7912

by User student 2 month

Submission date: 15-Apr-2023 04:42PM (UTC+1000)
Submission ID: 2065136683
File name: 7912-68697-1-CE.docx (529.44K)
Word count: 3036
Character count: 18104

EFL TEACHER INTERVENTION IN MEDIATING STUDENTS' INTERACTION IN WEB-BASED COLLABORATIVE WRITING ENVIRONMENT USING GOOGLE DOCS

Abstract

The level of teacher's assistance in web-based collaborative writing activities affected students' collaboration and non-collaboration. Thus, the teacher's role in enhancing students' active learning was inseparable. This study focused on the EFL teacher moves in facilitating groups' work of writing using web-based tool, Google Docs. Conducting collaborative work in writing technology was valuable for promoting students' participation and collaboration. The participant in this qualitative research case study was an EFL teacher at an Indonesian vocational high school. The data was based on a semi-structured interview and document analysis of students' worksheet and teacher-students' written conversation in Google Docs. The findings showed that web-based medium facilitated the teacher assisted the students' engagement through organisational, socio-cognitive, and socio-affective. Significantly, the teacher favorably convenience to deliver electronic feedback and monitoring students' progress quickly. Unfortunately, students' issues (e.g. less collaboration, plagiarism), and technical issues (e.g. unstable internet connection, low devices' specification) were commonly problems encountered by the teacher. Google Docs as a web-based medium was valuable to help the teacher in creating groups' work in teaching online writing. Future studies could concern on more involving EFL teachers as participants with different students' characteristic and writing quality results using web-based technology.
Keywords: Collaboration, Google Docs, Interaction, Teacher Intervention, Web-based Collaborative Writing

INTRODUCTION

The relevance of writing as a skill is almost universally acknowledged, especially in light of technological development and the Internet expansion. Collaborative writing is when two or more students write a single piece collaboratively, sharing equal authorship and responsibility (Dobao & Blum, 2013; Storch, 2019). This practice emphasized teamwork, sharing knowledge, and togetherness. Individuals with greater levels of expertise were able to pass on their wisdom to those with less experience. The relevance of interaction as a criterion for determining students' academic progress particularly collaborative work was reaffirmed as scaffolding (Cho, 2017). Through scaffolding, the sociocultural theory emphasizes interaction as a learning goal element (Vygotsky, 1978). The engagement can occur not only face-to-face but also through various online platforms supporting technology-enhanced teaching and learning.

Although collaborative writing activities pointed out student-centered learning to acquire knowledge from their peers, the most significant failure factor in learning is the teacher's need for more involvement in mediating group work. Teachers facilitate socio-cognitive, socio-affective, and organizational learning (Mangenot & Nissen, 2006). Teachers' interventions in offering specific teaching, splitting groups, and solving issues, affect students' collaborative or non-collaborative. The teacher can motivate pupils to work harder

by fostering a sense of team spirit and providing assistance and guidance while working. To sum up, the degree of student participation depends on the teacher's involvement in learning activities.

Web-based learning systems have facilitated writing collaboration in tandem with developing digital resources. Google Docs is well-known as a familiar web-based collaborative writing medium, besides wikis and blogs. Google Docs is a web-based digital software such as Microsoft Word that helps teachers foster collaborative writing by giving students powerful tools to write, edit, and work together on a single piece of document (Jeong, 2016; Suwantarathip & Wichadee, 2014; Widyastanti, 2019). Students can use Google Docs to generate and update online papers while collaborating with other students and the teacher in real-time. Additionally, this tool significantly mediates group interactions, increases students motivation to learn with others, and fun (Zhang & Zou, 2021). As with students, the device allows the teacher to observe, encourage, and follow the discussion to know who is working actively (Irshad, 2021). The teacher is able to monitor the group's progress and deliver digital feedback by leaving comments on the worksheet.

However, in some cases, the teacher felt the online collaborative writing activity failed. Students may experience technical difficulties, such as a lack of internet connection or an inability to log in, as well as interpersonal difficulties, such as losing track of their manuscript changes or struggling to accept the results of their writing assignment (Taghizadeh & Basirat, 2019; Zheng et al., 2021). Similarly, a study by Al Shabibi (2018) found that teachers face challenges when implementing web-based collaborative writing due to students' lack of preparation and technical issues. According to Leeuwen & Janssen (2019), teachers who lead students in a web-based collaborative environment play a central role without stifling their freedom to learn independently.

