espol **Facultad de Ciencias Sociales y Humanísticas**

PROYECTO DE TITULACIÓN

"EFFECTIVENESS OF INTEGRATING ICTS IN TRAINED PEER-REVIEW TECHNIQUES: IMPROVEMENT IN ECUADORIAN SECONDARY EFL LEARNERS' QUALITY OF WRITING"

Previa la obtención del Título de:

MASTER'S IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Presented by:

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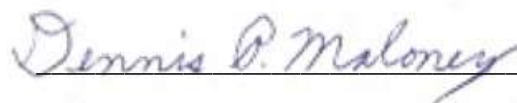*Rosa Monserratt Franco Ponce*

DEDICATION

I would like to dedicate the following work to my grandmother, Elsy Esmeralda Avellan. Despite not being present, her spirit, love, care, and her teachings live on and keep pushing me to become a better human being.

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I would like to dedicate this research report to my son, Leonardo Leon. He has been the one telling me I could accomplish this goal and that nothing could stop my dreams. I hope he will read this document one day and realize all my love and effort for leaving him an example of honesty and perseverance.
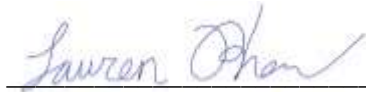
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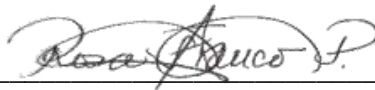
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Abstract

Writing tends to be an isolated and complex skill in English as a Foreign Language classrooms. However, trained peer-review techniques have appeared as a solution to share knowledge and to create more confidence among students in their writing performance. In that way, this quantitative research project aims to demonstrate the effectiveness of these peer-review techniques integrating Information and Communications Technology tools in English as a Foreign Language sophomore students from a non-bilingual private high school in Pedro Carbo city. This study includes fifty-four EFL learners aged 15-16, both females and males. The participants were divided into three groups. The experimental group (writers) received corrective feedback from their peers, the second one, revisors, gave comments to the writers' work and the control group that received traditional teachers' feedback. The communication and cooperation between revisors and writers were kept anonymous to prevent conflicts and biased interactions. The instruments applied were adapted writing rubrics for B1, checklist, pre-task, second task, Google Docs, Liveworksheet, and Padlet where all participants collaborated. The results showed a significant increase in the mean of students' grades after the intervention for the treatment group (writers) compared to the one in the control group. These findings gave teachers and researchers evidence that trained peer-review improved the writing skill for the experimental group. However, this practice does not replace the teachers' role in the writing classroom. Finally, we provide further recommendations if this strategy is to be implemented in the English as Foreign Language teaching context.

Keywords: writing; peer-review; feedback; ICT tools, Padlet, EFL classrooms

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CHAPTER 1

1.1. Introduction

Writing appears to be one of the most challenging and isolated skills for most English as a Foreign Langue (EFL) learners who are comfortable under teachers' dependency through the writing learning process. Undoubtedly, practical writing skills are not the result of improvised training; indeed, writing is a hard effort and a long-time process.

Research on EFL writing asserts that learners face trouble expressing and ordering ideas to support their topics because they do not manage grammar and word choice. Because of this, strategies and techniques in teaching writing require revision to give the EFL learners more opportunities to interact and not depend only on teachers' writing expertise or on ambiguous feedback (M. & Yuhardi, 2018). However, past mixed research studies have shown that incorporating trained peer-review feedback in writing by editing and drafting before final presentation among high school learners has caused positive learning attitudes resulting in a relevant improvement in both quality and quantity of writing (Kurihara, 2017).

Advocators of peer-review technique have supported their claims with arguments based on the cognitive, linguistic, social, and positive effects on students' quality of writing (Min, 2006) mentioned in Coté (2014).

1.2. Aims and Rationale

In the challenge of setting effective strategies for improving EFL students' quality of writing, Ecuadorian EFL teachers need to revise their techniques to optimize time during this online environment and give their EFL classrooms more tools to achieve better quality of written products because of the formal curricula that demand B1 level (CEFR) as the exit profile for our students. In that context, we decided to carry out this research to help EFL teachers and EFL secondary learners from institutions where the quality in writing is still far to achieve with six hours of classes per week and only one EFL teacher to instruct writing skills to students who have different levels of EFL proficiency and consider their teacher as the core of the learning environment.

The general aim of this research study was to demonstrate if the application of trained peer- review techniques integrating Information and Communications Technology (ICT) tools improved secondary students' quality of writing after the implementation of the strategy. Another objective is to measure if there is any significant difference in the writing quality between the control and experimental group after comparing their final task results.

1.3. Research hypothesis

This research seeks to demonstrate that trained peer-review techniques integrating ICT tools in teaching writing will improve high school learners' writing quality.

1.3.1. Null Hypothesis

There is no difference between EFL learners receiving trained peer-review feedback with ICT tools and non-receiving group in the writing quality for sophomore students in a private high school.

1.4. Overview of the Thesis

- Chapter 1: The researchers present the implications of the proposed work.

- Chapter 2: It describes the needs of this study and its context.

- Chapter 3: It reviews the theoretical framework of adding ICT tools and trained peer review techniques to the EFL classroom.

- Chapter 4: It provides details regarding the data collection methods, tools, and procedures to gather information from the participants.

- Chapter 5: It presents the data gathered throughout the research study using an ANOVA test and descriptive statistics to test the hypothesis and the achievement of purposes.

- Chapter 6: It discusses the findings from the data obtained in the previous chapter.

- Chapter 7: It includes the conclusions, answers to the questions proposed, and gives suggestions for further studies.

CHAPTER 2: Context of the study

2.1. Introduction

According to Lundstrom & Baker (2009), peer-reviewing benefits both the revisors and the writers. Both groups gain confidence and quality in their writing organization and development of content. Other studies state that students will benefit by improving their writing by correcting peers' mistakes as they would collaborate without pressure as the written work review sessions are formative instead of summative.

In addition, teachers could have an alternative tool to engage students in the writing assessment process, taking advantage of this sense of classroom experience as a community (Wood & Kurzel, 2008).

Because of these aspects mentioned before in terms of writing skills and with the setting of technologies in the educational field, EFL teachers need help to integrate their strategies, techniques, and even reinvent their methods to challenge their students' language skills and to motivate them to keep on learning in a collaborative environment with teacher guidance and students' autonomy at the same time.

2.2. The institution, its students, and instructors

The research took place in a private high school in Pedro Carbo city. This private institution received financial aid from Austrian retired people. It has a good and comfortable infrastructure, and its personnel are from the same town and others come from Guayaquil. However, because of this pandemic, all the academic activities have been done online, including synchronous and asynchronous sessions. Here, it should be

mentioned that the economies of the students' families come from informal commerce and some of them depend just on their salaries.

Referring to the English department, the high school had four EFL teachers for both sections primary and secondary. Three of them have B2 certifications. It is remarkable to mention that the institution has started certifying students with Cambridge International Examinations so EFL learners and teachers need to be involved in new teaching - learning strategies to respond to this type of standardized tests. The principals went for this English proficiency assessment to give more challenge to both teachers and learners and to offer a better service for representatives that make an effort to pay a fee every month.

Talking about students' context, they are not bilingual. In fact, at the very beginning of the experience of working there, they were reluctant to learn English. "Why do we have to learn English if we will not live abroad and probably do not need it?" It was the most frequent question among many of secondary students, especially when they had to take part in small talks or write something to teachers or to their classmates. Indeed, the hidden message they were sending to us was, "We are learning something that is not important because we do not live in a country where English is the first language, or at least it is not used as "lingua franca." Both the question and our immediate reflection about the message needed to have a deep insight into the factors causing this reluctance to learn by some of them, or if their experiences remain unfavorable for us until this time. However, as time has passed with different strategies and teachers' and academic commitment, the situation has changed significantly.

Dealing with the English staff, all the teachers need to learn more and to innovate for changing students' attitudes in learning English. For sure, this online environment demanded many hours of training for being prepared to access the classes, in fact the EFL teachers attended some Cambridge webinars to have more ideas and share their views with other teachers facing the same conditions. Despite this, during our weekly meeting we have coincided that writing is a challenging skill to develop in this modality due to time constraints and the mixed level of language proficiency we have in our EFL classrooms, and that the traditional methods could not have the same effective impact as in the past. Especially for secondary teachers, it was complex to find the tools to motivate students to write. Social media, interactive boards, online sheets, instant messaging using WhatsApp seemed to be a useful way to help our students. Although, we needed to find more engaging activities not only for keeping students enjoying the class but also for allowing them to learn.

2.3. The need for this research project

Based on the written achievements that students have in class, the experience of teachers to develop the writing skill in the classrooms, the preparation involved in the acquisition of the writing skills, the insufficient use of new techniques and procedures to assess the writing activities proposed in the English program, the lack of appropriate engagement that students need could be reasons that cause sophomore EFL learners to feel unconfident, doubtful and limited when the time comes to write a well-structure written task. As active EFL teachers, we have noticed from time to time that most of our coworkers in our teaching community limit themselves to use traditional means to give

feedback to their students. Another reason to consider new means to enhance the writing skill of EFL learners is that teachers and students have access to countless tools due to the technological advancements, and they do not dare to use them to their advantage. In the learning context, including ICT tools could aid pupils to improve their written skills. Teachers could also benefit from it as it will reduce their workload while maximizing the active participation of their learners. Another thing that can be included coming from the experience of working with students in the second language acquisition area is the dearth of proper ICT tools in the EFL classroom of Ecuadorian teachers. The confidence that EFL teachers and students have to incorporate this amazing tool seems to dwindle although technological changes in the education field grow exponentially as days go by. Perhaps all these reasons prevent teachers from including new means to incorporate ICT in their EFL classrooms, let alone dare themselves use it to enhance the written performance of their pupils.

This research project sets out to measure the level of incidence that the inclusion of trained peer- review techniques integrating ICT tools have in the improvement of secondary students' quality of writing. Although there may be different social, academic, and personal factors that may cause the confidence of including suitable strategies to address the written production of students, this research study focuses on including a rather new way, in the Ecuadorian EFL context, to implement technology working in tandem with trained peer review collaborative work to deal - in a more student-centered- and active way- with the quality of writing of sophomore students from a private institution in Pedro Carbo city.

From a practical point of view, this project seeks to create a new way of thinking and a new sense of commitment for teachers to improve the development of writing skills in their students using ICT tools in their day-to-day work. By allowing learners to play a more active role to make them understand the commitment and willingness needed to achieve a good level of writing skills, teachers could create a more collaborative EFL classroom or a small community of writers who will be properly trained to aid each other. Learners at this educational establishment will be capable of using their newly acquired writing skill in any English field; they will also create a more realistic understanding of the world around them. Not only will high school students at this private institution in Pedro Carbo city benefit from the enhancement of writing skill, but also EFL teachers and authorities will increase the quality of the establishment and therefore improve the final results of the students who graduate. Henceforth, this research study will improve the results of the final objective of the institution which is to shape, mold, and prepare students with the requirements needed to succeed in their academic life.

2.4. Conclusion

This research project is set to measure the effectiveness of trained peer review techniques in the enhancement of the writing skills of sophomore EFL students from a private educational establishment in the city of Pedro Carbo with the incorporation of ICT tools as a mean of communication among all the participants. Including this system to address the performance of the writing skill of second language acquisition learners has proven effective compared to the traditional teacher feedback. This method also enabled learners and teachers to reduce the time spent to correct conventions such as

communicative achievement, organization, content, and language whilst strengthening

and enhancing collaboration among peers. As a whole, this technique has allowed EFL

learners of this high school to improve their overall skill to create better pieces of writing.

CHAPTER 3: Literature review

3.1. Introduction

Learning a foreign language such as English has become necessary for every person due to the globalized world in which we live. The advent of new technologies has enhanced EFL learners' modern trends in the learning process without hesitation. Learning English implies introducing students to writing skills appears to be the most demanding and complex for students to master and teach.

According to the national curricula, which has adopted the Common European Framework of Reference (CEFR) in Ecuador, the exit profile for EFL secondary students is a B1 level of English. Thus, EFL teachers have some challenges as they are considered the classroom authorities for giving students feedback and grades. For instance, revising students' writing is time-consuming. Moreover, Ecuadorian EFL teachers have to deal with mixed level of language proficiency among their students, not sufficient exposition to the English language beyond the classroom, and some reluctance to learn writing.

Because of these struggling situations in learning the target language and to ease their impact on learners' writing performance, some previous studies have suggested that teachers or writing instructors should apply for peer review in their writing classes as an excellent choice to improve students' writing quality. As mentioned in Liu & Chai (2009), peer review could help students write better in terms of content, sentence structures, use of words, and grammar keeping participants positively engaged and willing to participate in writing practice.

Peer review techniques involve students in collaborative work and self-evaluation to give and receive feedback. Then, Ecuadorian educators can help their students by applying this kind of assessment by allowing them to interact, use traditional classroom materials, and use some ICT tools to motivate and encourage students to participate before, during, and after their sessions.

3.2. Theoretical review

3.2.1. Teaching with technology in the EFL classroom

Although technology is virtually at the palm of our hands, some would instead use it for other endeavors, some of which we can deem frivolous. If users could consider the idea of improving their language skills or making their life easier, every EFL classroom may be different. As technology develops throughout a plethora of fields, second language acquisition should not falter behind. Therefore, EFL instructors and learners could take advantage of the different tools that computers, smartphones, and the Internet offer to their users.

Not only will the use of technology in the classroom bring new insights and benefits to the learning environment, but educators and pupils will also benefit from it. The technology could also expand the writing experience as laptop computers could be a great asset to enhancing the learners' writing acquisition. Boudjadar (2015) translates this into neatness and clarity present in learners' written work computers make their assignments more legible.

In addition to this, BECTA (2009) reinforces the idea that technology contributes to the classroom environment significantly. Their review proved that around eighty percent of teachers from primary and secondary levels agreed that using technology in the classroom aids different students' needs. The same group also expressed that technology makes the learning acquisition process more meaningful and effective. Time saving is yet another benefit that technology offers to teachers according to the same group.

Research has reported that motivation is another benefit emerging from technology because students can learn under original social forms in both the process and the product by integrating technological tools and linguistic dimensions that support language learning. Also, research has detailed some amendments that could prevent language learners from being lost in the world of sites and apps. Those strategies include teacher selection of web resources to use, proper online material, multimedia to share. Another approach is to design learning language activities integrating CALL (Computer-Assisted Language Learning) and ICTs according to students' needs. (Murray, 2005)

Although the benefits of having technologies in the EFL classrooms, some investigators coincide that technology has only been used in word processing and text manipulation inside the classroom. However, in recent years its use has provided more interactive and communicative opportunities for learning. Teachers should integrate ICTs to empower and motivate students to consider that integrating those technologies is systematics and demands skillful and scaffolded instructions for promoting students' learning. (Murray, 2005)

3.2.2. New Learning Theories in EFL writing

Within the constructivist classroom, pupils are the center of the learning process, and teachers merely act as facilitators of the information they need instead of just transmitting it. In this context, collaboration is the key as cooperative learning, problem-solving, and active participation are present in a student at a secondary level. Teachers who encourage constructivism among their students are constantly assessing different activities performed in the classroom to help learners better understand the world around them; it is by the constant questioning of how it works to become experts at a specific topic. (Al-jarrah et al., 2019).

The Committee on Developments in the Science of Learning (2000) aids the claims that collaborative experiences in the writing setting help pupils become better learners as they are ready and prepared to face complex situations. Interaction among peers in the EFL classroom is not a frequent action since most teachers give their learners feedback after completing a task, a paper, or any assignment and are ready to move to a new topic. In this way, they perpetuate the circle of old-fashioned approaches to learning acquisition. Learners cannot think critically about their mishaps, nor are they able to correct them properly. It is essential to point out that learners need to be aware of their errors to improve their writing skills even at a higher EFL proficiency level.

Recent research has focused on situated learning theory. This theory is based on a constructivist view that students can work in formal and informal settings that could give them better insights into the world they live in daily. In writing skills, teachers would

mimic these settings by allowing EFL students to engage in multiple writing instruments to improve this skill. (Blankenship & Margarella, 2020)

Among students from the EFL classroom, Barkaoui (2007) supports that process-oriented research aids writers by describing and modeling the writing process, thus creating more effective students when they need to write. The generation of ideas, planning, drafting, revising, and ultimately providing feedback regarding their work until they can use these processes freely without help is the final objective of this process. EFL teachers should, therefore, aid learners to become successful writers by giving them pleasant experiences when it is time to write. Teachers should also keep in mind that learners have to become avid writers on their terms and efforts.

Pupils should receive written feedback on their final versions and from the beginning of the task. We see it as a hard- effort and long-time activity for teachers to revise all the drafts and correct them. As pointed out in Plaindaren & Shah (2019), teachers keep working with a product-based approach. That approach means their feedback is focused much more on the final product rather than the process of writing. Because of this, EFL writers do not know their mistakes, nor do they know how to address them adequately. Indeed, giving feedback is not a simple task for EFL teachers since it takes much time to read each student's writing pieces, but instructors need to have in mind their role deals with motivating students to keep on trying.

3.2.2.1. Collaborative writing on the go

According to Jhonson (2016), learners engaged in an online environment also collaborate more in classroom dialogues. They can share meaningful thoughts since the proposed tasks to build up their collaborative thinking and knowledge construction. Following the same trend, Cheng, Paré, Collimore, & Joordens (2011) mentions that when students participate in writing activities designed to promote collaboration, they are authentically engaged. These tasks help learners develop their critical thinking as they require them to discuss their ideas with their peers to reach a consensus. When learners have to deal with writing tasks, they usually work in isolation and wait for their instructors' feedback. It is here where the integration of ICT tools in writing sessions provides them constructive and meaningful knowledge using their peers' perspectives for improvement. Integrating some ICT tools can enhance students' writing skills. They can give learners new insights when they need to draft, edit, check, and do their best to solve problems when writing without guidance or reference from their teachers.

Collaborative writing is a compendium of the contributions, ideas, knowledge, and efforts of the pairs or groups at every writing task development stage. Veramuthu & Md Shah (2020) mentioned that collaborative writing immerses students in interactive teaching and insightful learning, allowing the participants to escape from the traditional teacher-dominant classroom - regarded as the norm. Also, these authors suggest that collaborative writing differs from other group work activities as the same writing product is the combined effort of the members.

Writing in a collaborative environment appears to be one way to help students improve their self-confidence based on the sharing of ideas, views, co-authoring, and problem-solving skills they develop throughout the writing process.

