



**“COLLABORATIVE WRITING IMPLEMENTING A  
WIKI TASK WITH EFL BEGINNER STUDENTS”**

**MASTER’S REPORT**

**MARCO AURELIO VALENCIA BOTERO**

**ICESI UNIVERSITY**

**SCHOOL OF EDUCATION SCIENCES**

**MASTER’S IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**SANTIAGO DE CALI**

**2016**



**“COLLABORATIVE WRITING IMPLEMENTING A  
WIKI TASK WITH EFL BEGINNER STUDENTS”**

Marco Aurelio Valencia Botero

Master's Report

**Director:** Tim Marr, PhD

Associate professor in the Master's in Teaching of English as a  
Foreign Language

**Professor:** Sandra Patricia Peña Bernate

Centro de Recursos para el Aprendizaje, Universidad Icesi

Icesi University

School of Education Sciences

Master's in Teaching English as a Foreign Language

Santiago de Cali

2016

## TABLE OF CONTENTS

1. INTRODUCTION .....	2
2. RESEARCH PROBLEM .....	3
2.1 CONTEXT .....	3
2.2 PROBLEM STATEMENT .....	3
2.3 RESEARCH QUESTIONS.....	4
3. OBJECTIVES .....	5
3.1 GENERAL OBJECTIVE.....	5
3.2 SPECIFIC OBJECTIVES.....	5
4. JUSTIFICATION .....	6
5. LITERATURE REVIEW.....	7
5.1 <i>Language learning from a social constructivist perspective</i> .....	7
5.2 <i>Learning in online Environments</i> .....	8
5.3 Advantages of using wikis .....	9
5.4 Disadvantages of using wikis.....	9
5.5 <i>TPACK Model</i> .....	10
6. RESEARCH METHODOLOGY .....	11
6.1 Student Characterization .....	11
6.2 English Program Characterization .....	11
6.3 Procedure.....	12
6.4 Instruments to gather information .....	12
7. FINDINGS AND RESULTS.....	14
8. CONCLUSIONS .....	25

9. REFERENCES .....	28
10. Appendixes .....	30
Appendix 1: Wiki task description .....	30
Appendix 2 :The best opinion paragraph .....	35
Appendix 3: Questionnaire .....	36
Appendix 4 : Answers to the Questionnaire .....	37
Appendix 5: Survey .....	39
Appendix 6: Survey Results .....	44

## **TABLE OF FIGURES**

Figure 1. Zone of proximal development .....	7
Figure 2. Students' opinions about wikis' features .....	16
Figure 3. The Interface and the wiki features .....	17
Figure 4. Virtual vs Traditional .....	18
Figure 5. Peer feedback .....	19
Figure 6. Team working .....	21
Figure 7. Sharing ideas .....	22
Figure 8. Promoting interest .....	23
Figure 9. Self-evaluation .....	24

## ACKNOWLEDGEMENTS

Each of the following people provided me with their support, advice, and encouragement throughout the process of developing this master's thesis.

It is with sincere gratitude and appreciation that I want to thank all of them, for everything they have done in order to assist me in one of the most important experiences in my academic life, up until now.

My gratitude and recognition goes to my thesis advisor, Dr. Tim Marr. From the very beginning, you understood my interests and guided me wisely during the process of elaborating my master's thesis. From our very first meeting I will remember your words: "You seem to be in the middle of the ocean. You have so many possibilities of writing your Master's report. My advice is choose a topic that you really feel passionate about".

To Jhonny Segura, my deepest gratitude for his patience, guidance, and true friendship.

I also want to thank Wilmar Cambindo. I know that I could not have completed this project without his savvy technical support.

I want to express my gratitude to Tito Nelson Oviedo and Diana Diaz. You both encouraged me and expressed confidence in my abilities when I could only do the opposite. I have learned a lot from your example, and you have given me great advice on my Master's report and everything else.

Last, but never least, I must thank my unconditionally supportive wife, Monica. She has always been there for me with her amazing patience and loving tenderness. She has always encouraged me not to give up during some of the most difficult and critical times in my life.

This thesis is dedicated to the memory of my beloved father, Aldemar Valencia Martinez. I will always cherish the times we spent learning and studying together, along with his keen interest in the different topics and subjects of this graduate program.

It is your admirable example that I try to emulate in all that I do. A lifetime of love and gratitude for everything you did for me, Papa.

## **ABSTRACT**

The purpose of this study is to examine the effects of collaborative learning to write opinion paragraphs. The sample consisted of 21 students (11 male and 10 female) from a private university in Cali, Colombia, who in groups, had to write, revise and correct writing paragraph collaboratively. Data was collected from 3 sources: A survey, a questionnaire and comments registered from the wiki's comment feature. The research found out that students were highly motivated and produced better quality paragraphs because of the collaborative learning task that took place in the Wiki platform.

Key Words : Collaborative Learning, Wikis, online environments

## 1. INTRODUCTION

Nowadays, there is a new paradigm in teaching. Teachers have to be aware of the use of new technology trends. The web 2.0 has changed pedagogy in the sense that teachers should be involved with the use of Web 2.0 tools to support and encourage students' learning. The implementation of the wiki platform provides vast opportunities for students' engagement, communicative, active and self-directed learning. Besides, it promotes collaborative learning (Dede, 2008; McLoughlin & Lee, 2010, Glossman & Kang 2010).

At this private university where the researcher requires students to write 4 opinion paragraphs, it has been noticed that students have low motivation towards writing, because they have difficulties to write, as result of the lack of emphasis on writing in previous levels. For many students in this university it is the first time they are actually faced with writing a paragraph. The process of writing an opinion paragraph becomes a very challenging task to accomplish among them. Besides, students are not motivated to write because they find that the activities are boring and repetitive. They complain about the course because they believe that they have to do too many writing tasks. This process of writing is not engaging for the majority of the students.

In this study, I plan to implement collaborative tasks using a wiki to study the effects on students' writing skills and motivation towards writing. Besides, it generates a different alternative for students to develop writing skills. Additionally, it provides the teacher with a different didactic tool to teach writing where students are going to feel highly motivated.

## **2. RESEARCH PROBLEM**

### **2.1 CONTEXT**

This research took place at a private university in Colombia. At this university, students have to take five levels of English as a requirement to graduate. The methodology adopted by the language at the University is the communicative approach and it is focused on developing the four skills. The competence for level 4 is aligned with the Common European Framework of Reference and corresponds to an A2 level<sup>1</sup>:

### **2.2 PROBLEM STATEMENT**

In level 4 as part of the syllabus, paragraph writing is one of the most important aims during the semester. Students are told to write 4 opinion paragraphs during the semester. Students write paragraphs in a traditional way. Students are asked to write a paragraph individually following a model (a sample of a paragraph). Also, no technological tool is used when writing paragraphs.

The process of writing an “opinion paragraph” becomes a very challenging task to accomplish among students. Besides, students are not motivated to write because they find the activities boring and repetitive. They complain about the course because they believe that they have to entail too many writing tasks. This process of writing is not engaging for the majority of the students.

According to this, the problem stated in this study is the following: What can we do to trigger students' motivation to write opinions paragraphs?

---

<sup>1</sup> “Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need” CEFR (Cambridge, 2011).

## **2.3 RESEARCH QUESTIONS**

2.3.1. Does the use of the wiki task promote collaborative writing?

If so,

2.3.2. Does the implementation of the collaborative writing task promote any improvement in students' motivation to write opinion paragraphs?

### **3. OBJECTIVES**

#### **3.1 GENERAL OBJECTIVE**

- To establish if the implementation of a writing task, using a wiki enhances collaborative writing in EFL beginner students.

#### **3.2 SPECIFIC OBJECTIVES**

- To describe the characteristics of the wiki which enhance collaborative writing.
- To identify if there is any improvement of students' motivation to write paragraph after applying the collaborative task in the wiki.

## 4. JUSTIFICATION

In this study, the implementation of collaborative tasks using a wiki seeks to study the effects on students writing skills as well as their motivation to write. Additionally, as Web 2.0 tools can provide teachers with different didactic tools to teach, writing tasks can make students highly motivated.

Among the diversity of Web 2.0 tools the wiki emerges as a powerful learning tool that provides a learning environment which is aligned to the social-constructivist approach (Su & Beaumont 2010).

Collaborative learning implies that students work together to reach a common goal. The wiki as a web 2.0 tool is provided with features that allow students to work as a team. Students have been writing in an individual way and there should be a shift towards learning as a community where students can share their ideas among others.

Literature about the advantages and disadvantages of implementing a wiki as a collaborative tool for writing purposes will be addressed in the next section.

This study will show if the wiki is a useful tool to allow collaborative learning among EFL students.