Based on above reasons, it showed that technology-enhanced collaborative writing has helped teachers and students in many ways. Although students did not work together simultaneously and other problems frequently occurred, collaborative work became ineffective without the teacher's intervention (Alghasab et al., 2019; Kajamaa et al., (2019); Alharbi & Alqefari (2021); Taghizadeh & Amirkhani (2022); Purwaningtyas et al., 2023). Therefore, to fill this gap, this study examined the types of an EFL teacher offered and figured out the obstacles while managing students' interaction in web-based collaborative writing. Providing proper help based on the students' conditions and difficulties, using web-based technology-enhance teaching writing was valuable to promote students' successful learning.

METHOD

The researchers did a qualitative case study to reveal more about the phenomena (Creswell & Cresswell, 2017). An Indonesian EFL vocational school teacher participated in this study. Since August 2022, the teacher enrolled in a six-month teacher training program (PPG) by the Ministry of Education and Culture (Kemdikbud). Thus, she was unable to teach face-to-face learning. She taught her students online using Google Docs to facilitate group writing sessions consisting of two or three students in each group. Each group should discuss and interact with other collaborators to compile a descriptive text about "My Favorite Idol" by using Google Docs application. This qualitative study examined teacher intervention types when mediating student interaction and identified teacher problems commonly found to hinder students' collaboration. Document analysis, including students' online worksheets and teacher-students comments in Google Docs, was beneficial to identify types of intervention based on the framework taken from Mangenot & Nissenn (2006). In triangulation, researchers conducted semi-structured interviews to validate data. Along with the interview session, the researchers used 'Zoom' to record and then took notes on the essential parts of the teacher's online interview. After the interview sessions, researchers transcribed the audio into written texts. Then, the data were analyzed using a thematic analysis framework from Braun & Clarke (2006), including analyzing the data, developing codes, producing themes, reviewing, labeling, and reporting the findings.

FINDING AND DISCUSSION

Teacher Intervention in Web-Based Collaborative Writing

The first research question aimed to identify types of teacher intervention when mediating students' interaction in collaborative writing using the web tool, Google Docs. Taken from the document analysis, they were students' written tasks, and teacher-students' comments in Google Docs showed that the teacher helped the students' group work in three aspects; Organisational, Socio-cognitive, and Socio-affective (Mangenot & Nissen, 2006). Meanwhile, the teacher interview' results were conducted to reinforce the data from the document analysis.

a. Organisational Aspect

Organisational is the first type of teacher intervention concerned with the teacher's moves in providing support in organizing and monitoring students' writing process. As shown in the

following figure, there was a screenshot of a Google Docs worksheet in which students' written tasks and conversations were among the teacher and the group members.