3.2.3. Technology in EFL writing

Using ICT tools in the EFL classroom is something to consider, as it becomes more apparent that technology offers plenty of benefits to the educational community. Collaboration among peers is one of the benefits that technology provides to the EFL setting. There are different programs, apps, and websites that EFL teachers could use to foster their students' collaborative aspect and improve their writing skills. Technology changes daily, and new trends and tools become an essential part of the EFL classroom. Teachers and learners benefit from mobile applications, websites, software, and even social network sites.

The promotion of students' autonomy and research skills enhances the use of the tools mentioned above. (Wu et al., 2014). For example, the use of computers engages students into writing about something they feel interested in, and then, in terms of, this becomes attractive to them. They are, thus, more motivated to discover and explore new characteristics of their writing because they implement and use their reality to do it. (Boudjadar, 2015). Writing in digital spaces brings a unique opportunity for students to expand their audience to their peers, local community, and even the entire world rather than just the instructor. (Beach, Hull, & O'Brien, 2011).

Not only may technology ease communication through social interaction using social media sites and instant messaging apps, but it could also be present in the EFL classroom to write. When teachers expose learners to different technology sources, they are more likely to feel motivated when writing. Using technology offers additional means to assist learners when they create their pieces of writing. Yamac and Ulusoy (2016) proved that technology is apparent when learners need to write. Furthermore, Mills (2011) demonstrated that exposing EFL learners to web tools such as blogs, digital resources, websites, and even online comics allowed learners to improve their critical thinking. They transformed their written tasks into a digital version of them using technological tools. Moreover, Kutteva (2011) discovered that using the ICT resources targeted to enhance the writing skills or language learners made them more interested in improving other language conventions such as grammar, sentence construction, and coherence as they revised and edited others' pieces of writing even outside the classroom.

The almost endless world of applications may also offer substantial support to EFL teachers inside and outside the classroom. Many mobile and online applications give different perspectives and insights to enhance learners' writing skills. For example, the app called Dragon Dictation by (Nuance Communication (2013)), mentioned in Kang, & Womack (2016), gives their users the chance to record themselves and then turn their speech into a digitalized written version of it. Storyline creator mentioned in Frank (2015), allows users to organize their ideas to track their actions and doings. Another example covered by the same author was Byword (Metaclassy, Lda 2015), which offers its users the ability to use synonyms to avoid repetition and ideas when the writer takes

too much time to continue writing. Its AI tries to predict and deduce a possible completion when writers show indecisive patterns of writing.

Following the same trend, the most valuable part of adding ICT and computers to the EFL classroom is how easy it is for learners to publish their work; it encourages them to receive online feedback and comments from their classmates or teachers. The ability required to post their work online in blogs, wikis, or even social media platforms is pretty straightforward. It does not require a high level of computational skill from learners. (Raimes & Jerskey, 2011).

3.2.3.1. Changes in EFL learning and teaching in a digital context

Without discussion, the Internet has put information available rapidly for users. They have access to details, photos, videos in nanoseconds. Thus, new interrelation methods among people are emerging by integrating portable communication that narrows space and time. Global Digital technologies are available for most people without age, race, digital literacies, and language, among other factors. Second language acquisition has also been affected by these online environments and new digital literacies.

Digital media provides EFL teaching and learning opportunities to be more creative over the prevailing and prescribed norms. The increasing acceptance of new language use and usage, especially in written communications, appears relevant to fit with the design of materials, resources, assessment, policymakers, course syllabus, learning outcomes. (Lotherington, 2004)

The use of digital technologies, as mentioned above, has provoked changes in second language teaching and learning. However, before integrating ICT tools or new interactive resources, EFL teachers should understand and determine how the digital era influences the preferences of students and their behaviors and to what extent those emerging factors could delimit EFL education changes.

In the last decade, some studies have been done to help educators and academic authorities to understand the implications of having digital learners in our classrooms. As Bullen & Morgan (2011) mentioned, the researchers used the AT (Activity Theory) to examine how social context intersects educational context. This qualitative study used a sample including pupils from different countries and institutions who reported that many students are reluctant to use digital tools. Some are cautious. Others are limited users and integrators. Also, these interviewed students declared they had their social lives separated from academic issues. However, they expressed a genuine desire for the integration of both. For example, the use of Facebook for social purposes and academics, too.

Learners can put their social networks into good use as a source of motivation (English & Short, 2014). Here, they are used to write about learners' experiences, habits, likes, and dislikes or make comments on their social network accounts such as Twitter, Facebook, or Instagram. EFL instructors can guide and manage those accounts for writing. They can monitor the development of learners and even create a peer review environment where learners are motivated to share points of view, opinions, and comments on their classmates' writing pieces.

Suppose EFL educators rely on the idea of the next generation of digital native learners of English. In that case, they could understand that the frequent use of technologies makes students more competent to transfer those digital skills to their learning. However, research has also found that the transfer, once students are at the university, does not occur automatically, and sometimes their ability to channel the information can cause harmful effects. (Garcia et al., 2013)

3.2.4. Instructing writing during the COVID-19

A few years ago, people might have thought that online teaching was not something to look up to since most online endeavors for users are to report to the world their status. However, because of the pandemic's current events worldwide, online teaching became the most sought-after trend as most face-to-face teaching had to move to an online environment. Hence, social media and other online tools became a must inclusion for all teachers worldwide. Online teaching in the EFL context had to transform and satisfy the learners' writing needs. Although mobile devices were not allowed in the regular classroom, they became a ray of hope for some who were not eager to be left behind. Connectivity became an issue to pay attention to since devices to access online teaching became scarce. Henceforth, learners had to use cell phones, computers, and tablets to do their online work, which were not used in a regular teaching context.

Posting data and assignments online became a must. It is here where mobile apps and websites shine. They could offer their users the chance to create and tailor their content. Apps allow users to create comics, stories or write their own opinions and

experiences. Thus, allowing learners to post them on their social sites for their audience to comment or provide feedback. EFL learners could use different websites as well to do the same they did on their cell phones. An attractive and reasonably website easy to use is Padlet, previously known as Wall Wisher, which allows its users to create a board to post information of any kind. Padlet is a powerful online ICT tool that could promote collaborative learning to students of any field since it is like a shelf where information is stored. It also allows users to post videos, documents, audio files, pictures, and any source of digital media. Thus, making its application, use, and benefits to the EFL classroom almost endless.

3.2.4.1. Reforms of educational setting due to the pandemic

Students who own a smart device have social media apps where they enjoy posting their regular activities. If appropriately channeled, the mere use of social sites like WhatsApp, Facebook Messenger, and others could encourage learners to write about their lives using a second language like English. These sites bring a sense of realism to their written tasks since they may use their smartphones at any time of the day they wish to do so. However, suppose educators want to use social media in their teaching practices to develop writing skills in their students. In that case, they should consider some aspects such as privacy, inappropriate content, and the type of information shared. (Winet, 2016).

Following this trend, Keane and Russell (2014) demonstrated that using cloud-based apps on online services reduced the gap of using face-to-face writing conferences. Although they are more likely to occur in real-time, they also provide and

asynchronously ease collaborative work. The use of cloud drives also proved to be beneficial for learners. In their research, B. Zheng, Lawrence, Warschauer, & Lin (2015) noticed the learners' response to Google Docs' use applied to editing, revising, and receiving feedback from classmates was greatly accepted and positive. However, most of the corrections made were to address grammar, word choice, and spelling issues of learners' writing pieces, their sense of achievement when writing did not diminish. The findings also suggested that using this type of ICT tool can be adapted to K-12 learners to encourage and enhance collaborative interaction among readers and writers.

3.2.4.2. Online teaching

During the pandemic, all students and their families had to reinvent themselves to achieve their learning goals. An Internet connection and self-regulation became essential to continue with the curriculum. Ecuadorian public schools adopted asynchronous work as the leading way to teach students, and some private institutions adapted their content to online platforms having both modalities: synchronous and asynchronous.

As mentioned in a study conducted by Cai et al. (2020), Chinese students from different middle schools, including English and Math subjects, demonstrated that humanities and social sciences learners demanded higher standards in their teaching methods in this online environment. It means that teachers should adopt funny tools to motivate, create study habits, and foster students' level of interest.

Teaching-learning strategies require careful design and planning to provide students with meaningful learning experiences that could cover space and time. Those

experiences require the powerful combination and interaction of content and technology to modify teachers' pedagogies and techniques. Active learning techniques involve interaction and innovative strategies, not just repeat using PowerPoint slides, visuals aids, and assignments. For example, the use of rubrics, exemplars, outlines, and templates is vital for getting good online class results. Students can understand the critical parameters of their assignments and the expected outcomes of their performance. (Tanis, 2020)

Another study set out to determine EFL teachers' attitudes towards online teaching revealed some constraints and impediments, such as lack of resources, lack of online facilities, lack of interaction, cultural opposition to online instructions. The limited knowledge of teachers and online instruction represents a challenge for educational authorities and course designers that might integrate and prepare appropriate material that could incorporate technologies into the EFL curriculum. (Dashtestani, 2014)

EFL teachers, students, parents, academic authorities, and society see the importance of persisting in second language education through distance and other external factors that could prevent students' progress. Online teaching is not as new as we think. E-learning programs have become popular due to the students' needs and academic goals, especially in higher education. According to a study that evaluated students' and academic leaders' perceptions about online learning, the academic authorities rated online courses' learning outcomes with the same grade and, in some cases, with a higher score than face-to-face classes. However, the results also showed that students tend to be influenced in pursuing their online studies by other factors like family, economics, work, technical problems with an internet connection, demotivation, or lack of interaction in

class. This study also states that a suitable solution for academic institutions would be social media development in online platforms to continue study and interaction. (Lint, 2013)

3.2.5. The importance of integrating digital writing tools

The most demanding skill among EFL learners is writing (Duan, 2011). When having a writing assignment, students usually ask for the instructor's assistance and, on rare occasions, turn to technology to aid them. It is here where teachers need to encourage ICT tools to develop their second language acquisition for this skill.

Alshumaimeri (2011) supports using ICT tools such as Wikis since learners turn into more independent users because they work without their instructors' guidance. They can also post their essays, projects, articles, and reviews for peers to give them feedback. They have someone different from their teachers to help them improve. Even though Wikis are a bit outdated to today's current technology movement, they still promote collaborative learning. The interaction between users is boosted when they write, edit, post, and provide comments. The only disadvantage that Wikis could propose is a challenge due to its non-user-friendly interface.

Since learners and users love telling their classmates and the rest of the world their experiences using social media, they can also enhance their writing experience. Social media sites like Whatsapp and Facebook Messenger improve the level of engagement among learners, increasing their pleasure to write. For example, WhatsApp

might offer the opportunity to learn beyond the classroom's limits, but this writing engagement's objective should not alter the process. (Winet Dave1, 2016).

Godwin- Jones (2010) supports the idea that language learning turns into a more realistic one when it happens in places outside the classroom. Here, learners can use their mobile devices freely and without restrictions. Furthermore, how social media has influenced youngsters' lives has forced EFL teachers into incorporating it into their lessons. Both sides, instructors and learners, benefit from including it. Social media inclusion in an EFL teaching context creates spaces where students actively learn from others when they read someone else's written work. (Manca & Ranieri, 2017)

3.2.5.1. ICT tools to promote the writing skill

Social media is no more considered a privilege in terms of the educational field; instead, it has become an urgent need. For instance, all children, young learners, adults, and even teachers are experiencing online classes due to the coronavirus pandemic. Social media offers a wide variety of applications and platforms. Each of them has particular characteristics that attract adolescents, particularly those that could motivate them to share, learn and socialize at the same time.

3.2.5.1.1. Padlet

Perhaps one of the significant issues that writers need to face is the organization of ideas and thoughts. A great alternative to address this is the easy inclusion of online tools present for different devices. Padlet could be an excellent ICT tool to try in the EFL classroom as it promotes asynchronous and synchronous collaboration among learners.

Padlet is an excellent asset to organize and store information without problems. Students are capable of accessing concepts and ideas that the class reviewed. They can also organize and brainstorm their ideas to use them in their writing.

Padlet is a virtual wall that gives users the ability to tell something to others quickly. It works as an online piece of paper where participants can include images, videos, documents, and text anywhere on its page. Not only is this ICT tool made for computers, but it is also available for smart devices that run iOS or Android operating systems. Padlet promotes creativity among learners since they can customize their content to their liking. It is also an ideal space for students to collect digital media to share with their classmates. (Jaganathan, 2016)

Another study has stated that Padlet allows peer learning and self-assessment to have immediate access to all their classmates' contributions. Similar studies have proved that Padlet supports teachers' relationships by increasing motivation to participate and let EFL writing instructors be part of a permanent communication beyond the EFL virtual classrooms anywhere and anytime. Besides, it is a simple and user-friendly application that offers different layouts that attract the attention of students and allow them to be creative. (Rashid et al., 2019)

According to research done on students' perception about the use of Padlet in a collaborative task, students found this tool efficient to keep engaged with the task and enjoyable to interact with their peers. Additionally, it proved that integrating this app supports some of the theoretical insights (described above in the corresponding section)

related to the academic goals that collaborative learning contributes to improving. Rajiah (2018)

Another advantage of using Padlet in EFL writing lessons is that the instructor can choose if the posts will be private for a particular group or the teacher only. Also, it can be kept public (for all users of the app). Padlet enables creativity, collaboration, innovation by the side of students. Similarly, teachers can have evidence of their students' participation and have this online contribution as a backup (pdf file) to design future projects or similar writing activities. (Linder, 2016)

3.2.5.1.2. Google Docs

Google and its multiple apps such as Google Docs have gained popularity among users as its writing interface, which comes at no cost for establishments, can ease the collaboration among learners. According to Zheng et al. (2015), this application and website include different advantages to its users. The relatively easy way in which users can collaborate when writing is one of them. Multiple users can edit in real-time. It is helpful in a higher education environment since undergraduates and graduate students can write, edit, and share research papers with peers. Each user can add something new to the table since they can save their progress automatically, therefore, turning the challenging task of writing a tremendous amount of pages into a relatively easy one as all the members share the creation of the written assignment.

3.2.5.1.3. Grammarly app

Both learners and teachers try to find new means to revise and correct their writing. There are different approaches and means to do it. For instance, applications and websites like Write-Click, Rosetta Stone (2013), Grammarly, and even Microsoft Word's check offer learners the chance to improve certain conventions of their writing skills.

Grammarly is a software in which users can check specific writing skills such as spelling, punctuation, and grammar. EFL teachers and pupils could benefit from it due to its free-to-use characteristic. If EFL learners put this application to good use, they could improve their written assignments for everyone else to revise once they share them.

Supporting writing skills is relatively easy as this website deals with the spelling and grammar mistakes of users. Even though the free version offers a limited number of words per document, learners can still make the most out of it. It is worth mentioning that the free and premium version provides the chance to choose the degree of formality, target audience, and even wordiness. It also corrects mistakes interestingly since it offers different options to either deal with or dismisses any mishap.

Grammarly assistance is easy to handle and counts with the benefit of correcting grammar or spelling mistakes. It also creates a compendium of the progress of writers through the score rating obtained after correcting a document. Once the user exports the desktop version to the computer or the app on the portable device, they can revise it and re-edit as many times as needed to improve the grammar quality of the piece of writing.

This type of writing tool is beneficial for teachers because some students ask for help even after working hours and believe that the instructor needs to be available for correcting their work 24/7, which is not the purpose.

3.2.6. Traditional ways of teaching writing

Traditional means to teach writing could usually include the transmission of a task or just the regular command of asking EFL learners to write about a specific topic, such as their experience, by showing examples of what is required to write. Technology may not be present in this traditional way when it is time to start writing in the classroom. This situation may be a consequence of not encouraging learners to use any available ICT tool. Learners do not make an effort to include aid to help with the conventions of the writing skills. Some instructors may use technology in a relatively passive way instead of the vast advantages that using it actively could offer to its users. Chaaban & Ellili-Cherif (2017) see the inclusion of technology as traditional. Teachers limit themselves to creating regular presentations (PowerPoint slides) of information found on the Internet, which is considered a lower technology level usage. In contrast, a higher level one offers students the necessary involvement to make their knowledge construction more meaningful. They also pointed out the vast difference in using technology in the classroom and how it allows learners to participate actively.

When it comes to starting the writing task, the most challenging part could be considered the starting point. According to Wei (2011), even those who are well-trained doubt when they have to start the writing process. Moreover, Jacobs (1986) supports this

by stating that the blocking that learners go through tends to occur everywhere regardless of their proficiency level and suggests free writing exercises as a suitable means to address it.

Sometimes, the low frequency in which EFL instructors are required to write could be associated with not having their learners do so. In other words, teachers who are not confident to write due to their level of exposure to writing do not ask their learners to do it. Another factor to add to the equation could be the proficiency these instructors ask their pupils to have; the sole idea that grammar correction is the only way to assess learners seems to be the best way to do it. As Alcoser (2017) and Klages & Clark (2009) mentioned, they reinforce the claims that during the educational journey of EFL instructors, they received severe criticism about the quality of their writing just for showing wrong grammar usage. Therefore, their conception of writing seems to be predominated by the idea that for a writing task to be neat, it has to show good grammar and be divided into several paragraphs.

3.2.6.1. Null interaction from learners while learning writing

Sometimes, writing instructors commonly accept individual conditions, especially in larger classes, as some students do not like to share their works with others. Moreover, others are in their comfort zone, being quiet all the time, and some pupils just do not want to get along with others. In terms of written assignments, students tend to refuse critiques and comments from their classmates as they feel that the unique, valid source of information is the contribution of teachers. They also feel that if the learners do not make

comments, why would they receive them. However, anonymity tools can help teachers avoid null interaction among learners and motivate them to feel part of the group. (Alavi et al., 2011)

Aside from the previous, there is a vast difference between older writers compared to new ones. The latter has a more developed sense of the writing process and its stages. They tend to plan, write, edit and revise it before turning it in. (Graham and Harris, 2000). One common trait for more experienced writers is that teachers usually expect proficiency at the first instances of the written task, which generally happens to lower-level EFL learners. Lin, Monroe, & Troia (2007) see this as a general truth as instructors look for proficiency after just giving simple instructions to learners and usually disregard the idea that the writing process takes time. Moreover, learners become proficient writers when they keep a plan of the writing process at hand, including planning, drafting, revising, and editing, instead of casual writers whose strategy does not include any process.

3.2.7. Feedback as a cognitive strategy

Feedback may be closer than most people think. There may be tools that are available to writers that they do not take into consideration. According to English & Short (2014), the correction tool from Microsoft Word is more effective than the revision that teachers may give. They also support the idea that there are conventions of the writing skills that teachers and students can take advantage of using this correction tool.