## 5. LITERATURE REVIEW

### 5.1 Language learning from a social constructivist perspective

From my view as a teacher, I have been aware of the importance of creating a social environment in the classrooms, as mentioned by Wenger, (1998) who establishes that knowledge among students is constructed and shaped by their social interaction.

Language is a social instrument from a constructivist perspective in which the learning process takes place. People elaborate their knowledge based on previous experience and interactions with their environment; Collaboration is influenced by language and culture in human communication. From the constructivist perspective, we can understand that learning a new language is easier for students to learn new things when they have opportunity to share their knowledge with others. In this area (Vygotsky, 1978, p.86) has defined Zone of Proximal Development "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" .

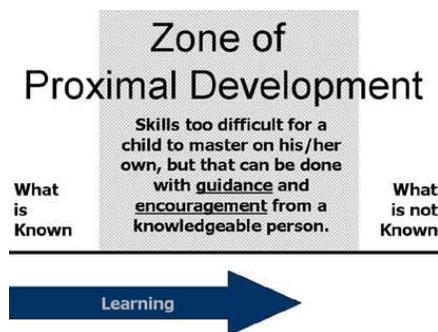


Figure 1. Zone of proximal development

Image taken from: <http://www.simplypsychology.org/Zone-of-Proximal-Development.htm>

From this point of view, weaker students will take advantage of the more advanced students and collaborative learning will take place. In many situations, this support from the more knowledgeable peers will be temporary; this temporary support known as scaffolding will encourage students to achieve a particular task.

## **5.2 Learning in online Environments**

ICT tools and Web 2.0 provide learners with tools to transform, create, and edit their work. Wikis foster academic writing and collaborative processes examining what changes are made by whom and how often. I decided to use a wiki with the aim to allow students to write in a different setting while fostering social interaction among peers. Teachers nowadays are attracted to ICT tools in virtual and traditional classrooms (Byron, 2005; Parker & Chao, 2007; Trentin, 2008).

Latest studies in Foreign Language education have proposed that wikis provide students with a collaborative environment (Arnold et al., 2009), students participate in content development (Kessler, 2009; Elola & Oskoz, 2010). In contrast with individual writing, where learners tend to focus on local aspects such as grammar, collaborative writing via wikis allows them to focus more strongly on structure and organization (Elola & Oskoz, 2010).

Additional research done by (Buzetto-More, 2010; Koochang, Riley, & Smith, 2009) establish that student's learning in an online collaborative environment should be evaluated not only in what they can learn on their own through the use of Web 2.0 tools, but to be consider the way in which they can learn in collaboration with other students.

It was established by Kessler that during the writing process students do not pay close attention to mistakes, as long as these mistakes do not obscure meaning. On the other hand Lee (2010) mentions that "learners did collectively address language errors at the sentence or word level in meaning-driven activities". There is no doubt that technology used appropriately can benefit social interaction and collaborative learning in an EFL classroom (Ortega, 2009).

### **5.3 Advantages of using wikis**

The term 'wiki' is derived from the Hawaiian phrase, wiki-wiki, which means quick. A wiki is a collaborative web site whose content can be edited by visitors to the site, allowing users to easily create and edit web pages collaboratively (Chao, 2007).

As a teacher of English as a foreign language, I have used ICT tools and Web 2.0 technologies in the teaching of English. Many scholars have found benefits from this web 2.0 tool. According to Lund (2008) the asynchronous online collaboration function in the wiki, allows teachers to combine grammatical accuracy, appropriate use of grammatical forms in different contexts, audience awareness, and multiple drafting and revising. Additionally, Elola & Oskoz (2010); Mak & Coniam (2008) highlight that students felt very comfortable about the collaborative environment provided by the wikis. The scholars also pointed out that the quality of the texts were better when they were done in pairs. Also, students wrote more complex texts when they were in groups than those students who wrote texts individually.

In this study, I will use formative feedback where I will be more concerned about the process than the result. Therefore when evaluating the paragraph writing I will focus more on meaning and not as much in form, in other words, grammar mistakes are not going to be taken into account if they do not interfere with the meaning.

### **5.4 Disadvantages of using wikis**

When using the wiki as a collaborative tool there are studies that show negative results. In a study by Lund & Smordal (2006), students only focused in their own wiki page. They were not interested in collaborative learning. They did not give peer feedback. Students were not interested in helping others.

Other researchers, (Lund & Smordal, p.41) established that students did not like others to change what they had written and expressed anger when "somebody messed with someone else's material"

Furthermore, a study by Grant (2006) evidenced that students were not interested in sharing their written work. In this study students were expected to use the wikis features to foster collaborative learning. The results showed that students were reluctant to accept help from others. They even deleted the comments and additions made by others on their page. As Grant (2006) states, "There was no sense of the group pushing the boundaries of their knowledge. The knowledge content produced during this project appears to be limited to each individual's research, rather than shared ideas as a group" (p.8)

Moreover, Gokcearslan, & Ozcani (2011) mentioned that the wiki as a web 2.0 tool encountered the following problems: " All content is modifiable by any user, all content is open to everybody, and simultaneous edits are allowed". (p.483).

### ***5.5 TPACK Model***

A TPACK model was used as a theoretical framework to structure this study. Expert teachers are those that are able to combine content knowledge with the best way to teach this knowledge. The fusion of this knowledge is known as Pedagogical Content Knowledge (PCK). Nowadays is a must to incorporate technology in our classes. This new way of incorporating technology in the class brings together three concepts: Content Knowledge (what is going to be taught), Pedagogical Knowledge (how is it going to be taught) and Technological Knowledge ( the best technological resources available ). This is known as the term TPACK coined by Koehler & Mishra (2009). In this model, knowledge about content (C) pedagogy (P) and technology (T) is central for developing good teaching. In this study, I designed an activity guideline aligned with the TPACK model.

## **6. RESEARCH METHODOLOGY**

### **6.1 Student Characterization**

Students participated in a Pilot Study. They had the opportunity to implement collaborative learning using a web 2.0 tool. It is a level IV group, A2 according to the Common European Framework (CEF). Students background come from different social strata. 21 students composed the group (11 male and 10 female). The age range goes from 18 to 35 years old. The group was a mixed ability class. Even though, most of them had taken the previous levels at the Languages Institute you could find big differences in their levels of proficiency in English. Furthermore, 5 students had not taken English for a long time and their low performance during the course was noticeable among the rest.

### **6.2 English Program Characterization**

The Languages Institute at this private University has a 5 level English program. The program description claims that it leads students from a A1 proficiency level to a B1 proficiency level, according to the CEF. Each level has 2 sessions of 1.5 hours per week. The program lasts 16 weeks for a total of 48 hours during the semester. Implementation of the writing skill among the courses can be seen as follows:

Level 2: “Students become familiar with the structure of a descriptive paragraph and the vocabulary for chores and activities, sports, exercise and leisure activities each student usually does in a special place during the summer time (vacation) in order to write examples about descriptive paragraphs”.

Level 3: “Students have the goal of writing a topic, supporting and concluding sentences in a complete paragraph in order to practice this structure along with the grammar structures covered in class”.

Level 4 “ Students write as fluently as possible, carefully following the instructions for writing their opinion paragraph as well as answering the listening, reading and use of language points of the diagnostic test”.

Level 5: "Students deliver points of view about the importance and impact of his/her proposal. Writes a collaborative writing taking into account the contribution of his/her major with the product. Reads other impact examples to write his/her own". (Taken and adapted from the pacing of the private University).

Besides, the Languages Institute provides resources such as: Computer Laboratories, Rosetta Stone as the Lab Software and it also has a learning platform (Moodle)

### **6.3 Procedure**

Students participated in a wiki collaborative writing task, which lasted eight sessions. The task consisted of writing an opinion paragraph 90 -120 words, which was coherent and well structured. Before starting the task, students were informed of the stages and activities of the task. It was important to define exactly the rubric in order to guide students' individual contributions.

The purpose of this study is the use of a wiki to carry out collaborative language activities, with the following goals (see Appendix 1. For the complete description of procedures.)

- To elaborate an opinion paragraph to strengthen the writing skills among EFL students.
- To encourage group work using collaborative writing by mediation of a "wiki".
- To develop the ability to self-correct by correcting both your own mistakes and other students' mistakes with the supervision of the teacher.
- To promote the use of ICT, self-learning and social interaction.

### **6.4 Instruments to gather information**

*Questionnaire* (see Appendix 3):

The researcher designed an on line questionnaire for the data gathering process to get qualitative data. This instrument used six open questions. The primary aim of the questionnaire was to find out student's opinion about the use of the wiki as a collaborative tool.

*Survey* (see Appendix 5):

The survey was designed using the Likert scale with a five-point response scale. Students were given five response choices. These options served as the quantification of the participants' agreement or disagreement on each question item. Below are the designated quantifications used in the survey:

5	Strongly Agree
4	Agree
3	Neither agree or disagree
2	Disagree
1	Strongly Disagree

This instrument used 17 questions following the Likert scale. Students were asked about their reactions to the collaborative task used during the study.