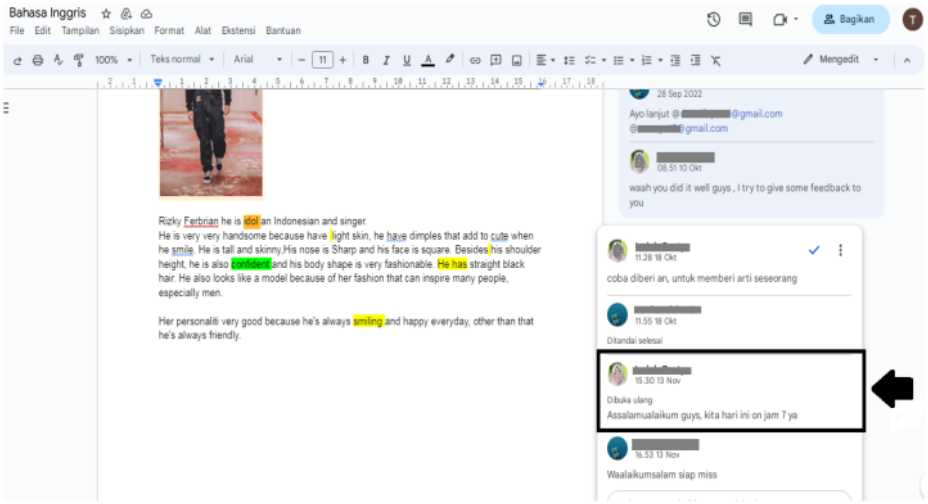

Figure 1. Teacher Intervention in Organisational Aspect

The figure above showed that the teacher utilized the aspect of organisational in terms of giving instructions and managing time using feature of chat and comments. The teacher utterance as showed above was **"Assaalamualaikum guys, kita hari ini on jam 7 ya"** or translated into English **"Hi Guys, please standby at 7 p.m for today, okay?"** The teacher's utterances indicated that the teacher provided help by instructing, seeking agreement, and managing time. The teacher informed the students in that group to be online together at a certain time.

Meanwhile, in the interview session, the teacher stated that helping the students with organisational aspect created students' preparation before starting the project. The teacher further said that most of her students were afraid, shy, and unconfident to start the discussion. Undoubtedly, they prefer to wait for other friends' initiation to invite and start the action. The teacher stated:

> *"The students were mostly shy and confused about how and who would start the discussion while constructing the text in Google Docs, in the end they just waited each other, and yeah.... no interaction and collaboration"*

The teacher's help in this stage was crucial to promoting students' participation and mutual engagement with their teammates. By leading the student to promote engagement on Google Docs' chat and comment feature, the teacher claimed she could determine whether or not each student was prepared to participate in an online learning environment based on whether they were active or passive. If there found a passive one, the teacher initiated other students to contact their peers. Alghasab, (2015) asserted that this type of teacher's instructions (i.e., instructing students to participate) decreased instances of students acting as social loafers (i.e., those who contribute less than their fair share) and free riders (i.e., those who do nothing to complete the activity). However, this study rejected the study conducted by Elabdali & Arnold (2020); Li & Zhu (2017) who asserted that the teacher regulation and mediation could destroy the students' interaction in collaborative work situation.

b. Socio-cognitive Aspect

The final product of collaborative writing activities was a well-written manuscript. Seeing the fact that writing was the most challenging skill since good writing needed many complicated aspects. The students mostly needed to improve their writing. Therefore, the teacher's presence significantly helped to give feedback and correct students' text errors (Alsubaie & Ashuraidah, 2017; Jeong, 2016; Khalil, 2018; Widyastanti, 2019). This kind of help was classified as an intervention in the socio-cognitive aspect. This level indicates the teacher's efforts to direct students' collaborative activities using problem-solving techniques such as offering feedback, providing assistance, and soliciting suggestions as showed in following figure.

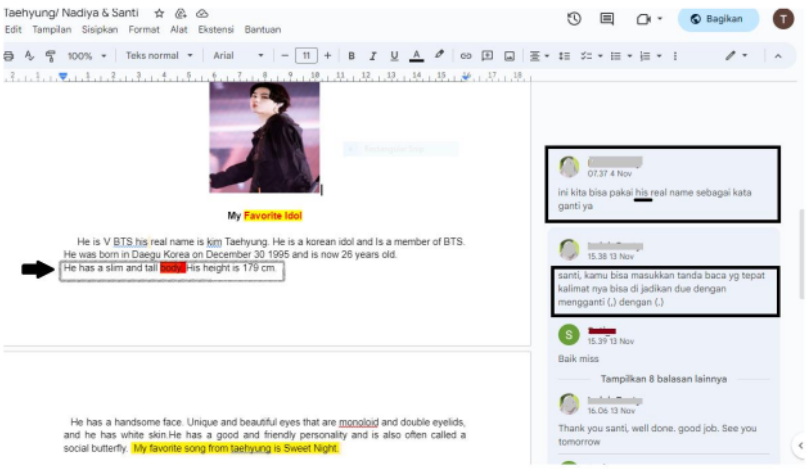

Figure 2. Teacher Intervention in Socio-cognitive Aspect

Based on the figure above showed that the teacher used help in terms of socio-cognitive by delivering feedback towards students' typing. The teacher's threads in comment section provided help by suggesting the students to use pronoun "His" as possessive adjectives to replace the subject **"Taehyung"** who was an initial name for a man. Further, the teacher convinced the students to fix the sentence fragment of the sentence from ***"He has a slim and tall body, his height is 179 cm"*** by splitting the sentence with punctuation (.) rather than (,) to become ***"He has a slim and tall body. His height is 179 cm"***.