Another study regarding assessing writing says that the most effective way learners can overcome the complexity of writing tasks is to have direct experience in evaluations and revisions of works, in other words, when teachers and peers generate feedback. EFL writers can exchange their views so they can develop reflective strategies to construct meaning. Peer feedback constitutes a social process where students work in pairs or small groups to achieve their learning goals and encourage improvement. (Hawe & Dixon, 2014)

3.2.7.1. Dominant feedback from teachers

EFL teachers and learners have been working under a teacher-centered learning approach. It means that teachers control and monitor every single activity in the classroom. EFL teachers are still the primary source of information for solving problems or answering questions without the involvement of students. Consequently, students tend to work in more individualistic manners due to the lack of interaction with peers and less opportunity to think critically. Also, teachers usually pay more attention to grammar issues, comparing the structures of their students to the ones from native speakers of English. (Emaliana, 2017)

In the same context, providing feedback may be overshadowed by the experience of EFL teachers when it comes to grading. Providing learners with proper feedback may be a daunting task for some teachers. There may be various constraints such as the time that this endeavor takes, how appropriate it may be, and what exactly to address in someone's written task. Another factor to consider may be the level of development that

some EFL trainers had before becoming teachers. Perhaps their writing progress may not have been a pivotal part of their training. Street & Stang (2008) mentioned the lack of knowledge from K-12 instructors in their capability to produce well-rounded pieces of writing, thus, passing this incomplete skill to their learners. The experience level is also present as many in-service teachers had little exposure to writing skills when they were learners. Henceforth, they do not possess the necessary knowledge to use it in the classroom. (McCarthy, 2008).

3.2.8. New alternatives of assessment

The formal education system has embraced different strategies that emerged from research results and the perception of how people learn. The traditional way that teachers use when responding to the pieces of writing from their learners has taken a passive role, and no collaboration is present. In the EFL environment, many strategies and approaches that oppose the traditional means have arrived, giving learners a more active classroom role. They are no longer asked to sit and listen but to make their second language acquisition more productive. A possible solution to address this problem could be in the hands of peer review techniques to enhance the quality of their written assignments. Peer review may offer a ray of hope to create more avid writers and allow them to collaborate with their classmates. The level of interaction proposed in this strategy may provide learners with the necessary active participation in writing in a second language. Teachers act as facilitators and not as the center of the learning process like it was in the past.

These reflective characteristics on new alternatives for assessment in EFL learning writing tend to create a learner-centered classroom, which is the key to conveying productive learning environments for either young learners or adults.

3.2.8.1. Self-assessment

Barkaoui (2007) proposes self-assessment to engage learners and make them more proficient writers in L2. It also helps them to be more autonomous learners. By moving the level of responsibility to learners, the process becomes less teacher-centered and turns into a student-centered one and aids students to become more self-independent. Instructors need to create a set of guidelines that EFL learners can follow to assess their written production. Teachers can also work with their pupils to develop the criteria they would like to use in their next written task. However, another way to aid EFL learners is to encourage them to use discussions to receive criticism on their work anonymously.

Since the writing process asks learners to interact in peer review sessions, they could put their knowledge to good use. They can also build their confidence as they are working autonomously. However, qualitative research has found that learners are not that inclined to use this strategy when writing. Some think that the combination of feedback from teachers and students is more likely to be effective when looking to achieve effective written performance. (Legese, Ferede, & Shimelis, 2019)

3.2.8.2. Peer-assessment

Aitchison & Lee (2007) state that proficient EFL learners need to comply with creating essays, research papers, thesis, and other academic writing endeavors. Even for

more proficient EFL learners, the writing process becomes more demanding as they progress in their education. Taking part in peer review interactions becomes valuable since learners can make the most out of the comments from their peers. It is here where the sense of identity from higher-level learners shines as they share their thoughts and beliefs in their written tasks. Furthermore, taking part in this exchange of ideas diminishes the idea that they just write to get a grade. In addition to this, teachers that utilize this method noticed that students are motivated to write in collaboration because they share similar learning goals.

Furthermore, the level of self-sufficiency and perception from the work of others increased among learners. The academic achievement of these students was enhanced due to the dynamic nature of peer review, where pupils learned by editing, revising, checking, and re-editing. (Foulger and Jimenez, 2007).

EFL learners could be encouraged to create a small community of reviewers that can provide positive feedback to the writing pieces from their peers. Beam & Williams (2015) reinforce this in the qualitative research performed by Gnach, Wiesner, Bertschi-Kaufmann, and Perrin (2007) that demonstrated that learners who used a web-based tool called myMoment allowed them to share, edit, and comment on other classmates' written tasks. Learners also showed an increased level of motivation when they had to give feedback to others.

One concern that could arrive with peer feedback in writing is other factors like race, gender, age, religion, cultural background, and social status that could affect the

planned and intended outcomes at the end of the process. Due to this, anonymous or blind peer feedback (also known as peer-review) appears as a solution to prevent this collaborative practice from any bias. It also allows learners to produce helpful feedback based on the text without considering the ideological factors of the authors. Even though anonymity could help, some researchers emphasize that there is no way to impose on students to implement the suggestions made by their peers. If at least ten percent of the participants are revising and editing their papers after the collaboration, it should be considered a substantial accomplishment for PR practitioners. (Coté, 2014)

3.2.8.3. Group-assessment

EFL learners face some of the intricacies that come with the process, such as brainstorming ideas, creating an action plan, drafting, reviewing, and editing their work. This workload dwindles significatively when they share tasks. (Calvo et al., 2011). This rationale is supported by Elola and Oskoz (2010) as they see collaborative writing using technology positive as it brings value for content and creativity. However, it also expands the knowledge of learners in terms of construction because they share opinions, comments, and feedback with their classmates.

Working in small groups can bring some advantages. As Rajiah (2018) mentioned, when learners are immersed in this activity, they develop interpersonal awareness, problem-solving skills, and engagement. Precisely, this is not an easy task for EFL teachers to develop among students.

In terms of benefits, it has also been demonstrated that group work has positive effects on the learning acquisition process of students in comparison to those in individual conditions. Involving every member of the classroom, being teachers and learners, in a task that easily flows when building a community of writers, where every member has a voice. The learning process and acquisition of the writing skill through it means to allow them to participate by helping and learning from their peers. (Bruffee, 1984). In this context, cloud drive-based tools give collaboration a whole new environment for learners to interact. According to Ball (2014), these online sites generate meaningful and authentic writing experiences. The sharing of documents gives learners support in enhancing their writing process, including revision, edition, and collaborative work. All these actions also encourage asynchronous participation when it comes to revision and exchange of opinion among learners.

3.2.9. Pedagogical aspects of peer review in writing

The moment learners' written tasks are posted, their works get feedback from their teachers and peers. Whether the comments made are good or bad, this will encourage writers to improve their work. (Richards and Schmidt, 2010). On the other hand, in his study, Ge (2011) found out that adult Chinese learners focused their effort on language construction in peer review sessions which includes grammar mistakes, errors, vocabulary, and spelling rather than other aspects like organization or writing style.

In terms of pedagogies, the writing instructor must know how their pupils feel about the writing tasks or activities before going for one alternative. In this aspect, not

much research has been done to measure the writing quality of students using rubric-references peer feedback in our country.

A recent study showed that rubrics in this type of writing interaction give more transparency to EFL revisors and contribute with some kind of guidance to writers to follow. Despite this, the adherence of rubrics could align the process to an exam-oriented approach leading the students just to the rubric to get a higher grade. (Wang, 2014)

Peer review demands hard effort and collaboration between teachers - students, and students-students. It is considered a pedagogical activity that takes a constructivist view in second language acquisition. In alignment with this, peer review offers other alternatives to traditional roles performed by teachers. It is valuable to highlight that the effects of this practice are motives to keep permanent research. (Hu & Lam, 2010)

3.2.9.1. Trained - guided peer assessment on EFL Writing

It is undeniable that the existing research about peer assessment or peer review techniques has demonstrated their effectiveness on the writing quality of students. Analyzing these studies has shown that trained peer assessment plays a significant role in getting good results in interim and final drafts from learners. Training learners into adopting and using peer review influences the quality of their revision and their written tasks. Within this process, trained revisions offer different insights into global and focused aspects of the writing skill. Global ones refer to content, organization, development of thoughts, while local ones deal with grammar and punctuation issues.

There are four types of feedback that peer review techniques include: Evaluation feedback offer reviewees the opinion on general aspects without prompting any improvement. Clarification deals with questions that the reviewers may have to make to the writers. Suggestion includes valuable ideas and comments that the reviewers can offer to writers to improve their drafts and pieces of writings. Finally, Alteration deals with corrections that the reviewer makes. (Lam, 2010). Trained peer-assessment allows EFL students to become better ones by becoming more aware, being specific and objective while giving their peers feedback.

3.2.9.2. Writing process using peer review techniques

Many investigations tend to differ in the procedure that instructors and students can adopt while taking part in peer assessment. However, as detailed in Tapia (2020), the principal stages are pre-writing, drafting, revising, editing, and posting.

Pre-writing refers to the planning of ideas, the description of the proposed task itself.

Drafting is the stage in which students prepare a preliminary piece of writing that can suffer changes throughout the process.

Revising includes the suggestions of change that the writers should do regarding punctuation, grammar, spelling, and ideas.

In this part, editing can look for the mistakes, errors specified by the revisors to correct them. Publishing or posting (online classes) is considered the final product that demonstrates the effectiveness of a task and lets the pupils share their works with peers and teachers.

The use of peer review in writing here in Ecuador is not a common practice. Peer review is a demanding process described above that challenges the traditional patterns of instructors and directs them toward a collaborative environment. EFL Teachers who include writing activities that apply these peer-interactions stimulate students to take part in autonomous and active learning combining communication skills to learn from others at the same time. On the other hand, some learners could be reluctant to peer review techniques, especially before realizing the valuable support it can be to develop practical writing skills.

What is continuously highlighted throughout the literature review is the role of teachers as facilitators of new knowledge opportunities by enhancing collaborative work in peer-review in writing assessment among students. Therefore, peer review demands an outstanding commitment in training, time, and effort to alleviate the current learning difficulties that cannot be neglected during the writing process. (Sotoudehnama & Pilehvari, 2016)

3.2.10. Peer review and its effects and benefits on the perceptions of students

According to Sotoudehnama & Pilehvari(2016), many teachers have realized the benefits of peer review in writing as students interact informally with their classmates without the pressure of agreeing or even disagreeing with teachers' comments as usually happen. In this study, the researchers mention that peer review could promote more student-centered environments that can increase the number of autonomous reviewers and independent writers among the writing classes.

3.2.10.1. Previous findings

Kamimura (2006) found that peer review among learners needs the acceptance of the comments of their classmates on their pieces of writings and the relevant training from instructors. The process of providing training to learners is the core of the peer review technique to ensure that the revisions that peers offer to their classmates are meaningful and to the point. Thus, improving the writing skill of students. Following this trend, McCabe, Doerflinger, and Fox, R. (2011) reviewed the continued use of digital documents and online feedback. They kept track of what the learners did once they received feedback and found that students' perceptions towards feedback manage to improve their writing skill and their perception of this skill.

Another positive effect that peer review techniques brought to enhancing students' writing skills deal to generate ideas and communication after the interaction among them. These ideas are present in their essays, research papers, thesis, and other academic writing examples. Besides, the minute learners received their feedback from their peers, and they were more eager to edit and rewrite their work. They also started to incorporate self-monitoring into their writing pieces after receiving feedback from their peers or teachers. (Kurihara, 2017)

A study carried by Zarei & Toluei (2017) pointed out that the collaboration level increased among proficient writers when using peer review techniques. Due to the interaction of EFL learners, the relationship among them was influenced positively. For instance, students who regularly participated in collaborative peer review tasks were

more welcoming to learn to form their classmates' suggestions than those who did not. However, a certain level of discomfort may arise when students have to be responsible for giving feedback on the written tasks of others. Liu & Chai (2006) carried a study among undergraduate learners in a Chinese university EFL writing class. They showed that higher-level students feel reluctant to their peers' responses at a higher or same language proficiency level. They perceived teachers' feedback much more meaningful. Besides, most participants endorsed their willingness to participate in activities that resulted in improved writing skills. Furthermore, the researchers discovered that the activity of reviewing others' pieces of writing aided learners as they were inspired to write about more interesting topics. It also improved learners' word choice, grammar, and sentence composition.

Despite the positive aspects that peer review techniques bring, some researchers do not concur with their results in some respects. For instance, Lin (2011) discovered certain biased opinions from participants due to the little guidance shown before incorporating this technique into the EFL classroom to improve learners' writing skills. This training becomes essential if there is a willingness to include it. The lack of it turns into a hard one to overcome if there is not enough training for learners to collaborate correctly. Another reason not to support peer review techniques comes from the traditional role teachers take in a classroom where higher-level students prefer the teachers' feedback to that one that their peers offer.

The perception of students can be somewhat defensive and dismissive of the criticism coming from their classmates. This aspect can negatively influence the

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interaction that learners do when using peer review techniques. Similarly, the interaction level could affect the process since some classmates may not participate as actively. Sometimes, EFL students are concerned about the level of commitment that others show. This issue can bring doubts to learners to interact and may not take their peers' comments as relevant, correct, or valuable. This type of attitude is not to be present or may not be appropriate for those learners. (Lu & Bol, 2007)

Peer review activities showed advantages and drawbacks in EFL learners. Positive results in terms of cognitive, social, language, and practical aspects of the second language acquisition process in the writing skill. For instance, proficient learners showed an increase in their reconstruction and reshaping of schemas derived from their peers' interaction and suggestions. In terms of the social aspect, peer review allowed higher level learners to reduce their anxiety while boosting their confidence as they realize their strengths and flaws while exchanging ideas and comments. In terms of linguistic aspects, students increased and reinforced their knowledge thanks to the proficiency of their peers and the collaborative process. (Kwon, 2019)

The benefits that peer review used to enhance EFL learners writing skills reduce the amount of time that teachers devote to correct their learners' writing pieces. It could also provide helpful information to educators about students' written proficiency and the constant monitoring. Peer review activities also increase the level of responsibility of proficient EFL learners and create a well-rounded community of writers and reviewers.

3.3. Conclusion

Many technological resources could help EFL learners to function better in a digitalized environment in which their opinions and comments may determine the way others think. Learners might use their social media platforms to create writing pieces with all the characteristics that suit their needs to change the opinions and views of others using a second language. It is worth mentioning that the way people exchange information overgrows, and attention is needed to help those whose opinions have a saying in places where English is the preferred language.

More research should look for more effective means to shape the attitudes of learners towards peer review techniques. However, some studies support the benefits peer review practices provide to learners' motivation while exchanging communication, self-development, and autonomy. Learners become better facilitators of knowledge thanks to the experience from revising others' pieces of writing. (Karami & Rezaei, 2015)

Peer review is a technique to aid the writing process of learners. Its benefits and successful implementation may depend on training received before using it in a collaborative environment. Thus, learners are more likely to receive more encouraging feedback and avoid unwanted traits that may dwindle the development and enhancement of the writing skill, as mentioned previously in this research paper. The role that teachers play when adopting peer review techniques in EFL writing is crucial since they are the ones that will encourage their learners to participate collaboratively and respectfully. In other words, engaging students to participate and construct knowledge through valuable

interaction among their peers - even when their English proficiency level may not be similar- is a pivotal part of the whole process.

According to Alavi et al. (2011), online collaboration tools show great potential to encourage learners, provide a form to become creative and get valuable data for teachers in the field of assessment. The vast and varied world of ICT tools signifies different ways to tailor them to use in any classroom environment. Its application goes from the generation of ideas to more complex ones like peer-reviewing a piece of written work for academic purposes. By giving learners collaborative opportunities to enhance their skills, teachers, and learners can ease peer self-development receive real-time feedback for their work. The immediate implication for this study is that online tools such as Padlet possess the potential to build a system that will motivate learners to collaborate and help each other improve their language skills using assisted peer review techniques.

Jacobs et al. (1998); Miao et al. (2006); Tsui & Ng (2000), and Tuzi (2004) propose that the findings of this study see peer review feedback as a significant and complementary mean to enhance the writing skill of learners and does not look to replace teachers' feedback in any aspect. By boosting learners' linguistic knowledge and motivating them to be more competent readers and writers, they will use their acquired reviewing skills to give their peers helpful feedback. (Sotoudehnama & Pilehvari, 2016)

It is not a great idea to assume that learners have access to all types of technological resources, nor are they avid in its use because it will vary among users and institutions. It is also worth mentioning that EFL instructors' profile is different from that

of the learners and their level of technology usage is therefore different. While the

implementation of ICT tools is growing, it is also a matter of generation. Its implications

in the field of education are far from ending. Without considering today's type of

learners, their age, their access to technology, and the way they use it, they have different

views when incorporating technology in their learning process. (Bullen & Morgan,2011)

Finally, regarding professional development, teachers emphasize their desire to

include technologies. However, this integration needs to be part of the curriculum to

anticipate and offer solutions to the possible barriers that could appear along the way.

More research needs to be carried out in the aspect of how professional development in

the use of peer review techniques with the inclusion of ICT tools could help EFL learners

to improve their writing skills.

CHAPTER 4: Research methodology

4.1. Research paradigm

4.1.1. Definition and rationale

We chose a quantitative research paradigm based on similar studies that included peer review techniques to enhance the writing skill among EFL learners in other countries, but it has not been fully applied in Ecuador. Regarding this situation, what can we do as EFL teachers to give more opportunities to Ecuadorian EFL learners to improve writing during our daily classes? We need to use effective strategies to construct knowledge and to enhance every single student in the writing process. Thus, EFL teachers need to revise their strategies to optimize time and give their classrooms more tools to achieve a better quality of written tasks. Here, some studies have supported the idea of peer-review as a way to help EFL Learners to write in a real context, having a real audience, allowing them to use the foreign language in a meaningful way. Also, peer-review teaches students how to work with peers, a skill that, even in their mother language, formal education tends to ignore. (Lundstrom & Baker, 2009). Henceforth, it is necessary to conduct this quantitative research study to demonstrate whether peer review has a substantial incidence in the enhancement of EFL writers' performance.

Additional to prove if there is a difference in students' writing quality (treatment group) after the application of trained peer review using a quantitative approach, we also decided to integrate ICTs to work according to the actual situation that students and teachers are facing due to the COVID-19. These technological tools have been used as a

mean of collaboration, training for the revisors, communication, and also as a great

evidence to support all the participants and instructors' work that let us to fulfill the

objectives previously set. Therefore, they did not influence the treatment of the trained

peer review technique used throughout this study.