*Comment Feature:*

The wikispaces platform was provided with a comment feature that allowed students to make comments and give peer feedback about their paragraphs.

## 7. FINDINGS AND RESULTS

The analysis of the data gathered through the interview, survey and the wiki revealed the following findings:

**Research Question 1:** Do the use of the wiki task enhance collaborative writing? Definitely, the wiki task promoted collaborative writing, which can be evidenced by the following findings:

***Finding 1.*** *The wiki task allowed interaction and co-construction of the opinion paragraph.*

More than 90% (see Appendix 6) of the students commented that at the end of the semester (4 weeks calendar) they had found that the wiki had helped them to write a better opinion paragraph. This perception about the effects of the task can be explained by the interactivity facilitated by the way the activities of the task were organized as well as for the tools students could use when writing the paragraph. In conclusion, the technological design based on the TPACK model favored students' performance in the aspects that characterize collaborative work, such as:

- a. *Interaction and interactivity to give peer feedback:* There is clear evidence of students giving formative feedback and participating in discussion. Also, it can be highlighted that the majority of the students (90 %) were engaged with the wiki task. ( see Appendix 6)

The most important aspect here, according to students is the visibility of the comments in the wiki and the possibility to post their comments as they were reading the paragraphs. This allowed interactivity with the content and interaction with peers. Therefore, students were able to give their feedback and follow students' comments on their written production. This can be noticed in some of the comments provided by students: (see Appendix 4)

“I liked writing in a collaborative way while writing my opinion paragraph”

“What I like the best was the collaborative learning. Here all the students contributed with ideas”.

“The collaborative task helped me to write in an easier and faster way rather than writing individually”

“The Wikispaces platform helped me to write an opinion paragraph because I was able to see the comments posted by my classmates”

***Finding 2:*** *The features provided by the wiki allowed students to write their paragraph in a faster and more effective way.*

To perform the wiki task students followed some procedures (Appendix 1), using some of the functions of the wiki program. Students found some of these functions or tools useful to write their paragraph because it allowed interaction and use of visual resources to improve their paragraphs. Some of those functions and its effects are:

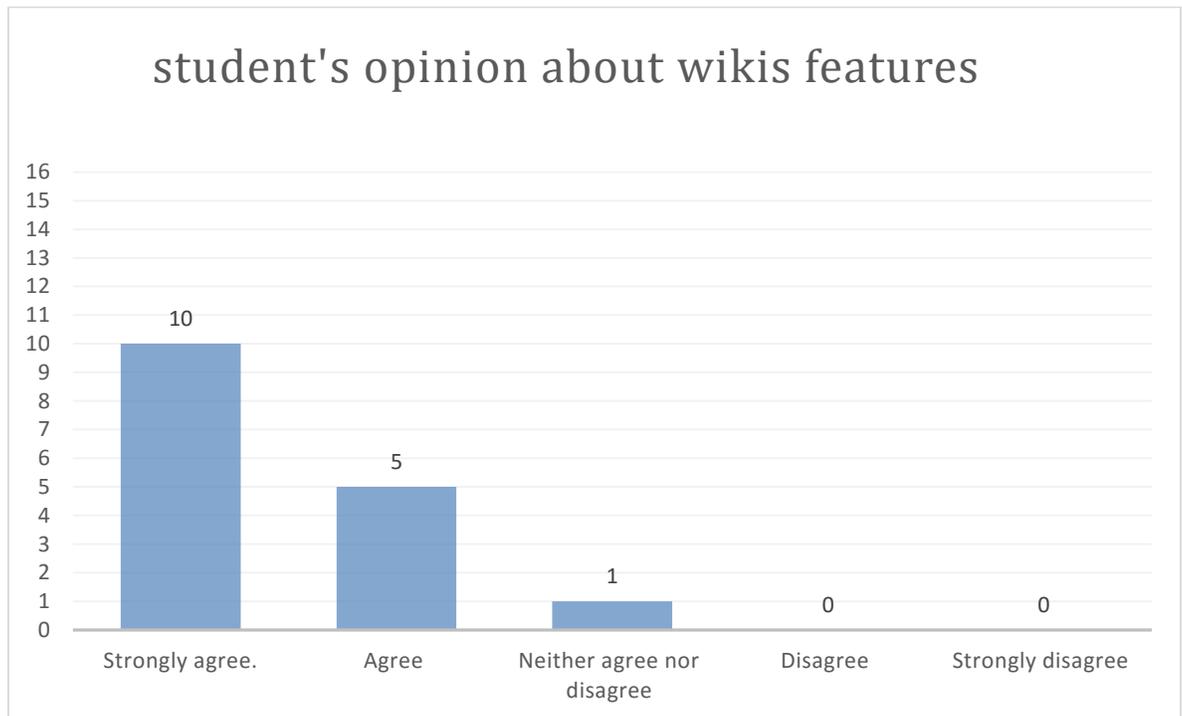
- a. The “discussion” feature at the Wiki was considered by students and the teacher as a very powerful tool to construct the opinion paragraphs. Here students and the teacher were able to express freely their ideas.

*“ It was easier for me to write a paragraph because I had the chance to read my classmates’ paragraphs and this allowed me to see how these paragraphs were structured, the number of words in the paragraph and the quality of the paragraph” (Appendix 4)*

Most of the students contributed with constructive comments, even though other researchers have mentioned that this is one of the disadvantages of this tool. (Storch, 2005; Lund & Smordal, 2006; Grant, 2006 ; Gokcearslan, & Ozcani ,2011).

- b. There were other functions such as edit, delete, discussion, upload videos and pictures that allowed students to work together for a common goal: At the beginning of the course, students were told to write an opinion paragraph (see Appendix1). As part of the instructions, they had to upload a video and some pictures related with their opinion paragraph. 92% of the students mentioned that the use of the different functions found in the wiki, contributed in such a way that the construction of the opinion paragraph was done in an easier and more efficient way (see Appendix 6).

*“it was a useful tool. I felt more comfortable writing the paragraph because our errors were corrected by all of us”.*



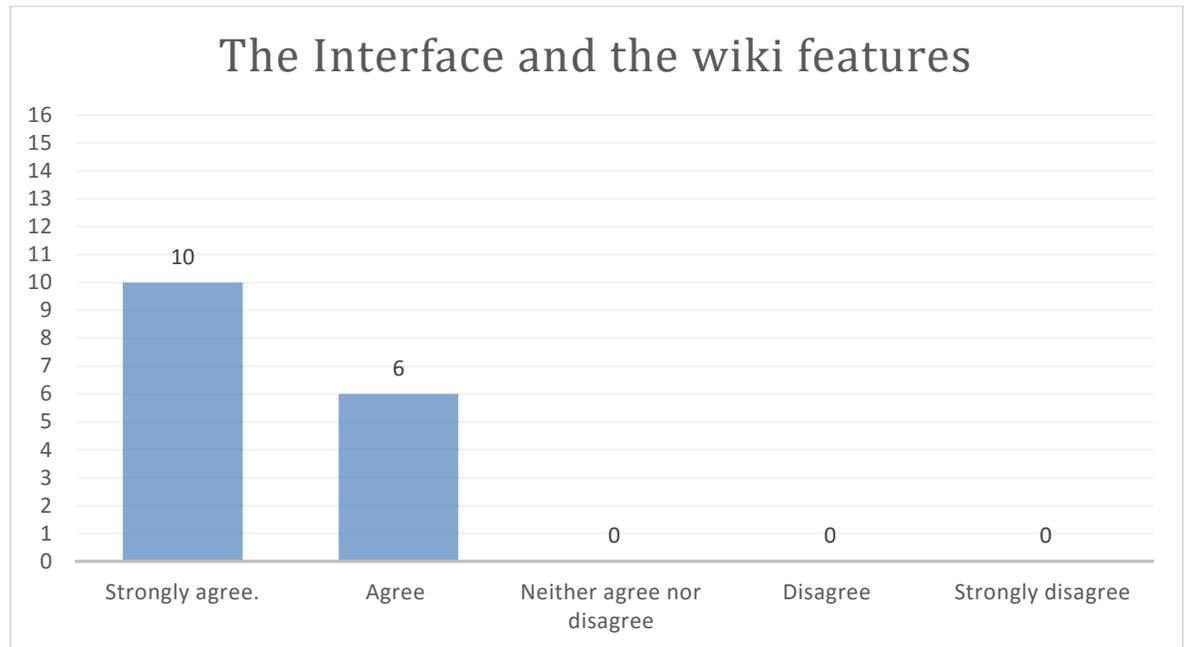
**Figure 2. Students' opinions about wikis' features**

Even though the majority of the students answered that the wiki features are user friendly, one student complained about not being able to use the features correctly.