The figure above showed that the teacher evaluated the students' incorrect texts and then clarified on how to correct the mistakes with proper solutions. This findings was based on the suggestion of previous research conducted by Poorebrahim (2017), English teachers should use explicit feedback for editing and revising and implicit feedback for knowledge-building. Teacher's role was a resource for their students in which teacher' feedback was more essential to students' writing ability rather than peer feedback (Wihastyanang et al., 2020). Alharbi & Alqefari (2021) reinforced that when students work together on writing, the teacher should validate their grammatical form through comments.

c. Socio-affective Level

Minority teachers used affirmatively to appreciate and build comfortable learning. However, they prefer to shed light on correcting students' error texts without any emerging positive emotions. The emerging socio-cognitive aspect was crucial for the teacher to boost students' self-motivation and teamwork motivation. Socio-affective intervention refers to how teachers build interpersonal connections and harmony with the students (Mangenot & Nissen, 2006; Nguyen, 2011). The intervention was in the form of greeting group members, encouraging and applauding students' work, acknowledging, seeking agreement, agreeing or disagreeing, and expressing thankfulness and other good feelings, promoting group harmony and cohesion, such as depicted below.

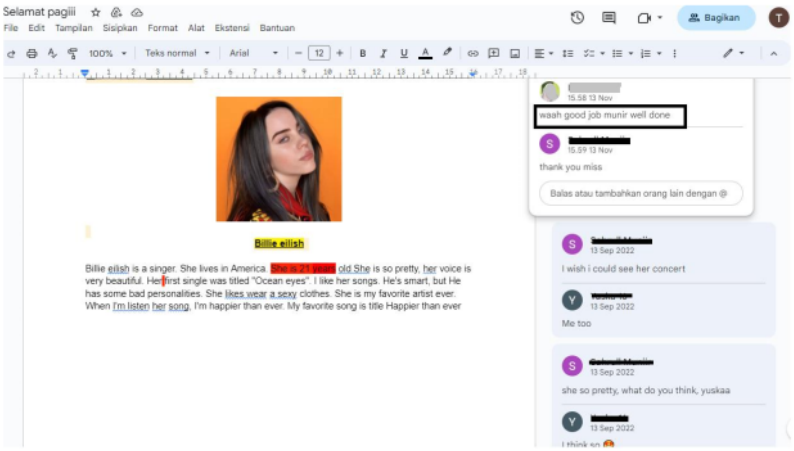

Figure 1.3 Teacher Intervention in Socio-affective Aspect

The figure above showed that the teacher delivered a praising expression with the utterance, "***waah, good job, well done.***" The utterance was used to applaud the students' works work after checking the correct texts. By giving an appreciation to give reward after finding what the students wrote was correct. These results correspond with Yu et al., (2020), showing that expressive feedback can significantly increase students' writing motivation. In contrast, this study results declined a study conducted by Fathi & Shabani (2020) who said that the teacher appearance caused anxiety and panic during learning process. The teacher in this study said that these strategies were

commonly used to appreciate little or much students' effort to boost their enthusiasm to accomplish the task.

> *"Their writing products are not completely perfect, but I always try to appreciate their hard work, willingness to learn, and revision. Compliment, praising, gratitude, and other positive feeling was meaningful for boosting the students' motivation."*

Conveying positive emotions made students more convenient and satisfied that their writing was correct. In addition, the slang word "***Guys***" was commonly found in several written conversation when the teacher welcomed students in non-formal situations showed how the teacher tried to grow positive emotions and build close relationships with the students through dialogic utterances. Maros and Halim (2018), cited in Suci et al., (2021), informed that addressing phrases could promote friendliness in social interactions. Therefore, compliments, guidance, and honorifics may be advantageous in dialogic contact.

