To define learners' perceptions regarding peer-assessment, to identify in which classes peer assessment is implemented, to identify in which way teachers develop this type of assessment.

This research was carried out with students from eighth and tenth semester in a writing course; what is essential in this project is that peer assessment is part of writing processes in an undergraduate process as it is mention on the abstract of the study "peer assessment is the evaluation made between classmates and it helps to get feedback on the students' work from which continued reflection and dialogue". Data was collected through observations, and surveys to students regarding assessment. In this study, it is concluded that peer assessment is not only applied as a method of assessment but also as an activity in class, besides this type of assessment is not the most prevalent in the university. The authors suggest that this situation could change if teachers get updated on the new trend in assessment.

In the other hand, Bastidas Villota and Pantoja Enríquez (2015) present a research whose main topic is peer-assessment, regarding the present research, it was considered the fact that opinions about peer assessment were taken into account, this project was carried out in three public schools in Pasto, for this research students from 10th and 11th grade were the sample. Even though, the subjects of this study were younger or older than the present research, the most interesting part is the analysis of students and teachers' attitudes towards peer assessment in which more of the individuals considered that peer assessment is an effective way to assess

because students are thought to be more critical and responsible when it is applied in the correct way (p. 40).

National antecedents

The study carried out by Cruz Suárez (2017) is mostly focused on self and peer-assessment. For the issues of the present research, the main characteristic taken of this project is peer assessment in a foreign language learning process in “Centro Colombo Americano” in an adult course upper intermediate stage where through online communities, students were capable of analyzing their process and the process of their peers.

Considering Vygotsky’s zone of proximal development (ZPD) theory in which students enhance their skills when they are assisted by peers in the construction of knowledge in a social context. Interestingly, peer assessment is a tool that offers students advantages to learn from others not only from what they have already learned but also by assessing, correcting, and giving feedback to others. According to Joubert (1899) “to teach is to learn twice”.

Also, Gómez Delgado and McDougald (2013) in their study are focused on peer feedback and the textual coherence, this project was carried out through artifacts like blogs created by the students, and after a written assignment each one received a peer feedback as well as a feedback from the teacher or the researcher in order to analyze how the writing process has enhanced. Also, this study allows to support the writing coherence between students, this through the exchanging comments about feedback, acting like boosters to enhance the coherence in a writing text, through the domain of cognitive and affective part of each student. “The exchange of peer feedback through blogs can act as a boosting factor on the improvement or maintenance of coherence in a text, specifically with regards to text unity and clarity” (p.54). This topic is

relevant because it shows how peers and teachers have an important role in the development of this technique, showing satisfactory results for students and teachers.

International antecedents

Mahmood (2018) carried out a project with 47 students with ages ranging from 18-24 years old. In a writing course in the Department of Business Communication at the Sultan Qaboos University in Oman. It is a wide study; for this reason, the third chapter in which one of the objectives consisted of “applying Google Docs to support collaborative writing in a technical writing course in the Department of Business Communication” (p. 31).

The selection of this objective was carried out because it displays the main aspect of the study and describes the use of Google Docs in an undergraduate course taking into account collaborative aspects as well, such as observing, revising, and editing, to provide feedback and to carry out a metacognitive process in which students actively participate in their learning process. In this study, it was asked to the students to write an assignment in small groups randomly formed. The leader of each group was responsible for adding new members to the group, but the instructor and the rest of the class were viewers and they could edit and revise the document. The findings of this research pointed out that Google Docs is an interesting opportunity to understand the potential of the tool as well as it supports collaborative learning among students; besides, taking into account the instruments chosen in this study most of the students agreed that Google Docs was an effective tool in supporting collaboration and had positive feelings using Google Docs.

On the other hand, Deirdre (2019) carried out a study with students of 11 grade. This study is focused in story writing through the use of Google Docs where in the process, teachers can choose how many students form each group to obtain a peer work, this with the intention that

students feel more motivated to work collaboratively taking into account that online interaction is a good way to update teaching techniques and empower collaborative learning and, in this manner, promote writing skills development. This study is relevant because it showed how writing skills were improved in a significant way by the use of Google Docs and how data analysis was analyzed in order to obtain reliable results.

Theoretical framework

In the theoretical framework, it is presented the theories and information supporting the project, to display important ideas conceived in the research. The theoretical framework in the present project is mainly focused on the aspects of writing, collaboration, peer assessment and technology.

Writing

Writing is the skill of communication through the use of signs or symbols that demands the writer to put into practice cognitive and metacognitive abilities because the author is not only capable of drawing symbols or signs but also is capable of expressing an intention to communicate ideas, feelings or emotions. According to Hacker, Dunlosky, & Graesser (2009). “Writing is the production of thought for oneself or others under the direction of one’s goal-directed metacognitive monitoring and control and the translation of that thought into an external symbolic representation” (p. 154). Writing is not merely important for the author but also for the reader because it represents an effort for understanding, ideas, or concepts, and for generating new ideas based on the piece of writing.

The importance of writing is mostly explained by Chapell (2011) where some advantages are displayed such as expressing oneself through thinking and reflecting on logical ideas and persuasive arguments to evaluate or assess them to provide feedback. To correctly communicate

in written form, it is necessary to have good bases or to provide learners different strategies, techniques, or methods.