Besides, some comments made by some students show that being able to use these features triggered students motivation to be eager to write an opinion paragraph. (See Appendix 4)

*“it was a really nice way of writing a paragraph, I felt more relaxed than the traditional way of writing a paragraph. I really liked the way we could complement the paragraph uploading pictures and videos related to the paragraph”*

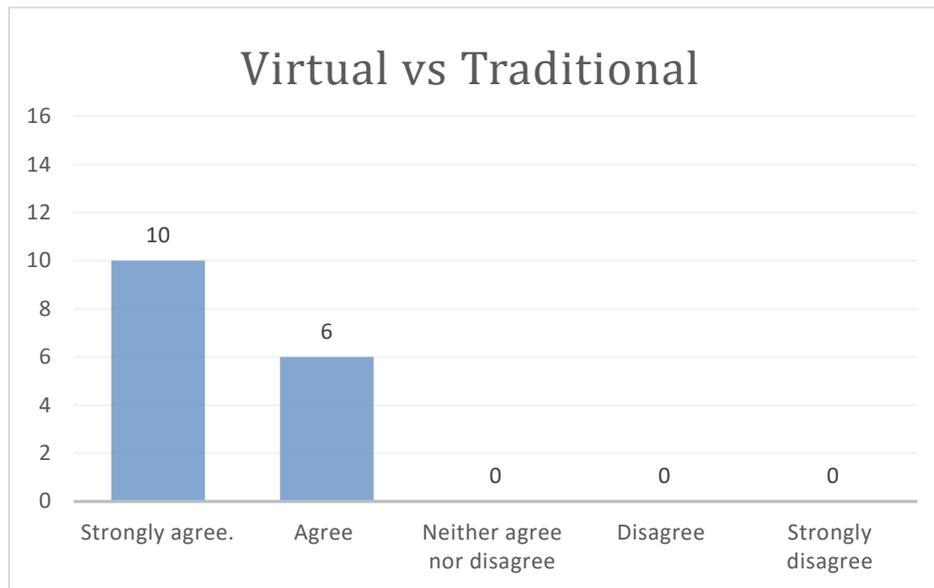
Some of the characteristics students highlighted about using the wiki to work collaboratively are described in the following graphics:



**Figure 3. The Interface and the wiki features**

The graphic shows that the majority of the students felt very comfortable with the use of the wiki features. None of them complained about the features being difficult to use.

Besides, many students strongly agreed that the use of the task done in the wiki had an important influence in their writing performance. They were able to see their peer's paragraphs, and using the comment feature, they could give feedback to their peers about the quality of the paragraph.



**Figure 4. Virtual vs Traditional**

The graphic shows that students are willing to use virtual environments. They feel encouraged to use web 2.0 tools. From the teacher's perspective, it allows him to innovate in his pedagogy. He has to play a new role in Education. Teachers will do less teaching and students will be more responsible about their learning. We need students to become autonomous learners.

**Research Question 2: Does the implementation of the collaborative writing task promote any improvement in students' motivation to write opinion paragraphs?**

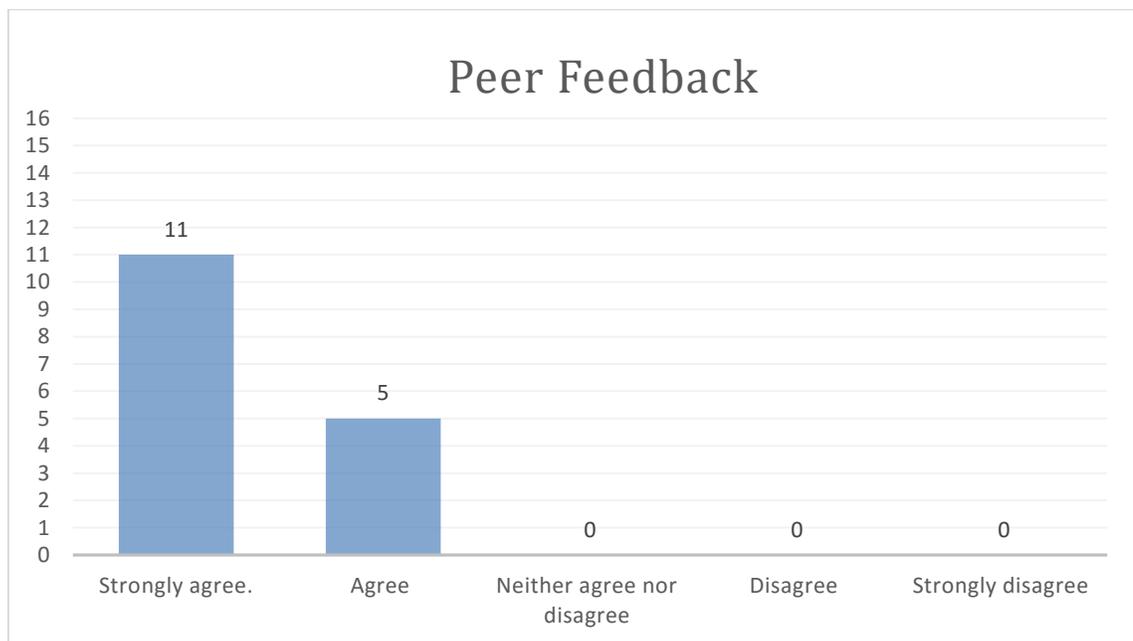
To answer this question this study analyzed students' writing records in which it can be observed the steps and procedures students followed to write the paragraph in groups. (Appendix 1). Besides, students' opinions about the task gathered in the survey and questionnaire allowed to understand their performance in the task and how this allowed students to improve their paragraph writing.

Based on this analysis the following findings were discovered:

**Finding 1.** *Students' paragraph writing improved because of the formative and corrective feedback provided by their peers in the wiki.*

The aim of this study was to create a collaborative environment. Students showed a lot of interest in giving peer feedback and had the opportunity to look at other classmate's paragraphs. This allowed them to write a better paragraph.

One of the most important steps in the task was to provide feedback among students. In the wiki, it is observed that 90 % of students actually posted several comments on their peers' paragraph during the writing process. (See Appendix 6) This feedback shows that in the process, students focused on the importance of organizing the paragraph following structures as a way to present an effective argument in a paragraph.



**Figure 5. Peer feedback**

Students expressed their agreement on how helpful it was for them to count on their peers' feedback.

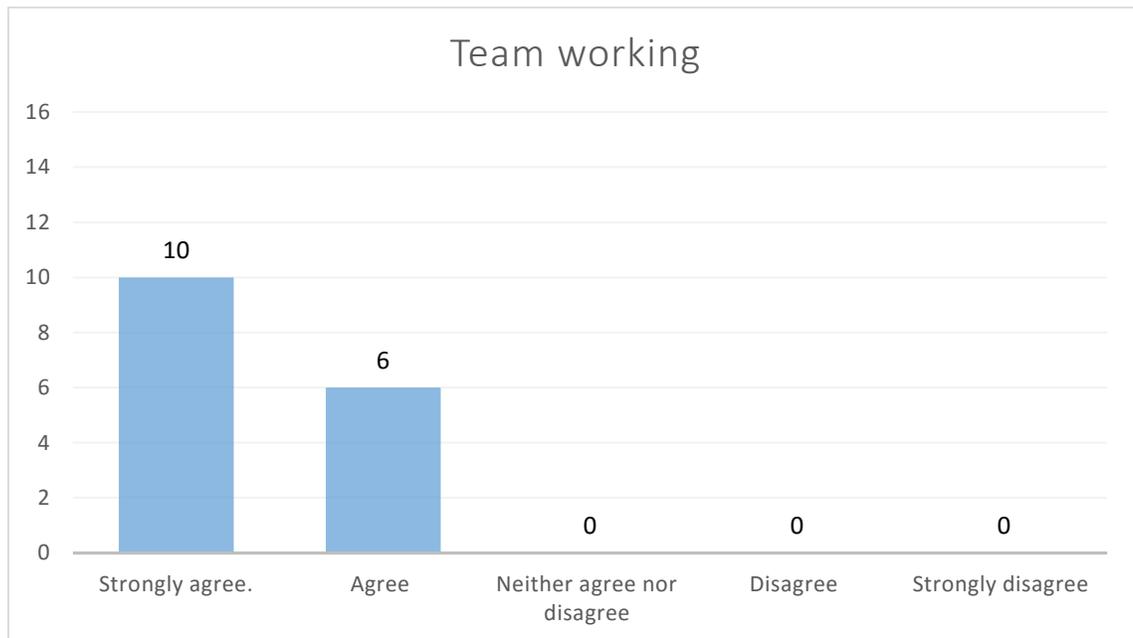
The following are the kind of feedback provided by students and the effects students considered they have on their writing performance:

**a. Coherence and structure of the paragraph:** Students focused on the way the paragraph was structured by their peers (see Appendix 6). The importance of this feedback in the wiki is that it allowed rewriting their paragraphs taking into consideration the problems they had to organize their ideas. This feedback shows that in the process students focused on the importance of organizing the paragraph following structures as a way to present an effective argument in a paragraph. In the survey and questionnaire students pointed that it was helpful this kind of feedback when correcting or improving their paragraph, also, the wiki allowed them to interact and easily post and see feedback giving by peers.