4.1.2. Methodological stances

We were in charge of collecting, analyzing, and presenting the data to support the

claims of the study. They also intended to give light to new means to address the written

production of Ecuadorian EFL learners as well as to help teachers to see the effectiveness

of incorporating peer review techniques in their writing lessons.

Participants were asked to form part of this research project. They received all the

information regarding the objectives and main goals of this study and their collaboration.

They knew that their active participation was going to improve their overall writing skill

through the means of peer review with the addition of ICT tools, but they were not aware

of all the details from it. They had the freedom to forfeit at any given point of the process,

but luckily no one did. They also participated avidly during all the stages of this research

inquiry.

This research project was quantitative experimental, and explorative since it

aimed to discover if the results of the trained peer-review technique applied to the

experimental group had a positive effect on their performance of the written skills.

Moreover, this study is deductive in nature, ontological as well since the researchers

worked under the realism assumption because they seek to establish the relationships

among variables, but they only took them as valid after verification. Its epistemological stance refers to the positivism approach or conception, which states that knowledge is objective and accumulative. In quantitative methods, the researcher puts his/her own beliefs and criteria aside from the process. Being objective is the principal aim during the process and the researcher avoids influencing the results. (Hernandez Sampieri, Collado Fernandez, & Baptista Lucio, 2010). It also showed the researchers the interaction between the control and experimental groups to establish their relationships and differences. Thus, proving collaborative work claims in the EFL environment engage and motivate students to improve their writing skills. In addition, the study sought to measure the effectiveness of the peer review strategy to EFL writing sessions with pre and post writing tasks.

The data collected through all the process came from scores (numbers and grades) that the participants got for the pre-task and second task. Although the researchers gave instructions to students, they did not grade any assignment. They only trained and assisted the group during the writing sessions. The rubrics used allowed the instructors to grade according to a standardized scale (B1- PET). This information allowed researchers to properly handle the data to give evidence that support the objectives of this research paper.

4.2. Research tradition

4.2.1. Definition and rationale

The effectiveness of any techniques used to improve the quality of writing also depends on the discipline applied during the writing process, the clarity of teachers' role during it, and the constancy to get students involved in the process, as well. (Yallop & Leijen, 2018). Nonetheless, learning English as a Foreign Language needs to engage students into an atmosphere of working collaboratively among each other as the main objective for all the students, even more, if our Ecuadorian EFL learners feel relegated to just considering instructors as the ones capable to aid them.

Considering the small number of quantitative studies on this field, the findings of this research supported the effectiveness of peer-review techniques to reach the improvement in the quality of the writing skill even in the circumstances mentioned in the context of the problem. Effectiveness based on not only perceptions or students' attitudes but also taking into account real experiences and proved experiments in order to facilitate consensus about the efficacy of their application in EFL classrooms. (Kamimura, 2006)

4.2.2. Type

This research is mainly experimental and used a socio-cultural approach because the learning occurred mainly as an interaction between the participants using online and digital tools that most learners are familiarized with. For instance, Padlet was used to evidence the participation among subjects. This tool offered a mean to mediate and work

synchronously and asynchronously to engage students as well as to provide the information they needed to complete their written tasks. Consequently, the results showed a positive relationship between the independent and dependent variable after the application of the peer review technique integrating ICT tools for the control group. In other words, the effectiveness of including peer review with technology as a mean of communication enhanced the overall quality of writing skill among the writers.

4.2.3. Ascertaining the warrant for the study

Primarily, teachers will have a beneficial alternative strategy to develop in the formative writing process. Besides, students will increase their confidence when writing as they will realize that making mistakes and correcting others' creations are good examples to get better understandings as well, as these sessions will be formative, not summative they will feel free to learn without grades pressure**.** (Wood & Kurzel, 2008).

This research used a principle of internal validity because it measured the effects generated by a new strategy in EFL writing (application of PR- independent variable) to see the causal connections that could prove the proposed experiment giving all the participants the opportunity to belong to one group or another without having the instructor manipulating the sample. This is why, after the integration of ICT tools and PR interaction, the researchers are confident to conclude that the independent variable is responsible for that change in students' writing performance, and it has been verified through the variations in the pre task and second tasks' scores of the experimental group versus the results for the same tasks for the control group.

The information obtained after the intervention used data collection tools and methods similarly applied in previous studies to design a strong process to verify their assumptions on the variables that could influence students' quality of writing. The use of adapted rubrics, the application of a pre-task and a second task method to sample the participants and interacting under an anonymous system gave the researchers of this study consistency that this experiment could be replicated by other investigators in any time under similar conditions as the reliability criteria is an ongoing process that does not depend only on a single study.

4.2.4. Ethical considerations.

Before starting with data collection, the researchers informed and obtained permission from the school s' authorities or administrators (see appendix K) where the study will take place.

All the subjects recruited for this research project belonged to the same high school coursing the same II baccalaureate class. At this stage, for requesting and obtaining subjects' consent, both parents or legal representatives and students received and signed a form of consent (see appendix J) as a way of accepting to participate. All the subjects were informed about the research process's general aspects before taking part of the experiment. However, all the participants students had the same probability to interact either in the experimental group or being in the control group. Besides, at the end of the research, the control group received the same treatment that the experimental group had.

Concerning privacy and safety issues, the information gathered, and results were shared with the private institution to implement the strategy presented in this research project in their day-to-day work.

4.3. Method

4.3.1. Definition and characteristics

This research project used a quantitative experimental approach because most of the collected data could be quantified and presented using descriptive statistics. This study had one independent variable, which was the trained peer- review technique. It included one dependent variable standing for the improvement of EFL learners' quality of written production of sophomore students from a private institution in Pedro Carbo city whose written work was expected to improve using trained peer review.

Thanks to the checklist used, the researchers also found which were the most common problems with some language conventions that learners struggle with when writing. As a whole, the usage of trained peer review techniques integrating ICT tools as a mean of communication had an interesting impact among EFL learners' pieces of written work, as previously mentioned in chapter 2.

4.3.2. Methods of data collection

4.3.2.1. Procedure

At the early stage, all learners from the II baccalaureate received an explanation of the adapted rubric from PET (see appendices B and C). This rubric revolved around

four principal components: language, content, organization, and communicative achievement. Afterward, they completed several examples with the help of the teachers. Then, they evaluated a sample email (see appendix G) where they had to analyze it using the adapted rubric. We recorded their responses in Google forms (see appendix D). The purpose of this stage was to ensure that all the participants knew how their emails would be graded.

The following stage consisted of asking all the subjects to create an email to convince a friend to come to their city. This activity received the name of "Pre-task" (see appendix A), where they had to write a 150 word email using information given by their principal teacher. This task allowed the researchers to divide the groups into "revisors", "writers" (experimental group), and the control group (who received traditional teachers' feedback). All participants posted their first written task online using Padlet (see appendix H), where they had the chance to see their grades and comments from the teachers. We chose those students who scored higher to be the "revisors". They were the ones who received the peer- review training sessions from one of the researchers (a different person from their main teacher). The rest of the subjects were part of either the experimental and control groups and they were randomly assigned.

The next stage aimed to make sure that the experimental group and revisors did not know who their peer was. To ensure that writers did not know who the person in charge of giving them feedback, the researchers assigned a letter (from A to R) for revisors and a number (from one to eighteen) to the writers. We randomly assigned them

to a peer to form eighteen pairs. Each of them had one revisor and one writer. The control group did not receive any distinction and just worked with their main teachers.

This stage consisted of providing the group of revisors the training needed to ensure they knew what to comment on and revise to their writer counterpart's email. This stage had one of the researchers (different from the main teacher) explain and provide enough examples to the revisors. The revisors received around eighty minutes of peer review training using ICT tools, the adapted rubric, and a checklist to address the writing pieces their writers posted as the first draft. They also received another eighty minutes of training on using Grammarly (free version) to manage conventions such as grammar, spelling, and punctuation.

The researchers created two Padlets to record the interaction of the experimental and control group. A Padlet named "Experimental Phase" (see appendix H) recorded the interaction between revisors and writers. Here, the main EFL teacher included all the information learners needed to complete this stage. Within this Padlet, each pair had to interact in the correct column labeled revisor (A, B, C...., R). The writers created the first draft of the second task (see appendix I) and posted it in the correct column of the revisor they were assigned to. Revisors read what their peers had created, and then they posted their comments using the checklist provided within this Padlet. The second Padlet named "Task 2 CG" (see appendix H) had only the interaction of the main teacher and the control group. These participants had to post their first draft and they received traditional feedback from their EFL teacher.

The next stage had the experimental group read the comments from their peers (revisors). Revisors had to correct and suggest changes to the writers using the checklist (see appendix E). Writers had to improve their first email draft and post it in the "Experimental phase" Padlet under the correct column. Within this stage, the revisors received around sixty minutes of training using Grammarly (free version) to address the grammar, punctuation, and spelling mistakes from the writers. They also completed a worksheet using Liveworksheet (see appendix F) to practice the use of basic punctuation further. On the other side, the control group worked on regular sessions with the main teacher to address punctuation without using traditional methods.

The last stage had writers improve their first email using the checklist that revisors provided. The revisors had to read and provide their final comments to their peers using the adapted rubric from PET (mentioned before). We concluded the participation of revisors and writers at this stage. Another teacher corrected the final version of the experimental group's emails using the same adapted rubric from the early stage to help the instructor give them a final grade. The control group created their final draft of the same second written task, but just with their main teacher's monitoring and feedback using the same adapted rubric. The same teacher in charge of revising the final email from the experimental group made all the revisions needed for the control group. Afterward, two final grades for both groups were obtained. These scores were used to accept or reject this research project's null hypothesis.

Following the same trend, the pre-task and second-task final grades for the experimental and control group were analyzed to determine the relationship between the

use of the peer review technique implemented and the teachers' traditional feedback. Both

researchers sought to discover the level of effectiveness that the trained peer-review

technique offered to the experimental group. These aspects were part of similar studies on

trained peer review feedback which were present in the revision of learning theories,

emphasizing several revisions, drafting, and pair work interaction. (Azizian & Rouhi,

2015)

4.3.2.2. Summary of the research procedure

RESEARCH

DESIGN

EARLY STAGE

Pre task email for all
participants based on adapted
rubrics
Socialization of rubrics

1ST ONLINE SESSION

First writing task

Division of subjects

2ND ONLINE SESSION

Final writing task-first
draft based on adapted
rubrics

3RD ONLINE SESSION

Peer review work –
using checklist
(Intervention)

4TH ONLINE SESSION

Revising -editing the
second draft

INTERVENTION

FINAL PAPER

Experimental group

Control group

Figure 1.Summary of research project procedure. This figure shows the procedure applied in this research project.

4.3.3. Selection and handling of data

We applied the instruments used in this quantitative study in different stages of the research process to respond to the researchers' design. All of the following data collection tools served a specific purpose to support, verify, demonstrate, and finally, answer the research question.

4.3.3.1. Online board - Padlet

All the students used this website to post their pre-task, drafts, and final tasks. The principal teacher and the writing instructor had access to monitor the progress and interaction of the participants. This tool was also used to gather information for all the stages of this research (described above).

4.3.3.2. Checklist

During the trained peer review sessions, we gave a model of a checklist to the revisors to provide feedback on the first draft created by their peers. This data collection tool was aimed at dealing with the organizational and language components of learners' first draft emails. The researchers created this checklist based on their experience as Cambridge examiners and trainers.

4.3.3.3. Adapted rubric

The rubric used for this research came from adapting the official Cambridge writing rubric for PET (Preliminary English Test) for schools (see appendix C). This level corresponds to the B1, according to the CEFR. The components included in this

rubric were communicative achievement, organization, content, and language. These aspects were analyzed and considered throughout the peer training sessions to help the revisors with their role.

4.3.3.4. Live worksheet

This online practice helped the instructor reinforce some features related to punctuation and organization that revisors had to take care of while correcting their peers' work. It was a formative activity that the instructor used to monitor and support the revisors' awareness and performance on this topic. Also, it engaged and motivated students during the online session.

4.3.3.5. Google Form

During the first stage of this research project, the teachers allowed learners to use the adapted rubric (Google Form version) to analyze a sample email. Here, the form was used to provide further practice to all the subjects on the aspects considered when grading their future written production throughout the experiment.

4.3.3.6. Grammarly (Free version)

The experimental group was taught about the use of this free app to revise grammar issues. It was an exciting way to help students correct and edit their writing work rapidly. The writing instructor interacted with students using an email sample to show how Grammarly worked.

4.3.3.7. Zoom

We completed all the research stages using the Zoom app. This free video conference tool is popular among the students who took part in this study as they have been using it since they started their academic year (2020-2021) to learn during the pandemic. Interestingly, the participants interacted in breakout rooms for research purposes to facilitate the work of the instructor and the EFL teacher.

4.3.3.8. Sample emails

This research included several emails to analyze using the adapted rubric and checklist to provide revisors with enough practice to peer review their classmates' emails. We also used these samples in the early stage of the research to show all subjects excellent, average, and poor emails used as models to create and evaluate their writing pieces.

4.3.3.9. Pre task

This task consisted of writing a persuasive email to a friend. All the students carried it out following a model. They have already used this model previously. Also, the teacher socialized an outline email plan that students could follow to comply with all the parts that the writing task required (see appendix A). The grades obtained from this writing activity helped the researchers to divide the sample (revisor, writers, and control group).

4.3.3.10. Second -Task

We asked both the control group and experimental group to complete a new writing task. This task consisted of answering some questions made by one of their friends who wanted to visit him or her town to have a good time together. It was very similar to the pre-task but presented differently to promote students' critical thinking and reflection about what they had to write.

4.3.4. Participants

This study included 54 students (males and females) of the second baccalaureate from a private institution in Pedro Carbo with different English language proficiency levels. The initial sample included three groups of eighteen subjects each. The first group received their peers' corrective feedback and was named "writers". These students were also the experimental group of this research study. The second group, known as the "revisors", provided their opinions and comments to their classmates' written work using trained peer review techniques that included an adapted rubric and a checklist as their tools. The last group was the control group, which only received traditional feedback from their teacher.

Most subjects are of middle social status. All the students in this class respect each other and share preferences about technologies. Some of these EFL students are reluctant readers and writers, but mainly they are digital users. All of them know how to access the Internet. At this point of the academic year, they have mastered using some

online tools like Padlet, Moodle, Google docs, Kahoot, Liveworksheet, and Wordreference.

4.3.5. Selection and/or sampling

4.3.5.1. Peer–Review Groups' Sampling

To locate the subjects for each group, we applied the following procedure:

a) A pre-study intervention -writing activity. - We asked all the subjects to write a 150 words paragraph describing one tourist place to visit here in Ecuador for a friend to visit. Before delivering this task, all the students received one training session of two hours 70 – 75 minutes, during which we assessed them on tips to focus on content and language as an outline plan. They also received a rubric to know how their work was going to be graded. The results for this stage served as the starting point to divide the subjects into three groups (the revisors, the writers, and the control group). In the end, each student received teachers' feedback about their compositions. To ensure the reliability of the process, students did not know what the stages of this research were.

b) Experimental group. - The 18 subjects getting the highest grades (in range over 10) in this pre-writing activity were part of the revisors group. They received four sessions of trained peer review about how to structure their feedback responses on the feedback checklist and adapted rubric. As mentioned in Min (2006), coaching peer reviewers could assure more specific information and quality of written feedback in this type of experiment. We randomly assigned the 36 remaining subjects to be part of the writers and control groups.

c) Control group. - This group consists of 18 subjects randomly selected who received

regular feedback from their EFL teacher. At this stage, as mentioned in (Yallop & Leijen,

2018), the use of any writing technique such as peer – review itself does not ensure

optimum results. What plays an essential role is the discipline during the writing process

and the teachers' clarity to instruct students, and the fidelity to keep students in the

writing process. On that trend, the tasks in every phase and procedure occurred as

planned.

4.3.6. Benefits to the participants

Primarily, all the subjects of this study received the same treatment in writing

instruction, and teachers' guidance. However, for the experimental group, the interactions

with their peers gave them more opportunities to reflect on their writing performance

with the motivation of using technology. We immersed the students in the experimental

group in the training sessions to learn more about some aspects of their writing skills.

Peer reviewers could reflect on the global and local features of their classmates' emails.

4.3.7. Conclusion

Even though the researchers worked in an online environment, all the instruments

used during the process of gathering information to respond to the research question

stated in the first chapter of this document supported the theory that interactive activities

engage and encourage students to take part in the second language learning process.

Online ICT tools supported and evidenced the work of the main teacher, instructor, and

participants' interaction. Even though at the early stage it was a large class of 54 students, the research design did not suffer significant changes that could reduce the data's validity.

The most relevant ICT tool used throughout this research was Padlet. It allowed all the participants to interact with each other seamlessly. It was also a great tool to engage learners into actively taking part synchronously and asynchronously in every stage. Here, everyone posted their assignments and drafts for others (teachers, classmates, and revisors) to check.

Trained peer review techniques were also the central pillar of this research project. It allowed every participant to reflect on the characteristics of a persuasive email and use an enjoyable, innovative, fast, and meaningful way to write and post their work online.

The adapted B1 rubric and checklist used during the data collection stage offered the teacher and writing instructor the opportunity to know more about all the weaknesses and strengths from participants. Even when they interacted under different circumstances, either in the control or experimental group, the experience resulting from this practice peer assessment demonstrated a necessary form of promoting collaboration among EFL learners.

CHAPTER 5: Presentation of Findings

5.1. Introduction

To demonstrate the effectiveness of ICTs in trained peer review techniques to improve writing quality among EFL Ecuadorian secondary students from a private institution in Pedro Carbo city, researchers used different means.

First, the One-Way ANOVA quantitative method was used to compare two variances and analyze the results obtained from the experimental group (the ones receiving trained peer feedback) versus the control group to test the null-hypothesis which states that "there is no difference between EFL learners receiving peer-review feedback and non-receiving in terms of writing quality for II baccalaureate students in a private high school" In order to accomplish this, the second task final grades for the control and experimental groups were used to either reject or accept this hypothesis.

Second, the researchers also included tables and descriptive statistics to show students' scores or rates before and after including trained peer-review techniques for the experimental group to support the claims that the strategy improved students' quality of writing. In addition to this, the control group's results were also presented using charts and tables to know how the traditional teachers' feedback also improved the quality of their writing.

Third, the checklist used throughout this experiment were used to determine which of the conventions for the writing skill needs to be paid attention to for future

references. These results were shown using pie charts that displayed the level of

incidence in which organization and language components affect the quality of their

written emails.