Teaching writing

It is difficult to concretely identify a manner to teach writing, because the ways languages or skills are taught is varied, taking into account styles, learners, and learning styles. For this reason, it is important to mention some of the approaches to teaching writing. There are techniques in which other subjects are used (pictures, readings), some others are based on the use of other language skills, some others use controlled writing to make learners free writing, and some other techniques are focused on the form and semantics. Taking into account the different manners of teaching writing, it is also important to know that it is needed to bear in mind some strategies, techniques, or activities related to assessment because the variation of the teaching process lead to variations in any other step of the process.

Assessment

Assessment makes some teachers and students feel reluctant to it, this situation arises since testing and assessment are in some cases considered as synonyms, but in fact, they are two different concepts. According to Brown (2004).

Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties [...] Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the student's performance. (p. 4).

For this reason, assessment is a wider area of language teaching and learning because it is implied in many aspects of it; besides, Brown compares assessment to a tennis tournament where

the players are capable to practice before the match with any implication, this part corresponds to assessment; at this moment the player (learner) practices and plays to enhance the performance and the coach (teacher) observes and compares the performance and make some evaluations to aim a better performance.

Importance of assessment

Assessment is a tool for scholars that play an important role in education. According to Carter and Nunan (2001) “Assessment is carried out to collect information on learners’ language proficiency and/or achievement that can be used by the stakeholders in language learning programs for various purposes (selection, certification, accountability, diagnosis, instructional decision-making, motivation” (p. 138).

There are different ways to assess depending on the skill, the context, the curriculum, or learning styles, among others. In EFL teaching, the process of assessment allows teachers and students to experiment with the language and to judge their work; it does not mean that it is a competition in which student’s work must be better than other peers’, but an ongoing comparison, observation and contrast of student’s performance to previous work. According to Brown (2004) “Assessment is an opportunity for learners to listen, to take risks, to set goals, and to process feedback from the teacher” (p. 5). Taking into account the previous statement, assessment is important because the various observations and comparisons made before the final performance help learners to have better results, bearing in mind that assessment constitutes correct and ongoing guidance in learning providing instruction to students.

Writing assessment

Writing is an important skill in our community, as a means of communication, “good writing, good communication”, but writing is not a simple skill or task because it needs to be clear

according to the objective of the piece of writing. According to Brown (2004) “It is important to be clear about the objective or criterion. What is going to be tested: handwriting ability, correct spelling, writing grammatically correct sentences, paragraph construction or logical development of the main idea” (p. 218); that depends on the stage of the process, for example, the writing process starts from lines with simple grammar structures following correct guidance, comments, evaluation, assessment, and testing can lead to formal or academic performance. According to Brown (2004) “Written work starts from jotted-down phrase to a formal essay with the opportunity to be assessed by the students themselves, the teacher and possibly other students” (p.4).

Peer assessment

Students can internalize knowledge, increase responsibility, and autonomy becoming students into active and participative actors of their learning process. Peer assessment offers the opportunity to work with others collaboratively, generating a better environment for students, because learners provide feedback on the work of their partners, and also, they can formatively assess each other’s work, enhancing learning, knowledge, and confidence. According to the Michigan Department of Education (2017). “Students must feel that the classroom is a safe and supportive environment [...] This allows them to become comfortable with one another which increases the quality of the feedback”. Peer assessment is involved in the process of education and is also surrounded by technology, especially by Web 2.0 tools that allow more interaction and communication between learners to provide constructive feedback and collaborative work rather than cooperative work. According to Firth and Mesureur (2010).

The popularization of some Web 2.0 tools have made this process more flexible building autonomy they are depending from other resources for this reason as part of good teaching

practice, peer assessment is said to promote a greater sense of involvement and responsibility, establish a very clear framework for students to understand the assessment criteria which in turn promotes excellence, direct attention to skills and learning (p. 13).

Collaboration

Collaboration is defined as the act of working two or more people together to develop something new with the help of a shared vision. It is important in the educational field because it implies a joint work; consequently, it becomes one of the most important principles in education. It is necessary to mention that this work is voluntary but requires shared responsibility, at the moment to exchange experiences or tools where people implied in this activity seek the same goals and are directed to enhance the quality of work.

When collaborating, an effective division of labor is created, information is incorporated from diverse sources of knowledge, multiple perspectives, and experiences; there are greater creativity and better quality of work solutions. Taking into account the above, it is necessary to emphasize that collaboration is a good way to face and solve problems that are carried out in the current life. Collaborative work is proposed as a way to improve the quality of teaching and learning. It is important to deepen and achieve an effective collaboration of all the members of an institution to see teaching as a collective responsibility. According to Brown (2004).

Many people go through a whole regimen of education from kindergarten up to a graduate degree and never come to appreciate the value of collaboration in learning. The benefit of a community of learners capable of teaching each other something. Peer assessment is simply one arm of a plethora of tasks and procedures within the domain of learner-centered and collaborative education (p. 270).

Vygotsky's Zone of Proximal Development Theory

The notion of Zone of Proximal Development states that the capacity of development of tasks individually could be potentially fostered by the help of (more capable) peers through cooperation and/or collaboration. According to Nogueira Fino (2001). "One of these tools is language. In that way, the most effective social interaction is the one in which happens the joint-solution of a problem by the guidance of a more capable peer to use adequate intellectual tools".

Taking into account that in the context of these study all of the participants are adults; for this reason, Vygotsky's theory will be focused on the joint-work of peers to successfully achieve tasks. According to Vygotsky (1978). The interiorization does not constitute by itself a foundation for a complete pedagogy. The student identifies knowledge, skills, and values to be interiorized. In this way, the student will be capable of starting a new learning cycle in higher cognitive learning.