Teacher's Challenges in Web-Based Collaborative Writing Using Google Docs

The second research aimed to examine teacher's problems in facilitating web-based collaborative writing using Google Docs. According to the interview, the teacher had trouble conducting web-based collaborative situations in two specifics issues; student's issues and technological issues.

a. Students' Personal Issues

Initially, the most significant challenges that affected non-collaboration in constructing the texts were the students' unwillingness and ability to work together. There were moments when the students did not collaborate effectively with their peers. Students' issues come from a lack of collaboration and disregard for taking online classes. According to Al Shabibi (2018), teachers frequently meet students' obstacles in online collaborative writing, such as students' lack of collaboration with their teammates and immediately obtaining task data from the internet.

First, in terms of lack of collaboration, based on the findings, the teacher claimed that the students were hard to work with unfamiliar peers. This finding supported the previous research by Amalia et al., (2021) that only a small percentage of students can complete

writing projects; meanwhile, the remaining groups did not appear interested in completing the writing job with their partners. Since the teacher in this study randomly selected the group work members, some students may be partnered with acquaintances with whom they had no close intimacy. As a result, the students were unmotivated to work with their teammates, and social interaction was difficult to cultivate. The teacher further explained that grouping students consisting of less knowledgeable were not successful if they did not have closeness in daily life.

> *"I (the teacher) wanted to teach them how to work together and learn from each other. So, I randomly paired students with different levels of proficiency. As a result, lower knowledgeable students relied on more knowledgeable students, while knowledgeable students preferred to complete the group tasks alone without discussing with their peers."*

Besides a lack of collaboration, the teacher faced obstacles in detecting students' product plagiarism issues. The teacher found that students cheated on the assignments from Google. During the time, the teacher said that she discovered the results of the student's writing assignments were not the student's original work but instead were copied from Google. Some students copied the texts from the internet and pasted them on their online worksheets. This condition made students lazy and preferred the instant way to get the final product.

b. Technological Issues

The teacher struggled with several technological challenges, making the teaching and learning process ineffective. The issues that the teacher had with technology were related to a poor internet connection, fundraising (energy cost, data cost, and electronic device maintenance expenses (Brodahl & Hansen, 2014; Irshad, 2021; Kim, 2020; Taghizadeh & Basirat, 2019; Zheng et al., 2021). The initial disadvantage of using Google Docs was that it could only be accessed when the internet connection was stable. The teacher stated that the quality of the internet connection at her students' homes and the school was unstable. It is in line with Efriana (2021), who discovered that even though students have internet access, they still require assistance connecting to the network due to the locations of their homes. Due to this issue, the teacher noted.

> *"The most significant difficulty in accessing Google Docs was a poor internet connection. We lived in the area of unstable internet signals. Sometimes, we need to reconnect and move to other spots to get back the internet signals"*

Internet connectivity was a significant problem for the teacher and some students who lived in rural areas with low signal access. Internet connectivity was required for the program to work accurately. If neither the teacher nor the students had a reliable internet connection, they were to access online applications on their mobile devices while at home.

Google Docs could be operated via computers and smartphones. However, the teacher also stated that not all her students had compatible smartphones and laptops. In their study, Nabhan & Sa'diyah (2021) found that unsupported smartphone specifications and overflowing RAM made a few students fail to install the Google Docs application. Thus, they need to provide enough storage by deleting other phone applications.

CONCLUSION

Despite the usefulness of web-based collaborative writing successfully facilitated students to work with peers or small groups discussion through online platform such as Google Docs, the appearance of the teacher can not be ignored. The teacher' presence should transform become multiple figures, such as a facilitator, motivator, and technological expert depended on students' condition. Seeing this urgency, much or less of the teacher' involvement became the fundamental criteria of successful or failure of implementing web-based collaborative writing activities. Thus, before agreeing to use a web-based collaborative writing, the teacher was strongly motivated to prepare the input materials, provide proper help, and give adequate technical training. The limited number of participants was a shortcoming of this study. Therefore, future researchers must include a greater number of teachers and students in their research to get more comprehensive data. This study may be informative and provide insight for EFL teachers, especially before adopting technology to support their work, especially in teaching writing.

7912

ORIGINALITY REPORT

12%	12%	1%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ijmmu.com Internet Source	10%
2	core.ac.uk Internet Source	2%
3	archive.org Internet Source	<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		