Finally, the way in which learners interacted with peers and teachers (instructor

and main teacher) was presented and stored using the Padlet website. Here, all the

participants had the chance to collaborate among each other to provide meaningful

information to improve their writing skill.

5.2. Presentation of findings

Experimental and Control group - Final task results

Table 1. Grades for the experimental and control group for the final task.

EXPERIMENTAL GROUP (WITH PEER REVIEW)	CONTROL GROUP (WITHOUT PEER REVIEW)
5.75	3
7.00	4.75
7.00	5
7.25	5
7.25	5.5
7.25	5.5
7.25	5.75
7.50	5.75
7.50	5.75
7.50	6
8.00	6

8.00	6
8.00	6.25
8.25	6.25
8.50	6.25
8.50	6.5
8.50	6.5
9.00	7

Table 2. One way ANOVA table for the experimental and control group final task grades

ANOVA: One way ANOVA Test

SUMMARY

Groups	Count	Sum	Average	Variance
EXPERIMENTAL GROUP - WITH PEER REVIEW	18	138	7.666667	0.580882
CONTROL GROUP - WITHOUT PEER REVIEW	18	102.75	5.708333	0.788603

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	34.51563	1	34.51563	50.40671	0.00000003	4.130018
Within Groups	23.28125	34	0.684743			
Total	57.79688	35				

Table 3. Statistical results – final task

SAMPLE	NUMBER OF STUDENTS	MEAN	MEDIAN	STANDARD DEVIATION	MAXIMUM	MINIMUM
Experimental group	18	7.66	7.5	0.76	9	5.75
Control group	18	5.7	5.87	0.88	7	3
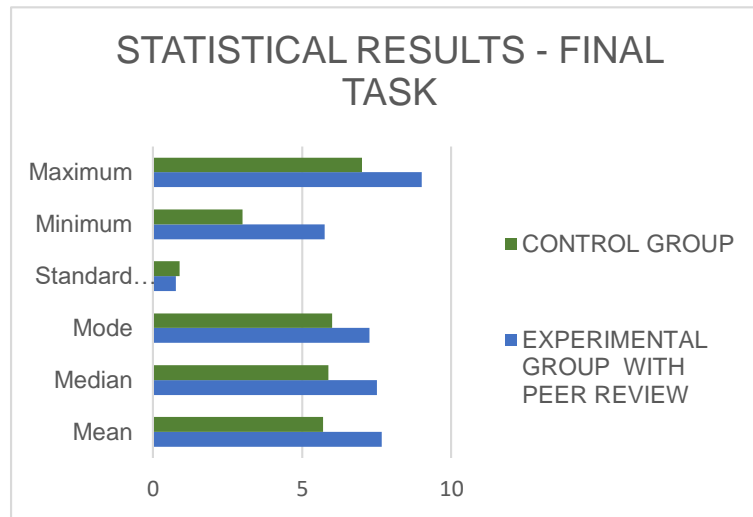
Figure 2. Statistical results - final task. This figure shows descriptive statistics results for the experimental and control group.

Experimental group - Descriptive Statistics (before and after the intervention)

Table 4. Comparison of grades for experimental group

	EXPERIMENTAL GROUP RESULTS	
PARTICIPANT	GRADE BEFORE THE INTERVENTION	GRADE AFTER THE INTERVENTION

A	7	7.5
B	4.5	5.75
C	6	7.25
D	6	7.25
E	6	8
F	5	7
G	6	8.5
H	5	8
I	6	7.25
J	6	7.5
K	5.75	7.25
L	6.25	7.5
M	4	7
N	6.25	8.5
O	7	8.5
P	7	8.25
Q	6.75	9
R	7.25	8

Table 5. Statistical results for the experimental group to compare the effectiveness of peer review

	BEFORE THE INTERVENTION	*AFTER THE INTERVENTION*
Mean (m)	5.986	7.666
Median	6	7.5
Mode (Mo)	6	7.25
Standard Deviation (σ)	0.893078871	0.762156384

Sample Variance	0.797589869	0.580882353
Minimum (min)	4	5.75
Maximum (max)	7.25	9
Count	18	18
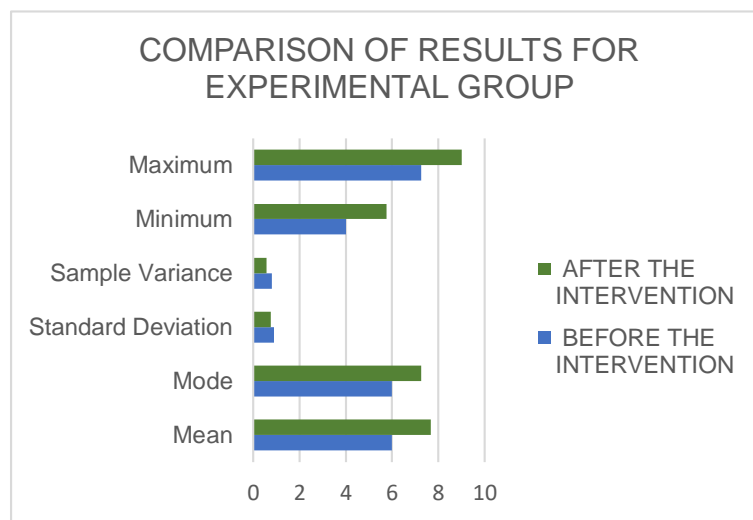
Figure 3. Comparison of results. This figure lists the results of experimental group for the pre task and second task.

Table 6. Frequency table before the intervention for the experimental group

FREQUENCY TABLE BEFORE THE INTERVENTION	
Range of Grades	*Frequency*
0 to 5	4
5 to 6	7
6 to 7	6
7 to 8	1

9 to 10	0
TOTAL	18

Table 7.Frequency table after the intervention for the experimental group

FREQUENCY TABLE AFTER THE INTERVENTION	
Range of Grades	Frequency
0 to 5	0
5 to 6	1
6 to 7	2
7 to 8	10
9 to 10	5
TOTAL	18
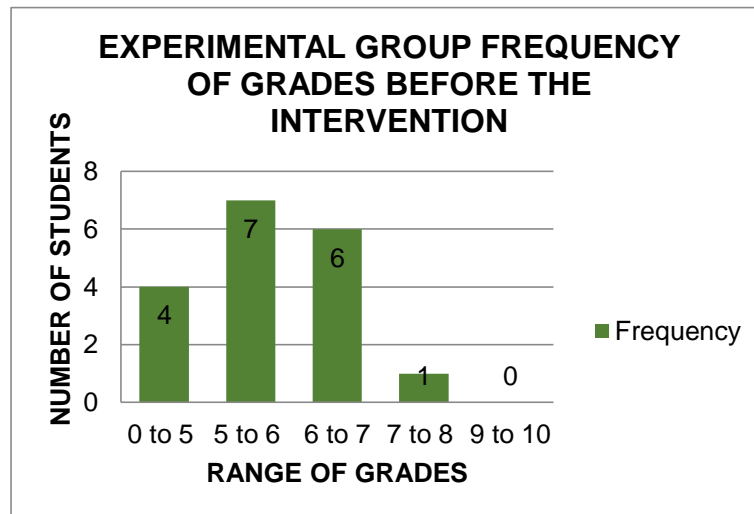
Figure 4. Frequency bar graph. This figure shows the results before the intervention for the experimental group.
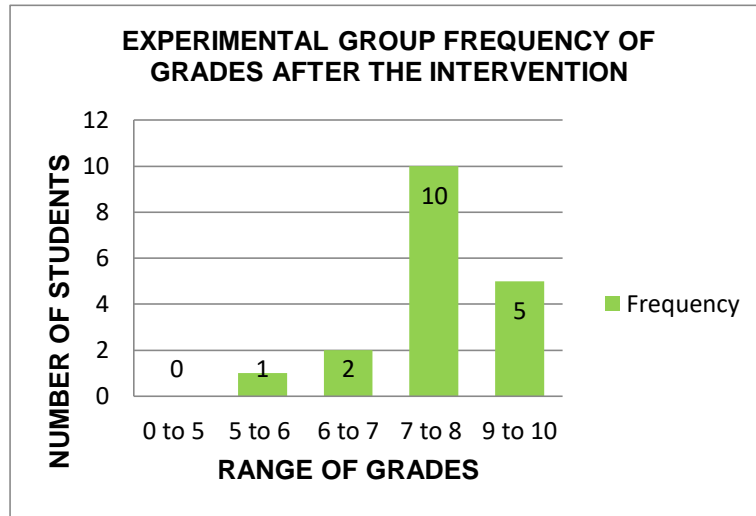
Figure 5. Frequency bar graph. This figure illustrates the results after the intervention for the experimental group.

Statistical results before and after the intervention per component for the experimental group

Table 8. Communicative Achievement component - results before and after the intervention for the experimental group

PARTICIPANT	COMMUNICATIVE ACHIEVEMENT COMPONENT	
	EXPERIMENTAL GROUP RESULTS	
	BEFORE THE INTERVENTION	AFTER THE INTERVENTION
A	3	4
B	3	3.5
C	3	4
D	3	4
E	3	4.5
F	2	4

G	3	4.5
H	3	4.5
I	3	3.5
J	3	4.5
K	3.5	3.5
L	3.5	4
M	2	4
N	4	5
O	4	5
P	4	5
Q	4.5	5
R	4	4

Figure 6. Bar graph. This figure shows the communicative achievement performance before and after the intervention for the experimental group.

Table 9. Organization component - results before and after the intervention for the experimental group

PARTICIPANT	ORGANIZATION COMPONENT	
	EXPERIMENTAL GROUP RESULTS	
	BEFORE THE INTERVENTION	AFTER THE INTERVENTION
A	3	4
B	2	3
C	3	4
D	3	4
E	3	4
F	3	3.5
G	3	4.5
H	2	4
I	3	4
J	3	3.5
K	3	4
L	3	4
M	2	3.5
N	3	4
O	3.5	4
P	4	4
Q	4	5
R	4	4
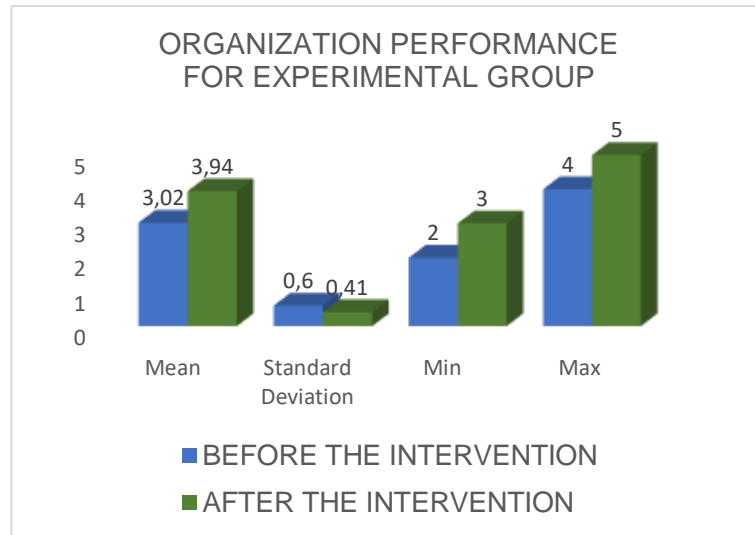
Figure 7.Bar graph. This figure shows the organization performance before and after the intervention for the experimental group.

Table 10. Content component - results before and after the intervention for the experimental group

	CONTENT COMPONENT	
	EXPERIMENTAL GROUP RESULTS	
PARTICIPANT	BEFORE THE INTERVENTION	AFTER THE INTERVENTION
A	4	3.5
B	2	2
C	3	3.5
D	3	3.5
E	3	4.5
F	2	3.5
G	3	4
H	3	4
I	3	3.5
J	3	3.5

K	2	3.5
L	3	3.5
M	2	3.5
N	2.5	4.5
O	4	4
P	3	4
Q	2.5	4.5
R	3	4

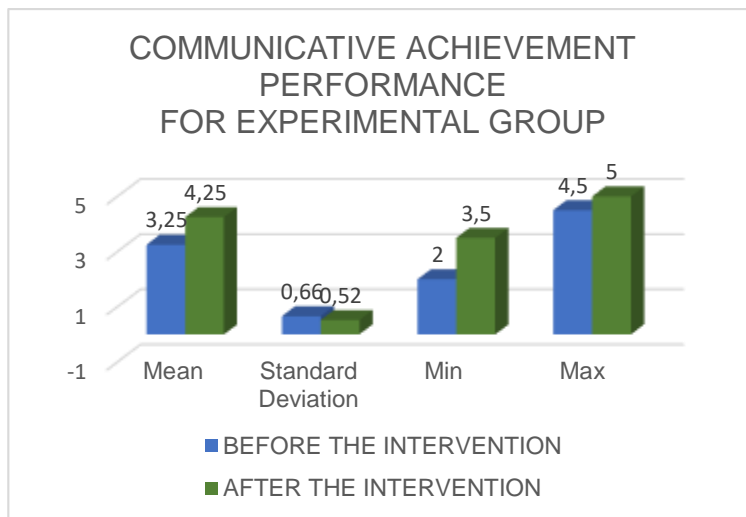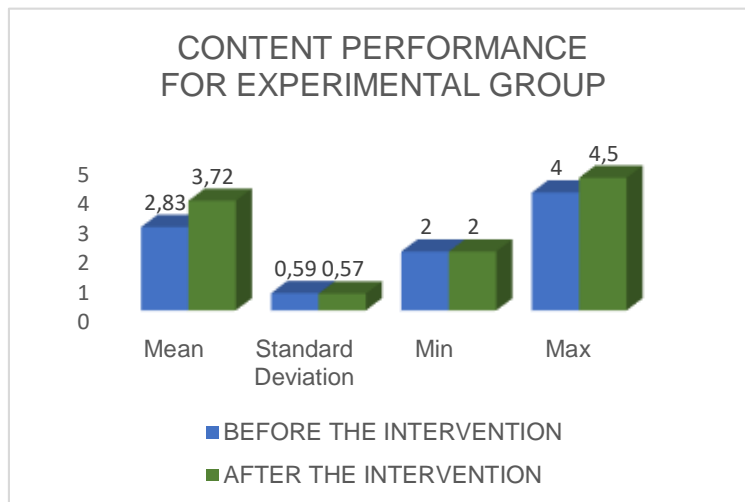*Figure 8.Bar graph. This figure shows the content performance before and after the intervention for the experimental group.*

Table 11. Language component - results before and after the intervention for the experimental group

PARTICIPANT	LANGUAGE COMPONENT	
	EXPERIMENTAL GROUP RESULTS	
	BEFORE THE INTERVENTION	AFTER THE INTERVENTION
A	4	3.5
B	2	3
C	3	3
D	3	3
E	3	3
F	3	3
G	3	4
H	2	3.5
I	3	3.5
J	3	3.5
K	3	3.5
L	3	3.5
M	2	3
N	3	3.5
O	2.5	4
P	3	3.5
Q	2.5	3.5
R	3.5	4
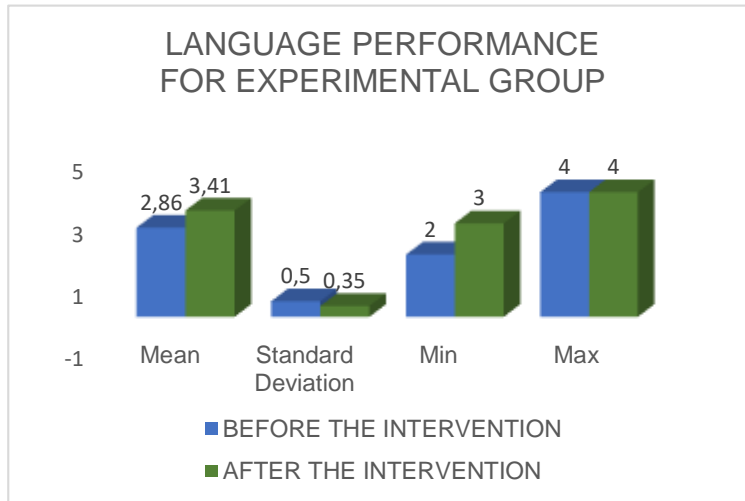
Figure 9.Bar graph. This figure illustrates the language performance before and after the intervention for the experimental group.