Purpose of collaboration

Collaboration is a suitable methodology where people share information, resources, and responsibilities in which they plan, implement and evaluate mutually a list of activities that help them to achieve a common goal. Moreover, while collaborating it is important to take into account the conditions in which the tasks are developed because students and teachers when working collaboratively together in a space that generates confidence and tranquility will obtain better results.

The collaboration deals with the generation and exploration of new ideas to enhance the learning process and use new ideas or information to create something. Collaboration is defined as "a situation in which two or more people learn or attempt to learn something together," and more specifically as joint problem-solving. Camarinha-Matos and Afsarmanesh (2008) define

collaboration more specifically as “mutual engagement of participants in a coordinated effort to solve a problem together” (p. 311).

Difference between collaboration and cooperation.

Both cooperation and collaboration are assimilated as a chain process, based on teamwork; however, the difference is stated when cooperating with the members of a group divide functions to aim a goal but the contact between them is not consistent through all the process, and the final result is determined by the product of each part made from every person.

Nonetheless, collaboration is a teamwork process where all members share responsibilities to aim a certain goal, during this process every person is conscious of it, working together in every step of the process, and the final result is determined by the joint work made from all the members of the group all along the process. According to Camarinha-Matos and Afsarmanesh (2008).

Cooperation is achieved by the division of labor among participants. Each participant performs part of the job in a quasi-independent manner. There exists, however, a common plan, which by a single entity, and that requires some low-level co-working, at least at the points when one partner's results are delivered to the next partner. [...] Collaboration is a process in which entities share information, resources, and responsibilities to jointly plan, implement, and evaluate a program of activities to achieve a common goal [...] It also can be seen as a process of shared creation, thus a process through which a group of entities enhances the capabilities of each other. It implies sharing risks, resources, responsibilities, and rewards, which if desired by the group can also give to an outside observer the image of a joint identity. (p. 311).

Importance of collaboration in writing

Writing is a careful and thoughtful process to generate and to express ideas clearly and accurately to communicate an idea through the use of symbols. It has to deal not only with creative thinking but also with critical thinking. According to Chaffee (2015).

The process of writing thoughtfully elaborates and shapes the ideas that someone is trying to express [...] This extraordinarily complex process is a very natural fashion as creative and critical thinking work together to produce thoughtful writing (p. 18).

It is recognizable what a person produces in terms of writing by itself; nonetheless, writing allows people to collaborate to share ideas, collaboration is an interpersonal relationship. According to Freire (1970). “It is as transforming and creative beings that humans, in their permanent relations with reality, produce not only material goods tangible objects but also social institutions, ideas, and concepts” (p. 101).

Thus, the potential of a person to produce a written work is noticeable because human thought is capable of expressing clear ideas, but teamwork boosts the results through the interconnection of thought. For this reason, two or more people will produce greater works due to the creative, thoughtful, and collaborative thinking working coherently to achieve the same objective.

Technology

Technology is the knowledge for the creation of tools that interact with people to aim a determined objective in an organized manner. Nonetheless, technology can be customized and applied depending on the area of knowledge, so people that need to use technology have to become creative to adapt these tools to their needs, for these reasons it is difficult to state a general concept of technology because it has different meanings depending on the context in which it is used. According to Lane (2006).

It involves organized ways of doing things. It covers the intended and unintended interactions between products (machines, devices, artifacts) and the people and systems that make them, use them or are affected by them through various processes. [...] It uses much more than scientific knowledge and includes values as much as facts, practical craft knowledge as much as theoretical knowledge [...] Technology is not a neutral word, different people will give it different meanings depending on their viewpoint and context.

Technology has a variety of purposes and in today's world is found everywhere making this world work more efficiently, boosting industries, making companies grow, and thus generating more employment opportunities for people that need it. Besides, it is necessary to mention that technology has become a fundamental and integral part of everyday life, making it easier, better, and different.

Web 2.0

Web 2.0 has been developed as an information space proposed as a social and participatory way to collaboratively construct knowledge and express oneself virtually through applications. The benefit of the implementation of Web 2.0 is to collaborate and share constructions between them considering the variety of tasks learners can perform by the advance of globalization and social networks to generate dynamic content as a counterpart of static content as before.

According to Franklin and Harmelen (2007).

Digital natives perform multiple activities simultaneously [...] Even though they present some difficulties in terms of concentration and reflection; it is also considered that digital natives present advantages in blending cognitive skills taking into account different media simultaneously monitoring changes, and inductive discoveries.

It is remarkable to say that the term digital natives refer to people that are knowledgeable in terms of digital technology and born after 1978.

The idea of emphasizing these skills is also considered by Anderson (2007). " There is a greater emphasis on lifelong learning and supporting the development of young people's skills in creativity and innovation" (p. 32).

Educational technology

Technology has different general and specialized meanings. For educators, technology refers to the use of computers, telephones, television, and other electronic hardware and software in an educational manner. In education, technology attracts the attention of new generations, representing a more appealing and efficient space to develop tasks developing strategies for raising students' attention, interest, and teamwork. According to Kasapoğlu-Akyol (2010).

Technology is everywhere. Especially the new generation is growing up with technology and gets familiar with it. Computer technologies have dramatically changed the way people get information, do research, and communicate with people all around the world. Because of this reason, schools and teachers need to be aware of improving their technological tools and skills to be able to catch the students' attention and interest. Using technology in classrooms also makes the lesson more efficient. (p. 228)."

Educational technology refers to the use of hardware, software, and theoretical basis to improve and facilitate learning and teaching processes, in which scholars need to analyze different tools to choose which is the most suitable for the case. According to Januszewski and Molenda (2008). "Educational technology is the study of ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (p. 1).