**b. Content of the paragraph:** Students' writing production was triggered by positive feedback given by their peers on their contents. According to the analysis of feedback and its effect on students' motivation and writing it is evident that formative and corrective feedback was observed. As suggested by (Bruno & Santos, 2010) written comments are more effective than grades, also peer feedback is more effective when it is done in the form of an editing suggestion in response to a task. (see Appendix 4).

"I liked the idea that my classmates gave positive feedback, so everybody wanted to write a good paragraph"

**Finding 2.** It was evident that students were able to assign roles when elaborating the paragraph.



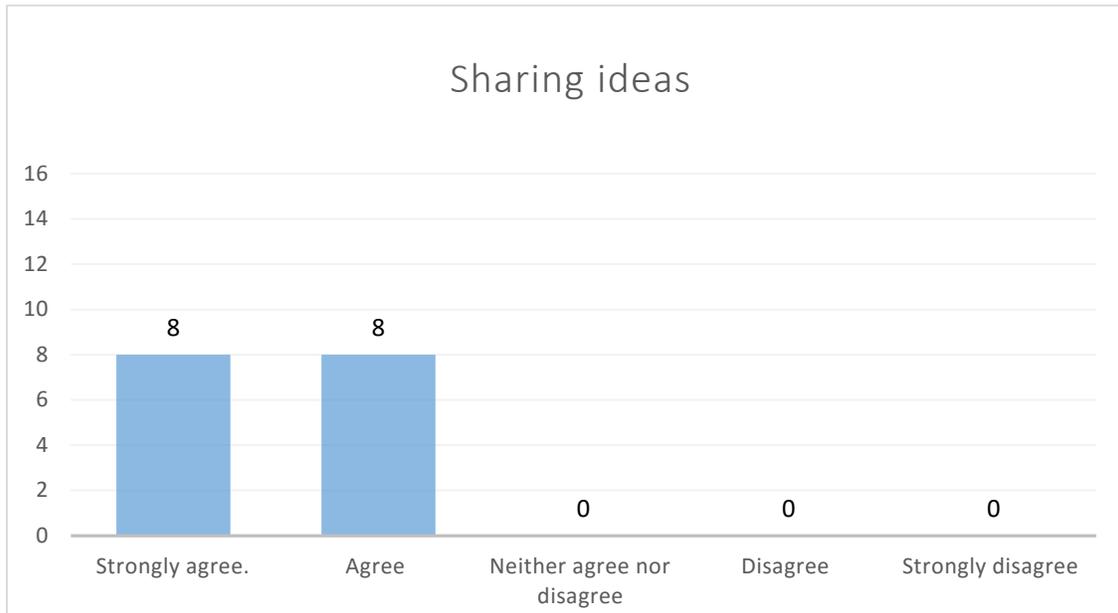
**Figure 6. Team working**

Students' were able to choose their teams. They had the flexibility to decide with whom they wanted to work. When elaborating their paragraphs students assigned roles and they also divided their work. Each member had the opportunity to contribute to the elaboration of the paragraph. Besides, they corrected themselves and also had the opportunity to make comments on other paragraphs. They commented that it was very enriching to be able to see other paragraphs as a model to improve the quality of their own paragraphs. (Appendix 6 )

**Finding 3.** *The wiki task triggered motivation among students to write a paragraph.*

One student wrote:

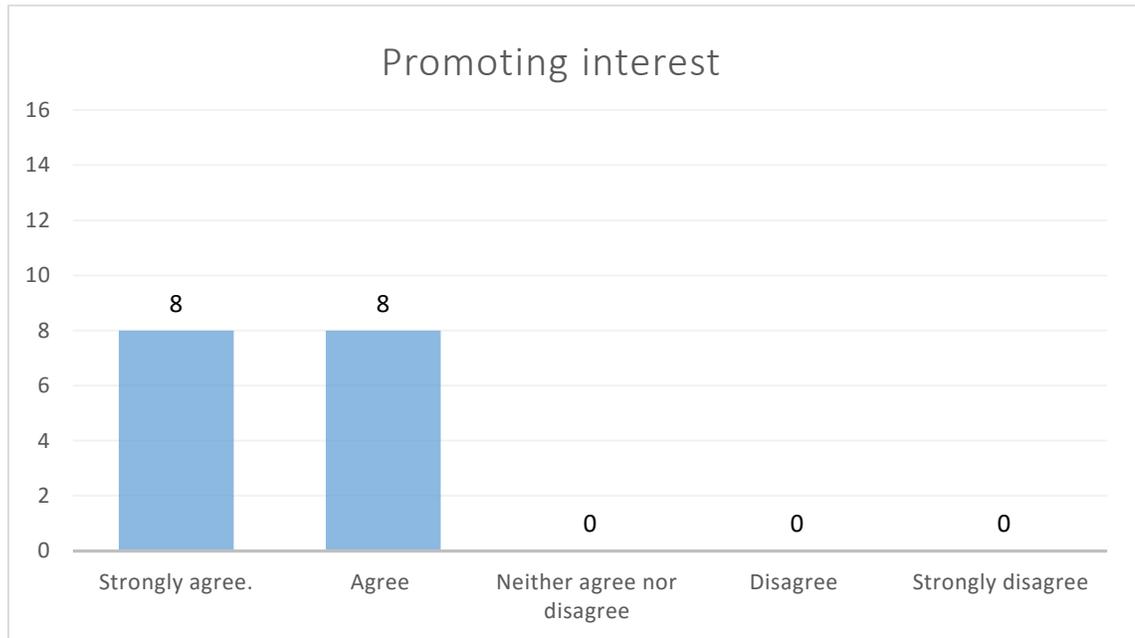
“There were two aspects that I would like to highlight: Being able to see other paragraphs as examples, and being able to share ideas and opinion about my classmates”



**Figure 7. Sharing ideas**

The wiki offers many features. It allowed students to upload videos and pictures triggered them to wanting to write the paragraph. They really felt motivated. This benefited them and enriched their paragraphs. Besides, the collaborative tasks and the peer feedback allowed them to learn in an easier and more effective manner.

The use of a wiki contributed positively to keep the interest of the course:



**Figure 8. Promoting interest**

As part of the study it was said that students felt bored to write paragraphs in a traditional way. The graphic results evidence that students were highly motivated to write the paragraph due to the use of the wiki as a technological tool.



**Figure 9. Self-evaluation**

Collaborative learning encourages students to work as a team. It also allows peer correction and self-evaluation. Here students can evaluate their own performance. They become independent learners and do not need the feedback from the teacher.

## 8. CONCLUSIONS

This section will deal with the conclusions, limitations of the study, pedagogical implications and recommendations.

According to the two research questions established previously:

- Do the use of the wiki task promote collaborative writing?

If so,

- Does the implementation of the collaborative writing task promote any improvement in students' motivation to write opinion paragraphs?

The following can be concluded:

Firstly, wikis promote collaborative writing. Findings reveal that wiki features such as edit, delete, and mainly the "comment" feature permitted students to participate collaboratively in the co-construction of their paragraphs.

Additionally, students had the opportunity to see other paragraphs and learned from others. In this sense, Vygotsky's approach to learning, implementing ZPD and scaffolding was verified.

One of the main concerns of the researcher was to find an alternative way of teaching. Students felt bored and had low motivation towards writing opinion paragraphs. The implementation of the wiki task, allowed students to upload videos and pictures that triggered their motivation to get involved with the writing tasks.

### ***Comparison of results with previous studies' results***

In this study, it was evidenced that the wiki task promoted collaborative learning among the students. This finding supports previous research in which (Chao, 2007; Mak & Coniam, 2008 and Elola & Oskoz 2010 ) evidenced that participants created and edited web pages collaboratively and students felt very comfortable about the collaborative environment.

### ***Limitations of the present study***

The limitations I encountered during the implementation of this research project were basically two:

In terms of technical limitations, some students had problems enrolling in the wikispaces platform. Some of them need more training with the use of a wiki.

As for time constraints, the pacing offered in level 4 had many assignments, such as quizzes, tests, oral presentations which could not be modified. In consequence the time allocated to writing the opinion paragraphs was not enough. Besides, due to limitation of time, the researcher was not able to apply process writing where students could have had the chance to write more than one draft of each of their paragraphs.

### ***Pedagogical Implications***

Many of us are digital immigrants trying to implement traditional pedagogy to our digital native students who are learners that totally learn in a different way. The use of a wiki as a web 2.0 tool allows students to feel comfortable in their learning. Additionally, the role of the teacher shifts towards being a facilitator of the teaching-learning progress. Likewise, students adopt a new role. They become more autonomous, more independent learners. Besides, they also are capable of giving peer feedback and self-evaluate themselves.

### ***Recommendations***

- It would be interesting in the future to implement a control group to establish a comparison between a traditional class and a wiki mediated class.
- The contribution of students using the “Comment” feature could be more guided to really foster collaborative learning.
- The TPACK framework offers several possibilities for promoting research in teacher education. Also, it reminds the education community that technology should not be introduced as a completely separated construct. Teachers should be able to integrate technology pedagogy and content knowledge.

## 9. REFERENCES

- Byron, M. (2005). Teaching with wiki. *Teaching Philosophy*, 28(2), 108-113.
- Buzzetto-More, N. (2010). Assessing the efficacy and effectiveness of an e-portfolio used for summative assessment. *Interdisciplinary Journal of E-Learning and Learning Objects*, 6, 61-85.
- Chao, J. (2007). Student project collaboration using Wikis. *Proceedings of the 20th Conference on Software Engineering Education and Training (CSEE&T 2007)*, Dublin, Ireland: July 3-5. Manuscript accepted for publication.
- Elola , I. & Oskoz, A. (2010). Collaborative writing: Fostering foreign language and writing conventions development. *Language Learning & Technology*, 14(3), 51–71. Retrieved from <http://llt.msu.edu/issues/october2010/elolaoskoz.pdf>
- Glassman, M & Kang, M.J. (2011) The Logic of Wikis: The possibilities of the web 2.0 classroom. *Computer-Supported Collaborative Learning* 6:93-112
- Grant, L. (2006). Using Wikis in Schools: A Case Study. Retrieved July 2010 from [http://rhazen.edublogs.org/files/2008/01/wikisin\\_schoolsfuturelab.pdf](http://rhazen.edublogs.org/files/2008/01/wikisin_schoolsfuturelab.pdf)
- Gokcearslan,S & Ozcan, S (2011). Place of Wikis in Learning and Teaching Process. *Social and Behavioral Sciences* 28, 481-485.
- Kessler, G. (2009). Student-initiated attention to form in wiki-based collaborative writing. *Language Learning & Technology*, 13(1), 79–95.
- Koehler, M.J; & Mishra, P (2009). What is Technological Pedagogical Content Knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Koohang, A., Riley, L., & Smith, T. (2009). E-learning and constructivism: From theory to application. *Interdisciplinary Journal of E-Learning and Learning Objects*, 5, 91-109.
- Lee, L. (2010). Exploring wiki-mediated collaborative writing: A case-study in an elementary Spanish course. *CALICO Journal*, 27(2), 260–276.
- Lund, A. (2008). Wikis: A Collective Approach to Language Production. *ReCALL*, 20 (1), 35-54.

Lund, A. & Smørddal, O. (2006) Is There a Space for the Teacher in a Wiki? Proceedings of the 2006 International Symposium on Wikis, Odense, Denmark: August 21-23, 37-46.

Mak, B. & Coniam, D. (2008). Using wikis to enhance and develop writing skills among secondary school students in Hong Kong. *System*, 36, 437-455

Mc Laughlin, C., & Lee, M. J. W. (2010). Personalized and self- regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. *Australian Journal of Educational Technology*, 26(1), 28–43.

Ortega, L. (2009). *Understanding second language acquisition*. Hodder Education, Great Britain

Parker, K., & Chao, J. (2007). Wiki as a teaching tool. *Interdisciplinary Journal of Knowledge and Learning Objects*, 3, 57-70.

Storch, N. (2005). Collaborative writing: Product, process and student's reflections. *Journal of Second Language Writing*, 14, 153-173.

Su, F. & Beaumont, C. (2010). Evaluating the use of a wiki for collaborative learning. *Innovations in Education and Teaching International*, 47(4), 417-431.

Trentin, G. (2008) Using a wiki to evaluate individual contribution to a collaborative learning project. *Journal of Computer Assisted Learning* 25, 43-55

University of Cambridge, (2011). *Using the CEFR: Principles of Good Practice*.  
Cambridge:

Cambridge ESOL.

Vygotsky, L.S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge, MA: Cambridge University Press.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University Press.

## 10. Appendixes

### Appendix 1: Wiki task description

Stages of the writing task:

Students participated in a series of activities during the semester, in order to gain writing skills. The activity had three stages:

1- Stage 1: Identifying the main parts of an opinion paragraph. Explanations about an opinion paragraph and samples of opinion paragraphs were provided.

2- Stage 2: Writing an opinion paragraph as a group (4 students per group): The class was divided in groups of four students.

3- Stage 3: Revision Stage: Peer Correction. They were asked to write two opinion paragraph and classmates were encouraged to use formative feedback. Each group had the opportunity to revise other group's paragraphs with the supervision of the teacher.

Goals of the writing task

a. Task definition:

Students will participate in a wiki to foster collaborative writing which will last eight sessions. The task consists of writing an opinion paragraph 90 -120 words, which is coherent and well structured.

This task has three differentiated stages:

1. Stage 1: Identifying the main parts of an opinion paragraph.
2. Stage 2: Writing an opinion paragraph as a group (4 students per group)
3. Stage 3: Revision Stage: Peer Correction. Each group will have the opportunity to revise other group's paragraphs with the supervision of the teacher.

c. The rubric:

The rubric document is organized as a chart. The maximum score is 10 points. Gradation from good to fail.

The purpose is to write an opinion paragraph through the use of collaborative writing in which coherence and cohesion, grammar, and vocabulary will be evaluated:

Criteria	Grade	Points
Coherence and cohesion:		
The paragraph follows the guidelines of an opinion paragraph. (Topic sentence, reasons, supporting sentences, connectors, concluding sentence).	Good	5 points
The paragraph follows partially the guidelines of an opinion paragraph	Pass	4 points
The paragraph does not follow the guidelines of an opinion paragraph.	Fail	2 points
Grammar:		
Use of appropriate structures. The paragraph is easy to understand	Good	2 points
Minor errors do not obscure the meaning	Pass	1 points
There are many errors and it's not understandable.	Fail	0,5 points

Vocabulary:		
Sufficient range of words or phrases to communicate the message clearly	Good	3 points
Limited use of words or phrases	Pass	1,5 points
Inappropriate use of words	Fail	0,5 points

d. Calendar of activities:

The task consists of writing an opinion paragraph, coherent and well-structured, with an appropriate structure, coherent and consented/approved by all the class. Examples, have already been provided by the teacher.

#### PARAGRAPH ONE: TECHNOLOGIES OR TRAVELING (instructions)

- ❖ 28-30 September: Firstly, ALL STUDENTS are responsible for writing an opinion paragraph about technologies or traveling: Instructions in Wikispaces-> "IN GROUPS OF FOUR (4) WRITE A FIRST PARAGRAPH AROUND 90-120 WORDS ADD A COMPLEMENTARY VIDEO AND IMAGE TO ENRICH YOUR PAGE. Use clear language and structures. You can use present, past or future verb tenses. Your originality, grammatical correctness and richness of vocabulary will be evaluated. At the end of your paragraph, write your complete names and the number of words".
- ❖ 5 October: Secondly, THE TEACHER highlights the parts of the text that need to be corrected (parts of the paragraph, grammar, vocabulary, word order, spelling mistakes, etc.) AND LEAVES COMMENTS ON THE CHAT, YOU HAVE TO ANSWER TO THOSE COMMENTS ON THE SAME CHAT.(This is the evidence that you can use this tool)

- ❖ 12 October: Thirdly, ALL STUDENTS are responsible for correcting their own paragraph. Also, they must correct other students' paragraphs. (write down the name of the correctors)
  
- ❖ 19 October: ALL STUDENTS send their vote for the best paragraph among all groups. Consider their originality and coherence with the text and select one. VOTE NOW AND GIVE REASONS WHY YOU GAVE YOUR VOTE FOR THIS GROUP IN THE CHAT". You can only vote once but you cannot vote for your own group!. The paragraph with more votes wins. An extra grade will be assigned for the group winner.

#### PARAGRAPH TWO: FESTIVALS AND TRADITIONS AROUND THE WORLD.

- ❖ 26 October: ALL STUDENTS are responsible for writing an opinion paragraph about "Festivals and traditions around the world": Instructions in Wikispaces-> "IN GROUPS OF FOUR (4) WRITE A FIRST PARAGRAPH AROUND 90-120 WORDS ADD A COMPLEMENTARY VIDEO AND IMAGE TO ENRICH YOUR PAGE. Use clear language and structures. You can use present, past or future verb tenses. Your originality, grammatical correctness and richness of vocabulary will be evaluated. At the end of your paragraph, write your complete names and the number of words".
  
- ❖ 28 October: THE TEACHER highlights the parts of the text that need to be corrected (parts of the paragraph, grammar, vocabulary, word order, spelling mistakes, etc.) AND LEAVES COMMENTS ON THE CHAT, YOU HAVE TO ANSWER TO THOSE COMMENTS ON THE SAME CHAT.(This is the evidence that you can use this tool)

- ❖ 2 November: ALL STUDENTS are responsible for correcting their own paragraph. Also, they must correct other students' paragraphs. (write down the name of the correctors)
  
- ❖ 4 November: ALL STUDENTS send their vote for the best paragraph among all groups. Consider their originality and coherence with the text and select one. VOTE NOW AND GIVE REASONS WHY YOU GAVE YOUR VOTE FOR THIS GROUP IN THE CHAT". You can only vote once but you cannot vote for your own group!. The paragraph with more votes wins. An extra grade will be assigned for the group winner.

## Appendix 2 :The best opinion paragraph



### *The Best Opinion Paragraph*

\*Obligatorio

#### **Choose the Best Group \***

You should read each opinion paragraph done by each group and vote for the group that you consider the Best. You can only vote once.

- Group 1
- Group 2
- Group 3
- Group 4
- Group 5
- Group 6

Enviar

100%: has terminado.

Con la tecnología de  
 Google Forms

Este contenido no ha sido creado ni aprobado por Google.  
[Informar sobre abusos](#) - [Condiciones del servicio](#) - [Otros términos](#)

## Appendix 3: Questionnaire



### Entrevista acerca de la plataforma Wikispaces

\*Obligatorio

Podría explicar de una manera breve como el uso de la plataforma "Wikispaces" contribuyo a mejorar la escritura de párrafos de opinión. \*

Cual fue el aspecto más importante e interesante de trabajar en la wiki? Por qué? \*

Cual fue el aspecto más difícil de trabajar en la wiki? Por qué? \*

Cuál es la contribución de la wiki al trabajo colaborativo? \*

Como el uso de wikis afecto su opinión general acerca de la escritura en un idioma extranjero? \*

Que sugiere para hacer el uso de la wiki más efectiva? \*

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

100%: has terminado.

## Appendix 4 : Answers to the Questionnaire

Podría explicar de una manera breve como el uso de la plataforma "Wikispaces" contribuyo a mejorar la escritura de párrafos de opinión.	Cual fue el aspecto más importante e interesante de trabajar en la wiki? Por qué?	Cual fue el aspecto más difícil de trabajar en la wiki? Por qué?	Cuál es la contribución de la wiki al trabajo colaborativo?	Como el uso de wikis afecto su opinión general acerca de la escritura en un idioma extranjero?	Que sugiere para hacer el uso de la wiki más efectiva?
Me ayudó aprender como se escribía un párrafo de opinión gracias a las ayudas y comentarios de mis compañeros de curso	La posibilidad de retroalimentarse con los demás párrafos	Ninguno	Que todos aprendemos y tenemos las mismas bases para elaborar los párrafos.	Bastante	Nada, así esta perfecta, pues tiene todos los items que se necesitan para elaborarlo y que quede más completos
Viendo los párrafos de los demás compañeros y la discusión que se hacia sobre el.	La interfaz, fue muy fácil de usar.	No hubo ninguno.	Aprendizaje	Me guiaba por la opinión y párrafos de los compañeros.	Todo esta perfecto.
En la plataforma se encuentran todas las herramientas que facilitan la construcción de los párrafos de opinión.	El compromiso de la construcción del párrafo, exige un mayor esfuerzo, sobre todo cuando éste debe sobresalir entre los demás para alcanzar el mejor puntaje.	Lograr la participación de los integrantes del grupo. En general, cuando se hacen trabajos en equipo y éstos son mayores de 3, hay dificultades para que haya participación activa de todas los integrantes.	Exige al estudiante trabajar en equipo y las implicaciones para lograr cumplir con un objetivo.	Creo que es una herramienta que puede contribuir mucho, para esta oportunidad, cuyo objetivo era hacer énfasis en la construcción de párrafos de opinión, se logra avanzar bastante, sobre todo exige al estudiante el tiempo y dedicación que requiere el afianzamiento para tener claro el concepto a la hora de construir los párrafos de opinión.	Considero que se puede aprovechar más si se le integran otros elementos, como vocabulario asociado a los temas, reglas o normas gramaticales, videos sobre los temas en cuestión. Es decir más elementos que le permitan al estudiante tener a mano los elementos que le puedan facilitar más la construcción de los párrafos y no acuda a otros mecanismos como el traductor de google.
Me parecio una plataforma mucho mas sencilla y estable que Rosetta Stone y da más oportunidad de aprender puesto que se compara con el trabajo hecho de otros compañeros	Los párrafos de opinión fueron los más interesantes	Pues que no se pueden borrar los links de los grupos	Pienso que fue un trabajo que va mancomunadamente con el contexto de trabajo en equipo	de ninguna manera, siempre he pensado que el idioma extranjero es de vital importancia para el crecimiento profesional de nosotros como personas	1 - Que hayan ejercicios de entrevistas laborales y tips para enfrentarnos a ellas 2 - Que sea una aplicación móvil
gracias a esta plataforma la escritura de un párrafo de opinión se pudo hacer de una manera mas practica dando la oportunidad de corregir errores con los todos los compañeros.	la plataforma gráfica y la capacidad de interactuar con los compañeros de grupo.	se dificulto un poco la creación del usuario en la wiki.	integra muy bien los distintas ideas que quieren expresar los compañeros para llegar a un resultado final.	aprender a escribir en otro idioma no es difícil solo es necesario dedicación.	mejorar la creación del usuario,
Contribuyó en la motivación que generaba en cada estudiante para realizar su párrafo y poder adecuarlo cómo los videos e imágenes.	Los diálogos y comentarios constructivos que hacían los compañeros para un mejor desempeño.	Los inicios, ya que no había mucho conocimiento y todo parecía confuso.	Primero el trabajo en equipo y segundo las habilidades que cada estudiante puede desarrollar para un adecuado estudio.	Afecto en forma positiva ya que permitía utilizar más elementos para entender correctamente un párrafo.	Me parece que la plataforma esta completa.