Results from the checklist

Table 12. Checklist for Organization and Language component frequency table – experimental group

WRITING CHECKLIST FOR ORGANIZATION AND LANGUAGE COMPONENT FREQUENCY TABLE						
	100%	80-70%	50%	25%	0%	
CRITERIA	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER	TOTAL
LANGUAGE COMPONENT						
The email presents spelling errors.	-	2	2	9	5	18
The email presents use of capital letters at the beginning of sentences.	16	2	-	-	-	18
The writer uses commas correctly.	2	11	3	2	-	18
The email presents ending punctuation on all sentences.	13	3	1	1	-	18

The email shows good use of grammar.	7	6	4	1	-	18
The writer uses target vocabulary to answer the questions.	1	7	10	-	-	18
The writer uses informal writing.	8	3	4	3		18
All the proper nouns begin with capital letters.	12	3	3	-	-	18
ORGANIZATION COMPONENT						
Every sentence refers to the main idea of the email.	5	10	2	-	1	18
The email has at least three paragraphs.	6	6	2	2	2	18
The writer uses complete sentences.	6	7	3	2	-	18
The writer uses linking words correctly.	2	10	4	2	-	18
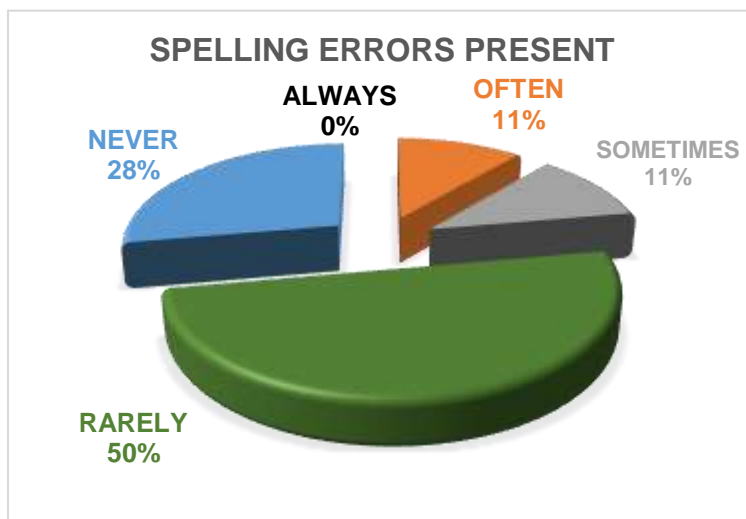
Figure 10. Spelling error pie chart. This chart shows the percentage of spelling errors present for the experimental group.
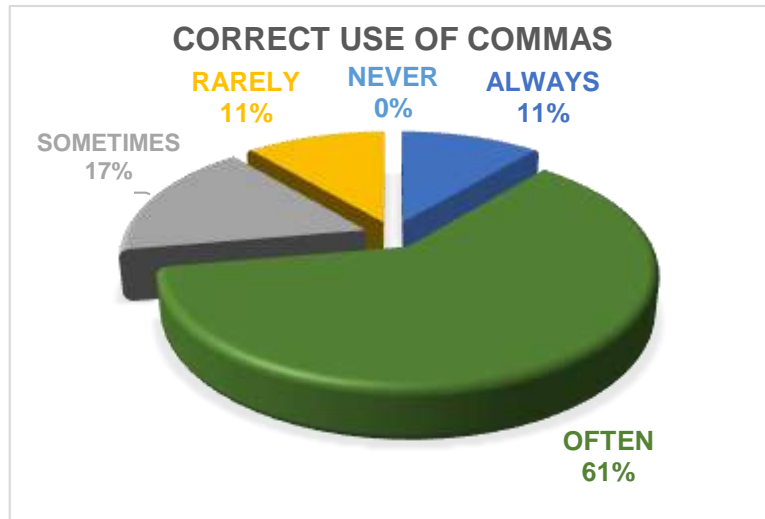
Figure 11. Use of commas pie chart. This figure shows the percentage of the correct use of commas present for the experimental group.
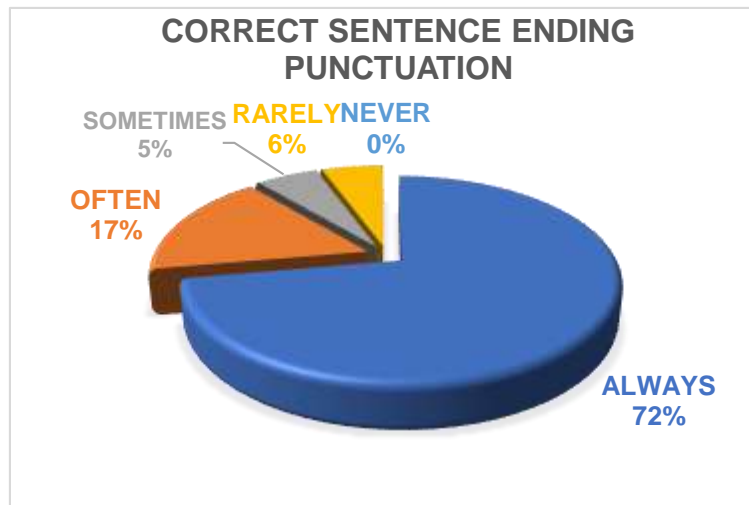
Figure 12. Ending punctuation pie chart. This figure shows the percentage correct sentence ending punctuation present for the experimental group.

Figure 13. Grammar pie chart. This figure shows the percentage of correct grammar present for the experimental group.
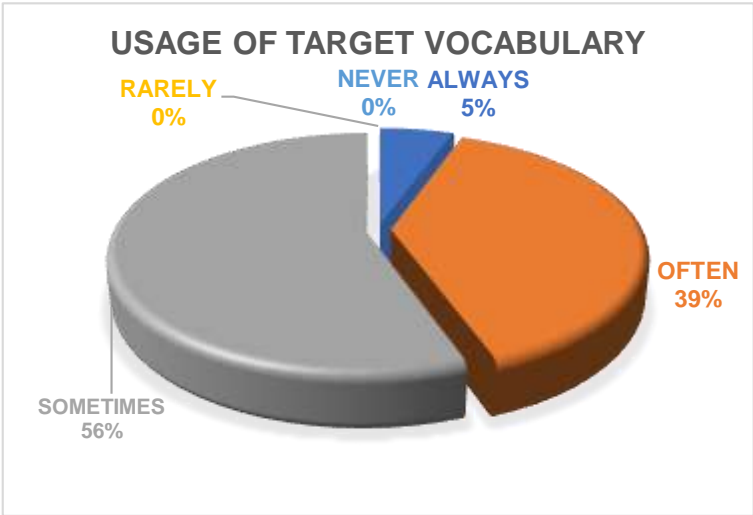
Figure 14. Vocabulary pie chart. This figure shows the percentage of target vocabulary present for the experimental group.
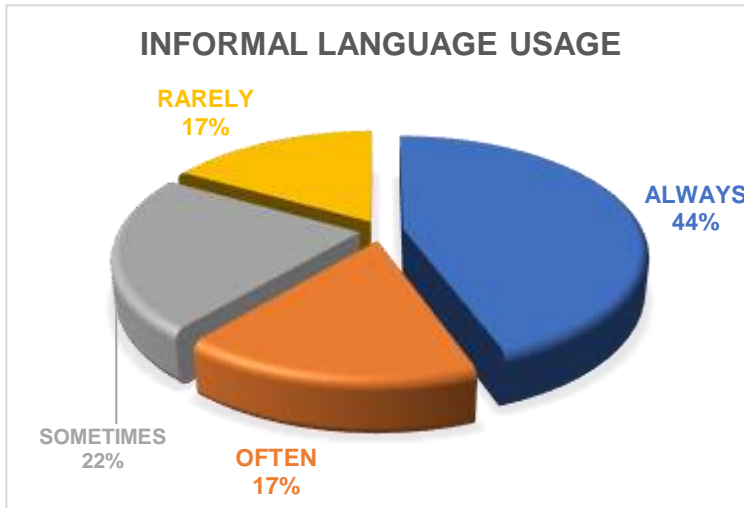
Figure 15. Register pie chart. This figure shows the percentage of informal language present for the experimental group.
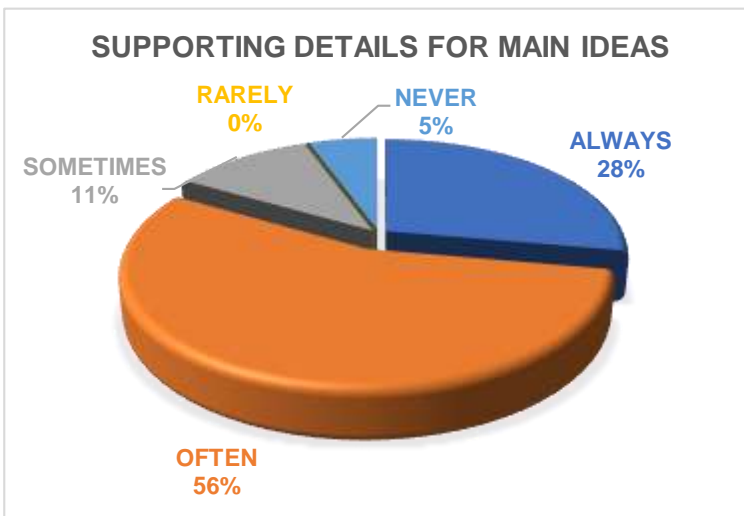
Figure 16. Main ideas pie chart. This figure shows the percentage of supporting details for main ideas present for the experimental group.

DIVISION OF EMAIL IN PARAGRAPHS

NEVER
11%

RARELY
11%

ALWAYS
34%

SOMETIMES
11%

OFTEN
33%
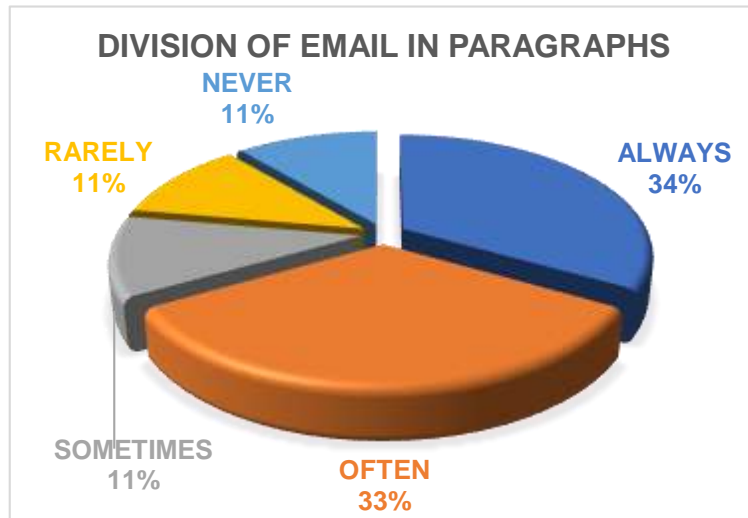
Figure 17. Paragraph pie chart. This figure shows the percentage of paragraphs usage present for the experimental group.

COMPLETE SENTENCES USAGE

RARELY
11%

NEVER
0%

SOMETIM
ES
17%

ALWAYS
33%

OFTEN
39%
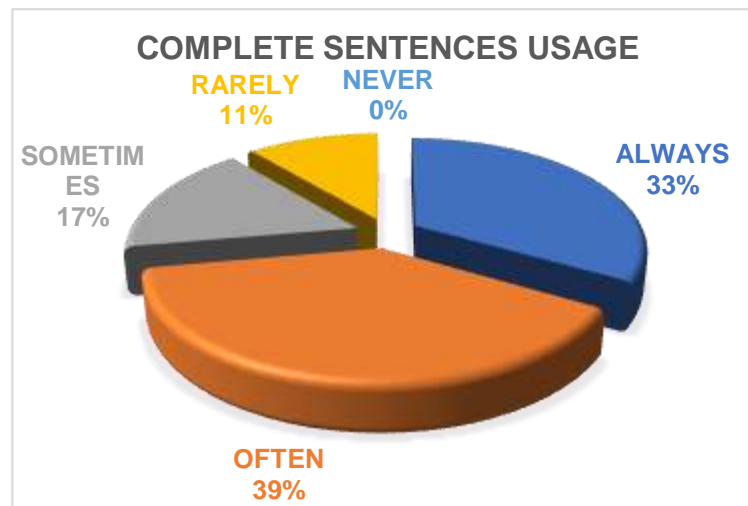
Figure 18. Sentence pie chart. This figure shows the percentage of complete sentence usage present for the experimental group.
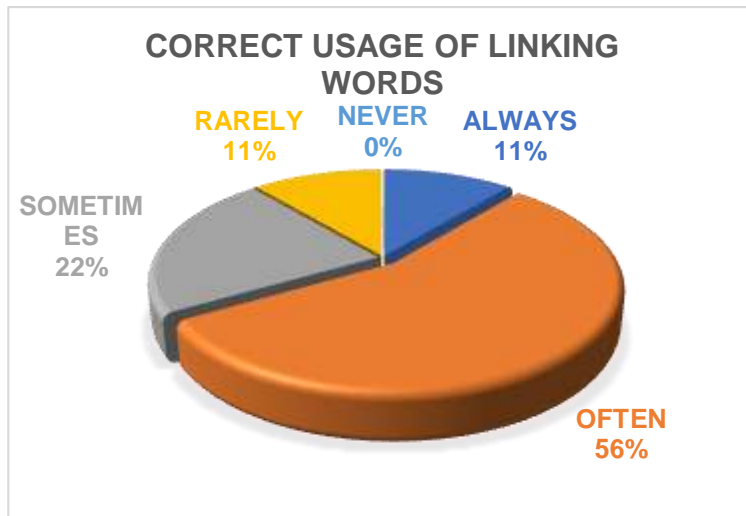
Figure 19. Linking words pie chart. This figure shows the percentage of correct linking words usage present for the experimental group.

Descriptive statistics for the control group (before and after using teacher's feedback)

Table 13. Comparison of grades for the control group

	CONTROL GROUP RESULTS	
PARTICIPANT #	GRADE PRE-TASK	GRADE TASK 2
1	5	7
2	5	6
3	4.25	5
4	3	3
5	4.5	4.75
6	6	6.25
7	6.5	6.5
8	6	6.5
9	3.75	5
10	5.75	6

11	5	5.75
12	5	5.5
13	6	5.75
14	5.75	6
15	6	6.25
16	6	5.75
17	6	5.5
18	6.25	6.25

Table 14. Statistical results for the control group to compare teachers' traditional method of feedback.

	PRE-TASK	*TASK 2*
Mean (m)	5.31	5.7
Median	5.75	5.87
Mode (Mo)	6	6
Standard Deviation (σ)	0.95	0.88
Sample Variance	0.91	0.78
Minimum (min)	3	3
Maximum (max)	6.5	7
Count	18	18
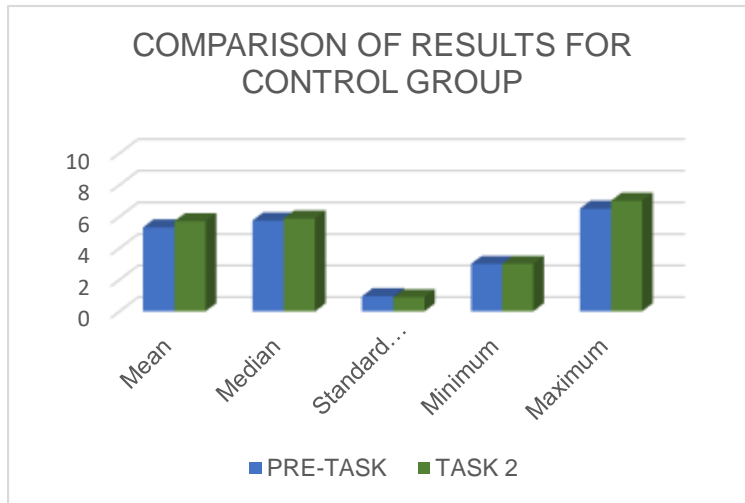
Figure 20. Control group results. This bar graph illustrates the comparison of results for the control group pre-task and second task.
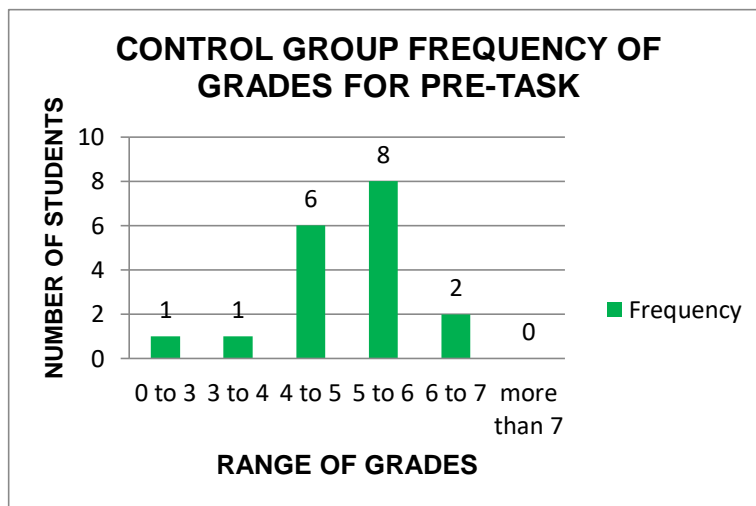
Figure 21. Frequency bar graph. This figure displays the frequency for the grades of the control group in the pre-task.
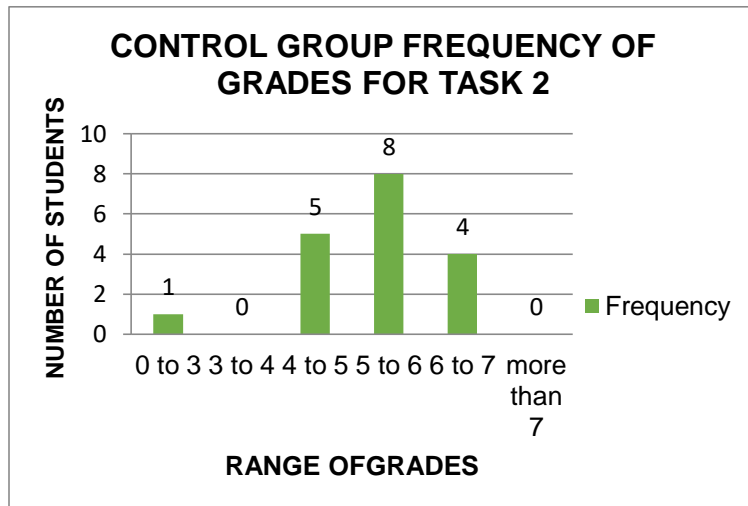
Figure 22. Frequency bar graph. This figure shows the frequency for the grades of the control group in task 2.

Padlet to show the interaction among participants (revisors, writers, instructors)
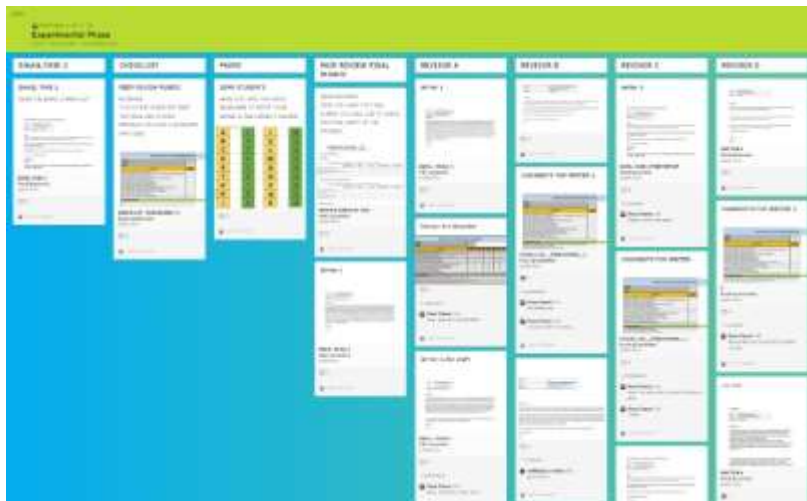
Figure 23. Padlet (part A). This figure shows the interaction between revisors, writers, and instructors.
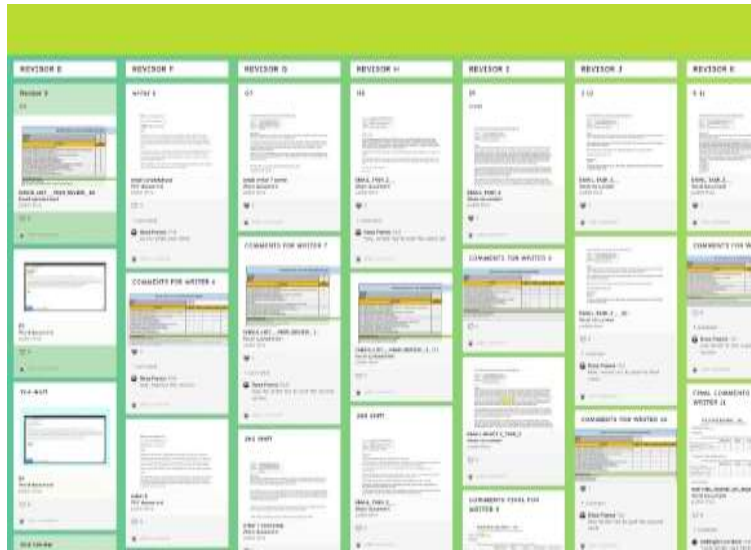
Figure 24. Padlet (part B). This figure shows the interaction between revisors, writers, and instructors.

Figure 25. Padlet summary. This figure illustrates a Padlet summary of the interaction for the experimental group.

CHAPTER 6: Discussion of findings

6.1. Introduction

The following discussion provides statistical information to support the claims that trained peer review techniques using ICT tools significantly improved the II baccalaureate students' writing skill from a private institution in Pedro Carbo compared to the traditional method of having the EFL teacher provide feedback to learners. To accomplish this, the null hypothesis, which states that "there is no difference between EFL learners receiving trained peer-review feedback and non-receiving in terms of writing quality for Second Bachelor students in a private high school", was tested using a single ANOVA analysis to reject or accept the assumption that there is a significant change between the two variables of the study.

The following discussion of data tries to confirm how effective trained peer review techniques are to improve the writing skill of students. The benefits are shown using descriptive statistics to measure the positive changes peer review brings to EFL learners. Following the same trend, the findings for the experimental group in terms of the writing conventions such as content, communicative achievement, organization, and language are compared before and after the intervention to give evidence that peer assessment improves the writing skill of EFL learners using collaborative work through the means of adding ICT tools to engage and promote interaction among subjects.

The checklist used in this research study gives additional support to the improvement of the writing skills for the experimental group. These results demonstrated

the conventions that need more attention from EFL teachers and how effective trained

peer review techniques were to the writers.

Regarding the control group data, the results will demonstrate the outcomes from

the pre-task and second task using the traditional feedback from the EFL teacher. The

findings will be shown using descriptive statistics methods.

6.2. Data analysis and discussion

Table1. shows the final scores (over 10 marks) for the experimental and control

group. These grades were used to calculate the average of mean, median, variance,

standard deviation, maximum and minimum values for each group. These results are

present in Table2. and Table 3.

To accept or reject the null hypothesis, Table2. shows a one way ANOVA test

that includes the results from the final task for the experimental (with peer review) and

control group (without peer review / traditional teacher's feedback). The ANOVA

summary chart includes the p value (grade of significance) with a level of confidence of

95% ($\alpha = 0.05$), The table illustrates that p=0.00000003 is less than α, so there is a

significant difference between the means from the experimental and control group.

Therefore, the researchers reject the null hypothesis, meaning that incorporating trained

peer review techniques offers a relevant change to the experimental group's writing skill

versus the traditional method of teacher's feedback.

Table 3. shows a summary of the statistical results for the final task of the

experimental and control group. The mean score for the control group is lower (5.7) than

the experimental group (7.66). This states that the subjects who received peer review

feedback scored better than those who did not receive peer feedback. The experimental

group's standard deviation (0.76) is less than (0.88) from the control group. This means

that the level of dispersion from the mean is closer to the first group. Thus, proving that

there was an improvement for the experimental group. The median also improved

significantly for the experimental group (7.5) than the one from the control group (5.87).

Finally, the minimum and maximum values for each group varied. The experimental

group scored (min= 5.75 - max=9) while the control group scored (min=3 - max= 7). All

this information supports the usefulness of integrating peer review to improve EFL

learners' quality of writing, which is also shown in Figure 2. with a comparison bar

graph.

Table 4. indicates the effectiveness of peer- review techniques for the

experimental group by comparing its scores for pre-task (before intervention) vs. the

second task. Then, Table 5. shows concrete values to establish the differences in the

writing performance of the students that took part in the experiment. For example, before

the intervention, the m= 5.98 is lower than m= 7.66 after the same group intervention.

Also, the Mode (Mo) after the application of PR shows a higher value (7.25) against the

value of 6 (before PR) for the experimental group. As for the standard deviation (σ), the

value for before the intervention (σ= 0.89) is higher than the (σ= 0.76) after the

intervention. The minimum and maximum values for this experimental group also

showed an increase; the (min= 4 - max= 7.25) before the intervention incremented in

comparison to the (min=5.75 - max=9) after the intervention. A summary of this comparison is presented in Figure 3.

Table 6. and Table 7. represent the frequency of range in grades that improved after the intervention. Both tables clearly show that the experimental group scores changed positively after integrating peer review. More subjects reached grades between (7 - 8)= 10 students ; (9-10)= 5 students after the intervention compared to (7-8)= 1 student ; (9-10)= 0 students before the intervention. The range of grades (0 - 5)= 4 before the intervention decreased to zero after the intervention. These results denote the improvement of the overall performance of the experimental group. A bar frequency graph explains the data in Figure 4. and Figure 5.

The statistical analysis for the performance of each of the components considered in the adapted rubric demonstrates the positive impact of peer feedback before and after the intervention of the experimental group.

Regarding the communicative achievement component, Table 8. presents the results for each of the participants. From this table, Figure 6. shows the increment for the mean (3.25 to 4.25), min (2 to 3.5), and max (4.5 to 5) and a positive decrease in the standard deviation (0.66 to 0.52) using a bar graph.

In terms of the organization component, Table 9. illustrates the results for each of the participants. From this table, Figure 7. displays the increment for the mean (3.02 to 3.94); min (2 to 3); and max (4 to 5) and a positive decrease in the standard deviation (0.6 to 0.41) using a bar graph.

Referring to the content component, Table 10. displays the results for each of the participants. From this table, Figure 8. demonstrates the increase for the mean (2.83 to 3.72), max (4 to 4.5), and a slight decrease in the standard deviation (0.59 to 0.57) using a bar graph. However, the minimum score remained constant with a value of 2.

Likewise, for the language component in Table 11. denotes the results for each of the participants. From this table, Figure 9. indicates the increment for the mean (2.86 to 3.41), min (2 to 3), and a positive decrease in the standard deviation (0.5 to 0.35) using a bar graph. The max score remained constant with the value of 4, though.

Thus, the results taken from each of the components indicate students need to practice more with the content and language aspects. Despite this, the strategy proposed (peer review) has revealed an overall benefit in the performance of the writing skill for the experimental group after implementing the technique.

After tabulating the checklist results, a general overview highlights more relevant information about the language and organization components for the experimental group. These results came from the revisors' group revision on the first draft that the writers posted in the Padlet called "Experimental phase". Table 12. displays how the frequency in which the criteria of content and organization are distributed around the writers. This frequency is illustrated using pie charts to show the percentage of occurrences included in each of the previously mentioned components.

Analysis of results for the language component

Regarding spelling errors, Figure 10. illustrates that a low percentage (28%) that corresponds to "never" and 50% that represents "rarely" of the writers presented misspelling words in their pieces of writing, which is a positive finding. Therefore, the Grammarly ICT tool's use helped the writers to check their email before delivering the second task.

As for the correct use of commas, Figure 11. displays that a high percentage of 61% that corresponds to "often" and 11% which represents "always" of the writers used commas appropriately in their pieces of writing. Thus, the use of the ICT tool Liveworsheet possibly aided the writers to place commas better in their email before delivering the second task.

Similarly, for the use of correct sentence-ending punctuation, Figure 12. shows that a high percentage 72% that corresponds to "always" and 17% that represents "often" of the writers ended their sentences using the correct punctuation in their pieces of writing. Consequently, the use of the ICT tool Liveworsheet might have helped the writers deal with this issue before posting the second task.

In terms of good use of grammar, Figure 13. denotes a high percentage of 39% that corresponds to "always" and 33% that represents "often" of the writers had good grammar in their pieces of writing. Possibly, the use of the Grammarly ICT tool had a positive effect on the knowledge of the writers to address the grammar issues in their emails before delivering the second task.

Following with the data analysis, Figure 14. indicates some relevant results about the usage of target vocabulary. For example, the highest value (56%) that stands for "sometimes" and the following one (39%) that corresponds to "often" demonstrate that writers reflected on the use of targeted vocabulary in their emails before delivering the second task. Another significant finding is that the writers did not include vocabulary that was not related to the task.

The aspect of informal language usage is presented in Figure 15. which illustrates that the highest value (44%) that stands for "always" and the following one (22%) that corresponds to "sometimes" demonstrate that writers utilized the appropriate register in their emails before delivering the second task.

Analysis of results for the organization component

As for the supporting details for main ideas, Figure 16. displays that a high percentage 56% that corresponds to "often" and 28% that represents "always" of the writers used supporting sentences properly in their pieces of writing. Another significant finding is that only 5% (never) of the writers did not include supporting details in their emails.

Likewise, Figure 17. shows that a high percentage (34%) that corresponds to "always" and 33% that represents "often" of the writers divided their emails using a logical order. Only 11% that corresponds to "sometimes-rarely-never" struggled with organizing their ideas into paragraphs.

Regarding the usage of complete sentences, Figure 18. displays that a high percentage (39%) that corresponds to "often" and 33% that represents "always" of the writers included full sentences in their pieces of writing, which is a favorable finding. In addition, none of the writers had problems with sentence production.

In terms of the correct usage of linking words, Figure 19. denotes a high percentage of 56% that corresponds to "often" and 22% that represents "sometimes" of the writers used connectors correctly to join their ideas in their pieces of writing. Possibly, the use of the Liveworksheet ICT tool caused a positive effect on the writing performance of the experimental group.

Also, the results from this study revealed some great information about the control group that allowed the researchers to establish some comparisons between the effectiveness of the PR strategy and the traditional method (teachers' feedback). For instance, Table 13. indicates the overall performance of the control group by comparing its scores (over 10) for pre-task vs. second task. Then, Table 14. shows concrete values to establish the differences in the writing performance of the control group. For example, the m= 5.31(pre-task) is lower than m= 5.87 (second task) for the same group. The Mode (Mo) value 6 remains the same for both pre-task and second task. As for the standard deviation (σ), the value for the pre-task (σ= 0.95) is higher than the (σ= 0.88) for task 2. The values for the minimum scores for this group did not reveal any increase; the (min= 3). However, the max value changed from 6.5 (pre-task) to 7.00 (second task). Also, the median suffered a slight change from 5.75 to 5.87. A summary of this comparison is shown in Figure 20.

Figure 21. and Figure22. represent the bar frequency graph of range in grades that compares the slight change that occurred for the control group for the pre-task and the second task. Subjects reached grades between $(4 - 5) = 6$ students; $(5 - 6) = 8$ students; $(6 - 7) = 2$ students ; and (more than $7 = 0$) students for the pre-task compared to $(4 - 5) = 5$ students; $(6 - 7) = 4$ students; and (more than $7 = 0$) students for task 2. the range of grades $(0 - 3) = 1$ remained the same for both tasks. These results denote little improvement in the overall performance of the control group.

 Finally, to give more evidence about the entire process of data collection and analysis of results Figure 23. (part A). Figure 24 (part B), and Figure 25. show interactions (comments, posts, word documents, images) between revisors and writers (experimental group), and the teachers' contribution during the entire research process..

CHAPTER 7: Conclusion

7.1. Summary of findings

This research study demonstrated that incorporating peer-review technique improved secondary students' quality of writing as a response for the proposed hypothesis. However, the results did not say that traditional teachers' feedback should be replaced by peer's feedback.

The results obtained showed that there is a difference in the quality of writing after the application of peer- review techniques for the treatment group (writers) by comparing its initial scores for pre-task (before intervention) vs. the final scores (second task).

Another finding as described in the previous chapter, revealed that the subjects who received peer review feedback performed better than those who did not receive peer feedback by comparing their results for the same final task they were assigned to write. Thus, proving that there was an improvement for the experimental group after the treatment.

All these information supports the usefulness of integrating peer review to improve the quality of the writing for sophomore students.

Even though, this research was not intended to measure the impact on individual components of the writing skill, the results from the adapted rubric showed a significant improvement for components such as organization, content, communicative achievement and a slight one on language for the experimental group.

The results from the checklist also showed on what conventions writers struggled more. Through this, revisors and writers discovered the importance of organization and language components while writing their emails. Finally, the use of a checklist and adapted rubrics helped the revisors to elicit organized and concise comments on their peers' work.

Additionally, collaborative work in the form of peer- review using the Padlet platform facilitated learning opportunities and students' interaction that were not just centered on teachers' role.

In addition, implementing online worksheets (Liveworksheet), and a grammar checker (Grammarly) helped the revisors to reflect on their comments and suggestions for their classmates' written work. Here, anonymity gave the experimental group more confidence while interacting, and prevented the group of writers from hostility, over-criticism, or rude comments from their revisors; the same way as mentioned in Hansen and Liu (2005) cited in Sotoudehnama & Pilehvari (2016) who concluded that if the writers are not extremely and negatively criticized, they are not likely to become defensive during the process.

7.2. Limitations of the study.

Time constraints limited the number of activities to develop during the training and made the researchers prioritized content and writing practice. The second limitation responded to the lack of confidence that revisors showed during the first session of

training. Even though they had the required knowledge, they did not believe they could correct their classmates' work.

Another limitation of the study was the fact that some learners from this class did not have good Internet connection at home, so those students had to work extra time to post their written assignments.

Finally, the last issue was that there is a lack of research on the use of this collaborative writing strategy in our country, so the researchers had to relate foreign investigation to our national context to design an affordable peer - assessment plan.

7.3. Future directions and further areas for research

Researchers recommend keep using rubrics and checklist to minimize ambiguity or misinterpretation for the traditional feedback, but it is essential to avoid the overuse of the same material that could influence students' results. More investigation is needed to determine if working either under anonymous or non-anonymous systems causes different effects on students' interactions and quality of their peer- feedback.

Last, for having more information to reinvent traditional educational systems in assigning writing tasks, it is necessary to research more about multiple interaction during peer-review practice. For example, instead of having one revisor, there would be multiple ones, so researchers could make comparisons between results with one revisor or more than one to see if there any influence on students' writing skills.

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Appendices

Appendix A

Pre-task guidelines and sample

WRITING A PERSUASIVE EMAIL

The purpose of this email is to invite someone to come to your town or country.

FOCUS ON CONTENT

Outline (what you need to include)
1.- Introductory—Topic sentence (1st paragraph- 4-5 lines)
2.-Supporting ideas (places to visit–food to eat–weather) to convince your friend to come (2nd paragraph 4–5 lines)
3.- Supporting ideas (sports–activities to do) (3rd paragraph 4-5 lines)
4.- A conclusion, state your position again (invite in a different way). (4th paragraph 4-5 lines)

FOCUS ON LANGUAGE

• Introducing and ordering arguments
First, Second,   Next,   Also,   In addition,   Furthermore
• Introducing details
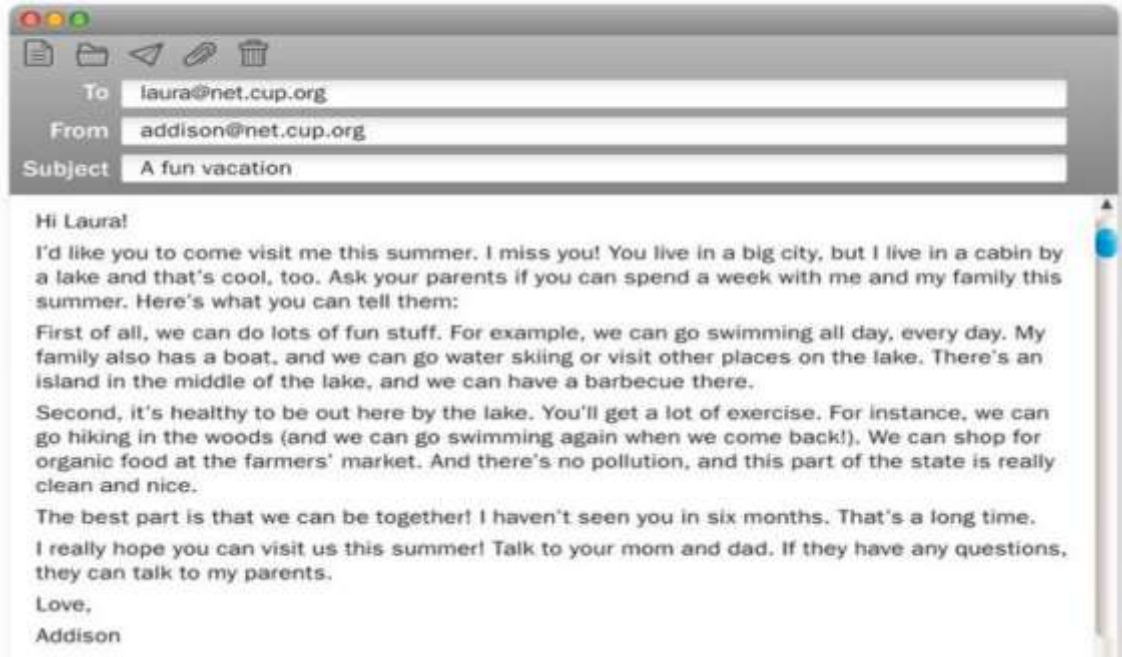For example,   For instance,   There is / There are,   The best part
• Introducing suggestions
We can   It would be great,   I believe we can,
• Closing your email
I really hope………….   I am sure we would have……., 　　 Let me know………….

MODEL TO FOLLOW

To	laura@net.cup.org
From	addison@net.cup.org
Subject	A fun vacation

Hi Laura!

I'd like you to come visit me this summer. I miss you! You live in a big city, but I live in a cabin by a lake and that's cool, too. Ask your parents if you can spend a week with me and my family this summer. Here's what you can tell them:

First of all, we can do lots of fun stuff. For example, we can go swimming all day, every day. My family also has a boat, and we can go water skiing or visit other places on the lake. There's an island in the middle of the lake, and we can have a barbecue there.

Second, it's healthy to be out here by the lake. You'll get a lot of exercise. For instance, we can go hiking in the woods (and we can go swimming again when we come back!). We can shop for organic food at the farmers' market. And there's no pollution, and this part of the state is really clean and nice.

The best part is that we can be together! I haven't seen you in six months. That's a long time.

I really hope you can visit us this summer! Talk to your mom and dad. If they have any questions, they can talk to my parents.