To aim objectives, it is important to take into account that the resources to use need to have determined characteristics. According to Sevilla Luzuriaga (2010).

Resources must be easy to use and install, versatility, quality of the audiovisual environment, quality of contents, browsing and interaction, originality and use of advanced technology, capacity to motivate, to adequate to users' work, the potentiality of didactic resources, promotion of self-learning, and cognitive effort (p. 48-54).

Technology, teaching, and learning

Teaching has evolved and recently it is noticeable that technology plays a role in nowadays teaching process, not only providing educators with new strategies and resources helping them to create better conditions in the classroom but also challenging teachers to be more creative to produce authentic and pertinent materials.

Technology is essential because it makes structural changes that lead to significant improvements in educational productivity. It is used to support both teaching and learning by accelerating learning and thus increasing students' commitment and motivation. In teaching and learning is important the use of technology because it helps students and educators to improve their experience in personalized learning, with diverse classroom activities.

According to the OCDE (2015). "Technology has an ever-growing presence nowadays. The use of ICT for students in classwork or projects is an example of an active teaching practice, which promotes the skills that students need for success academically and on the job market. (p.1). Because these tools not only challenge the teacher but also students, it is remarkable that students have the opportunity to use technology in education, but probably in the constantly evolving world, it is important to provide the student with tools to succeed in the future. The use

of technology helps students not only to reinforce metacognition, and teamwork but also allows them to retry any content until they can achieve the objective. According to Champagne (2013).

Technology is ubiquitous and will certainly play a big role in the lives of students. It is important to take into consideration that technology is only beneficial if it supports sound pedagogy and allows students to do things they could not previously do.

Technology and English

English is one of the most important and the most spoken languages all over the world, and technology is an inherent part of mankind, but there is still a controversy teaching or learning English through technology because some teachers remain reluctant to the idea of using software, hardware, artifacts, devices in teaching, using traditional methods; that does not mean they are doing things incorrectly. Technology has raised in societies as an opportunity to facilitate and foster knowledge beyond, it is reasonable to compare the benefits in terms of attitude, motivation, or interest generated by the use of technology in learning or teaching processes. According to Shyamlee and Phil (2012).

There are many more opportunities for students to gain confidence, practice, and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of technology (p. 151).

Technology and language skills

Students when learning a new language need to be supported and guided through the process. Learning a language requires that at some point the learner can listen, speak, read, and write properly in the target language, but the challenge for teachers is to bring students new opportunities and experiences to learn. Technology and its complexity play a role in which

students can demonstrate their skills through multimedia tools that technology offers to provide valuable, diverse, and new experiences to students. According to Green (2005). The interconnection between senses makes learning more appealing because it is argued that audiovisual activities help students to understand and to produce in the target language. The interaction between student and computer provides immediate feedback; however, the interaction between students not only is close to real use of language but also allows students to be aware of the process comparing their productions with their peers' productions.

Technology strategies in teaching and learning

Since human beings are in the world, it is noticeable how technology has been transformed as a tool to accomplish tasks; gradually these tasks have become more complex and technology either, due to scientific advances. Specifically, in learning there are many strategies to implement in classrooms; but particularly the writing skill will be discussed in this research project. For example one of these tools are social media; they still allow people to interact between them; the most common social media nowadays are Facebook, WhatsApp, Twitter, Skype; most of them provide a space where people interact through text messages, helping them to imply writing skills; but also it is provided with tools such as video-calls that provide people a space to listen or to speak in a determined language; some people have not only use to communicate using L1 but also a second language and foreign languages.

Another case to mention is blogs and wikis that allow people to share experiences, information, news, and opinions in an organized manner in which the members of a community can interact between them also, they can edit posts or publications and to comment on them.

Podcasts and videos are also a useful tool to enrich language skills through interaction, it can be

in a prepared way but also in an improvised form in which people can watch themselves, interact, connect and make opinions or suggestions to a determined document.

However, considering the benefits of the previous tools; we decided to choose Google Docs as a tool to learn and to teach writing because it combines real-time interaction with an asynchronous interaction; the first one offered by social media; and the second one offered by wikis and blogs; it is also remarkable that the combination of texts, graphics, diagrams, pictures, and links can be possible in the same software. The main reason to opt for this tool and not for social media is that it does not allow as much distraction as social media and also is not merely asynchronous as blogs or wikis, offering a complete tool combining different functions of other tools.

Google Docs

Google Docs is a free web-based application in which documents are created, imported, updated, edited, and downloaded in different file formats, including lists, tables, and images; besides, they are accessed from any computer with an internet connection.

Google Docs is an online word processing application and works collaboratively in learning. This tool allows teachers and students to share files like tasks, essays, projects, among others, to form a team. Furthermore, this tool helps to make corrections and edit files that have been shared online. It is important to mention that this tool is used by more than two people, who make corrections or edit this at the same time. According to Jeong, K. (2016). Google Docs enhance communication, participation, and collaboration in the language classrooms and help learners to participate in more meaningful and authentic learning activities. The use of this tool allows students to participate in a very significant way to improve the communication between students and teachers and thus doing collaborative work among them.

Users choose or control who sees the documents. By this means, many authors work simultaneously in different locations or places. All authors see the documents and edit them online and they see the changes that their peers make in real-time. According to Dekeyser and Watson (2006). “Concurrent online editing works very well; multiple editors are supported; update conflicts are extremely rare. Indeed, it took some effort, and very precise timing” (p.5).