Que la plataforma

Por que se le pueden adjuntar archivos multimedia, lo que hace mas facil el aprendizaje	poder ver el trabajo de los demas por que se pueden hacer analisis comparativos	que todos se pongan de acuerdo, pero de eso se trata de teamwork	lo mas importante no es repartirse el trabajo, si no por el contrario que una idea sea retro alimentada por otra, para la continua mejora	Aprendi a que los parrafos de opinion son muy importantes para expresar ideas en el idioma extranjero	Que la plataforma evaluara que el estudiante en realidad si sabe lo que puso en la plataforma, haciéndole un pequeño test estilo rosseta stone pero ese test debe ser un test formativo con el fin de que el profesor vea la falencia en cada estudiante a través del curso. aclaro, este test es formativo y no cuenta como una nota, si no como una especie de diagnostico.
Fue mas fácil porque al leer los párrafos de opinión de otros grupos, podíamos tomar ejemplos de como estructurar el párrafo, la cantidad de palabras y la argumentación.	El aspecto mas importante es el trabajo y aprendizaje en equipo, todos debemos aportar ideas.	Hubo un momento en que la plataforma presento algunos inconvenientes para el ingreso de los usuarios.	El aprendizaje en equipo... el poder retroalimentarnos sobre nuestra estructura del párrafo.	Afecto positivamente porque tiene recursos como poder subir imágenes y videos para argumentar nuestro párrafo principal.	Realizar otro tipo de actividades que nos ayuden a mejorar la escucha... por ejemplo un video el cual se deba ver y escuchar entre los integrantes del grupo para posteriormente realizar un corto resumen.
muy agradable y didactico	el trabajo grupal, y lo didactico de la plataforma	nada	mucha, debido a que apor to a bastante en el aprendizaje de parrafos de opinion	tuvo un efecto positivo mejorando la parte de estructura de un parrafo de opinion	video tutorial mas ameno
Contribuyó a mejor la forma en q los compañeros y el profesor daban su opinion sobre el párrafo para así poderlo mejorar	La discusion porque de esa manera se pudo compartir ideas e ir mejorando el parrafo	Ninguno	Fortalece la ideas mutuamente entre los compañeros lo que hace un mejor trabajo colaborativo	No afecto	Me parece que esta bien
Contribuyó a mejor la forma en q los compañeros y el profesor daban su opinion sobre el párrafo para así poderlo mejorar	La discusion porque de esa manera se pudo compartir ideas e ir mejorando el parrafo	Ninguno	Fortalece la ideas mutuamente entre los compañeros lo que hace un mejor trabajo colaborativo	No afecto	Me parece que esta bien
El poder ver y recibir opiniones de los compañeros fue un aspecto que me ayudo mucho para mejorar la escritura de párrafos de opinión.	La posibilidad de incluir videos y fotos en los párrafos me parecio un aspecto muy importante.	creo que la interfaz debe ser un poco mas intuitiva, se podrian utilizar iconos mas amigables.	Wiki es de gran contribución al trabajo colaborativo dado que permite mejorar o corregir los avances de los compañeros.	El uso de wikis afecto de manera positiva mi opinión general acerca de la escritura en un idioma extranjero porque pude ser mas creativo al poder utilizar mas herramientas para sustentar mis ideas (videos, fotos, links)	sin lugar a dudas el no poder ser utilizado en dispositivos móviles es un aspecto que limita mucho, mejorar este aspecto la aria mas efectiva.
wikispace es una excelente plataforma por que permitio escribir el parrafo de opinion de una manera mas tranquila y sin asar, podenmos darle muchos puntos a favor puesto que los podiamos complementar con videos de nuestro interes y fotos adecuadas.	el aspecto mas interesante o mejor dicho relevante es poder tener como ejemplos otros parrafos de opinion, poder compartir ideas y opiniones entre mis compañeros.	al principio fue un poquito complicado por que no estabamos acostumbrados a utilizar esta plataforma, pero poco a poco o mejor dicho de una forma rapida se logra la adaptacion y se le saca mucha productividad	excelente, el trabajo en equipo es relevante.	ningun problema.	como el profesor lo esta manejando en bueno.
me gusto la plataforma porque es una manera muy dinamica para hacer los parrafos y por ende el compañerismo es importante para realizar estos mismos.	personalmente fue el compañerismo del grupo y la ayuda de los ejemplos que el profesor dejo y ademas poder comentar los parrafos en otros grupos	lo mas dificil fue familiarizarse con la interfaz para subir videos	es el poder ayudarnos entre los mismos compañeros del curso para desarrollar y mejorar el parrafo	la verdad no	que el uso de la interfaz fuese mas sencilla porque en algunos casos es dificil subir el contenido especialmente la de los videos
Me sirvió mucho ya que practicamos mucho y la	La interfaz y solo con ser web se ve mas sencillo y da	Ninguno es muy sencilla	Gigante ya que muestra quien trabajo o no y hace que todos trabajemos	La dejo igual siempre me ha	Mas trabajos

## Appendix 5: Survey

### Encuesta del uso de la plataforma Wikispaces

Instrucciones: Califique los siguientes enunciados dándoles un valor de 1 a 5 de la siguiente manera:

1. Estoy completamente en desacuerdo
2. No estoy de acuerdo
3. No estoy seguro
4. Estoy de acuerdo
5. Estoy completamente de acuerdo

**\*Obligatorio**

1. La interfase y características de la wiki fueron fáciles de utilizar. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

2. Me gusto la interacción del material a través del uso de la wiki donde pude observar el trabajo de los demás y dar mi opinión \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

3. Preferiría utilizar la plataforma "wikispaces" para escribir párrafos de opinión que escribir los párrafos de opinión de la manera tradicional \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

4. El uso de las diferentes funciones (Editar, Subir un archivo, Subir un video, etc) contribuyeron a que el párrafo de opinión se hiciera de una manera más fácil y eficiente. \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>				

[docs.google.com/forms/d/1QMrk5PLbhttbK6od9ZcFT-o1vRgenLnxyaX38aQ-S4/edit](https://docs.google.com/forms/d/1QMrk5PLbhttbK6od9ZcFT-o1vRgenLnxyaX38aQ-S4/edit)

6

Encuesta del uso de la plataforma Wikispaces

5. El uso del trabajo colaborativo a través de la wiki permitió que mi habilidad de escritura mejorara \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>				

6. Me sentí más enfocado en escribir el párrafo de opinión debido al uso de la wiki \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>				

7. **Me sentí realmente más motivado al escribir el párrafo de opinión debido al uso de la "Wikispace" \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

8. **Yo recomendaría el uso de "Wikispaces" para escribir párrafos de opinión a los estudiantes de nivel 4 \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

9. **El uso de la wiki contribuyo favorablemente a mantener el interés en el curso \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

10. **Me gusto trabajar de una manera colaborativa mientras se hacia el párrafo de opinión \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

11. Me pareció fácil utilizar el comando "Discusión" para hacer los comentarios a mis compañeros y compartir mis ideas. \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

12. Debido al uso de la wiki mi grupo llego a acuerdos para hacer el párrafo de opinión de una manera más rápida \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

13. Mejore la escritura de los párrafos gracias a los comentarios de mis compañeros de clase \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

14. Mejore la escritura del párrafo de opinión al tener la oportunidad de ver los párrafos escritos por mis compañeros \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

15. El uso del trabajo colaborativo contribuye a escribir de una manera más fácil y más rápida el párrafo de opinión que si me tocara escribir el párrafo de una manera individual \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

16. Al escribir los párrafos utilizando la wiki permitió la autoevaluación \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

[/docs.google.com/forms/d/1QMrk5PLdbhttbK8od9ZcFT-o1vRgenLnxyaX38aQ-S4/edit](https://docs.google.com/forms/d/1QMrk5PLdbhttbK8od9ZcFT-o1vRgenLnxyaX38aQ-S4/edit)

17. Me siento más inclinado a escribir el párrafo cuando puedo compartir mis ideas con otros que escribir el párrafo de manera individual \*

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>				

## Appendix 6: Survey Results

La interfase y características de la wiki fueron fáciles de utilizar.	Me gusto la interacción del material a través del uso de la wiki donde pude observar el trabajo de los demás y dar mi opinión	Preferiría utilizar la plataforma "wikispaces" para escribir párrafos de opinión que escribir los párrafos de opinión de la manera tradicional	El uso de las diferentes funciones (Editar, Subir un archivo, Subir un video, etc) contribuyeron a que el párrafo de opinión se hiciera de una manera más fácil y eficiente.	El uso del trabajo colaborativo a través de la wiki permitió que mi habilidad de escritura mejorara	Me sentí más enfocado en escribir el párrafo de opinión debido al uso de la wiki	Me sentí realmente más motivado al escribir el párrafo de opinión debido al uso de la "Wikispace"	Yo recomendaría el uso de "Wikispaces" para escribir párrafos de opinión a los estudiantes de nivel 4	El uso de la wiki contribuyo favorablemente a mantener el interés en el curso
5	5	4	5	5	5	5	5	4
5	5	5	5	5	4	5	5	5
4	5	5	5	5	5	5	4	5
5	5	5	5	5	5	5	5	5
4	4	4	4	4	5	5	5	4
4	4	4	4	4	4	3	4	4
5	5	5	5	4	5	5	5	5
5	5	4	5	5	5	3	4	4
4	5	5	5	5	5	5	5	5
4	4	4	3	4	4	2	4	4
4	5	5	5	4	4	4	4	4
4	4	5	4	4	4	4	5	5
4	5	5	5	4	4	4	4	4
4	5	5	4	5	5	5	5	5
4	5	5	4	5	4	4	4	4
5	4	4	5	4	4	4	5	5
4,4	4,7	4,6	4,6	4,5	4,3	4,6	4,7	4,5

Me gusto trabajar de una manera colaborativa mientras se hacia el párrafo de opinión	Me pareció fácil utilizar el comando "Discusión" para hacer los comentarios a mis compañeros y compartir mis ideas.	Debido al uso de la wiki mi grupo llego a acuerdos para hacer el párrafo de opinión de una manera más rápida	Mejore la escritura de los párrafos gracias a los comentarios de mis compañeros de clase	Mejore la escritura del párrafo de opinión al tener la oportunidad de ver los párrafos escritos por mis compañeros	El uso del trabajo colaborativo contribuye a escribir de una manera más fácil y más rápida el párrafo de opinión que si me tocara escribir el párrafo de una manera individual	Al escribir los párrafos utilizando la wiki permitió la autoevaluación	Me siento más inclinado a escribir el párrafo cuando puedo compartir mis ideas con otros que escribir el párrafo de manera individual
5	5	5	5	4	5	5	5
5	4	4	5	4	5	5	4
5	4	4	4	4	4	4	4
5	4	4	5	5	5	4	5
5	5	4	4	5	5	4	5
4	4	4	4	3	3	4	4
5	5	5	5	4	4	5	5
4	4	3	4	4	4	4	4
5	4	5	5	5	5	5	5
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5
4	5	4	4	4	4	4	4
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
4	4	3	4	4	3	3	4
4,6	4,4	4,4	4,3	4,4	4,4	4,5	4,4