Love,

Addison

Padlet links to pre-task:

https://padlet.com/framcorm3478/k4d5z4zynatordu1

https://padlet.com/framcorm3478/5pf82s0zsp08z8hb

Adapted rubrics

The purpose of this adapted rubric was to make the participants (experimental group–control group) aware of the aspects being evaluated in their written productions. This rubric was an adaptation from the Cambridge PET for schools writing section, where four main components (content, communicative achievement, organization, and language) are evaluated from candidates.

WRITING RUBRIC - B1
USED FOR SELF-ASSESSMENT AND PEER ASSESSMENT

Name: REVISOR (x)
Model reviewed: WRITER (x)

CONTENT:

CHOOSE THE BEST DESCRIPTOR ACCORDING TO WHAT YOU READ.

	DEFICIENT	POOR	GOOD	VERY GOOD	EXCELLENT
The writer included relevant information in a/an……. way.	☐	☐	☐	☐	☐
The reader has all the information in a/an…… way.	☐	☐	☐	☐	☐

COMMUNICATIVE ACHIEVEMENT:

CHOOSE THE BEST DESCRIPTOR ACCORDING TO WHAT YOU READ.

	DEFICIENT	POOR	GOOD	VERY GOOD	EXCELLENT
The writer included the characteristics of an email in a/an……. way.	☐	☐	☐	☐	☐
The email holds the reader's attention in a/an…… way.	☐	☐	☐	☐	☐

ORGANIZATION:

CHOOSE THE BEST DESCRIPTOR ACCORDING TO WHAT YOU READ.

	DEFICIENT	POOR	GOOD	VERY GOOD	EXCELLENT
The use of paragraphs and linking words is….	☐	☐	☐	☐	☐
The ideas and sentences that support the main topic are….	☐	☐	☐	☐	☐

LANGUAGE:

CHOOSE THE BEST DESCRIPTOR ACCORDING TO WHAT YOU READ.

	DEFICIENT	POOR	GOOD	VERY GOOD	EXCELLENT
The writer used a wide variety of vocabulary that relates to the task in a……. way.	☐	☐	☐	☐	☐
The grammar mistakes, errors, and punctuation the email has is…	☐	☐	☐	☐	☐

What can the writer do to improve? (2 recommendations)

Appendix C

Preliminary writing assessment rubric from Cambridge

Writing Assessment subscales for B1 Preliminary for Schools

Writing for B1 Preliminary for Schools is assessed in terms of Content, Communicative Achievement, Organisation and Language. The detailed band descriptors are as follows:

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

Google form for online training with the adapted rubrics

The purpose of this online rubric is to make the participants (experimental group–control group) aware of the aspects being evaluated in their emails following the adapted model from the CEFR Level B1 of English and practice using Google forms (ICT tool).

WRITING RUBRIC - B1

FORM USED FOR SELF-ASSESSMENT AND PEER ASSESSMENT REVIEW
*1. NAME:
*2. MODEL TO REVIEW:

3. **COMMUNICATIVE ACHIEVEMENT**
REFERS TO THE CHARACTERISTICS OF AN EMAIL AND HOW INTERESTING IT IS.

Mark only one oval per row.

	DEFICIENT	POOR	GOOD	VERY GOOD	EXCELLENT
THE TASKS CONTAINS ALL THE CHARACTERISTICS OF AN EMAIL.	◯	◯	◯	◯	◯
THE EMAIL HOLDS THE READER'S ATTENTION.	◯	◯	◯	◯	◯

4. **ORGANIZATION**
REFERS TO THE PARAGRAPHS AND LINKING WORDS.

Mark only one oval per row.

	DEFICIENT	POOR	GOOD	VERY GOOD	EXCELLENT
THE EMAIL IS ORGANIZED AND INCLUDES LINKING WORDS.	◯	◯	◯	◯	◯
THE IDEAS AND SENTENCES ARE WELL CONNECTED.	◯	◯	◯	◯	◯

5. **CONTENT**
REFERS TO HOW COMPLETE THE INFORMATION IS IN THE EMAIL.

Mark only one oval per row.

	DEFICIENT	POOR	GOOD	VERY GOOD	EXCELLENT
The writer included everything the task required	◯	◯	◯	◯	◯
The reader is fully informed	◯	◯	◯	◯	◯

6. **LANGUAGE**
REVISE GRAMMAR ERRORS, VOCABULARY AND PUNCTUATION.

Mark only one oval per row.

	DEFICIENT	POOR	GOOD	VERY GOOD	EXCELLENT
The writer used a wide variety of vocabulary connected to the task.	◯	◯	◯	◯	◯
The grammar mistakes, errors, and punctuation that the email has is	◯	◯	◯	◯	◯

7. **IMPROVEMENT**

WHAT CAN THE WRITER DO TO IMPROVE?

Link to this google form:

https://docs.google.com/forms/d/e/1FAIpQLSeUKtjN9I5wz2XjzOgC83vcg88Hge6YDSQIalPTcFOtJ3KMdA/viewform

Appendix E

Writing checklist for organization and language

This checklist's primary use is to help revisors to evaluate and comments on their peers' pieces of writing.

primary use

WRITING CHECKLIST FOR ORGANIZATION AND LANGUAGE COMPONENT					
CRITERIA	**100%**	**80-70%**	**50%**	**25%**	**0%**
	ALWAYS	**OFTEN**	**SOMETIMES**	**RARELY**	**NEVER**
LANGUAGE COMPONENT					
The email presents spelling errors.					
The email presents use of capital letters at the beginning of sentences.					
The writer uses commas correctly.					
The email presents ending punctuation on all sentences.					
The email shows good use of grammar.					
The writer uses target vocabulary to answer the questions.					
The writer uses informal writing.					
All the proper nouns begin with capital letters.					
ORGANIZATION COMPONENT					
Every sentence refers to the main idea of the email.					
The email has at least three paragraphs.					
The writer uses complete sentences.					
The writer uses linking words correctly.					

Appendix F

Liveworksheet punctuation practice

This online practice helps participants in the use of commas, linking words, greetings, and salutations in their classmates' emails.

Name: Course:

PUNCTUATION AND LINKING WORDS

WE USE COMMAS	WE DON'T USE COMMAS.
To separate a list of activities or things	
I usually play soccer, basketball, volleyball, and tennis.	**After because or since**
To contrast two ideas	
I want to go out with my friends, but my mother doesn't let me.	I don't play soccer because I have a problem on my feet .
After linking words such as:	I can't do it now since I am not in town .
First of all, For example, Secondly, Also,	
For instance, To begin with, However,	**To separate two sentences, we use periods.**
When stating a condition	
If you participate today, you will not take the final exam.	I really want you to come to my town . We can have fun on the park .
When you finish your homework, you can play video games.	
Although I want to go, I don't have enough money.	
After a salutation or closing	
Hello my friend, Best wishes,	
Greetings, Regards,	
HI, Good bye,	

LIVEWORKSHEETS

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PRACTICE

CHOOSE THE CORRECT PUNCTUATION NEEDED IN THE FOLOWING EMAIL. YOU WILL USE (COMMAS (,) PERIODS (.) OR NO PUNCTUATION ())

From: james@fakemail.com

To: abril@fakemail.com

Subject: Come this weekend!

Hello my friend Abril ☐

I am writing you this email ☐ because you are a great friend ☐ Although I have not seen you for several weeks ☐ it feels like years to me ☐ so I want you to come to my town.

There are many things we can do here ☐ For example ☐ my city has many things to do ☐ First of all ☐ we can visit the Malecon ☐ the water park ☐ the cinema ☐ and the biggest shopping center in Latin America. Also ☐ we can eat various types of food here ☐ We have a lot of restaurants in my town ☐ but I think we don't have a nice place to eat pizza near my house ☐ because the best place to eat pizza is closed for now ☐ However ☐ there are various other places to eat ☐

I really hope you can come to my town for the weekend ☐

Good bye for now ☐

James

LIVEWORKSHEETS

link to the Liveworksheet practice:

https://www.liveworksheets.com/eb1639722cm

Appendix G

Sample emails for participants' practice

The following three emails serve as practice for all the participants (group work) to evaluate the four components included in the adapted rubric (word file), and to consider the common mistakes people make when writing an email.

Model 1

To: luna@gmail.com

From: dianam@gmail.com

Subject: A nice visit to Ecuador

Luna!

I really would like you to come visit me on this vacation to my country. I have not heard from you for some years. You can also tell your sister to come with you to spend a nice time with my family.

First, we are going to visit some beaches, such as Salinas, Puerto Lopez, Montañita and others. We are also going to eat all the types of seafood there. It is really nice, cheap and fresh.

Second, we are going to Baños and Riobamba, which are one of the best places in the highland region for their diversity of food. They also have zoos and many touristic places to visit that I can't tell you because I want you to be surprised of the flora and fauna. Then, we will go to the Amazon region. There we can visit many jungles and live in it.

I really hope you can come and visit me with your sister.

Love,

Diana M

Model 2

2020/12/03 Pedro Carbo-Guayas Ecuador 12:30am

From: James

To: Abril

My dear Abril, I am writing you this letter because you are a great friend and although I have not seen you for several years I still love you in the same way and I want you to come to Ecuador now.

I want to tell you my friend that my city have much things to watch, we can visit the Malecon. In reality there are many malecons here. We can have long walks and talk about things.

The food in here is very rich. For example, we can eat "encebollado" it is very good. I know you like fish and this plate has it. There are other foods that you can eat too. I think that you will like the food of here.

Another think that we can do is play different sports. There is a big park here and we can play tennis, soccer and volleyball.

I hope you come Abril, blessings and good luck.

Model 3

To: vickyramos@gmail.com

From: charles@gmail.com

Subject: A fun vacation in Ecuador. In Pedro Carbo

Hi Vicky,

I hope you feel very well, we all miss you, and we look forward to seeing you here in Ecuador, so with all the family we have bought you a ticket.

In addition, we have booked hotels and tickets for tourist places in almost all the country; we want you to enjoy and that together we have a nice family vacation and we can go to the beaches, the mountains, the lakes, etc.

The best part of this is that this way we will have more adventures to share, and by the way mom wants to celebrate your birthday in the beach maybe Salinas. We buy nice food to eat.

I really hope you like this surprise, we love you very much sister, take care and have fun, we look forward to your visit; we want to see you!.
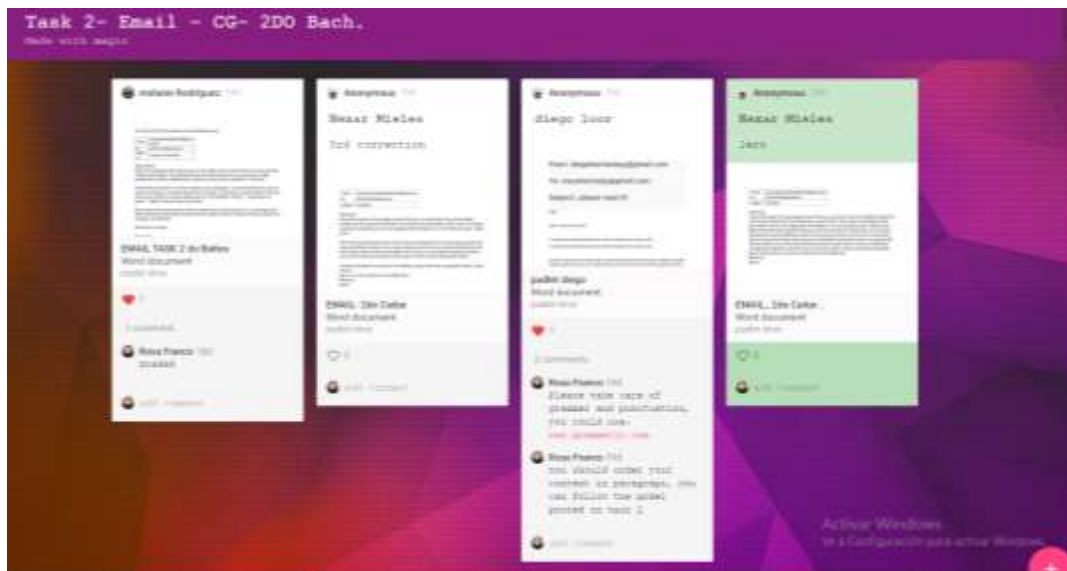
Love ,

Charles

Appendix H

Links and screenshots of Padlets to evidence interaction during the Second task (experiment) and traditional teachers' feedback (control group)

Padlet Link (experimental group)

https://padlet.com/framcorm3478/ijv9k0tub9zjd0go

Padlet link: Control group (non-giving and non- receiving)

https://padlet.com/framcorm3478/8nq2rnhbdxrdixus

This is the task instruction for the second email for both control (teachers' traditional feedback) and experimental group (after the intervention).

Your friend Marvin has written you the following email.

from: wmarvin@fakemail.com
to: yourmail@fakemail.com
subject: Help me to decide!

Hello,
I have to decide where my friends and I could go on vacation. Would you please tell me again what are the things that my friends and I can visit and do in your town?

I also would like to know when it is the best time of the year to go there. What is the weather like? What is the food like?

My friends and I are very sporty, too. What kind of sports can we practice there?

I want to hear from you soon,

Best wishes,
Marvin

Task 2

Write an email to Marvin (120 -160 words), answering his questions to convince him to come to your town.

Appendix J

The legal representatives or parents' participants fill a form to express their consent for the students to take part in the research project.

Link to the online consent form:

https://docs.google.com/document/d/1g1PBxF903vYEuKL_cd90Ozy1IBT0Fj04/edit

Appendix K

This document formalizes the intervention in the private high school from Pedro Carbo where the experiment is carried out.

Pedro Carbo, Febrero 18 del 2021

Sra.
MSC. Rosa Martínez Tomalá
RECTORA UNIDAD E. ECUATORIANA AUSTRIACA
Ciudad

De nuestras consideraciones,

Por medio de la presente queremos informar que tal cual conversación sostenida el año pasado en las instalaciones de la unidad educativa, hemos procedido a iniciar el proceso de entrenamiento de los estudiantes de 2do Bachillerato Técnico y 2do Bachillerato en Ciencias con el propósito de mejorar sus destrezas de redacción en idioma inglés.

Dicha intervención forma parte de nuestra propuesta de investigación previo a la obtención del título de Magister en Enseñanza de Inglés como Lengua Extranjera, perteneciente a la 8va cohorte del postgrado cursado en la Facultad de Ciencias Sociales y Humanísticas de la Escuela Superior Politécnica del Litoral (ESPOL).

Es importante mencionar q los resultados obtenidos en este proyecto de investigación cuantitativa serán puestos bajo conocimiento de la institución directamente, pudiendo el colegio usarla como base para futuros proyectos y/ o para sustento en toma de decisiones en cuanto a la incorporación de la técnica de trabajo colaborativo peer- review que estaremos aplicando.

Agradeciendo de antemano, por su espíritu altruista en formar juventudes que sean referentes de liderazgo y calidad educativa, en este caso, en la enseñanza-aprendizaje de una segunda lengua.

Atentamente,

----------------------------------   ---------------------------------------
Ing. Rosa Franco Ponce   Lcdo. Willington Córdova Reyes
C.I. 0922195334   C.I. 0923893887
Docente- Maestrante   Docente- Maestrante

Pedro Carbo, Febrero 18 del 2021

Sra.
MSC. Rosa Martínez Tomalá
RECTORA UNIDAD E. ECUATORIANA AUSTRIACA
Ciudad

De nuestras consideraciones,

Por medio de la presente queremos informar que tal cual conversación sostenida el año pasado en las instalaciones de la unidad educativa, hemos procedido a iniciar el proceso de entrenamiento de los estudiantes de 2do Bachillerato Técnico y 2do Bachillerato en Ciencias con el propósito de mejorar sus destrezas de redacción en idioma inglés.

Dicha intervención forma parte de nuestra propuesta de investigación previo a la obtención del título de Magister en Enseñanza de Inglés como Lengua Extranjera, perteneciente a la 8va cohorte del postgrado cursado en la Facultad de Ciencias Sociales y Humanisticas de la Escuela Superior Politécnica del Litoral (ESPOL).

Es importante mencionar q los resultados obtenidos en este proyecto de investigación cuantitativa serán puestos bajo conocimiento de la institución directamente, pudiendo el colegio usarla como base para futuros proyectos y/ o para sustento en toma de decisiones en cuanto a la incorporación de la técnica de trabajo colaborativo Peer- Review que estaremos aplicando.

Agradeciendo de antemano, por su espíritu altruista en formar juventudes que sean referentes de liderazgo y calidad educativa, en este caso, en la enseñanza-aprendizaje de una segunda lengua.

Atentamente,

Ing. Rosa Franco Ponce
C.I. 0922195334
Docente- Maestrante

Lcdo. Willington Córdova Reyes
C.I. 0923893887
Docente- Maestrante

Appendix L

The following email thread gave the researchers the permission from Cambridge representatives to adapt the writing rubric from PET.

Re: A favor - Cambridge support

RF rosa franco <framcorm3478@gmail.com>
2/24/2021 1:16 PM

To: Isabel Tabja Cc: Cristhian Vasquez Vargas; Willington Córdova Reyes;
Karen Anabella Yambay Castro; Rosa Monserratt Franco Ponce;
Wellington Marvin Cordova Reyes

Gracias por su ayuda y su valiosa respuesta, por supuesto enviaremos las fotos y también haremos la debida referencia en nuestro trabajo.
Muchas gracias!
Rosa y Willington

El mié, 24 de feb. de 2021 a la(s) 12:56, Isabel Tabja (tabja.i@cambridgeenglish.org) escribió:

Muchas gracias, Cristhian!

Estimados Willingont y Rosa, buenas tardes

Muchas gracias por haber sido tan cuidadosos con le propiedad intelectual. Dado que la Guía de Writing para profesores es de dominio público y se difundió para el uso de los docentes, no tenemos problema en que se use como una de las fuentes de consulta y referencia en vuestra tesis, siempre y cuando, se haga la cita y referencia de manera correcta. En este contexto, por favor, procedan con el uso, y les pedimos que cuando tengan la investigación lista, nos envíen pantallazos de las citaciones.

Por mi parte, aprovecho para ponerme a vuestra disposición, sin más que desearles éxitos.
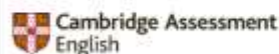
Atentos saludos,

Isabel

Isabel Tabja Sahurie

Senior Business Development Manager, Andes

Cambridge Assessment English

Mobile: +51 936 560 790

tabja.i@cambridgeenglish.org

cambridgeenglish.org/latinamerica

(f) (©) (in) (©)

Cambridge Assessment
English

Appendix M

The following screen captures were taken during the intervention for the experimental group, control group, and training from revisors.