In this case, it is precise to describe conflicts as any reason or disagreement learners have while collaborating in written composition; besides it refers that the coordination in collaboration is possible through the use of synchronous tools such as Google Docs.

Google Docs in writing

Google Docs presents some advantages to other word processors the most relevant is its remote collaboration using real-time in the same document, tracking changes in the document, auto-saving preventing any loss of information. According to Firth and Mesureur (2010).

Classes that focused on writing skills, the ability to read, and comment on students’ drafts are essential. Students feel reassured when they know they are on the right track with their writing. When a student shares a document with a teacher, the teacher can detect mistakes and to correct them at an early stage, therefore saving time and effort for both parts. (p. 10).

Besides, it does not require any software installation, the only requirement is to have an internet connection because it is free; other word processors do not have as many advantages as Google Docs have.

Attitude

Attitude is a subjective concept that depends on different factors some of them are external and others are inherent to the individual. According to Fishbein and Ajzen (1975) some of these factors are “confidence, anxiety, intelligence, age, involvement, etc.” (p. 5). For this reason, depending on the case the definition of attitude fluctuates but its responses are made through behavior.

Unifying the concept attitude is complex because of the different positions emerged through the years and approaches but Fishbein and Ajzen (1975) argue that “most investigators would probably agree that attitude can be described as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object” (p. 6). It is important in the field of education to promote positive attitude and seek appealing and pertaining activities to obtain a positive response, significant learning and higher results in academic performance.

Attitude in education

The importance of attitude in education is related to both aspects: teaching and learning because if teachers’ attitude is not adequate it is transmitted to students. According to Ahmed (1989) “attitudes can be said to have a noticeable bearing on the learning process at all educational levels [...] attitudes can influence the way learners carry out the learning activities and react to various learning situations” (p. 96).

For these reasons, positive attitudes but also appealing strategies to students are not important in motivation, relationships but also to prevent misconceptions or predispositions in students about a learning activity. According to Ahmed (1989) “learners have found in their teachers a source of assistance to learn attitudes that facilitate subject matter learning and promote relationships between teachers and pupils in a way conducive to learning”. (p. 97)

Attitude in computer-supported environments

In recent years, due to the impact of technology; most young people are considered digital natives, this term is used due to the high levels of technological exposure; besides the ease of using devices such as computers, tablets, or smartphones. Students nowadays seek and communicate information through the use of technology. Consequently, technology becomes an essential part of youngsters' lives, and considering that they are familiar with devices, software, and tools offered by ICT's; they tend to feel more comfortable using technology in their life. According to Warschauer (1996). “Positive attitudes

include the benefits of computer-mediated communication, the feeling of personal empowerment, and the enhancement of learning opportunities and sense of achievement” (p. 41).

Chapter 3: Methodology

In the previous chapters, it displayed the problem, antecedents, and theoretical framework of the research. This chapter is focused on the development of the research design, population, and sample. Also, it discusses details of data collection instruments and procedures, and finally the analysis of data.

Design

The process of this research is qualitative because it deals with the interpretation of non-numerical data and helps to understand aspects regarding people's attitudes. Throughout this approach, human experiences and social contexts are assumed in social reality. For this reason, the instruments considered for data collection are a questionnaire and interview. This study is carried out considering the level of expertise of upper-intermediate students of English in an EFL program. For this reason, students are supposed to have mastery of the language. For this study, the application of a questionnaire is considered; it is done to know the attitudes and thoughts students have regarding peer assessment on a computer-assisted writing environment; then students apply this strategy to note the difference between traditional and computer-assisted writing environments. Finally, students describe their experiences through a semi-structured interview to analyze the students' answers, this is done to know how students' attitudes were affected with peer assessment in a computer-assisted writing environment.

Method

The method for the present project is phenomenological because it allows the researcher to know the object of the study through the description considering the nature of a particular phenomenon. According to Gurdíán-Fernández (2007). "Phenomenology is responsible for describing the experience without relying on causal explanations" (p.91).

Phenomenology is a base for new perspectives of human reality. In this study, the focus is not looking for the cause of the phenomenon, but in the phenomenon itself. It refers that this research has its central point in subjective experiences of people.

Population

Taking into account the mentioned above, the population considered for this research is composed of students coursing Writing research papers from the B.A. in Foreign Languages Major English at the University of Nariño, which is located on Carrera 33 A # 5-121, Las Acacias neighborhood in Pasto, Colombia.

Sample

The sample selected for this study is 30 students from the eighth semester attending to Writing Research Paper course at the University of Nariño. This group of students is chosen because in this semester students are supposed to have an upper-intermediate level of expertise in the language; 15 women and 15 men whose ages vary from 20 to 25 years old. Also, these students are focused on academic writing because the purpose of this subject is to provide students with enough knowledge to write a proper research paper as one of the requirements for the partial fulfillment for the degree of B.A in foreign languages.

Data collection instruments

For the present research project, the instruments are based on the qualitative paradigm in which open and closed questions and a semi-structured interview are designed to obtain a wider idea of students' perceptions and attitudes towards the strategy.

A questionnaire is considered; because it helps to collect data, this instrument is thought to be applied at the beginning of the study, to know students' perceptions and attitudes before the application of didactic proposal. It is specifically considered the use of open-questions

questionnaires that allows students to respond about the topic with unlimited options to answer, making this valuable, because students expressing their opinions, thought, attitudes, knowledge, and perceptions towards the tool to be applied. According to Reja et al, (2003).

The advantages of the open-ended questions include the possibility of discovering the responses that individuals give spontaneously and thus avoid the bias that may result from suggesting responses to individuals [...] Respondents to the open-ended questions produce many diversified answers. (p.161 - 166).

A semi-structured interview is a qualitative instrument with predetermined questions the principal advantage that presents this instrument is familiarity due to its similarity to a conversation; for this reason, it is very flexible also allowing changes in the order of the questions according to answers given by the participants According to Clifford et al, (2016). “A semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions. Although the interviewer prepares a list of predetermined questions” (p. 143).

Instruments

Questionnaire

Questionnaires are applied to get to know students' perceptions about CALL, specifically Google Docs and some feelings learners have about using this tool in language learning. This will be done before carrying out the project, the results obtained will demonstrate that some students know about the tool and some others do not. Consequently, the results of this questionnaire will give an idea to construct the introduction for the practical part of the pedagogical intervention, but also some ideas, thoughts or feelings students have towards the project. Even though, questionnaires are part of quantitative researches, they also are present in

qualitative research when the questions presented consist of memories, opinions and experiences; in this case, a questionnaire will help the researchers to elaborate a synthesis of all the descriptions offered by students regarding their attitudes towards peer assessment in a Computer-Supported Collaborative Writing Environment.

Semi-structured interview

Interviews are multipurpose and bring much information about the individuals implied in the research, aspects such as background, beliefs, feelings, or thoughts are some of the variables that appear interviews. These variables are organized and summarized by researchers to make statements to describe or justify the main topic of the research. According to Harrell and Bradley (2009)

Researchers use interviews for a variety of purposes. Interviews can be used as a primary data gathering method to collect information from individuals about their practices, beliefs, or opinions. They can be used to gather information on past or present behaviors or experiences. Interviews can further be used to gather background information or to tap into the expert knowledge of an individual. Think here about interviewing a subject-matter expert on a new policy. These interviews will likely gather factual material and data, such as descriptions of processes. (p.24)

Considering that learners have developed a process and they have already experienced the tool. It is decided to have their perceptions, feelings, and thoughts about the whole process at the end of the project; instead of the other instruments, the main reason is that the familiarization and the open-ended questions in a semi-structured interview give to the interviewer clearer ideas and arguments about the project.

Data analysis

The instruments used in this research are analyzed through its contents. Content analysis is focused on analyzing statements, opinions, thoughts, etc. This is done to infer information to make statements based on the data. According to the United States General Accounting Office (2001).

In content analysis, evaluators classify the key ideas in written communication, such as a report, article or film [...] Content analysis can go further if the evaluator counts the frequency of statements, detects subtle differences in their intensity or examines issues over time, in different situations, or from different groups (p. 6-7).

Validation criteria

Triangulation is a suitable criterion of validation considering the information which can be compared and complemented, analyzed or compared with researchers' interpretation. According to Ghrayeb, et al (2011). "Triangulation is a strategy used to assess and improve the validity of research findings" (p. 96).

Ethical issues

To carry out this study, it is necessary to ask for permission to the director of the Department of Linguistics and Languages at the University of Nariño, to guarantee the voluntary participation of students. For protecting identity and integrity, the names of the participants will not be mentioned. After finishing this study, it is important not only to thank the participants of the study but also the teacher and the Department of Linguistics and Languages for the support.

Chapter 4: Pedagogical intervention

The pedagogical intervention intends to express in facts the theory mentioned in the previous sections of the study, also it is referred to as a guide for teachers who are willing to transform concepts into real classroom practices. This part is related to a pragmatic competence because it is necessary to establish that the whole research is focused on effect while using language strategy in communication. According to Crystal (2008).

The study of language for users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication. (p. 379).

This definition agrees with the point of the present work because it searches a manner in which users (learners) interact with others using language, but this research is also focused on the effect in attitudes when learning through certain conditions, in this case, peer assessment in a computer-supported collaborative writing environment.

The present pedagogical intervention is focused on the following aspects taking into account the description already mentioned in the previous chapters.

Table 1

| | | | |
|----------------------------|---|--|--|
| Title | Students' attitudes towards peer assessment in a computer-supported collaborative writing environment. | | |
| General objective | To compose a research paper based on peer assessment in Google Docs. | | |
| Specific objectives | To do research based on a question proposed by students. | | |
| | To write main ideas and thoughts about the topic from each member of the group and members from other groups. | | |
| | To support ideas and thoughts displayed in the research paper with scientific and academic evidence. | | |

| | | | |
|------------------|--|---------------|----------|
| Level | Eighth semester from the B.A. in Foreign Languages Major English at University of Nariño | Length | 6 weeks. |
| Materials | Video projector The explanation and introduction of the activity will be explained through some slides, for this reason, to present them to the whole class it is necessary to have a video projector available. | | |
| | Computer The computer is the technological device chosen for this study, preferably one provided by the institution, considering that it is not a personal device the teacher monitors learners' work, avoiding distractors and guiding students in all the steps of the process. | | |
| | Internet connection Taking into account that Google Docs is a web-based tool it is necessary to have an internet connection to work on it, as an observation the quality of the net needs to be assured for carrying out a process without inconvenience. | | |
| | Web browser This software is vital because it retrieves the necessary content and files from a web server, in the case of this research Google Docs. | | |
| | Rubric It is necessary to establish some criteria for providing constructive and objective peer feedback in learners' work. These rubrics must be focused on the two roles that the student will play as provided of feedback and provider of feedback. The roles are well defined; for these reasons, the criteria chosen for the rubrics have to be well defined taking into account the roles. These rubrics are also designed in a Google Docs format, that will be shared with the teacher to control the advance of the tasks performed. | | |

Note. Generalities of the didactic proposal. Source: The present research.

Methodology

This didactic proposal is planned to last six weeks. It is suggested to be followed according to the didactic sequence.

Table 2

| | Process | | Activities/Strategies | Didactic resources | Week |
|--|------------------|---------------------------|---|-----------------------------|-------------|
| Pre-activity It is conceived before learners formally interact with Google Docs to start the activity planned. | Beginning | Motivation | The teacher greets the students. | Mimics | 1 |
| | | | The students write their names on a piece of paper and give it to the teacher. | Teacher's voice Pencil | |
| | | | The students watch a presentation about Google Docs, focusing on its functions. | Paper Computer | |
| | | | Students watch a video illustrating the main functions of Google Docs. | Video Projector | |
| | | | Students take notes of the information provided by the teacher and the video about Google Docs interface and its functions. | | |
| | | Previous knowledge | Students familiarize themselves with Google Docs interacting with the interface, following the teacher's recommendations. | Computer Teacher's voice | 2 |
| | | | The teacher will answer any questions students have, to have a piece of complete knowledge about the use of the tool. | | |
| | | | The teacher mentions that Google Docs will be used to research a specific topic, as already known researching seeks the answer to a question. | | |
| | | | The teacher also mentions that every person in the group will have a different responsibility, following the SOLE basis proposed by Mitra. | | |

| | | | | | |
|--|-----------------------|------------------------------------|--|-----------------|------------|
| <p>Activity</p> <p>It takes place when students are formally interacting with Google Docs with the activity planned by the teacher which is writing a research paper through Google Docs.</p> | <p>Process</p> | <p>Knowledge building</p> | <p>Groups ask themselves a difficult question to answer in the language learning and teaching field. The teacher does not ask the question because it is considered that students' ideas are valuable or sometimes even more valuable than teachers' ideas.</p> | <p>Computer</p> | <p>3-5</p> |
| | | <p>Learning application</p> | <p>Students follow an adaption of the Mitra's SOLE (Self Organized Learning Environment) methodology, with defined roles not only to support research in every four-people group but also to complement information, thoughts, and statements between groups. The roles are:</p> <ul style="list-style-type: none"> • Captain: This person is the leader and is going to edit the ideas that the rest of the partners are going to provide. • Internet user: This person will help the leader looking for academic or scientific ideas to support the thought provided for the research paper. • Mediators: This person is going to share ideas with other groups to help others to complement information; but also, they are going to provide ideas, opinions, or thoughts to their group to complement the information from the leader and the internet user. | <p>Computer</p> | |

| | | | | | |
|---|---------------|-------------------|--|--|---|
| | | | <p>The role assignment does not mean that the internet user and the captain are going to be static in their places, they also have the opportunity to share their knowledge because they are part of the group.</p> <ul style="list-style-type: none"> The teacher in this stage is almost invisible and learning and researching process is only done by students, the teacher only has access to every Google Docs to look at the progress of each group. | | |
| <p>Post-activity</p> <p>This stage is done after the process of research, in this part, students share with the teacher their findings, and the teacher makes comments about them.</p> | Ending | Evaluation | <ul style="list-style-type: none"> Students present their findings; the other groups provide feedback to their peers using a rubric. The teacher makes final comments about all the information provided by learners reuniting all the information in a general conclusion for each group. <p>These conclusions will be written at the end of each paper to be debated, complemented, or argued by other groups.</p> | <p>Computer</p> <p>Rubric</p> <p>Teacher's voice</p> | 6 |

Note. Methodology for the didactic proposal. Source: The present research

This project is thought to be carried out in a Writing Research Papers class involving 3 hours per week, the whole process needs to be done in classes, for this reason, extra class independent work is not considered for the development. SOLE looks for students' independence and active part of their learning. According to Mitra (2009). Some of the main advantages presented by

Self Organized Learning Environments are comprehension of the activity and the topics selected, communication between partner to aim a common goal, the use of ICT in classrooms, and self-regulation avoiding distraction, or conflicts between groups.

Chapter 5: Administrative aspects

In this section it is the presentation of the resources needed for the accomplishment of the project. The resources presented are financial and the budget to accomplish the project. Besides, it is presented a schedule displaying the time needed to accomplish with the process.

Budget

The financial resources are referred to the money available for the execution of the project. The following table describes the budget required for the materials needed.

Table 3

| Budget | | | | |
|-------------------------|---------------------|------|---------|-----------|
| | Item | Unit | Prize | Total |
| 1. Services | Transportation | 96 | \$1.800 | \$172.800 |
| | Photocopies | 60 | \$50 | \$3.000 |
| 2. Expendable materials | Ream of paper | 1 | \$9.500 | \$9.500 |
| | Printer ink (black) | 1 | \$8.000 | \$8.000 |
| | Pens | 5 | \$800 | \$4.000 |
| Total | | | | \$197.300 |

Note. Budget for the execution of the project. Source: the present research

Schedule

It refers to the planned time to carry out the research project. In the following table it is establish a relation between time and the activities to perform.

Table 4

| Schedule | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|---|---|---|---------|---|---|---|----------|---|---|---|----------|---|---|---|---------|---|---|---|----------|---|---|---|-------|---|---|---|
| Year | 2020 | | | | | | | | | | | | | | | | 2021 | | | | | | | | | | | |
| Month | September | | | | October | | | | November | | | | December | | | | January | | | | February | | | | March | | | |
| Week | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1. Application of questionnaire | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Application of the proposal | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Application of semi structured interview | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Analysis of data | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Final inform | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Project presentation | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Note. Schedule established for the design of the study. Source: The present research.

Conclusion

Writing is an effective way of communication in which feelings, thoughts, ideas and perceptions are included. Written production is a thoughtful and conscious process; for this reason, cognitive and metacognitive items must be integrated. It is considerable that when a person follows proper steps it will result in good written compositions, but if a composition is properly done by joint work with peers achieve better results.

Team work fuels writing processes through collaboration, this is thought making a contrast to cooperation, in which it separates the work and reunites when every person has finished the work; in this case, collaboration presents benefits, one of the most relevant is that the individuals who are part of the writing process are always implied in the activity and the work is not divided, they are always in contact with the whole work, they can give their opinions, debate, refute, etc.

This research is presented with students from an EFL teaching program; consequently, evaluation and assessment techniques are important; hence, peer assessment was selected to complement the present research. Firstly, because prospective teachers need to be aware of some techniques, strategies or instruments that will help them in their practicum and in their professional life. Although this project is not only focused on prospective teachers but also any student, because it is designed to develop critical thinking and constructive criticism.

Through the revision of antecedents, it is clear that the educational field presents some information but it was also perceived that technology was not very present. According to this, it was decided to open a different field of research mixing writing, peer assessment and technology.

Furthermore, the proposal is presented as a way in which prospective teachers can be independent learners and appropriate knowledge, new techniques, strategies, methods, and

methodologies to be used in their professional life. During the crisis lived through 2020 in relation to COVID-19, where Colombian and many governments have fostered technology as a means for education, it is relevant due to the conditions and the situations the world is facing nowadays.

For these reasons, if learners highly accept this strategy they will be in contact with cognitive, metacognitive, critical thinking, peer assessment, self-regulation, critical constructivism, team work, motivation, and positive attitudes regarding writing activities.

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Appendix

Appendix A: Questionnaire

Questionnaire

University of Nariño

Linguistics and Languages Department

B.A in Foreign Languages and English Program

The objective of this questionnaire is to identify some knowledge that students have towards peer assessment in a computer-assisted collaborative writing environment. The following questions are planned according to a research process.

1. How do you feel working in a group?

2. What is your personal definition of assessment?

3. Are you familiar with the concept peer-assessment?

Yes _____ No _____

If so, do you think that peer-assessment is an effective tool to teach and learn in a EFL teaching program. Why?

4. In your classes, have you ever experienced peer-assessment? In what situations?

5. Do you consider yourself responsible enough to assess your classmates?

6. Have you used technology in education? When?

Yes _____ No _____

7. Do you consider possible to perform writing tasks using technology? How?

8. How do you feel using technology in your learning process?

9. Do you consider that it is possible to assess through technology? Why?

THANK YOU FOR YOUR COOPERATION

Appendix B: Semi-structured interview**Interview**

University of Nariño

Department of Linguistics and Languages

B.A in Foreign Languages and English Program

The objective of this interview is to help the researchers to describe changes in the pedagogical design and application of peer assessment in a computer-supported collaborative writing environment. The following questions are planned according to a research process.

1. What role did you play in the group?
2. How do you feel working in that role?
3. How was your experience in working through Google Docs?
4. What did you feel during your experience peer-assessing through Google Docs?
5. In what situations do you usually interact with each other?
6. How do you describe the relationships between you and the other members of the group?
7. How do you perceive the interaction that you have during the activity?
8. What did you learn with the activity?
9. Would you use Google Docs in future activities?
10. Do you notice difference between the way you perform writing activities before and using Google Docs?

Appendix C: Rubric for peer assessment

| | | | | | | | | |
|--|--|--------------|--|--------------|--|--------------|--|--------------|
| University of Nariño Department of Linguistics and Languages B.A. In Foreign Languages Major English | | | | | | | | |
| The objective of this rubric is to give feedback to students according to their peers' perception in students compositions through the use of a computer-supported collaborative writing environment. | | | | | | | | |
| Name: | | | | | | | | |
| Composition: | | | | | | | | |
| INSTRUCTIONS: Grade the compositions according to the concepts and criteria, just give one grade per criteria. Then, calculate the average grade. If you have comments related to the writing composition, it is disposed a space at the end. | | | | | | | | |
| LEVEL | SUPERIOR (4,5 – 5,0) | | HIGH (4,0 – 4,4) | | BASIC (3,0 – 3,9) | | LOW (1,0 – 2,9) | |
| CRITERIA | CONCEPT | GRADE | CONCEPT | GRADE | CONCEPT | GRADE | CONCEPT | GRADE |
| Accuracy | All statements are accurate. | | Most statements are accurate. | | Some statements are outside information. | | Most statements are outside the information. | |
| Paraphrasing | No sentences in order are taken directly from other sources. | | No more than 3 sentences in order are taken directly from other sources. | | Some of the words are taken directly from other sources. | | Most of the words are taken directly from other sources. | |

| | | | | | | | | |
|--------------------|---|--|---|--|--|--|---|--|
| Focus | The text consists of many ideas and important details only. | | The text contains main ideas and some minor details. | | The text contains main idea and only minor details. | | Main ideas of the text are not discussed. | |
| Conventions | No more than one punctuation, grammar, or spelling errors. | | No more than 7 punctuation, grammar or spelling errors. | | No more than 15 punctuation, grammar or spelling errors. | | More than 15 punctuation, grammar or spelling errors. | |

Overall grade: _____

Comments:
