

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“STUDENTS’ PERCEPTIONS ON INTEGRATING BLOGS AS AN ONLINE
COLLABORATIVE WRITING TOOL TOWARDS LEARNING ENGLISH AT
UNIVERSITY LEVEL”**

MASTER’S THESIS

**A requisite for being awarded the degree of
Magister en Enseñanza del inglés como Lengua Extranjera**

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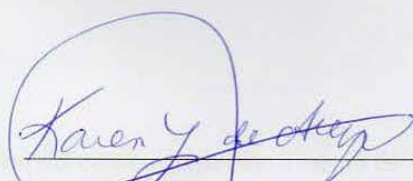
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DEDICATION

This thesis work is dedicated to my daughters, Molly and Lilly for being my biggest source of inspiration and my best English teachers

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ABSTRACT

The purpose of this research is to explore the perceptions of university students on incorporating Blogs in collaborative writing while learning English writing. Also, determine whether fluency regarding the total number of words is higher in collaborative writing than in personal writing. Google Docs was used as a blogging tool during collaborative writing because it is a free tool, easy to use, that allows a group of students to work collaboratively on a single document with a common purpose. The population in this study was 33 students of the second level of English from a public university in Ecuador. This mixed method research study handles qualitative and quantitative data. This mixed method is a qualitative exploratory and a quantitative descriptive study. The tools for data collection were focus group interviews, a questionnaire with closed questions and the compositions made by the students. The quantitative approach consisted of an analysis of the measurement of fluency regarding the total number of words in both essays, individual and collaborative. The qualitative results of the study showed that the students' perceptions towards collaborative writing were confident in the social, psychological and academic benefits. In the same way, the quantitative results revealed that there are a greater number of words, clauses, and sentences in collaboratively written compositions. In general, English teachers should consider implementing collaborative writing with the help of technology in their English classes so that students benefit from all the advantages of writing in a group and at the same time create a comfortable environment where students can improve their English writing by learning from their peers.

Keywords: fluency, blogging, perceptions, composition, measurement, collaborative, writing, peers

RESUMEN

El propósito de este trabajo de investigación es entender las percepciones de los estudiantes universitarios al incorporar Blogs en la escritura colaborativa durante el aprendizaje de la escritura del idioma Inglés. También, determinar si la fluidez en términos del total número de palabras es mayor escribiendo colaborativamente que escribiendo individualmente. Google Docs fue usado como un editor de blogs durante la escritura colaborativa debido a que es una herramienta gratis, fácil de usar, que permite a varios estudiantes trabajar colaborativamente en un solo documento con un propósito común. La población en este estudio fueron 33 estudiantes del segundo nivel de inglés de una universidad pública en Ecuador. Este es un estudio de investigación mixta ya que maneja información cualitativa y cuantitativa. Este es un estudio exploratorio cualitativo y también un estudio descriptivo cuantitativo. Las herramientas para la recolección de datos fueron entrevistas grupales, un cuestionario con preguntas cerradas y las composiciones realizadas por los estudiantes. El enfoque cuantitativo involucro un análisis de la medición de la fluidez por cada composición escrita individualmente y colaborativamente. Los resultados cualitativos del estudio mostraron que las percepciones de los estudiantes hacia la escritura colaborativa fueron positivas tanto en la parte social, psicológica y académica. De la misma forma los resultados cuantitativos mostraron que existe un mayor número de palabras, clausulas y oraciones en las composiciones escritas colaborativamente. En general, los profesores de Inglés deberían considerar implementar la escritura colaborativa con la ayuda de tecnología en sus clases de Inglés para que los estudiantes se beneficien de todas las ventajas que conlleva escribir en grupo, y al mismo tiempo crear un ambiente cómodo en donde los estudiantes puedan mejorar su escritura en Inglés aprendiendo de sus compañeros.

Palabras clave: fluidez, blogging, percepciones, composición, medición, colaboración, escritura

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DEFINITIONS

Common European Framework (CEFR). Is defining as a framework of reference design to provide a common basis for the elaboration of language syllabuses, guidelines, examinations, curriculum across Europe. It also defines levels of proficiency, which allows learners' progress to be measured at each stage of learning and on a life-long basis.

(CEFR)

English as a Foreign Language (EFL). The teaching of English to students who first language is not English. (Cambridge University Press, 2008).

CHAPTER 1: INTRODUCTION

1.1 General background of a public University

The research was carried out at a university located in the center of Ecuador and has been running high education services for over 47 years with great success. The university welcomes more than 8000 students who come from all over the country as the University offers several degrees in the Faculties of Human and Technological Education Sciences, Engineering, Health Sciences, and Political and Administrative Sciences.

The researcher did the research in the Faculty of Engineering which offers the following degrees: Civil Engineering, Environmental Engineering, Computational System Engineering, Electronic and Telecommunications Engineering, Industrial Engineering, Agro-Industrial Engineering, Architecture, Tourism and Hotel Management. This Faculty trains students to be real professionals and researchers in the areas of engineering and educational mathematics.

1.2 The Language Centre

The Language Centre of this university offers its educational services of teaching English and French as a foreign language in all the Faculties of the University. Currently, there are forty-three English teachers and a French teacher in the Language Centre. In the Faculty of Engineering, there are ten teachers distributed in the six levels of English. The Language Centre does not have its building where it can accommodate all the students of the university, so it has to use the facilities of each Faculty to dictate classes which often can cause problems in the organization of classrooms.

1.3 Statement of the Purpose

Ecuador had a significant change in the education system, especially in higher education, and technology has also become part of everyday life for students as they use it to communicate either synchronously or asynchronously with their teachers and classmates. In English language learning technology plays an important role as it facilitates the learning of this language, especially in the learning of writing English.

In all these years as an English teacher, the researcher has realized that students do not like to write in English for many reasons, so the researcher thought about implementing a collaborative writing activity where everybody could participate in some way. Previous studies have shown that collaborative writing is beneficial for improving the writing skills of the students as well as for improving the English language learning. According to Storch (2011), collaborative writing is not used entirely in the second

language (L2), and especially in the University where the researcher worked, so this is what motivated me to carry out this research.

Ecuador had a significant change in the education system, especially in higher education. The purpose of this study was to explore the student's perceptions towards the use of a blogging tool in collaborative writing and to verify that writing collaboratively produces more text than writing alone.

To accomplish this research, Google Docs was used as a blogging tool as it is free and easy to use. During the collaborative writing activities which lasted a month, six groups of five and six students shared their ideas; knowledge and they gained new experiences by working with people from different social levels, different faculties, and different or equal levels of English to create a simple composition. The blog created especially for this collaborative writing activity contained all essays, where the students were able to enter to read their compositions and also the compositions of other groups. The blog with all the students' compositions was something that motivated the students to do a better job since this information was going to be on the Internet for other people to read it.

1.4 Statement of the problem

The National English Curriculum Guideline (2012) mentioned that EFL university students should have achieved a B1 language proficiency level according to CEFR, which means that students will be able to use Basic English when they communicate. However in most universities students find it difficult to write and generate ideas by themselves because students do not like writing in English, so it is the teacher responsibility to implement appropriate tools to motivate students to write. Learning English is mandatory for all students across the whole higher education system, so students must pass six levels of English to be able to graduate. The syllables of each level contain the goals and objectives of teaching the English language in the Faculties, where teachers have to dictate their classes based on the syllables, and the syllables for each level were created based on an academic English book.

The book used by teachers has an interactive platform where students can be assigned some tasks for them to practice grammar, writing, reading comprehension, listening, and speaking. However, this platform does not have a tool where students can write collaboratively about a particular topic proposed by the students or by the teacher, so it is here where teachers should use technology to give their students more opportunities to

learn the language in a more motivating environment. However not all teachers like using technology to teach English, especially to teach writing English since many of them lack of Information and Communication Technology skills. English writing for many students is one of the most difficult skills.

Technology plays a crucial role; we know from previous studies that through collaborative writing tools such as Google Docs, wikis and blogs, students can improve their writing skills through collaboration, collaborative writing gives many benefits to learning English. Technology goes hand in hand with this type of writing since with the help of a computer, and through the internet, students have the opportunity to write from anywhere on the planet using a collaborative writing tool. Thus, there are several web 2.0 tools on the web that provide benefits of collaborative writing, giving teachers the opportunity to create an interactive class, where all students can actively participate, putting the best of them. These collaborative tools allow them to share documents in which several students can work on the same document in real time to achieve a common goal.

Another benefit of these web 2.0 tools is that students can edit and receive feedback from their peers, encouraging them to write. These collaborative writing tools such as blogs, Google Docs, and wikis provide students with communication, participation, and collaboration in a user-friendly interface. Therefore, the researcher was the person who guided the students through the process of collaborative writing in Google Docs as a blogging tool.

For many teachers, the evaluation of the students writing takes a long time so measuring the writing fluency regarding the total number of words of the collaborative and individual writing is the best way to evaluate the writing fluency of the students.

1.5 Research Questions:

This study will address the following research question:

1. What are the EFL students' perceptions of integrating blogging tools in collaborative writing activities in the process of learning English writing?
2. What is the effectiveness of using blogging tools in collaborative writing projects?
3. Compare whether collaborative writing will produce more text than individual writing tasks?

1.6 Ethical considerations

As we know ethical considerations apply to all type of research; this study followed the correct ethical guideless from the place where the research was carried out. The researcher obtained the permission from the institutions and then started with the research without breaking any ethical principles to protect the participant from any potential harm, discomfort, physical or psychological risk. (See Appendix F for the document with the permission from the institution). The study protected the data of the participants, following Holmes useful suggestions about how to protect confidentiality and participants' data (as cited in Bryman, 2015).

This study did not store the name, and address of the participants on hard drives. None students names are in the transcripts but instead, identifier codes replaced the names of the participants, for example, Student1, Student 2, and the groups as GA, GB, GC, GD, GE, and GF. These transcripts are stored physically in a safe place (Bryman, 2015). An informed consent form explained clearly to the participants all about the nature of the research project. Its purpose, how long the participation is going to take, the implications of their involvement in the study, and finally, it explained that their participation is voluntary so they can withdraw from participation at any time. The information provided by the participants during the Focus group interview was recorded and used it for research purposes only. Finally, a section of the informed consent form says that the participant agrees to participate in the research project by signing and dating the consent form (Bryman, 2015). (See Appendix G for the informed consent form).

1.7 Operational definitions

The independent variable is the activities of the blog, which has two levels. The first is the students writing collaborative and the second the students writing individually.

The length of production consists in the measurement of the Number of Words. Mean length of clause (MLC), Mean length of sentence (MLS), Mean length of T-unit (MLT), sentences (S), clauses (C), T-units, Mean length of sentence (MLS), Mean length of clause (MLC), and Mean length of T-unit.

CHAPTER 2: LITERATURE REVIEW

In this chapter, the literature is based on Vygotsky's sociocultural theory, which provides a framework to analyze interaction and collaborative writing tasks in L2 classrooms.

2.1 Collaborative Learning

There are many types of research about Collaborative learning in the learning process. Collaborative learning refers to the process where several people with different skills work together in groups towards a common goal: People learn from each other, and the success of an individual helps others to succeed. According to Freiri, 1970 (as cited in Shuhaida & Noordin, 2014) knowledge is provided by numerous students and not only depends on the educator. The interaction from collaborative learning has made the learning more dynamics and significant from various perspectives (Shuhaida & Noordin, 2014).

Bruffe (1980) defines, as "The basic idea of collaborative learning is that we gain certain kinds of knowledge best through a process of communication with our peers" (p. 103). Golub (1988) states: "Collaborative learning activities allow students to learn by 'talking it out, ' assimilating their ideas and information through interaction with others" (p. 1-2). According to Kohonen (1992), these opportunities for students to talk

Provide an adequate context for the development of new understandings. Learners' talk can be harnessed to the exploration of dawning understandings and new learnings, producing at its best something entirely different from traditional classroom discourse. In an affirming and encouraging small group, learners feel free to talk in provisional, exploratory ways. (p.35).

Collaborative learning has three theoretical perspectives: cognitive-developmental, social constructivism, and sociocultural perspectives. Piaget (1950) mentioned that when individuals work together in the environment, this creates cognitive disequilibrium, which replicates cognitive development. Bruner (1966) and Vygotsky (1978) helped to develop the theoretical perspective of social constructivism, where, interaction with others constructed social constructivism. The social, cultural theory of Vygotsky (1978; 1986) mentioned that knowledge is social in nature and created through interaction. Collaborative learning offers benefits such as a better level of achievement, a higher level of critical thinking skills and greater motivation (Wu, H. J. 2015). According to Johnsons 1989 and Pantiz 1999 (as cited in Laal & Ghodsi, 2012), there are over 50 benefits for collaborative learning, and they have three categories.

2.1.1 Social benefits

Collaborative learning helps to develop a social support for learners, leads to understanding diversity among students and members of the staff, provide a positive environment for modeling and practicing cooperation and also help to create learning communities.

2.1.2 Psychological benefits

Increase students' self-esteem, reduce anxiety, increase motivation and develops positive attitudes towards teachers.

2.1.3 Academic benefits

Assist students in to promote critical thinking skills and include students to participate actively in the learning process, collaborative learning is useful for motivating students in a specific curriculum, besides this, collaborative techniques use a variety of evaluations (Laal & Ghodsi, 2012).

2.2 Learning Theories and Motivation

Several studies have led to different ideas and theories about how people learn; one of these is that learning is a social process. The interaction of several human beings plays a fundamental role in the process of cognitive development. According to Vygotsky (1997), learning is an active process; students actively construct their subjective representations of objective reality. Students working in collaborative groups build new knowledge by questioning, responding, and complementing the ideas of others in the group. Based on the perceptions of students about information the students' foreknowledge linked the new data (Vygotsky, 1997).

Bandura (1976), mention that human behavior is learned observationally through modeling. By observing others, It can form an idea of how new behaviors are carried out; in other words, one person's behavior causes changes in another's behavior. Motivation is crucial in learning. Bandura said that their self-efficacy motivates the students. Self-efficacy strongly influences their successes and failures, how much effort students will exert when they encounter challenging tasks. Students with high self-efficacy attempt tasks that are challenging and persist until they achieve their purpose. Self-efficacy is often higher when students work with others than when working alone (Bandura, 1976).

Collaborative learning has a set of methodological strategies aimed at maximizing the benefits of cooperation among students working in groups to achieve a common goal

Gross, 2007; Jacobs & Small, 2003; Johnson & Johnson, 1997 (as cited in Ortiz Navarrete & Ferreira Cabrera, 2014, p. 186). Students develop different language and communication skills through various procedures, methods, and techniques. Trujillo (2002) mentioned that among these methods are those that promote the discovery learning process such as puzzles, student team learning, group learning and group research. "The differences between each method are the degree of structure of the task, the use of rewards and individual assessment method" (Trujillo, 2002, p.8).

Cassany (2008) and Johnson and Johnson (1997) suggest the following elements as characteristics of collaborative learning:

- Create a heterogeneous group regarding skills, competencies, and gender.
- Individual and Group Responsibility
- Develop verbal and non-verbal interpersonal communication skills.
- Metacognitive control of the group.
- Teacher orientation.
- There must be the existence of positive group interdependence and a shared individual responsibility.

It is useful to distinguish between collaborative learning and cooperative learning due to they have some differences between them. Cooperation is a more general term, which means that students help each other rather than competing or ignore each other. They can work on individual projects, but they support and help one another, while collaborative learning goes further, suggesting that students work on a shared project with a common goal (Alessi and Trollip 2001). Johnson and Johnson (2008) mentioned that there are advantages such as intrinsic motivation, better achievement.

According to Pujolas (as cited in Tari, 2013), the difference between collaboration and cooperation is that participation adds to collaboration a plus of solidarity, mutual help, generosity that makes those who at first only collaborate to be more efficient, end up joining between them more productive ties. Cecez-Kecmanovic and Webb (as cited in Tari, 2013) mentioned that students try to solve problems in a cooperative way, while developing their intellectual and social skills through the use of language, to achieve the objectives. They cooperate, give encouragements to each other and help those who need it to reach the common goal. Collaborative learning, cooperative learning, and constructivism consider learning as a phenomenon that is done internally and does not refer to the learning that occurs outside of people when they interact with their

environment. The theory of connectivism developed by George Siemens and Stephen Downes attempts to fill the existing gap, based on the analysis of the limitation of connectivism, cognitivism, and constructionism (Tari, 2013).

Connectivism is the integration of the principles explored by the theory of chaos, and networks and their analysis, complexity, and self-organization, adaptive systems, complexes and related disciplines and brings together aspects of neuroscience and cognitive science. Based on the theory of connectivism, the key to learning is the ability to recognize and adjust to changes in patterns. The recognition of patterns and the connections of our knowledge are fundamental for personal learning (Siemens, 2010).

Before beginning the group activities the teacher or researcher needs to take into account some pedagogical considerations. The teacher has to choose what the students' learning objective will be at the end of the collaborative activities, since the objectives can be for instance sharing the knowledge among the members of the group, creating new insights or just having the same information (Major, 2015).

It is essential that in the subject to be treated the teacher or researcher knows the level of experience of the students. If the students had a basic knowledge of the subject, the best approach for them would be cooperative, but if the students have an advanced level in the subject, the best approach for them would be the collaborative (Major, 2015). It is important to take into account the contextual considerations such as the ability to carry out a collaborative activity. It must consider several factors, one of them will be to know the number of students, a short group activity is a better option for a large number of students, rather than a long-term collaborative activity. Teachers need to have clear instructions, goals, the number of students and the learning context when making educational decisions (Major, 2015).

2.3 From conventional to digital learning designs

How to ensure that pedagogy exploits technology, not vice versa? The theory about the nature of formal learning and the requirements imposes on the design of learning, allow teachers to ensure that they are doing the best with the available tools. Without this, technology is at risk of being used solely to improve conventional learning designs, rather than generating a model, which is more innovative. So the teacher or the learning designer would advocate the use of digital technology as a form of educational technology to meet the demands of formal education in other ways that conventional methods cannot. Defending digital against traditional methods requires a theory that encompasses both

forms, and it is not so easy to identify a formulation. The use of wikis is a model based on the cognitive theory of Piaget (Piaget, 1977) and Luhmann's social systems theory (Luhmann, 1995) to help understand how they facilitate construction of collaborative knowledge. This method offers a good theoretical analysis of how the development of a Wiki could help people to improve their individual experience through an iterative process of social and individual cognitive systems Cress & Kimmerle, 2008 (as cited in Laurillard, 2009, p3).

Another similar proposal is the mobile learning theory (Sharples, Taylor, & Vavoula, 2007) mentioned that the analysis of learning as a conversational system taking the form of a normal conversation does not benefit the position of the teacher, they said that:

We recognize that our theory of mobile learning does not give sufficient importance to what it is that makes a learning activity valuable, to the role of teachers in promoting effective learning, to classrooms as well-organized locations for study, and to educational institutions in extending and validating Learners' knowledge. In the new world of global knowledge and mobile technology, the traditional education has to give several changes (p. 243).

2.4 Ensuring that pedagogy exploits and challenges technology

Pedagogy has been studied very carefully for more than a century. John Dewey (as cited in Laurillard, 2009, p 4) mentioned that instructionism, constructionism, socio-cultural learning and collaborative learning are part of the different elements of the learning process. Instructionism derived from the theories of Gagné, 1970, 1997; Merrill, 1994; Reigeluth, 1983 (as cited in Laurillard, 2009, p 4), where the organization of instruction is the primary focus, and technology can be used to test learning through multiple choice questions. The constructionism emphasizes the importance of constructing a model or object as an aspect of learning, by using simulation and modeling properties of technology Papert, 1991(as cited in Laurillard, 2009, p4).

The Sociocultural learning comes from Vygotsky, and it focuses on the importance of discussion as an aspect of learning, by using communication technologies. The collaborative learning approach is arising from both Piaget and Vygotsky, which combine the social and construction elements of the learning process with the help of technology. Each of these approaches focuses on different aspects of the learning process as they

generate different conventional teaching methods and different uses of digital technologies (Laurillard, 2009).

In the learning process, it is important to represent the teacher, the students, and their peers as the leading actors since the transactions between them are complex. In two level these operations are divided. The first one is the discursive, articulating and discussing theory, ideas, concepts, and forms of representation. The second is the experiential, acting on the world, experimenting and practicing on goal-oriented tasks. Both methods have to be connected and are essential regardless of the subject of learning; the adaptive and reflective aspects are in this process of learning. This method also applies to teachers, as they have to adapt the teaching environment to the needs of their students to improve teaching (Laurillard, 2009).

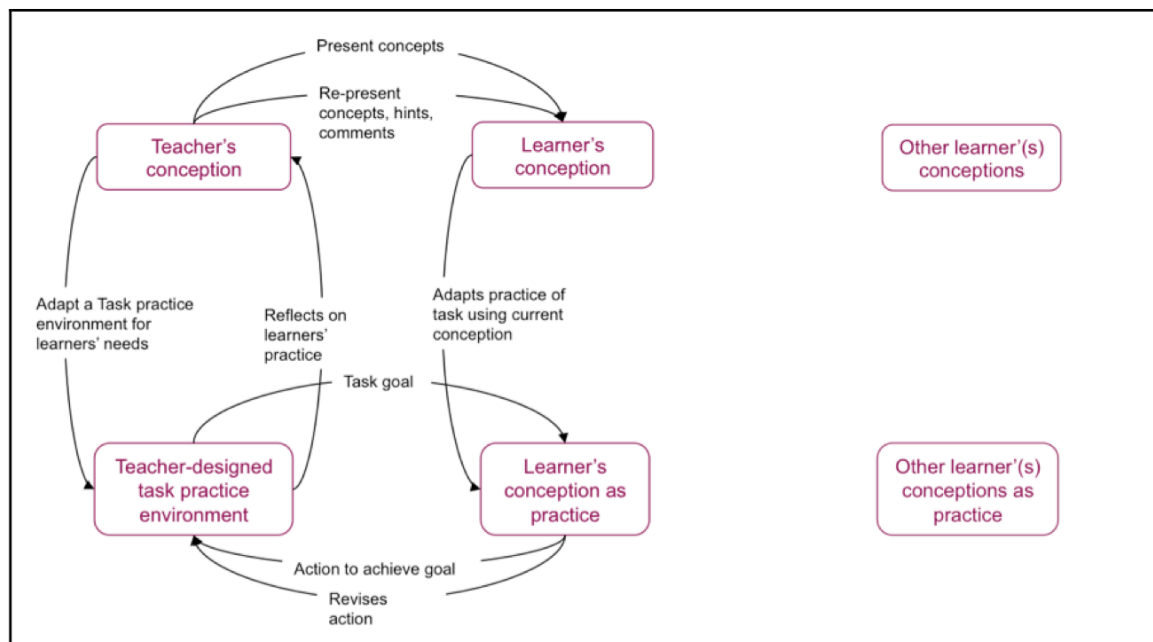


Figure 2.1. Presentation of the concept by the teacher. Adapted from “The pedagogical challenges to collaborative technologies” by Laurillard, D. (2009), p. 5. Copyright by International Journal of Computer-Supported Collaborative Learning.

Figure 2.1 shows the presentation of the concept by the teacher, a task that the student tries to achieve and then the teacher's extrinsic feedback regarding correct or incorrect comments. There is no particular focus on interactions with other students; there is no intrinsic feedback to the student. In other words, there is no information about how close the student was to his goal action, or what the effect of his action was. The student

has no opportunity to reflect on the relationship between the objective, its action and its effect (Laurillard, 2009).

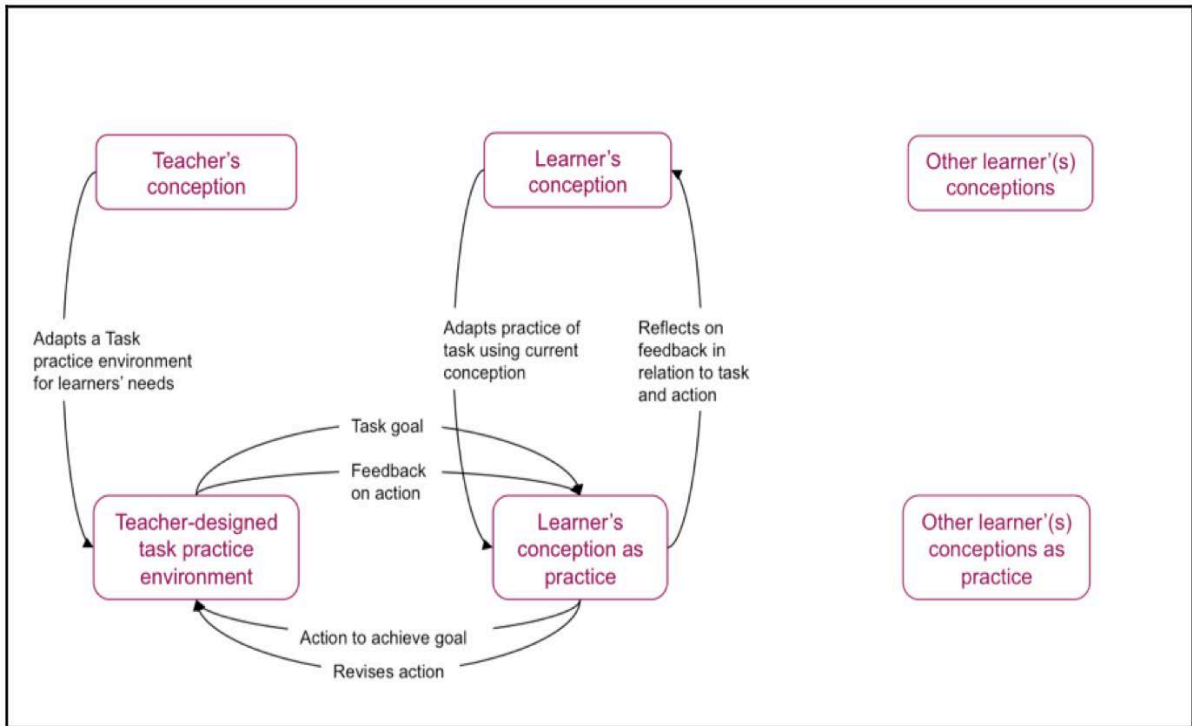


Figure 2.2. Learners develop their conceptual understanding. Adapted from “The pedagogical challenges to collaborative technologies” by Laurillard, D. (2009), p. 5. Copyright by International Journal of Computer-Supported Collaborative Learning.

Figure 2.2 shows how the student develops his conceptual understanding through various attempts to achieve his proposed goal, reflecting on the action used to achieve this aim. The reflection on the internal relations between the concept, objective, action, feedback, allows them to adjust their current conception. For example, students understand the composition of a painting more if they try to do it themselves, than if they simply read about it. The principal focus is the internal relationship between concept, goal, and action; this is why intrinsic feedback is vital because it closes the loop (Laurillard, 2009).

Socio-cultural learning prioritizes the importance of the discussion with peers as an aspect of learning. Articulating an idea and negotiating it in the continuous iteration of the debate is the most important thing during this process. Express an idea and explain it to students who did not understand it, especially when the other student is ready to argue about it. The role of the teacher is minimal and focuses on explaining concepts, answering questions during the discussion (Laurillard, 2009). Figure 2.3 shows this explanation.

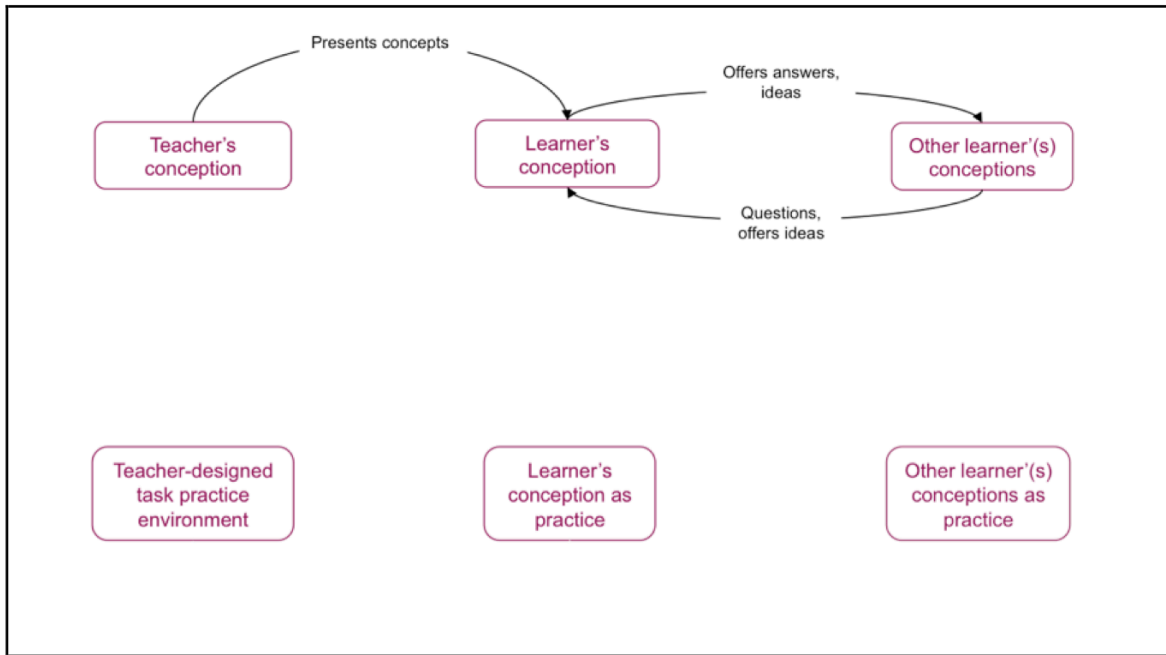


Figure 2.3. Socio-Cultural learning. Adapted from “The pedagogical challenges to collaborative technologies” by Laurillard, D. (2009), p. 6. Copyright by International Journal of Computer-Supported Collaborative Learning.

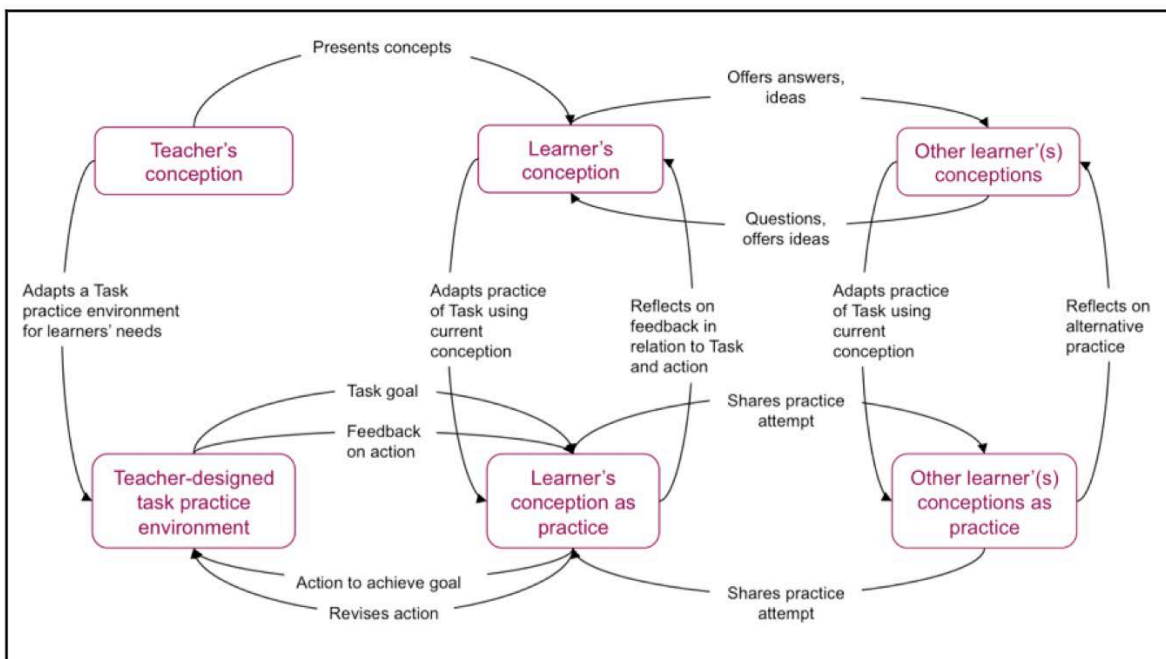


Figure 2.4. Two educational approaches for learning process without the role of the teacher. Adapted from "The pedagogical challenges to collaborative technologies” by Laurillard, D. (2009), p.7. Copyright by International Journal of Computer-Supported Collaborative Learning.

Figure 2.4 explain how the two educational approaches are used to provide support for the language process, without the teacher playing a significant role. This representation clearly defines the difference between collaboration and cooperation, in which the method distributes the tasks required of the students (Roschelle & Teasley, 1995) express the mutuality of working in groups of the iterative dialogue between the students and the connection of the products from each of the students to do a task. We could say that the students who assumed the most direct role during the distribution of the academic tasks more than those who were in other roles (Laurillard, 2009).

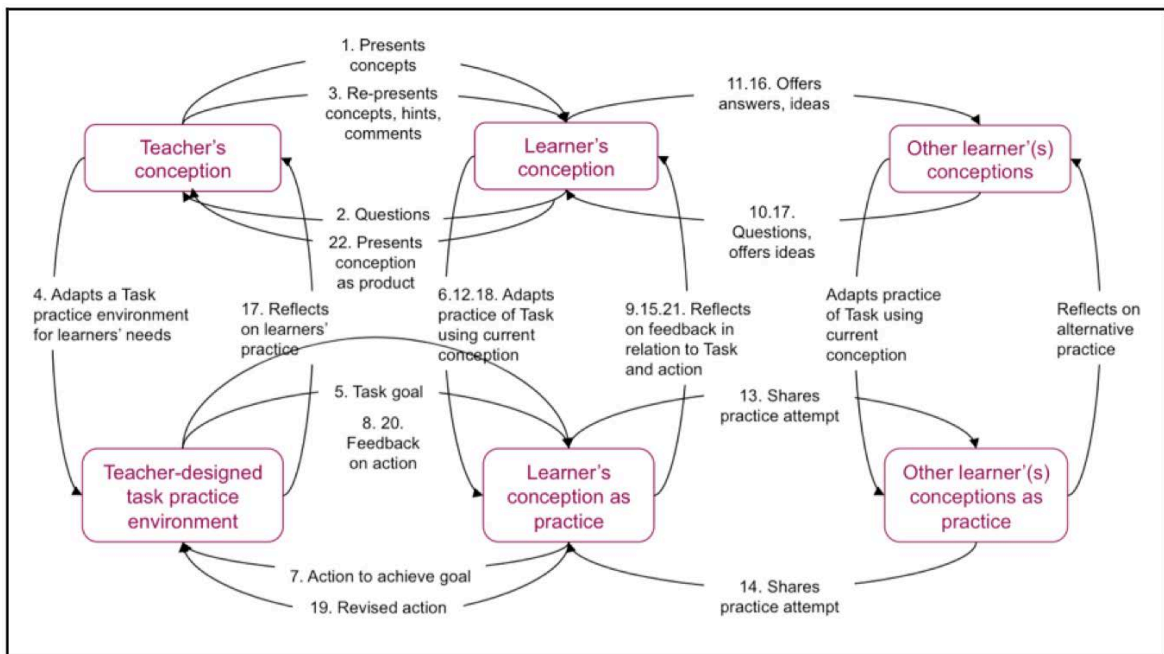


Figure 2.5. The Conversational Framework. Adapted from “The pedagogical challenges to collaborative technologies” by Laurillard, D. (2009), p. 8. Copyright by International Journal of Computer-Supported Collaborative Learning.

Figure 2.5 shows all pedagogic approaches for supporting the learning process. This conversational framework adopts all the elements prioritized by each of the primary educational strategies, demonstrating the complexity of what it takes to learn. The iteration between teachers and students and the levels of theory and practice are not symmetrical; the teacher defines the conception and designs the training environment to match. During this process the teachers learn from the students and reflect on their performance, improving their teaching skills.

The terminology used here and the theories of learning are designed to be interpretable from all discipline areas, and all levels of education as building the conversational framework is a way of clarifying what it takes to learn, no matter how much the technologies of teaching and learning may change. The conversational structure is known as informal learning, where the most significant differences on formal education where there is no defined teacher or concept of the curriculum, and there is no external evaluation. The informal learner selects their teacher, and their curriculum as what they are interested in learning about, and they choose to be evaluated by other. This framework to think about the design of learning and teaching, which have several theories of learning based on the analysis of learning as a form of conversation mentioned by Pask, 1976 (as cited in Laurillard, 2009).

2.5 The use of blogs in collaborative learning

Blogs have been used in a second language classroom to promote collaborative learning, within the blog students share ideas to write about a particular topic, members are also invited to comment, add information and provide feedback. The comments option give the members the opportunity to interact with the blog environment; this interaction involves the exchange of thoughts, feelings, and ideas (Silviyanti, T. M., & Yusuf, Y. Q. 2014).

Abu Bakar, Lafit, and Yaacob (2010, p. 140) found that blogs give students an active support " to take charge of their learning in a collaborative manner. Set their learning goals, developed new knowledge, improved their language skills, build their self-confidence and provide new dimensions to life in the classrooms".

A blog is a collaborative tool where teachers and students of a particular class are invited to share ideas, write their stories and carry out other social communication activities together. Members of the blog can input comments, give suggestions and enter other information. The interactivity within the blog environment increases with comments since these are one of the characteristics of collaborative communication (Suzuki, 2004).

A blog allows students from a group or community to meet and interact to achieve common goals; this increases the participation of its members as this situation makes them more aware of what they are writing (Connell, 2005). Blogs are very helpful to EFL teacher and students. Aydin (2014) mentioned that blogs are useful tools and can benefit in EFL context. Research done by Noytim (2010) showed that students were comfortable with the use of blogs and accepted them as a useful tool to improve writing, reading,

vocabulary, self-expression, thinking skills and social interaction.

Many researchers such as Hashemi and Najafi (2011), stated that blogs have large use in teaching writing in the EFL context, whereas Sun (2010), conducted a study to find out the effects of great writing by examining the different phases of blog entries written by the students. The results showed that blogs could be useful for developing students' writing skills, as well as stimulating student motivation and autonomy (Özdemir, E., & Aydın, S. 2015).

2.6 The Nature of writing

It is important for students to learn how to use the different steps of the writing process; the stages include planning, drafting, reviewing, editing and publishing (Council of Heads of State Offices of Schools and Association, 2010). Previous research has found that using the different stages of the writing process improves the writing quality of students (Rao, 2007, Rust, Price, & O'Donovan, 2003, Yang, 2010, Mott and Klomes, 2001, Council of Heads of State School and Officials Association, 2010). Writing is critical to learning because it stimulates thinking, students are forced to concentrate more to organize their ideas, and cultivate the ability of students to summarize, analyze and criticize (Rao, 2007).

The writing skill is as important as listening, speaking and reading skills since writing is a way to communicate with other people in different ways such as for academic, professional and business purposes. Writing in academic is a tool that allows the learner to express their ideas and feelings (Chiu, 2006).

Currently, students can communicate and send a variety of messages to various readers through writing. This form of written communication allows the student to interact with many people, whether they are known or unknown, who are near or far away, and either through a paper and a pencil or a computer. Therefore, writing is an act of communication that Allows students to express ideas with fluency, precision, and coherence, both in the drafting of the native language (L1) and in a foreign language (L2) (Olshtain, 2001).

There have been some pedagogical approaches in teaching L1, and L2 writing; each of these approaches represents a different view in writing. Below there is a quick description of them (Wu, H. J, 2015).

2.7 Writing Approaches

Before the 1960s, writing instruction focused primarily on the characteristics of

written text, during this phase the pedagogical composition focused on the final result of the writing process of any essay, especially in the structure of the text itself, this means that it emphasizes the production of well-formed sentences. This type of writing called controlled composition; here the teacher focuses on precise accuracy to avoid mistakes. The need for writers to produce extended texts grew and this approach resulted in the emergence of the paragraph pattern approach. Which emphasizes the importance of organization in both controlled composition and the task of arranging the sentences of a paragraph (Ferris & Hedgcock, 2005; Kitao & Saeki, 1992; Matsuda, 2003; Silva & Matsuda, 2002).

In the late 1980s, the process approach was emphasized primarily in the act of writing and the product. This approach also views writing as a recursive and generative process, making meaning from new ideas. During this writing, process writers need to plan, write, read, revise and edit their texts, so this approach emphasizes the review process and what the reader thinks about the composition. On the other hand, the process-based approach focuses on the writer, as well as on the strategies used (Ferris & Hedgcock, 2005; Kitao & Saeki, 1992; Matsuda, 2003; Silva & Matsuda, 2002). The classroom process approach suggests that instructors must provide and maintain a positive, supportive and collaborative environment. Therefore, in this environment, the ability to communicate with others in a meaningful way is important and necessary for the writers, as this allows students to work through their composition process. Moreover, thus develop strategies for writing, reviewing, editing in a collaborative environment (Ferris & Hedgcock, 2005; Kitao & Saeki, 1992; Matsuda, 2003; Silva & Matsuda, 2002).

Writers soon felt the need to write texts for academic or professional readers. Thus, with these texts, the instructor during the writing activities can use writer-directed procedures with structured processes to follow, such as prewriting, revision, collaboration, and peer review. Writing instruction will focus more on identifying, practicing and reproduce the characteristics of written texts directed to particular audiences (Ferris & Hedgcock, 2005; Matsuda, 2003). Writing is an incredibly complex activity and is considered the most difficult of the four basic language skills. Therefore writers need to learn to write to master this language skill (Kitao and Saeki, 1992).

2.8 Collaborative Writing

Collaborative writing is the joining of more than one individual to write a document. Therefore the ownership of the paper produced belong to all the writers. Group

planning and feedback activities are part of collaborative writing in the approach to the writing instruction process; however, the use of collaborative writing tasks in the L2 classroom is very limited (Storch, 2011).

Collaborative writing is a meaningful interaction, shared decision-making, and responsibility among group members in the drafting of a shared document Dale (1994). There are two types of collaborative writing: interactive writing and group writing. In interactive writing, group members interact with each other during the different stages of the writing process. However, each is responsible for his or her work. Writing in a group, members also interact during the various stages of the writing process, but each is in charge of the final writing composition McAllister and McAllister (1993). Other authors assert that collaborative writing helps students to improve their academic ability.

Collaborative writing helps people work with others, develop an ability to hear and listen, find out what one thinks and how much one will defend that thinking or be willing to change it. It develops friendships that transcend class periods and proximity of chairs, benefit from other perspectives, worldviews, and interpretations. Participants work out ways to solve problems caused by disagreement or lack of responsibility, learn more about who is doing the learning (oneself), write with precision, and realize that both the mentor and those in the group take one's ideas seriously (Altany, 2000).

According to Farkas, 1991(as cited in Wu, H. J, 2015) there are four types of collaborative writing. The first type is when two or more people complete the whole text of a document together. The second is when two or more people contribute to a document. The third is when a person or more people edit or review the written work of one or more people. The fourth type is when a person works with one or more people and writes documents according to the ideas of the person or persons (Wu, H. J, 2015).

Saunders (1989) also proposed four types of collaborative writing: co-writing, co-publishing, co-responsibility and help. In the first one, peers collaborate on each task through the collaborative writing process. During co-publishing, members of the group publish a document based on individual texts. In co-responsibility, the members of the group interact only during the review process. The categories of help, members of the group, help each other during the writing process (Wu, H. J, 2015).

According to Dillon (1993), the components of collaborative writing are pre-draft discussion and arguments as well as post-draft analyses and debate. Sprint (1997)

mentioned that collaboration supports include social interaction support between a member of the group and commenter, and cognitive support for members and people who are commenting externally. According to Spring (1997), collaborative writing task includes task division, brainstorming, editing, general discussion, and goal setting. Task category is about assigning tasks, requirements, and deadlines. Brainstorming is about generating ideas to produce a text. Editing involves improving the text; general discussion is a formal team meeting. According to Nagelhout (1999), the most significant benefits of collaborative writing are that make students focus on each phase of the writing process (Yeh, S., Lo, J., & Huang, J. 2011).

The writing process recommended by various researchers is very similar. Law and Eckes (1990) proposed seven stages in collaborative writing activities, which are mentioned below:

2.8.1 Pre-writing

This stage is crucial for L2 students as it provides time for students to generate ideas and to combine them with another member of the group. The teacher should provide time for the students to listen and take part in discussions related to the topic that students are going to write.

2.8.2 Writing

In this stage, students should express their ideas by writing without taken any correctness into consideration. Students should understand that this is the first draft and errors should be allowed. The key at this stage is to express the ideas from the pre-writing stage.

2.8.3 Responding

During this juncture, the students have the opportunity to get feedback from another member of the group on their writing text. Peers provide suggestions, questions about the text, which will help the students to refine their writing.

2.8.4 Revision

Many students believe that the writing will be easy to do once they have formed their ideas on paper. However, at this stage students should check for spelling and grammatical correctness. During this process, the students need to add or to delete or to change or to reframe the ideas they have made to form their

arguments. Students should refer to the feedback they got and reorganized the ideas and content of their writing.

2.8.5 Editing

During this stage, students edit their written text collaboratively; they also provide suggestions to another member of the group. Students need to concentrate on mechanics, organization, and accuracy.

2.8.6 Evaluating

During this stage the students work collaboratively in small writing groups, providing the reasons for their suggestions to improve another member of the group writing.

2.8.7 Post-Writing

At this stage, students can rewrite their text and then post and share their writing composition on school blogs, magazines before being graded by the teachers.

According to Law and Eckes (1990), the process of writing and collaborative learning integrates the following stages: brainstorming to generate ideas for the related topic, drafting and structuring content, revising the writing with peers. Collaboratively and the feedback given should be in written form and then oral so that this information serves as a guide for the students to modify their writing, and finally assess the feedback provided by the peers and then rewrite the writing.

Previous research by Storch (2005) was done to investigate collaborative writing regarding the product, process and students reflections on their collaborative writing experience. The participants worked in pairs and individually, and they were asked to write a short text. All text produced by the pair and by individual learners was collected and analyzed using both quantitative and qualitative measures. The quantitative evaluation included measures of fluency (i.e., the total number of words), accuracy and complexity (the count of T-units and Clause analysis). The qualitative part took into account the content and structure of the text and task fulfillment. The results showed that pairs wrote shorter texts than students who composed individually. However, text produced by pairs seemed better than those produced by students individually regarding accuracy and complexity. Students' interviews showed that most students were positive about the experience of writing collaboratively (Wu, H. J, 2015).

Another study conducted by Fernandez Dobao and Blum (2013) was done to investigate the attitudes and perceptions of the collaborative writing of American students enrolled in Spanish as a Foreign Language class (SFL). The average of attitudes in the use of collaborative writing were positives and coincides with previous studies done where students participated in pairs or were part of a group. The only concern about working in pairs was that one of the members does not actively participate while working as a group there was the possibility of some students contribute less. The results of the survey showed that half of the students reported that collaborative writing helped with the use of vocabulary and grammatical accuracy. Nevertheless, the results from another collaborative writing study with eight advanced Spanish learners from a university in the United States had a similar result to the previous research done by (Elola & Ozkoz, 2010).

Students preferred to write individually due to the freedom they had in using their writing style, although they accepted that working in groups could improve accuracy, organization, and structure of their essays (Kwon, 2014).

According to Storch (2005), the effectiveness of writing in a pair or groups improved the grammatical accuracy. Results showed that students writing in pairs wrote shorter but more complex with correct sentences compared to the individual writers. Another study to investigate the effectiveness of the drafting in pairs and individual was done by Wigglesworth and Storch (2009).

The results showed that there was not much effect on fluency and complexity, the pairs wrote much more accurate text than the individual writers. Also, another study was done by Shehadeh (as cited in Kwon, 2014) reported that collaborative writing did not improve the linguistic accuracy, but there was some improvement in content, organization, and vocabulary (Kwon, 2014).

2.9 Formation of collaborative writing groups

The key in the application of collaborative writing is the formation of groups. Kohonen (1992) mentioned that each team should be made up of high-achievers, average achievers, and low-achievers, while Slavin and Oickle (1981) proposed that groups should have students of both genders because this improves the relations between classmates and promote peer tutoring. Oxford (1997) stated that random grouping, interested-base grouping, and homogeneous grouping would result in making loser teams, group-labelling problems and prevent peer education opportunities. Many factors are affecting the willingness of the students to communicate in the language classroom.

Thus, McCroskey (1984) mentioned that students feel high self-esteem and low anxiety-free, while Tsui (1996) said that collaborative work forms an anxiety-free environment for students to speak with greater confidence. For this reason, collaborative groups should not be based solely on the language skills of the students. For this reason, the interests and feelings of the students should be taken into consideration when forming collaborative groups. Students' characteristics such as age, gender, social standing are also vital when creating the groups.

Dillenbourg and Schneider (1995) mentioned that differences regarding personalities and willingness were essential for facilitating interaction in the group. However, too many similarities will make the members of the group do not debate at all. The personalities of the students and the inclination to take part in the classroom put effects on the research finding.

2.10 The Role of teachers and students in collaborative writing

The teacher puts the order in the classroom, and he is who is in charge of coordinating the activities of the students. However, in the traditional teacher-oriented approach, there was little or no interaction between teacher and student (Finkel and Monk, 1983). Unlike MacGregor, 1992 (as cited in Lam, n.d) indicated that the role of the students is active, and their roles change from listener, observer, and note taker to effective problem solver. Contributor and discussant from low to the highest expectations of class preparation, from competition with peers to collaborative work with them. MacGregor also mentioned that teachers should establish the context and standards for collaborative activities so that students can understand the value of their reason and their immediate goals.

2.11 Online Collaborative Writing

Technology has grown in the last two decades in the field of computer-mediated interaction. Warschauer and Grimes (cited in Storch, 2011) described the various ways of interacting using computer technology, known as Web 2.0, including blogs, wikis and social networks. Wikis is the one that has more relevance when it comes to collaborative writing. Wikis is a website that allows users to contribute or edit information within site, keeping a record of all contributions made by the users. One of the main advantages of the wikis is that it allows all members of the group to have the same access to the most recent version of the document so that all members of the group can build on each other's ideas.

Wikis often involve a group of writers rather than peers, and writing activity takes place over the long term (Storch, 2011).

Matthew, Felvegi, & Callaway (2009) did research that was part of an ongoing project that investigates the potential of using wikis in class to improve teacher trainees learning of course content. Student reflections suggested that wikis contributed to their learning by encouraging them to read the contributions done by other group members and also to synthesize the various sources of information. However, other studies suggested that wikis collaboration activity might evoke new notions of authorship.

Wheeler, Yeomans, & Wheeler, (2008) found that while students were happy to publish their contributions in a web space for other members of the group to read, students were reluctant to have their contributions altered or suppressed by other members of the group (Storch, 2011).

To date, there are a small amount of published researches on the use of wikis in L2 learning contexts. Most of the available researchers are quite descriptive, as these researchers describe the experiences obtained by teachers and students on the use of online collaborative tools for teaching and learning writing in L2 classrooms. Mak and Coniam (as cited in Storch, 2011) described how in Year 7 (11 years), ESL students in an English high school used wikis for six weeks. This case was a study of a group of four students. Researchers showed that initially, the contributions of the students were simply additions to the contributions of other students. However, as the project progressed and students became accustomed to the wiki environment, they began to edit the work of other group members. Mak and Coniam (as cited in Storch, 2011) noted that some each student's contributions varied over time for individual students and between them (Storch, 2011).

Most of the students' contributions were to add to the content with very few cases of error correction. Mak and Coniam (as cited in Storch, 2011) attributed this lack of attention since students in Hong Kong tended to spend a little time reviewing and correcting the work, as they are unenthusiastic to modify the work of their peers because they do not want them to feel humiliated (Storch, 2011).

Nevertheless, Kessler made another study (as cited in Storch, 2011) with a population of 40 EFL learners, reported on students' inattentions to language use when participating in a wiki project. This study investigated the attention of ESL students to accuracy for 16 weeks using wikis. The analysis of the text of the students showed that most of the text made was to content and style such as font, size, and color rather than to

form. After finished the corrections, students tended to focus on spelling instead of grammatical accuracy. One interesting observation was that the students spent much time altering the style of the sentences but ignored their errors. Students often seem to ignore the grammatical mistakes even having instruction on how to create an accurate text in a wiki tool (Storch, 2011).

2.12 Learning through wiki-based collaborative writing

Today, research has increasingly focused on collaborative writing mediated by technology platforms such as wikis, since its supporting features allow students to contribute and engage with the contributions of others. Studies show that L2 students prefer to write individually, but consider their wiki-based collaborative writing experience to be beneficial (Chao & Lo, 2011; Ducate, Anderson, & Moreno, 2011; Kost, 2011).

Wikis serve to drive contributions and patterns of student interaction during wiki-based collaborative writing, and this is something that researchers are looking for in their researches. Studies show that students tend to make more meaning-focused contributions during wiki-based collaborative writing (Arnold, Ducate & Kost, 2009; Kessler, 2009; Mak and Coniam, 2008). The work of other students influences their peers on several factors, such as the size and composition of the groups and the type of task (Storch, 2013).

2.13 The nature of collaboration in wiki-based collaborative writing

Saunders, 1989 (as cited in Lai, Lei & Liu, 2016) mentioned that collaboration could take place during the planning, composing, revising and editing stages of writing. Storch (2002) classified the collaboration in four profiles with different level of quality and reciprocity. The first two indicate levels of quality from high to moderate, where all members of the team actively involved in the writing process and contributing equally to the final product. The collaborative profile includes joint decision-making and consensus seeking, while the profile dominant/dominant implies disagreement with the contributions of others. The last two profiles often include a member who takes primary control of the writing process. In the expert/novice profile, the dominant member invites contributions from teammates. In the dominant/passive profile, the dominant member obtains little contribution from the team members.

Collaboration with Technology, often involves distant interaction, Lowry, and colleagues (as cited in as cited in Lai, Lei & Liu, 2016) classified collaborative writing approaches on wiki platforms regarding the division of work and degree of coordination during the writing process. The first category of collaborative writing has no division in the

work and limited coordination but includes two strategies. The writing of a single author, where one student makes the writing for the others, and the single script sequential, where the members write in turns, is continuing from the drafting of the previous member. A second type involves a clear division of the work, and there is an excellent coordination within them. Each person contributes to a section of the production of the text (parallel writing – horizontal division). Also, the collaborative writing has different roles such as writers, editors or reviewers, and each member assumes a role (parallel writing - stratified division). In the third category, all members collaborate on a piece of writing in real time and coordinate the writing process on the go.

Limbu and Markauskaite (as cited in Lai, Lei & Liu, 2016) reported that participants in their collaborative research perceive online collaborative writing tasks more as opportunities to demonstrate what they already knew, rather than as learning opportunities. In this way, the participants divided the writing tasks and the coordination of the individual strengths of the group members to produce a better final product.

After analyzing the real student collaborative behaviors during writing assignments in English academic essays, Oh, 2014 (as cited in Lai, Lei & Liu, 2016) found that students used combined strategies of parallel writing - horizontal division and parallel writing – stratification division. All groups divided the academic essay into several sections where each section was the responsibility of each student. The author concluded that participants tended to perceive the online collaborative writing task as one that is easily segmented and distributed among members.

After examining 25 groups (two or three) of university student collaboration patterns using a wikis tool. Bradley, Lindström, and Rystedt (as cited in Lai, Lei & Liu, 2016) found that students presented three types of collaboration. There is no visible cooperation or collaboration (A single member of the group created the whole text), cooperation (members worked in parallel) and collaboration (members worked together to produce text). The authors found that ten groups showed a pattern of non-visible cooperation or collaboration or a model of collaboration.

Roussinos and Jimoyiannis (as cited in Lai, Lei & Liu, 2016) focusing on patterns of participation and learning investigated nine groups of students working on a collaborative project based on wikis. The researchers identified four patterns of collaboration: a) low visibility interaction, characterized by one or two people providing all texts and few exchanges of messages among group members. Next, b) low collaboration,

where team members work in their individual parts and show limited interaction and collaborative creation of content, c) moderate collaboration, where most members contributed a significant amount. Finally, d) great collaboration, where all the members of the group exhibit equal amounts of contributions and joint construction of the content. As a result, the researchers found that only three groups showed a high pattern of collaboration.

Current research on wiki-based collaborative writing suggests that students can demonstrate different collaborative patterns when engaging in wiki-based collaborative writing and that effective collaboration between students cannot be assumed (Shimazoe & Aldrich, 2010; Storch, 2005). Scholars have hypothesized that different patterns of collaboration may have different impacts on the performance and learning of students' writing (Saunders, 1989; Storch, 2002). For example, Lowry and colleagues (as cited in Lai, Lei & Liu, 2016) stated that different approaches to collaboration offer different benefits and adapt to different collaborative writing tasks and group sizes. Therefore, researchers require studies to understand the relationship between collaborative strategies and learning outcomes.

2.14 Tools for collaborative writing

Recently, many teachers have been implementing in their classes several online collaborative writing platforms, such as blogs or wikis. There are many studies on the integration of collaborative writing tools into English language learning. Teachers have used collaborative writing to fulfill their pedagogical purposes, such as course content development, student assessment, and the activities of a group project. These activities of collaborative writing through the web provide a spirit of learning in the community, improves communication, participation and mutual relationships (Jeong, 2016).

These tools of collaborative writing through the technology can be integrated into the teaching of the English language since this improves the independent learning and the motivation of the students. Besides, there is an improvement in peer interaction and group activities as they work collaboratively, all members of the group distribute their knowledge. Moreover, because collaborative learning is one of the essential components of the constructivist pedagogical paradigm, students become aware of the responsibility of their learning process and knowledge construction. Google Docs as a collaborative writing tool encourages students or members of a collaborative group to think collaboratively in a better way, facilitating constructivist learning. Besides, Google Docs can serve as a collaborative learning platform where students in a group share their knowledge, their

ideas, and discuss a particular topic in a collaborative environment (Jeong, 2016).

Collaborative tools serve as a learning platform for members of a community; these people can share their knowledge with the group, publish information, work together and discuss topics with criteria (Cattafi & Metzner, 2007). The use of collaborative writing has some necessary characteristics in the practice of a community; these include an online presence, a variety of interactions, communication, participation, relevant content and relationships with a wider topic of interest (Brodahl & Hansen, 2014).

According to Lipponen, 2002 (as cited in Brodahl & Hansen, 2014), Collaborative writing through a computer facilitates collaborative learning; also, collaborative tools can improve peer interaction and group work, as well as promote knowledge and information among a community of students. Finally, the collaborative tools help the students to reflect collaboratively, approaching a constructivist way of learning (Brodahl, Hadjerrouit, & Hansen, 2011, p.77).

A collaborative writing tool “is a software that allows collaborative writing groups to produce a shared document and helps collaborative writing groups perform the major collaborative writing activities” (Lowry, Curtis, & Lowry, 2004, p. 75). We should consider certain characteristics that serve as the basis for a successful collaborative writing environment. First, it is important that the writing environment successfully simulates the most common word processing applications:

The majority of potential users of a group-writing system have a non-technical Background and are already familiar with commercial word processors. An acceptable group-writing system has to be very straightforward and natural to use, and expectations created by single-user systems such as Microsoft Word need to be supported. (Malcolm & Gaines, 1991, p. 149)

Second, It is important that the writing environment can “run through virtually any web browser, operating system, “and,” and “or” hardware platform without requiring that end-users be aware of its technical details” (Lowry, Nunamaker, Booker, Curtis, & Lowry, 2004). Finally, the writing environment must be "accessible from any place at any time" (Kanselaar, Erkens, Prangma & Jaspers, 2002, p. 25).

2.15 Google Docs in the classroom

Google Docs is a web-based office suite, similar to Microsoft Office. The Google Docs suite includes the following programs: Documents, spreadsheets, presentations, and forms. Google Docs has many characteristics, and one of them are that aloe students to

store their documents in the cloud. Google Server saved this information, so students will be able to edit this document at any time by using a computer with access to the internet and a Google account from anywhere in the world. The user can also download files from Google Docs in a variety of formats such as PDF, RTF, Word, and Excel. Google Docs allow students to have a revision history. Students can move to any point in the history of the document where Google Docs save all the information regards to date, the name of the author. This feature allows students to compare two versions of the same document or return to an earlier version if necessary. The disadvantage of Google Docs is that students will not be able to access to their documents without having access to the Internet (Alexander, B. & Alexander, E. L. (2011).

2.16 Google Docs as a collaborative writing Tool

Google Docs is a free tool widely used in colleges and universities. The Google Docs environment is essential but allows users to write collaboratively either synchronously or asynchronously from anywhere with the help of a computer with Internet access According to Educause Learning Initiative (as cited in Zheng, Lawrence, Warschauer, & Lin, 2014) Google Docs may be the favorite application for collaborative learning.

Chinnery, 2008 (as cited in Suwantarathip & Wichadee, 2014) states that Google Docs is a useful tool that helps to create learning tasks in a more creative way. For example, a teacher may publish text with intentional errors for students to correct. Similarly, students can easily edit the work of their peers, as this program has a history of editing. Also, this tool is very useful to work on group projects in general. Google Docs allow real-time collaboration on documents so that that team members can edit a document at the same time (Suwantarathip & Wichadee, 2014).

2.17 Collaborative writing and Individual Writing

Many types of research have argued that collaborative writing is better and more accurate than text written by a single person. However, questionnaires and interviews help to accomplish these studies rather than on the comparative analysis of the written text. Many studies have compared the quality of the texts by measured the fluency, accuracy, and complexity Ede & Lunsford (as cited in Pae, 2011). Storch, 2005 (as cited in Pae, 2011) compared the text of five individual students who work individually with the text of 9 groups of three students; the students had all the time they needed to complete their compositions. To measure and compare the fluency of the two compositions she used the

total number of words. The results showed that the collaboratively written text was shorter regarding the total number of words but more sophisticated and accurate.

To measure the accuracy she used the ratio of error-free clauses to clauses (EFC/C) and the number of errors per word. To measure and compare the complexity she used the ratio of Clauses/ to T-units and ratio of dependent Clauses to Clauses (Pae, 2011).

The results showed that the group of students writing collaborative needed more time to complete their composition and the text were shorter regarding the total number of words but more accurate and more complex. The study also found that the holistic scores of the texts produced collaboratively were higher than the texts written individually. The results in many studies comparing text created collaboratively and individually have shown mixed results, which might have been affected by the task conditions such as time, type of the task. Thus, more research is needed to compare the written compositions (Pae, 2011).

2.18 Measures of Fluency

Fillmore, 1979 (as cited in Kowal, 2014) defined fluency as a complex phenomenon that surrounds the speed of text production, the coherence, and the complexity of a statement and adequacy and creativity in speech. Wolfe-Quintero, Inagaki & Kim, (1998) wrote about fluency regarding speed and ease of text execution. Skehan (2003:7) said that "it is now increasingly accepted that finer-grained analyses of fluency require separate measures for (a) silence (breakdown fluency), (b) reformulation, replacement, false starts, and repetition (repair fluency). (c) speech rate (e.g. words per syllables per minute), and (d) automatization, through measures of the length of the run."

Producing longer or shorter text will depend on some factors such as the decisions of the writers before the task to include a specific amount of words, lines or paragraphs in the text. Judging the students' writing fluency through dividing the amount of text they produce by the time they spend on the task might be refuted because some students do not spend much time performing a given task because of their negative attitude to writing. Some students may write fewer words not because they are less fluent writers but because they over check their writing (Bruton and Kirby, 1987).

Fluency is an indicator of foreign language proficiency, and for this study, it has been considered measuring the fluency of writing based on Larsen-Freeman (1978) & Henry (1996), which they both looked at the average number of words composition on

EFL students. According to Larsen-Freeman (1978), there is an increase in the number of words per composition as the group level goes up.

Wolfe-Quintero et al. (1998) guidelines, which has a valid measure of fluency. Fluency refers to the amount of production. It has two measurements, as either the number of words per minute in timed writing task or the number of words per T-unit (Polio, 2001; Wolfe-Quintero et al. 1998).

Wolfe-Quintero et al. (1998) argued that T-unit length is a better measure of fluency because many types of research have shown that it consistently increases "in a linear relationship to proficiency level across studies regardless of the task. Target language, the significance of results, or how proficiency was defined" (p. 29).

Wolfe-Quintero et al. (1998) (as cited in Ai & Lu, 2013; Lu, 2010; Lu & Ai, 2015), recommend five types of measures of syntactic complexity. The first group consists of three measures that gauge the Length of production per clause, Length of production per sentence, or Length of production per T-unit level. Namely, Mean Length of clause (MLC), Mean Length of the sentence (MLS), and Mean length of T-unit (MLT).

The second type consists of a sentence complexity ratio (clauses per sentence, or C/S). The third category consists of four ratios that reflect the amount of subordination, including a T-unit complexity ratio (clauses per T-unit, or C/T). A complex T-unit ratio (complex T-units per T-unit, or CT/T), a dependent clause ratio (dependent clauses per clause, or DC/C), and depend on clauses per T-unit (DC/T). The four types consist of three ratios that measure the amount of coordination, namely, coordinate phrases per clause (CP/C), coordinate phrases per T-unit (CP/T), and a sentence coordination ratio (T-units per sentence, or T/S). The fifth type consists of three ratios that that consider the relationship between particular syntactic structures and larger production units. Example: Complex nominal per clause (CN/N), complex nominal per T-unit (CN/T), and verb phrases per T-unit (VP/T) (Lu, 2010).

For this study, apart from using the measurement of fluency of writing based on Larsen-Freeman (1978) & Henry (1996), it has also considered using the measures of length of the production unit suggested by Wolfe-Quintero et al. (1998) this can be seeing in Table 2.1.

Table 2. 1

Length of Production Unit

Measure	Code	Definition
Mean Length of Clause	MLC	Number of words divided by number of clauses
Mean Length of Sentence	MLS	Number of words divided by number of sentences
Mean Length of T-unit	MLT	Number of words divided by number of T-units

Note. The length of Production Unit. Adapted from "Automatic analysis of syntactic complexity in second language writing" by Xiaofei Lu. (1998), p.6.

A sentence is a group of words punctuated with a sentence-final punctuation mark, exclamation marks or question marks. Fragments of sentences punctuated as complete phrases (Hunt, 1965).

Clauses are structures with a subject and a finite verb, including independent, adjective, adverbial, and nominal clauses, but not non-finite (including infinite, gerund and participle) verb phrases (Hunt, 1965; Polio, 1997).

Hunt (1970) defined T-unit as "one main clause plus any subordinate clause or no causal structure that is attached to or embedded in it" (p.4). Hunt (1965) set some criteria to help to separate T-units in a discourse. He mentioned that coordinating conjunctions 'and,' 'but,' and 'or' in a compound, sentences would go with the clause that follows them, it ignores the punctuation errors if writing is understood. For example, My dad is a doctor and he works in Quito is considered to be two T-units with five words each, while the compound sentence, My father who works in Quito is a doctor, this expression has one T-unit with nine words. So, the average number of words, that is, the length of a T-unit with attach clause (s), is usually greater than that of a T-unit of a simple sentence. Which it means that it is highly correlated the T-unit length with the syntactic complexity (Hunt, 1965).

CHAPTER 3: METHODS

The researcher has chosen to do this mixed method research because the researcher has seen many students having problems in generating and organizing their ideas during writing in English. For this reason, the researcher wanted to implement a practical research with the help of a blogging tool to allow students to write collaboratively and thus encourage them to write more in English. According to Creswell, J. W. (2002) Teachers seek to research in their classrooms so that they can improve their students learning and their professional performance.

This research has a constructivist paradigm, and its ontological position is multiple because this research involves the finding of perceptions of a group of participants with multiple realities (Guba & Lincoln, 1994). This mixed method study collected both qualitative and quantitative data. The qualitative research analyses data gathered from a survey questionnaire and focus group interviews, whereas the quantitative data includes measures of writing fluency regarding the total numbers of the words. This mixed method research is a qualitative, explorative and also a quantitative descriptive study.

The researcher carried out this study in the Faculty of Engineering in a public university in Ecuador. Students from different classes of society mostly populate this public university. The online collaborative writing task was carried out in the English Language Lab, which has computers and Internet access for 35 students. The English Language Lab is on the ground floor at the Faculty of Engineering.

The participants included a total of 33 students (22 males and 11 female students) attending the second level of English and currently enrolled in the second semester, October 2016 – March 2017 in the Faculty of Engineering. The population was a purposeful example as the researcher chose the participants. Therefore as a limitation, the results of this study can only reflect the perceptions of the students who attended this study.

3.1 Groups

Since students in this university come from various provinces, they attended public and private high schools and had different social backgrounds; It was administered a writing proficiency level test at the beginning of the semester.

It was measured the writing proficiency level test by counting the words produced by the students, as mentioned Larsen-Freeman (1978), “subjects with a higher proficiency tended to write longer compositions” (p. 444). The students had 30 minutes to write an

essay task with the topic Why English is important in your chosen career? WordPad, a word processing program was used for the writing proficiency level test because it is a basic text editor without an automatic grammar correction.

The students were assigned based on the results of the writing proficiency level test, into two categories, students with more than 150-word production were allocated to the intermediary level group, whereas students with less than 150-word production to the novice level team. One student from each category was selected until it forms six groups of five and six students; this was done to create an equal writing proficiency level in each group. The groups were categorized as follows: Group A, six students, Group B five students, Group C six students, Group D five students, Group E five students, Group F six students.

Half of the groups (three groups) were selected to participate in the individual writing task, whereas, the other half were chosen to participate in the collaborative writing task. The groups switched the writing activity from collaborative to personal and vice versa every week and so on until completing the four weeks writing process.

3.2 Procedure

Google Docs as a blogging tool was used by the students to write both collaboratively and individually. Google Docs allows several students to write collaboratively in the same document. At the same time, students can communicate with each other by using a chat option provided by the same web-based platform. Before starting both the collaborative and individual writing process. The teacher provides with instructions to the students on how to access and use Google Docs.

For both collaborative and individual writing tasks students had to write a short English composition, about a particular topic given by the researcher. Students had limited writing time for each composition, thus, 30 minutes for brainstorming and planning, 30 minutes for writing a draft and 30 minutes for reviewing and revising. Additionally, students were allowed to use dictionaries.

During the collaborative writing task, the researcher (teacher) created a positive and motivated environment as the role of the teacher was not as the transmitter of knowledge, but the one who monitor students (Collazos, Guerrero, & Vergara, 2001; Lamy & Hampel, 2007; Smith & MacGregor, 1992). Writing collaboration and work ethic was encouraged during the process of collaborative writing. Thus, the researcher distributed handouts to the students containing guidelines for facilitating students' collaborative writing, as the

completion of the composition was a common goal for all members of each group. The 3 Be's handout document of Collaborative Writing Groups were mentioned by Speck (2002). (See Appendix A, for the 3 Be's instructions of collaborative writing).

Furthermore, what the students wrote on Google Docs, it could be instantly read by all members of the group, facilitating the collaborative writing process. Both groups met three days per week for a month and spent two hours each day writing their assigned compositions. (See Appendix B for the schedule and topics for the collaborative and individual writing activities).

The students, following the researcher, gives the instructions, posted each collaboratively written composition on the blog. The researcher created the Blog previously in Blogger, which is a free service that allows publishing content. (See Appendix C for the post of the students' compositions on the Blog). Once both writing process (collaborative and individual) finished completed, all students were invited to attend a focus group interview and then after a week to complete a questionnaire survey.

3.3 Data collection instruments

This mixed method research collected both qualitative and quantitative data.

3.3.1 Qualitative Data

For the purpose of this research, the researcher has used two instruments to gather the qualitative data: focus group interviews and a questionnaire.

The first step to achieving the qualitative data analysis was to transcribe the six recorded focus group interviews to familiarize with the text, and then the researcher highlighted keywords and phrases for the initial ideas about what is going on in the data. The next step was to clarify the codes and develop basic themes and categories. The systematic design in grounded theory by Strauss and Corbin (1990) was used to analyze the data. This method includes two stages of coding. The first stage is called open coding and the second development of themes. (See Appendix E for the extract from the transcript of the focus group interviews of the coding and analysis process).

3.3.2 Focus Group

The researcher used the focus group method for this study because this method helped him to understand what individuals in a group environment perceived about the use of blogs (Google Docs) as a collaborative writing tool

during the writing process. The focus group allowed the researcher to discuss with his students to obtain insights about the perceptions of the effectiveness of using Google Docs as a blogging tool in collaborative writing. According to Bryman (2012), focus groups "In many ways, its uses are bound up with the uses of qualitative research in general" (p. 503).

The researcher decided to use the same groups of students (six groups of five and six students) who participated in the individual and collaborative writing activity since they created already a bond of trust during the writing activity that allowed them to interact and participate more comfortably during the focus group interview. Having five and six students in each group was also suggested by Morgan and Spanish (1985). The focus group was a semi-structure interview with open-ended questions and was carried out after the completion of the collaborative and individual writing activities. The Focus group interviews were recorded and lasted between 30 and 40 minutes for each group of students and then transcribed it for further analysis.

3.3.3 Questionnaires

For this study, the researcher used a Computerized Self-Administered Likert 5 point agree/ disagree scale questionnaire, approved by six experts. A pilot study using this questionnaire was not possible because all students needed to complete all the collaborative writing activities for them to complete the questionnaire survey. However, the questions of the questionnaire were redesign to corroborate the data obtained from the focus group. The questionnaire allowed the students to read themselves the questions on the screen and enter the answers. The questionnaire contained ten closed-ended questions to collect the students' perceptions of using Google Docs as a blogging tool in collaborative writing during the learning of English writing. The questionnaire was made in Spanish to make sure that the students understood all the questions. Google Forms was used to create the Computerized Self-Administered Questionnaire, and the researcher created the questions of the questionnaire base on the literature and the research questions. The students answered it after the focus group interview in the English Language Lab. The results and the graphs were obtained directly from Google Forms. (See Appendix D for the questions of the questionnaire).

3.3.4 Quantitative data

The researcher used data from both compositions, collaborative and individual writing to measure the amount of production. For this study, apart from considering using the measuring of fluency of writing based on Larsen-Freeman (1978) & Henry (1996), based on counting the total number of words per essay. It has also considered using the measures of length of the production unit suggested by Wolfe-Quintero et al. (1998). This type consists of three steps that gauge the length of production at the clausal, sentential, or T-unit level, namely, mean length of clause (MLC), mean length of sentence (MLS), and mean length of T-unit (MLT) (Wolfe-Quintero et al., 1998).

3.4 Triangulation

The researcher used the triangulation method to ensure validity and reliability of the data. The triangulation method helped him to understand the students' different points of view at the time of processing the data collected from the self-administered questionnaire and the focus group interviews. According to Cohen, Manion, & Morrison (2007). "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior" (p. 141).

CHAPTER 4: RESULTS

This research aims to understand the students' perceptions of the effectiveness of using blogs on collaborative writing projects. This study also compared whether collaborative writing produces more text than personal writing. For this study, qualitative and quantitative data were collected to accomplish its objectives.

4.1 Open Coding

According to Esterberg (2002), open coding involves working "intensively with your data, line by line, identifying themes and categories that seem of interest" (p. 158). After having read the transcript text which has 66 pages in length, it revealed the following categories: The importance of blogs, the effectiveness of Google Docs, opinions of Google Docs. The writing process, complications of the writing, collaboration and coordination, generating ideas, coordination, collaboration, team communication, and collaboration.

The effectiveness of collaborative writing, feelings about peer editing, learning from peers, learning through collaborative writing, motivation, feelings about writing collaboratively, relationship, learning from collaboration, collaborative and individual writing comparison.

Feelings about own writing, the importance of collaborative writing, Google Docs usability, sharing ideas and coordination, benefits of Google Docs, support and relationship, students confidence, writing individually, fluency.

After finishing the open coding, the next process was to develop the themes based on the codes found. Focused coding was used to eliminate, combine coding categories and look for repeating ideas. There were five final themes and subthemes identified on the qualitative data.

4.1.2 The effectiveness of collaborative writing in Google Docs

Social Benefits

Psychological Benefits

Academic benefits

4.1.3 The writing process

Learning from peers

Feelings about peer editing

4.1.4 Communication and Coordination

Face to Face

Chat

Interaction between students and teacher

4.1.5 Benefits of Google Docs as a blogging tool in collaborative writing

Google Docs usability

The importance of Blogs

4.1.6 Students' perception towards collaborative and individual writing

Collaborative writing

Individual writing

Fluency

Below we will describe each of the topics and subtopics obtained from the transcripts of the groups; here we will include excerpts from the students.

4.2 Students' perceptions towards the effectiveness of collaborative writing using Google Docs.

To understand students' collaboration during the collaborative writing activities the researcher went through the transcript of the focus group interview. The majority of students felt that the collaborative activities added a more interesting touch to writing activities, mainly because as this benefited their emotional and affective needs by socializing with other members of the group, collaboration also helped their educational needs by providing a solution to their instructional goals (Vens, 2010).

4.2.1 Social benefits

Groups for the activities of collaborative writing had students of different careers of engineering. Thus collaboration and communication helped them to socialize. Johnsons (1989) and Pantiz (1999) mentioned that collaborative learning contributes to developing a social support for learners, leads for understanding diversity among students and members of the staff, provide a positive environment for modeling and practicing cooperation and also help to create learning

communities. Some students felt that collaboration helped them to socialize. They reported:

According to interviewee Student 2GA (Appendix E), the student learned to get along with everyone well, and this helped him to socialize with everyone.

According to interviewee Student 4GB (Appendix E), the group has become more sociable, and friendship has grown.

According to interviewee Student 3GC (Appendix5), they did not know each other, but it was a good way to interact to get to know each other better and even make a real friendship.

According to interviewee Student 6GC (Appendix E), they could also interact together and thus get to know each other and become friends, not just being partners.

According to interviewee Student 4GD (Appendix E), it has allowed them to get to know each other better, and this has been good because they have been able to share and process ideas in a better way. This student mentioned that he now knows his groupmates better than the rest of the class and feels more comfortable.

According to interviewee Student 2GD (Appendix E), he believes that writing in a group helps him a lot with his confidence since he is not an introverted person, these activities helps him to express himself better and in a faster and concrete way.

According to interviewee Student 1GC (Appendix E), Collaborative work helps him to have more confidence with his peers and with himself.

According to interviewee Student 1GD (Appendix E), in the collaborative work, they have been doing for a month, they have acquired experience and, most of all, they have learned new words, new ways of expressing themselves. Collaborative writing helps them to get to know each other better.

4.2.2 Psychological benefits

Johnsons (1989) and Pantiz (1999) mentioned that collaboration increase students' self-esteem, reduce anxiety, and increase motivation. Some students said that collaboration gave them more confidence to write because members of the

group relied on what they provided during the writing process. Some students suggested the following:

According to interviewee Student 3GD (Appendix E), the group gave him more confidence in himself since the team members relied on his ideas and in his personal work.

According to interviewee Student 2GF (Appendix E), some members of the group have greater knowledge, and others do not, and this encourages them to work harder to be on a par with them, even if it is possible to overcome them. These activities helped them to increase their vocabulary so that they can develop and do a better composition so they can publish it later on the blog.

According to interviewee Student 5GF (Appendix E), he met students from other faculties, but they were not his friends, but thanks to this activity he was able to know them better and so every time they wrote a new topic for the blog they were getting better and better.

Collaboration helped students to reduce their anxiety. Collaboration Learning reduces classroom anxiety created by new and unfamiliar situations faced by students (Kessler, R., Price, R. & Wortman, C., 1985). Some students reported:

According to interviewee Student 4GF (Appendix E), his level of anxiety in the first class was high because his colleagues in the first document wrote whole paragraphs and he wrote only a little, but that served him as motivation to write better in the next class, by organizing his ideas in a quick way.

According to interviewee Student 4GD (Appendix E), he had no anxiety at any time, nor did he feel uncomfortable.

According to interviewee Student 3GD (Appendix E), she did not feel uncomfortable with the collaborative work since they all collaborated with each other, they even made jokes about them.

Some participants stressed that collaboration enhanced their motivation. They reported:

According to interviewee Student 4GA (Appendix E), when working in a group and seeing that his colleagues had written much more than him because they

had a better vocabulary, that served as a motivation for him to pushed himself and tried to write much more.

According to interviewee Student 6GC (Appendix E), everyone could develop to write an excellent essay by each of them through the ideas that he or she contributed. Google Docs helped them work collaboratively and also motivated them to do a better job.

According to interviewee Student 2GE (Appendix E), in the first works he was somewhat shy because he did not know the subject well, but after several writing activities the student was motivated to talk and collaborate more, so in the composition, that he did with his peers they wrote five sheets.

According to interviewee Student 1GE (Appendix E), collaborative writing helped them a lot, to relate to each other and that significantly improved the self-esteem of each of the people as they felt supported by the members of the group.

4.2.3 Academic benefits

Collaboration helps students to promote critical thinking skills. It also includes students to participate actively in the learning process. Collaborative techniques are useful for motivating students in a specific curriculum (Laal & Ghodsi, 2012). Collaborative learning gives students the opportunity to participate in an argument, be responsible for their learning to become critical thinkers (Totten, Sills, Digby, & Russ, 1991).

Some students mentioned that working collaborative helps them to learn from other members of the group. They reported:

According to interviewee Student 1GD (Appendix E), one learns something new, something that he did not know with the help of his peers, and this student learned every time he asked something to other members of the group.

According to interviewee Student 2GD (Appendix E), she felt very comfortable because for example if she was wrong about something other students corrected her and gave her more options, then it was much faster and easier for her to learn that way.

According to interviewee Student 1GD (Appendix E), each student respected his opinion, and in his case, they helped him sometimes to generate ideas to be able to write a little more text in his composition, he felt grateful to his classmates.

According to interviewee Student 4GE (Appendix E), Google Docs and the collaborative work helped them to learn more vocabulary.

According to interviewee Student 2GE (Appendix E), writing activities exchanged new words from one to another, and so they learned new vocabulary apart from what they already knew.

According to interviewee Student 1GE (Appendix E), his group was somewhat balanced because they helped and taught from themselves, and it was not to write more or less but to put their ideas in their composition.

According to interviewee Student 2GE (Appendix E), for him, it was comfortable since he learned more from other people, from his peers he learned new vocabulary.

4.3 The writing process

Law and Eckes (1990) proposed the following stages: brainstorming to generate ideas for the related topic, drafting and structuring content, revising the writing with peers collaboratively. Following these recommendations, the students had 30 minutes for brainstorming, 30 minutes for drafting and 30 minutes for reviewing the writing with peers.

One of the students said that the time used was effective to understand the process of writing and to complete the collaborative writing task. He reported:

According to interviewee Student 5GA (Appendix E), in his criterion, the writing time was sufficient, since each member of the group contributed to the writing with ideas, and since there were five students the time was enough.

Other students said that there wasn't any problem with the time.

According to interviewee Student 4GB (Appendix E), the time allocated for completing the writing activity was sufficient.

Some students mentioned that the most difficult stage of the writing process was generating the ideas about the topic. They reported:

According to interviewee Student 2GC (Appendix E), he thinks that the most complicated part of writing was to create his ideas for writing the assigned topic.

According to interviewee Student 3GC (Appendix E), the most complicated part was when organizing their ideas, their thoughts flowed to us, and they had many ideas, but they were complicated to organize them in English since it is not the same thing to think in Spanish than in English.

According to interviewee Student 1GE (Appendix E), the first part of writing was a bit complicated for her, because while she was writing, she had to see what others wrote to carry a text according to the assigned topic.

However, one student mentioned that the most difficult stage of the writing process was to write the draft. The student reported:

According to interviewee Student 4GE (Appendix E), for this student the hardest stage was writing the draft because after writing something was not sure if he did well, then he had to write many times different ideas until the text is correct.

4.3.1 Learning from peers

According to Jacobs (1987), peer feedback is beneficial because peer feedback makes students think and reflect instead of reading the comments of the teacher. He also suggests that when students find an error in their peers writing, they will remember it well.

Existing studies have provided insightful information on peer collaboration activities and have maintained that if they used effectively, they could contribute to learners' autonomy; generate more positive attitudes towards writing; reduce students' writing anxiety and increase their confidence. Foster students' critical, analytical, and evaluative skills; and provide opportunities for negotiation of meaning, collaborative learning, and co-construction of knowledge (Lundstrom and Baker 2009).

According to Storch (2005) writing collaboratively in a pair or groups improved the grammatical accuracy. According to Stein, Bernas, and Calicchia

(1997), students become more aware of their learning process during a collaborative writing activity; this is because they use each other as a source of knowledge during planning, discussion, and negotiation of ideas. Some students during the focus group interview mentioned that writing collaboratively improved their understanding because they learned from other members of the group. They reported:

According to interviewee Student 5GB (Appendix E), there were new words they did not know and looked at the text of their classmates they learned more about them, especially vocabulary.

According to interviewee Student 3GB (Appendix E), it was very helpful to work as part of a group as they helped each other to learn more vocabulary and more than anything to express their ideas, also as they wrote in English, this helped them to improve their writing and their understanding.

According to interviewee Student 5GA (Appendix E), he learned from his peers because everyone could look at what each one wrote.

4.3.2 Feelings about peer editing

Most of the student mentioned that the English of some classmates was much better than theirs, and they corrected them when they saw misspelled words. These corrections did not bother them; on the contrary, they felt that they were learning more. According to Kurt and Atay (2007), Villamil and De Guerrero (1996), most of the students consider peer feedback as educational and supportive, generating a less anxious and stressful learning environment. Some students reported:

According to interviewee Student 6GC (Appendix E), he thinks that collaborative writing helped them to improve their writing in English because at the time of writing some people knew more English than others, when they were correcting themselves they learned more from their peers.

According to interviewee Student 3GC (Appendix E), he considers that a suggestion of another person is always welcome, receiving help from other students

in their writing to see their mistakes and try to correct them, it seems excellent because in reality he learns and grows as a human being too.

According to interviewee Student 2GE (Appendix E), not everyone has the same level of English; some students have more others have less. Some members of the group, for example, said this word is wrong, and they can correct it with this. Thanks to these corrections they could increase their vocabulary and improve their writing in English.

Two students felt a bit anxious when other members of the group corrected their compositions. However, this made the students put more interest to write better so that no one is correcting them. Hassan (2001), Kara (2013), and Daly and Miller (1975) mentioned that writing anxiety is a serious problem. Students reported:

According to interviewee Student 3GC (Appendix E), there were always people who saw the writing mistakes of others students, so they corrected them. These corrections made the writers feel upset; even the writers told them to leave it there because they were going to correct it themselves, however this incentive them to try to improve their writing so that no one is behind them correcting them.

According to interviewee Student 4GC (Appendix E), at first it was not a nice thing as each person has errors and it was not nice that other people corrected him.

4.4 Communication and Coordination

During the writing activities the students communicated with each other through the chat and face to face to coordinate their collaborative work. For collaboration tasks to be successful, most students needed other students to communicate and coordinate these tasks. In this case, communication and coordination are necessary for learning (Janssen, Kirschner, Erkens, Kirschner, & Paas, 2010).

Students used various forms of communication to coordinate their collaborative work, but the more relevance included chats and face to face. The coordination between the students was excellent as they managed to divide the work composition by combining strategies of parallel writing, which this means that several sections dived the composition where each section was the responsibility of each student (Oh, 2014).

One of the students during the focus group interview mentioned:

According to interviewee Student 4GB (Appendix E), they divided the work of collaborative writing, for example, one made the introduction, another the conclusions, and another the body of the writing. They put two people in the body since it was the longest part.

Other students mentioned that students received their compositions according to the topics; they swapped the subjects in every writing activity. Sometimes there was a student who said we need two people to write the introduction, two people for the body and two for the conclusions. They reported:

According to interviewee Student 5GF (Appendix E), he was the person in charge of organizing the tasks of collaborative writing. His group had six students, so he delegated the responsibilities to the students in each activity, for example, if a student already made the introduction in one activity, in the next one this student had to do another section of writing.

According to interviewee Student 4GD (Appendix E), he said that from the beginning to the end they organized quite well with the members of the group. During the writing activities, they had no problems organizing themselves since each student wrote the part with which they felt comfortable.

4.4.1 Face to face

Face-to-face collaboration should be preferred to enable deep reasoning during collaboration (Van der Meijden & Veenman (2005). Some students mentioned that they preferred to communicate face-to-face during the collaborative writing tasks. They reported:

According to interviewee Student 1GD (Appendix E), It was better to communicate face-to-face since they could better express their ideas of how to do the writing activity.

One student said that the face-to-face communication is better because sometimes the meaning of the writings is not clear enough in the chat. For example:

According to interviewee Student 4GB (Appendix E), it was good to use the chat, but in part, it was good to also communicate orally among the members of the group as there are times that the message of the text is not understood.

One student said that the communication was not effective enough because he needed the time to complete his part of the composition. For example:

According to interviewee Student 3GA (Appendix E), he thought that the communication was not very effective since they were very specific in what they talked because the time was necessary to finish with the activity of writing.

4.4.2 Chat

Two students from group A and F mentioned that they used to chat to both to share ideas and to coordinate with other members of the group the process of the composition. They reported:

According to interviewee Student 3GA (Appendix E), they wrote in the chat what they were going to do, and then the group members chose between making the conclusion, introduction, or the body of the composition, that is how they organized themselves

According to interviewee Student 4GF (Appendix E), each one contributed with ideas for the collaborative writing, and this is how they planned and exchanged their knowledge using the chat to finish the composition.

According to interviewee Student 4GC (Appendix E), he mentioned that at first none was known, then the distribution of the text was drawn, once they were writing the composition, they used the chat to comment and help each other in their different responsibilities in the text.

Some students said that the utilization of the chat to comment within the group was critical, and they gave an example by saying:

According to interviewee Student 2GB (Appendix E), he mentioned that sometimes there were colleagues who were not physically present, but that through the chat could give opinions; they could also ask face to face someone in the group.

According to interviewee Student 4GB (Appendix E), he mentioned that if a person is not present or is distant, he or she can communicate through the chat

One student said that the use of the chat was better to contact members of the group because she said that some students are not extroverted enough and it is easier to express their ideas in the chat. For example:

According to interviewee Student 4GA (Appendix E), he mentioned that sometimes people could not communicate with others because they are not extroverted enough so with the help of chat they can communicate better with other people.

According to interviewee Student 4GE (Appendix E), he mentioned that some students could be shy, and others do not. Sometimes communicating face to face is not comfortable for people, but when they communicated using the chat tool, they could get to know each other better and could share ideas to finish the writing work.

According to interviewee Student 1GF (Appendix E), mentioned that she is a bit shy since she gets nervous in front of someone she does not know, so it was easier for her to write through a computer than to tell her face to face.

Other student mentioned that writing his ideas was easier through the chat. For example:

According to interviewee Student 2GA (Appendix E), said that through writing he could express what he feels at that moment and that through the chat he was able to share many ideas in a straightforward and fast way.

According to interviewee Student 3GE (Appendix E), he mentioned that the use of the comment tool was of great help since when members of the group wrote ideas, other people complemented them.

According to interviewee Student 1GE (Appendix E), he mentioned that while they were writing they could see what other members of the group were chatting about so, they could comment or answer any questions from their team members.

Having the option to say with other members of the group about the topic to write, the students felt very comfortable to communicate and to share their ideas with other students. This option provided by Google Docs was very useful for the students to communicate with each other. Figure 4.1 shows a print screen showing the comments of the students. Figure 4.1. Shows an example of how the students commented during collaborative writing activities.

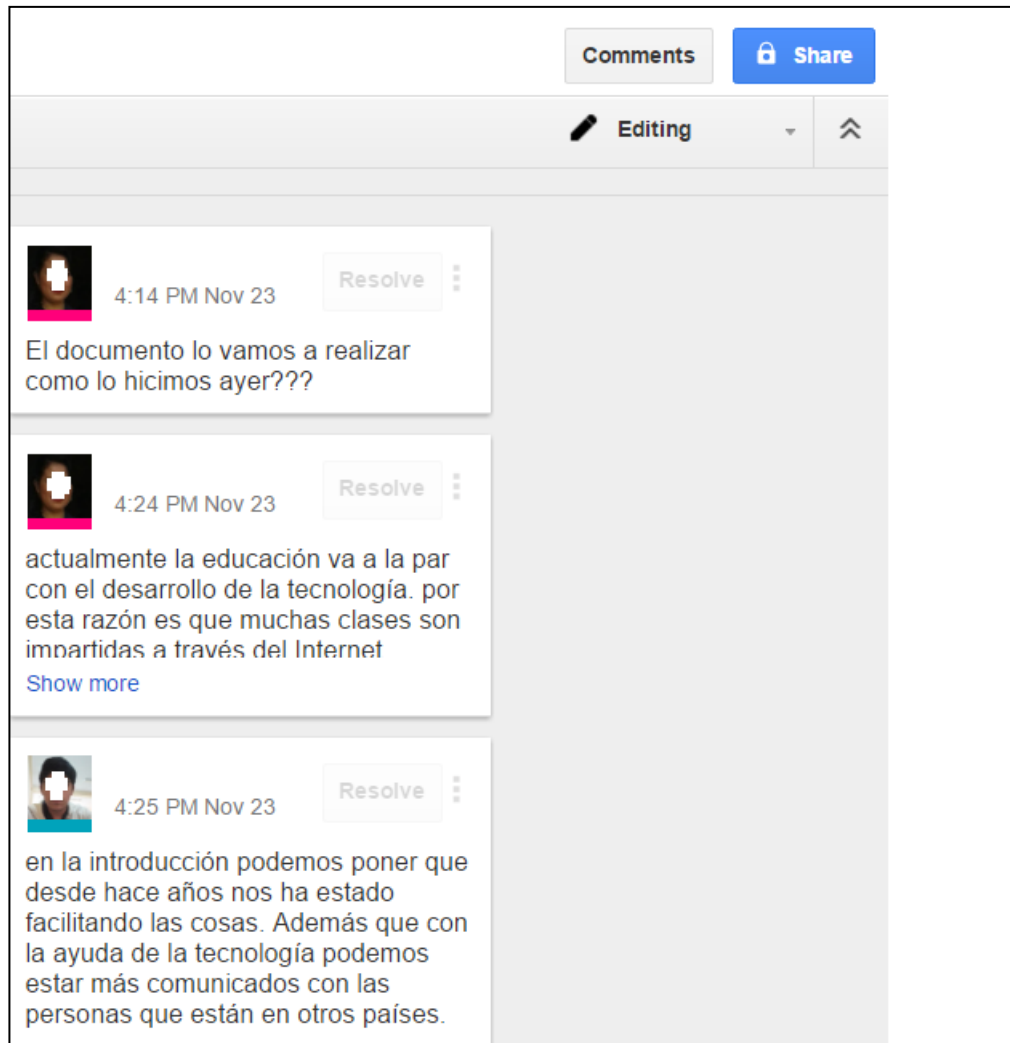


Figure 4.1. Students' communication through the comments tool. Adapted from Google Docs

4.4.3 Interaction between students and teacher

One of the students during the focus group interview mentioned that it was more comfortable to communicate with his peers rather than with the teacher. However, the role of the teacher as Parker and Chao (2007) he mentioned that

teacher still need to teach Web 2.0 as a skill, by incorporating social software into class.

According to interviewee Student 4GA (Appendix E), he mentioned that they feel more comfortable among group members, as they can help each other by giving some advice to something that their peers do not know, but students are a little afraid to ask the teacher about something they do not know.

However, other student mentioned that it is important to communicate with the teacher as well because the teacher is the person who knows about the topic. For example:

According to interviewee Student 5GA (Appendix E), mentioned that in his opinion the communication would be fifty-fifty since the students always need the support of the teacher as this person is the one who is teaching them, he also mentioned that the teacher could teach them something that their group mates do not know.

According to interviewee Student 2GB (Appendix E), said that he considers that the help of both the peers and the teacher is necessary during the collaborative writing. In each group, some students had the level of English more advanced than others, but the feedback between students helped them to learn. However, this student thinks that the presence of the teacher is necessary to tell them what is wrong and what is right.

Students feel more comfortable talking with members of their group. They reported:

According to interviewee Student 5GB (Appendix E), mentioned that when they asked something to the teacher, they were afraid to make a mistake and that the teacher told them that it was wrong. This interaction caused them some intimidation, but when they worked, collaboratively they wrote without any fear of being wrong because someone from their team was going to correct them.

According to interviewee Student 4GC (Appendix E), mentioned that it was easier for them to communicate collaboratively with members of the group than

with the teacher since the teacher has enough students and cannot go helping one by one.

4.5 Benefits of Google Docs as a blogging tool in collaborative writing

Google Docs is a web tool that allows students to write collaboratively and received feedback in real time from their classmates. Also, this tool allows them to communicate with each other. Oxnevad (2013) mentioned that document sharing and comments give students the opportunity to receive immediate feedback, so it is evident the Google Docs plays a major role in students learning, and this tool helps students collaborate on writing assignments more efficiently. Below is an extract from some students' reflections:

According to interviewee Student 3GA (Appendix E), mentioned that the use of Google Docs was very efficient because they all worked on the same document contributing with ideas to finish the writing task quickly. This collaborative tool helped them to organize their thoughts without having to wait for another group member to complete their part of the text.

According to interviewee Student 2GA (Appendix E), mentioned that Google Docs was a very useful tool because firstly it saves them much time and they can all work in the same document.

According to interviewee student 3GA (Appendix E), mentioned that everyone was able to contribute with ideas in the same document. They did not have to wait for someone to finish so he or she can get ideas from them.

According to interviewee Student 3GB (Appendix E), mentioned that this editor helped them a lot to interact, communicate, and express their thoughts so they can put them into an essay.

According to interviewee Student 1GE (Appendix E), mentioned that Google Docs helped them to see how others created and wrote their ideas, it also helped them to work together.

4.5.1 Google Docs usability

Students indicated that Google Docs was very friendly and easy to use because they were able to write collaboratively and also to see other students writing and this option was useful during the writing process. Sharp (2009)

mentioned that Google Docs allows individuals to write at the same time while they can view the changes made by others in real time. They reported:

According to interviewee Student 4GB (Appendix E), mentioned that it was easy to use the tool, it was also easy to group their ideas through this application, it was also easy to publish the texts.

According to interviewee Student 1GE (Appendix E), mentioned that he also liked the ease of Google Docs to communicate with several people, because they could chat with other people to find out what they needed.

According to interviewee Student 2GD (Appendix E), mentioned that he found it very fast and simple, he could even send messages and look at how someone else edited the text, he could see who works and who does not.

4.5.2 The importance of blogs

According to Xu (2008), using blogs promote collaborative learning and help students to increase their sense of audience. Students mentioned that they enjoyed publishing their compositions on the class blog so that other people can ready them. Some students reported:

According to interviewee Student 1GC (Appendix E), mentioned that he liked the activity a lot because he could share and comment among all members of the group and also gather ideas to write something concrete to publish it on the blog so others can read it.

According to interviewee Student 4GE (Appendix E), mentioned that it was excellent because they learn a little more and at the same time they share their ideas with others through the blog.

According to interviewee Student 2GE (Appendix E), mentioned that five heads think better than one and by sharing his work with other students and then posting it on the blog so that later they can see all the work they have done excellently.

According to interviewee Student 3GE (Appendix E), mentioned that it is an innovative idea because they shared many ideas, he also said that five heads think better than one and the blog they created helped them to complement that.

According to interviewee Student 5GF (Appendix E), mentioned that the blog they created benefited everyone because it helped them improve the lexicon every time they wrote collaboratively. The blog they created will serve anyone who is looking on the internet for information about the topics they did.

4.6 Students' perception towards collaborative and individual writing

In the process of writing collaboratively and individually students experimented different perceptions according to their personalities and their level of English. Below there is an analysis of some extracts data of the students obtained from the focus group transcript.

4.6.1 Collaborative writing

Some students mentioned that they felt more comfortable writing collaboratively rather than individually. They reported:

According to interviewee Student 2GE (Appendix E), said that he felt more comfortable writing collaboratively because he had the help from other students of the group. He said that writing individually this student took longer to finish his text because he did it alone.

According to interviewee Student 2GE (Appendix E), mentioned that he felt very comfortable working collaboratively, he also said that he learned new vocabulary with the help of his peers as they helped them with his writing. However, writing individually this student had to look up the words in the dictionary, so he took longer to finish his composition.

However some students felt overwhelmed by writing as part of a group because they were afraid to make mistakes in front of their classmates, and this strange feeling they felt did not allow them to give hundred per cent. Thompson (1980) mentioned that scholars define writing anxiety as an inability to write when a person is fearful over the result and cannot concentrate on the writing process itself. Students reported:

According to interviewee Student 1GB (Appendix E), mentioned that some people have that strange phobia of making mistakes in front of strangers or people around them, he said that other people sometimes encapsulate them and not let them give their full potential.

According to interviewee Student 4GB (Appendix E), mentioned that he fears to make mistakes and that his ideas do not fit or the information was wrong to compare to others.

4.6.2 Writing Individually

Some students felt very anxious writing individually because it was tough for them to generate ideas, especially because they did not know if what they were writing was right. The study of Abdel Latif's (2007) showed that students with low English linguistic knowledge had more writing apprehension than those with high linguistic knowledge. The researcher asked them if their stress or anxiety was higher by writing collaboratively or individually. They reported:

According to interviewee Student 4GE (Appendix E), mentioned that writing was a little stressful because he had to think and investigate more, and sometimes the time is not enough to look for new words, he said that when writing collaboratively he had the help of other members of the group.

According to interviewee Student 2GE (Appendix E), mentioned that writing Individually he felt a little stressed because there were times that he did not know if what wrote was right or wrong, but when this student wrote collaboratively he felt supported by his colleagues who helped him with new ideas through the chat.

According to interviewee Student 3 GE (Appendix E), mentioned that writing individually felt stressed because he felt that he wrote many times the same word and could not write a clear idea. Instead, writing in a group was a great help to him because he wrote more ideas than when he wrote individually.

Other students preferred to write alone as they felt overwhelmed by writing collaboratively. These two students reported:

According to interviewee Student 5GF (Appendix E), mentioned that it was better to write individually because everyone already had their own time, each one takes responsibility for the work. He also said that when writing alone he did not have that fear of someone telling him what to do so he could worry about his time and his composition.

According to interviewee Student 1GF (Appendix E), mentioned that he preferred writing alone because he could generate more ideas by reading information from the internet, so this how this student wrote his composition.

The researcher asked the students what kind of writing activities they would prefer in the future, collaborative or individual. They answered:

According to interviewee Student 2GF (Appendix E), mentioned that it would be convenient to work collaboratively because this type of writing allowed them to work with several people where each contributed with ideas.

4.6.3 Fluency

According to interviewee Students 5&6GF (Appendix E), mentioned that during the collaborative writing activities they wrote more text by writing collaboratively than by writing individually, this supports previous studies done by Beck (1993) and Scorch (1999). Students also mentioned that working in groups helped them to generate more ideas than working individually. They reported:

According to interviewee Student 4GF (Appendix E), said that in the activities of collaborative writing they wrote more text because they generated many ideas in the interaction, but when writing individually there were few thoughts.

According to interviewee Student 5GF (Appendix E), mentioned that the text was longer in collaborative writing activities.

4.7 Questionnaires

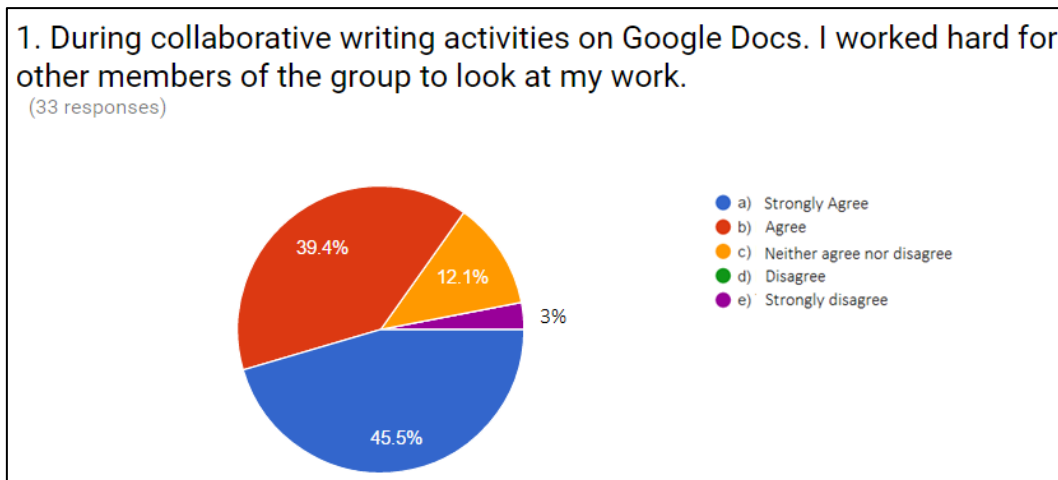


Figure 4. 2. Academic benefits of collaborative writing in Google Docs

In Figure 4.2, we can see that of the 33 students being equivalent to 100%, 13 students representing 39.4% answered that they agreed that they tried harder during the collaborative writing process so other members of the group can look at their work. 15 students representing 45.5% answered that they strongly agree that they tried harder during the collaborative writing process so other members of the group can look at their work. Four students representing 12.1% answered that they neither agree nor disagree that they tried harder during the collaborative writing process so other members of the group can look at their work. One student representing 3% answered that he strongly disagreed that he tried harder during the collaborative writing process so other members of the group can look at his work. No students chose to disagree.

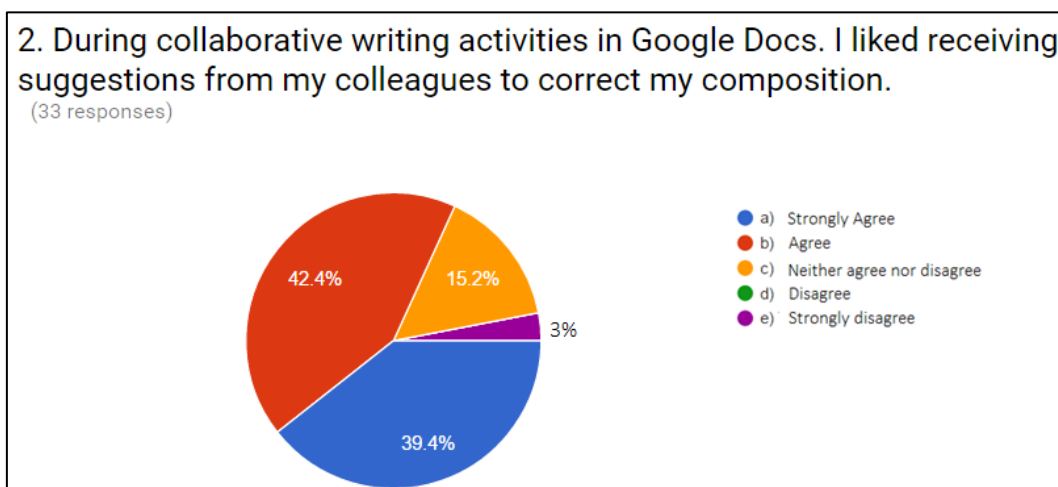


Figure 4. 3. Learning from peers during the collaborative writing process

In Figure 4.3, we can see that of the 33 students being equivalent to 100%, 14 students representing 42.4%, answered that they agreed that they liked suggestions from other members of the group to correct their compositions during the collaborative writing activities. 13 students representing 39.4% responded that they strongly agree that they liked suggestions from other members of the group to correct their compositions during the collaborative writing activities. Five students representing 15.2% answered that they neither agree nor disagree that they liked suggestions from other members of the group to correct their compositions during the collaborative writing activities. One student representing 3% answered that he strongly disagreed that he liked suggestions from other members of the group to correct his composition during the collaborative writing activities. No students chose to disagree.

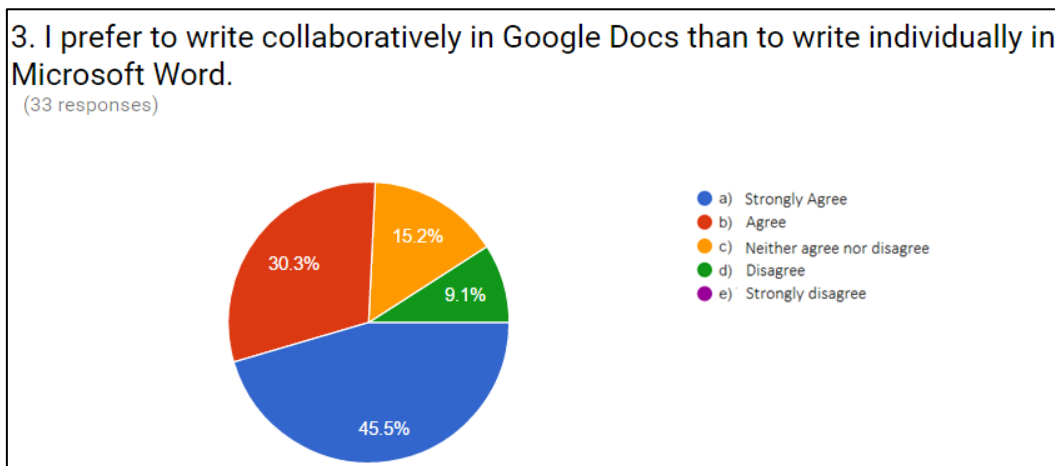


Figure 4. 4. Collaborative writing against Individual writing

In Figure 4.4, we can see that of the 33 students being equivalent to 100%, ten students representing 30.3% answered that they agreed that they prefer to write collaboratively in Google Docs to write individually. 15 students representing 45.5% responded that they strongly agree that they prefer to write collaboratively in Google Docs to write individually. Five students representing 15.2% replied that they neither agree nor disagree that they prefer to write collaboratively in Google Docs to write individually, and three students representing 9.1% responded that they disagreed that they prefer to write collaboratively in Google Docs to write individually. No students chose strongly disagree.

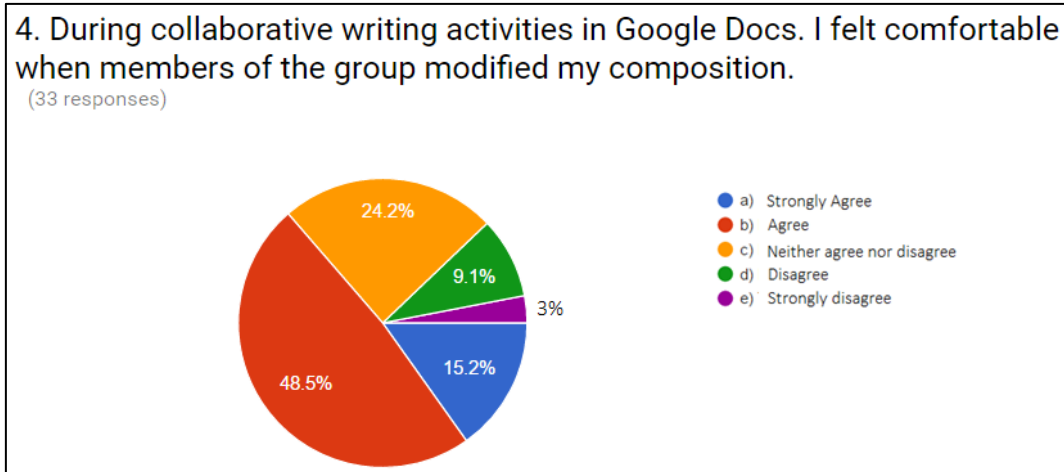


Figure 4. 5. Fillings about peer editing during the collaborative writing process

In Figure 4.5, we can see that of the 33 students being equivalent to 100%, 16 students representing 48.5% answered that they agreed that during the collaborative writing activities they felt comfortable when members of the group modified their composition. Five students representing 15.2% responded that they strongly agree that during the collaborative writing activities they felt comfortable when members of the group changed their composition. Eight students representing 24.2% replied that they neither agree nor disagree that during the collaborative writing activities they felt comfortable when members of the group changed their composition. Three students representing 9.1% responded that they disagree that during the collaborative writing activities they felt comfortable when members of the group changed their composition. Moreover, one student representing 3% replied that he strongly disagreed that during the collaborative writing activities he felt comfortable when members of the group changed his composition.

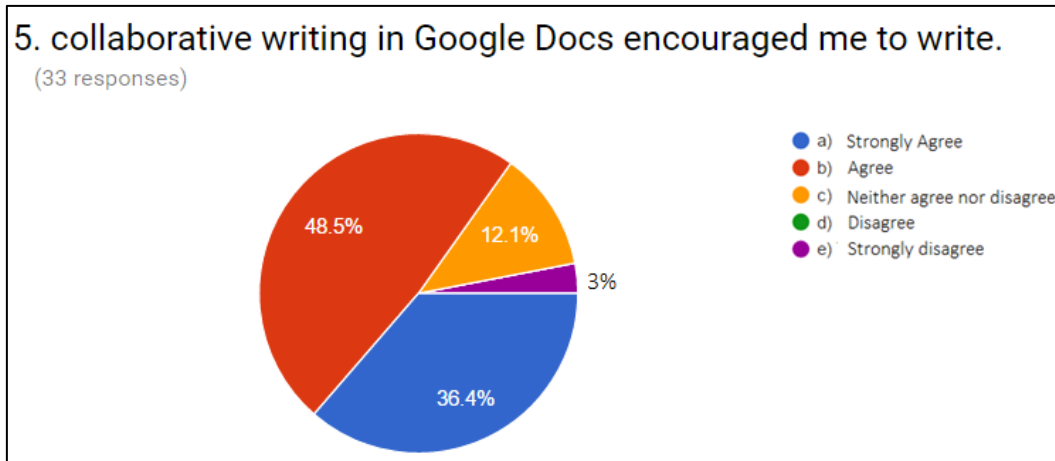


Figure 4. 6. Psychological benefits of collaborative writing in Google Docs

In Figure 4.6, we can see that of the 33 students being equivalent to 100%, 16 students representing 48.5% answered that they agreed that collaborative writing in Google Docs motivated them to write. Twelve students representing 36.4% responded that they strongly agree that collaborative writing in Google Docs motivated them to write. Four students representing 12.1% replied that they neither agree nor disagree that collaborative writing in Google Docs motivated them to write. Moreover, one student representing 3% responded that he strongly disagreed that collaborative writing in Google Docs motivated him to write. No students chose to disagree.

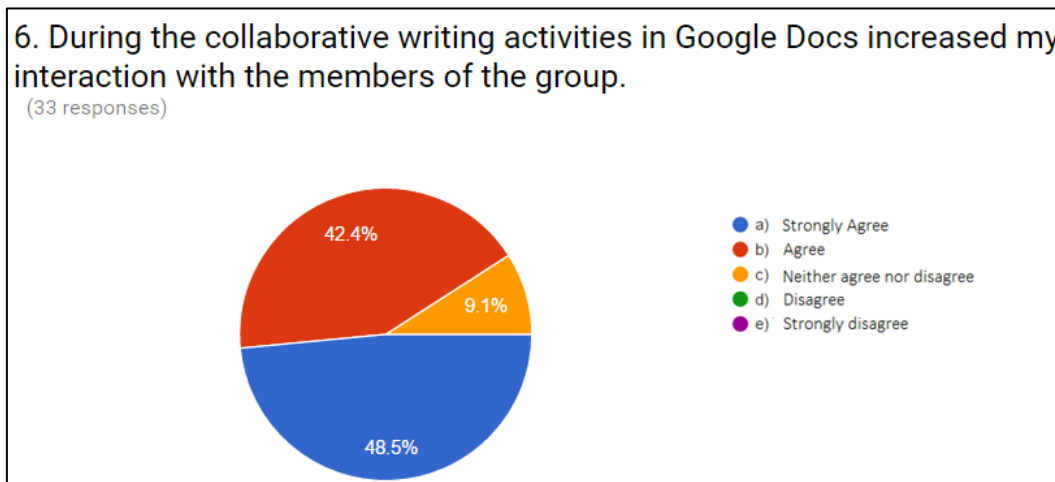


Figure 4. 7. Collaboration during collaborative writing in Google Docs

In Figure 4.7, we can see that of the 33 students being equivalent to 100%, 14 students representing 42.4% answered that they agreed that during the collaborative writing activities in Google Docs they increased their interaction with group members. 16 students representing 48.5% responded that they strongly agree that during the

collaborative writing activities in Google Docs they increased their interaction with team members. Three students representing 9.1% replied that they neither agree nor disagree that during the collaborative writing activities in Google docs they increased their interaction with team members. Neither disagree nor strongly disagree was chosen.

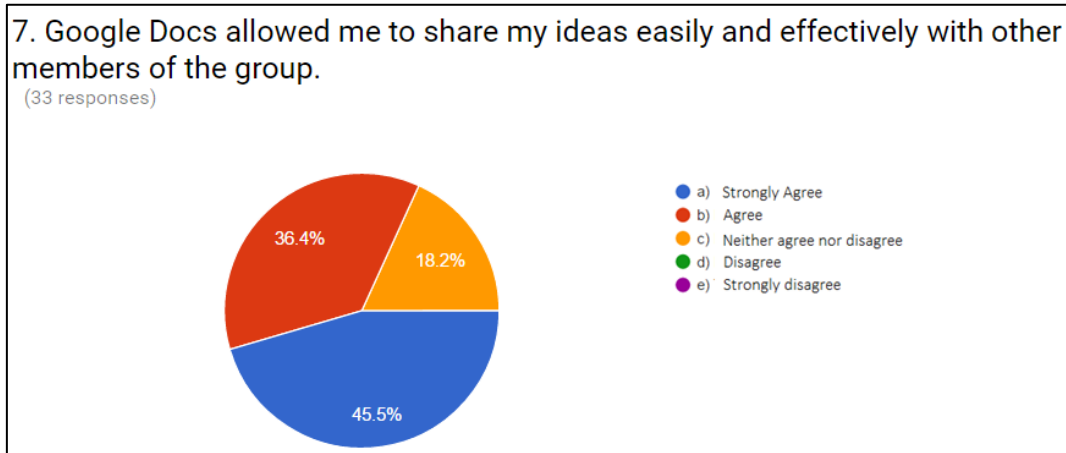


Figure 4. 8. Effectiveness of Google Docs as collaborative writing tool

In Figure 4.8, we can see that of the 33 students being equivalent to 100%, 12 students representing 36.4% answered that they agreed that Google Docs allowed them to share their ideas in an easy and efficient way with other members of the group. 15 students representing 45.5% answered that they strongly agree that Google Docs allowed them to share their ideas in an easy and efficient way with other members of the group. Six students representing 18.2% answered that they neither agree nor disagree that Google Docs allowed them to share their ideas in an easy and efficient way with other members of the group. Neither disagree nor strongly disagree was chosen.

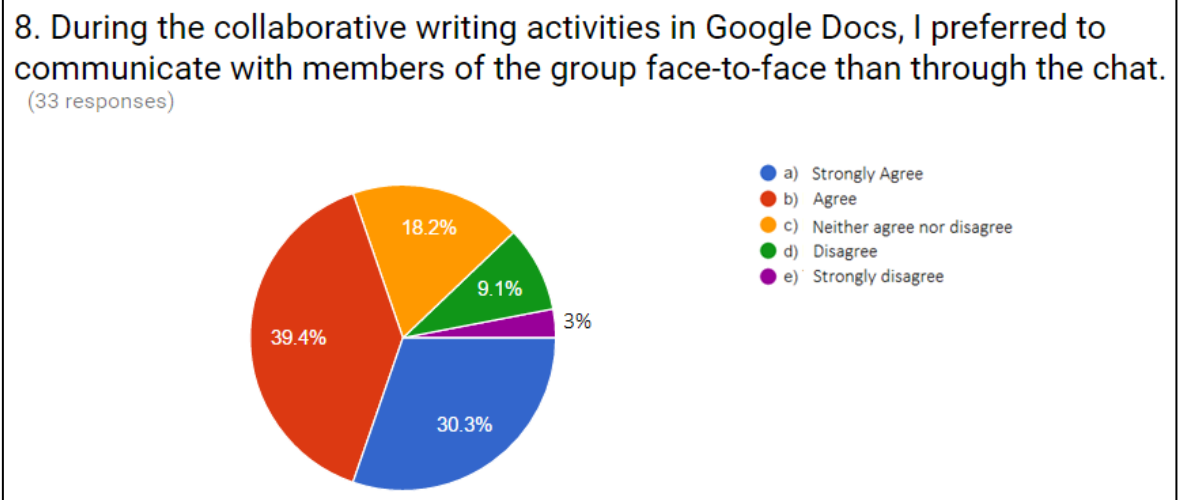


Figure 4. 9. Communication during collaborative writing in Google Docs

In Figure 4.9, we can see that of the 33 students being equivalent to 100%, 13 students representing 39.4% answered that they agreed that during collaborative writing activities in Google Docs students preferred to communicate with members of the group face-to-face than through the chat. Ten students representing 30.3% answered that they strongly agree that during collaborative writing activities in Google Docs students preferred to communicate with members of the group face-to-face than through the chat. Six students representing 18.2% answered that they neither agree nor disagree that during collaborative writing activities in Google Docs students preferred to communicate with members of the group face-to-face than through the chat. Three students representing 9.1% answered that they disagreed that during collaborative writing activities in Google Docs students preferred to communicate with members of the group face-to-face than through the chat. Moreover, One student representing 3% answered that he totally disagree that during collaborative writing activities in Google Docs he preferred to communicate with members of the group face-to-face than through the chat.

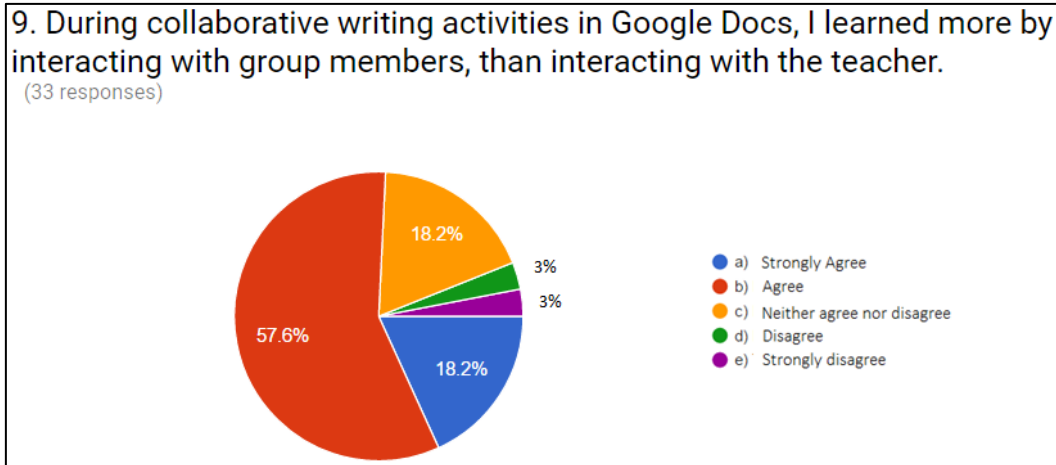


Figure 4.10. Teacher and students interaction during collaborative writing in Google Docs

In Figure 4.10, we can see that of the 33 students being equivalent to 100%, 19 students representing 57.6% answered that they agreed that during the collaborative writing activities they learned more by interacting with members of the group, rather than interacting with the teacher. Six students representing 18.2% answered that they strongly agree that during the collaborative writing activities they learned more by interacting with members of the group, rather than interacting with the teacher. Six students representing 18.2% answered that they neither agree nor disagree that during the collaborative writing activities they learned more by interacting with members of the group rather than interacting with the teacher. One student representing 3% answered that he disagreed that during the collaborative writing activities he learned more by interacting with members of the group, rather than interacting with the teacher. Moreover, one student representing 3% answered that he strongly disagree that during the collaborative writing activities he learned more by interacting with members of the group, rather than interacting with the teacher.

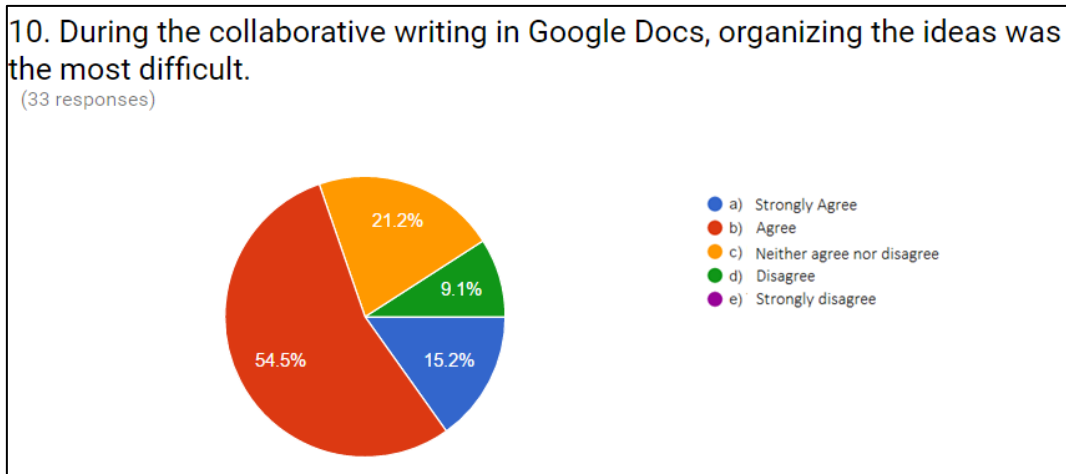


Figure 4.11. Collaborative writing process

In Figure 4.11, we can see that of the 33 students being equivalent to 100%, 18 students representing 54.5% answered that they agreed that during the collaborative writing in Google Docs organizing the ideas was the hardest part. Five students representing 15.2% responded that they strongly agree that during the collaborative writing in Google Docs organizing the ideas was the most difficult part. Seven students representing 21.2% replied that they neither agree nor disagree that during the collaborative writing in Google Docs organizing the ideas was the most difficult part. Three students representing 9.1% responded that they disagreed that during the collaborative writing in Google Docs organizing the ideas was the most difficult part. No students responded strongly disagree.

4.8 Triangulation

Table 4. 1

Data Triangulation Matrix

Methods of Data Collection	Triangulation Data
	Social Benefits of Collaborative Writing Using Google Docs
Focus Group	All students felt that writing collaboratively in Google Docs helped them to socialize with other members of the group.
Questionnaire	A total of 90.9 % of students were agreed and strongly agreed that during the collaborative writing in Google Docs their interaction increased with other members. Outcomes. Taking into account the focus group findings and the high-percentage of conformity obtained in the questionnaire question 6, we can say that they both match up.
	Psychological Benefits of Collaborative Writing using Google Docs
Focus Group	The majority of students stressed that collaboration during the writing process enhanced their motivation to write.
Questionnaire	A total of 84.9% of students were agreed and strongly agreed that collaborative writing in Google Docs increased their motivation to write. Outcomes. Taking into account the focus group findings and the high-percentage of conformity obtained in the questionnaire question 5, we can say that they both match up.
	Academic Benefits of Collaborative Writing Using Google Docs
Focus Group	Students mentioned that they worked harder during the collaborative writing process so other members of the group can see their work.
Questionnaire	A total of 84.9% of students were agreed and strongly agreed that they tried harder during the collaborative writing process so other members of the group can see their work. Outcomes. Taking into account the focus group findings and the high-percentage of conformity obtained in the questionnaire question 1, we can say that they both match up.

The Writing Process

- Focus Group Some students mentioned that the most difficult stage of the collaborative writing process was to write the draft and organize the ideas.
- Questionnaire A total of 69.7% of students were agreed and strongly agreed that during the collaborative writing in Google Docs organizing the ideas was the hardest part.
- Outcomes. Taking into account the focus group findings and the average percentage of conformity obtained in the questionnaire question 10, we can say that they both match up.

Learning from Peers

- Focus Group The majority of students mentioned that writing as part of a group improved their knowledge because they learned from other members of the group.
- Questionnaire A total of 81.8% of students were agreed and strongly agreed that they liked suggestions from other members of the group to correct their composition during the collaborative writing process.
- Outcomes. Taking into account the focus group findings and the high-percentage of conformity obtained in the questionnaire question 2, we can say that they both match up.

Feelings about Peer Editing

- Focus Group The majority of students mentioned that when other students corrected them with misspelled words they did not bother, on the contrary, they felt that they were learning more. However, some students did not like to be corrected.
- Questionnaire A total of 63.7% of students were agreed and strongly agreed that they felt comfortable when members of the group modified their composition during the collaborative writing activities. 24.3% of 33 students answered did not agree or disagree. 9.1% responded disagreed, and 3% answered totally disagree.
- Outcomes. Taking into account the focus group findings and a reasonable percentage of conformity obtained in the questionnaire, we can say that they both match up.

Communication and Coordination Face to Face and Chat

- Focus Group Some students mentioned that they preferred to communicate face to face because the meaning of the writing was not clear enough in the chat. Some students liked communicating through the chat.
- Questionnaire A total of 69.7% of students were agreed and strongly agreed that liked communicating face to face with other members of the group during the collaborative writing in Google Docs. A total of 12.1% answered disagree and totally disagree.
- Outcomes. Taking into account the focus group findings and a reasonable percentage of conformity obtained in the questionnaire, question 8, we can say that they both match up.

Interaction Between Teacher and Students

- Focus Group Students mentioned that during the collaborative writing they learned more by interacting with members of the group than from the teacher.
- Questionnaire A total of 75.8% of students were agreed and strongly agreed that they learned more by interacting with peers than from the teacher.
- Outcomes. Taking into account the focus group findings and a reasonable percentage of conformity obtained in the questionnaire, question 9, we can say that they both match up.

Benefits of Google Docs as a Collaborative Tool and Google Docs

Usability

- Focus Group Students mentioned that Google Docs as a collaborative writing tool helped them to share their ideas in an easy and efficient way with other members.
- Questionnaire A total of 81.9% of students were agreed and strongly agreed that Google docs helped them to share their ideas in an easy and efficient way with other members.
- Outcomes. Taking into account the focus group findings and the high percentage of conformity obtained in the questionnaire, question 7, we can say that they both match up,

Students perceptions towards collaborative and individual writing

- Focus Group The majority of students felt more comfortable writing collaboratively in Google Docs. Other students felt overwhelmed by writing as part of a

group because they felt afraid to make mistakes.

Questionnaire A total of 75.8% of students were agreed and strongly agreed that they preferred to write collaboratively. However, 9.1% answered disagree. Outcomes. Taking into account the focus group findings and the reasonable percentage of conformity obtained in the questionnaire, question 3, we can say that they both match up.

4.9 Measures of the length of production unit

At this stage, it was finished to process the quantitative data, where the purpose was to gauge the fluency regarding the amount of text produced in each essay by the six groups of students that participated in the collaborative and individual writing activities. The tables and graphics below show the length of the production unit of all the essays produced by the six groups of students. To obtain the measures of the number of words, sentences (S), clauses (C), T-units, Mean length of sentence (MLS), Mean length of clause (MLC), and Mean length of T-unit, the researcher used a Web-based L2 Syntactical Complexity Analyzer, which was very helpful.

This web-based application allows analyzing the syntactic complexity of writing English samples up to 50 files at a time; then the results can be downloaded as CSV files for further analysis.

Table 4.2

Length of Production Group A

Essays	No. of Words	S	C	T	MLS	MLT	MLC
<i>Collaborative Produced (N=6)</i>							
1	330	19	31	21	17.37	15.71	10.65
2	709	32	72	35	22.16	20.26	9.85
3	841	30	61	28	28.03	30.04	13.79
4	722	27	82	33	26.74	21.88	8.80
5	1055	49	105	59	21.53	17.88	10.05
6	1229	34	120	46	36.15	26.72	10.24
MEAN	814.33	31.83	78.5	37	25.33	22.08	10.56
MEDIAN	781.5	31	77	34	24.45	21.07	10.14
MODE	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SD	311.38	9.91	31.75	13.58	6.55	5.41	1.70
<i>Individual Produced (N=6)</i>							
1	267	6	37	10	44.50	26.70	7.22
2	131	5	8	4	26.20	32.75	16.38
3	199	13	28	15	15.31	13.27	7.11
4	210	11	28	11	19.09	19.09	7.50
5	224	10	25	11	22.40	20.36	8.96
6	337	6	29	9	56.17	37.44	11.62
MEAN	228	8.5	25.83	10	30.61	24.94	9.80
MEDIAN	217	8	28	10.5	24.3	23.53	8.23
MODE	N/A	6	28	11	N/A	N/A	N/A
SD	69.27	3.27	9.62	3.58	16.12	9.08	3.65

Note. S = sentences, C= clauses, T= t-units, MLS= words per sentence, MLT= words per t-unit, MLC= words per clause, SD= Standard deviation.

As shown in Table 4.2 the collaboratively produced essays were more fluent regarding the total number of the words, sentences, clauses, T-units, and words per clause

(MLC) than individually produced essays. However, words per T-unit (MLT) and words per sentence (MLS) were slightly longer in the individual produced essays, which according to Ortega (2003) & Henry (1996) words per sentence, word per clause, and word per T-unit are used to measure the syntactic complexity. To summarize, students seemed to produce longer essays when they write as part of a group because they had more ideas through negotiation with members of the team as mentioned by Larsen-Freeman (1978) & Henry (1996). Figure 4.12 shows the values of the table listed above.

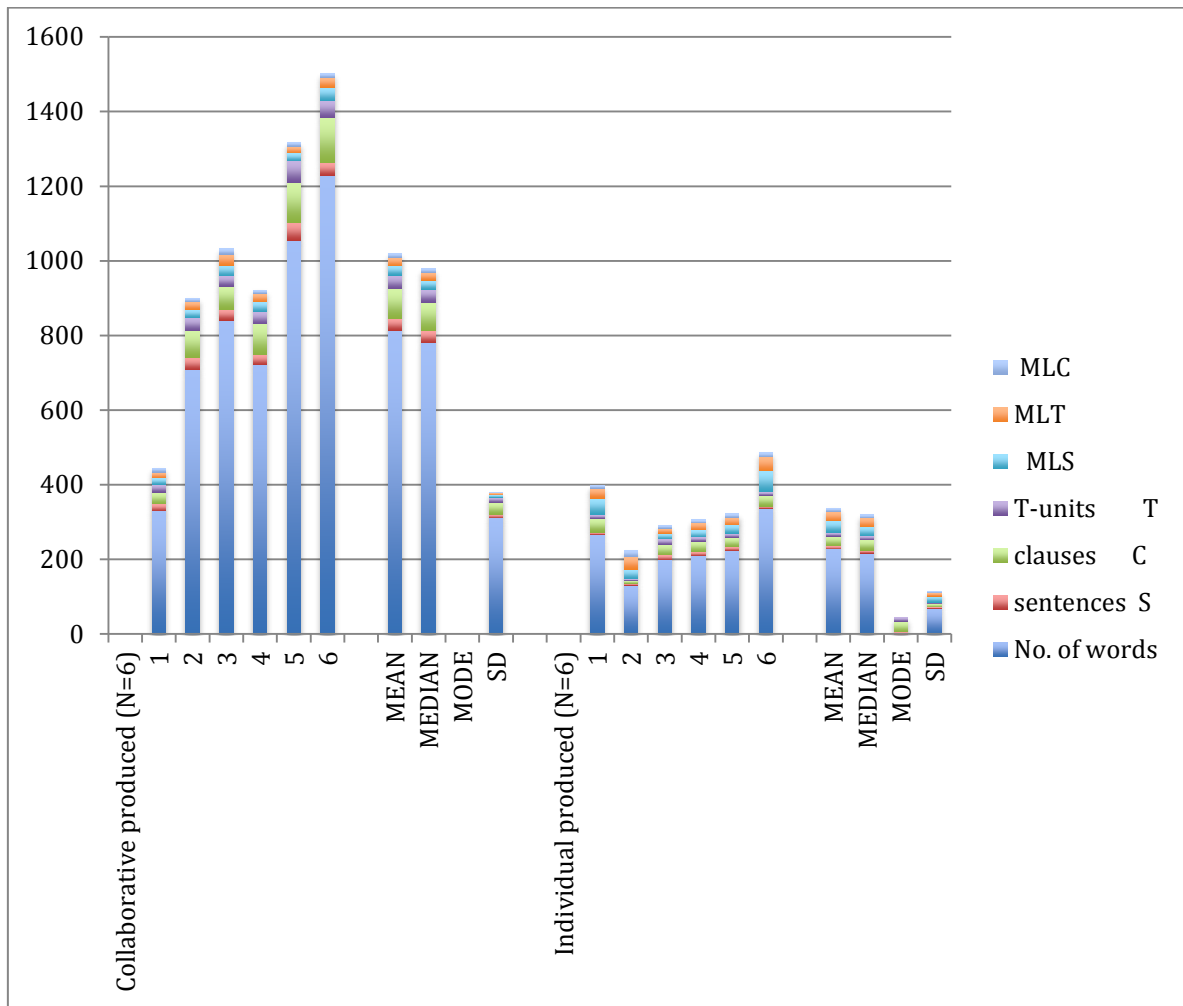


Figure 4.12. Length of production group A

Table 4. 2

Length of Production Group B

Essays	No. of Words	S	C	T	MLS	MLT	MLC
Collaborative Produced (N=6)							
1	582	32	58	34	18.188	17.118	10.035
2	403	11	20	10	36.636	40.300	20.150
3	530	25	44	23	21.200	23.044	12.046
4	812	28	63	28	29.000	29.000	12.889
5	504	23	36	22	21.913	22.909	14.000
6	497	32	37	30	15.531	16.567	13.432
MEAN	554.667	25.167	43.000	24.500	23.745	24.823	13.759
MEDIAN	517.000	26.500	40.500	25.500	21.557	22.976	13.161
MODE	N/A	32.000	N/A	N/A	N/A	N/A	N/A
SD	138.904	7.834	15.748	8.385	7.772	8.847	3.423
Individual Produced (N=6)							
1	184	17	19	13	10.824	14.154	9.684
2	509	12	46	17	42.417	29.941	11.065
3	169	8	19	9	21.125	18.778	8.895
4	212	9	25	8	23.556	26.500	8.480
5	252	33	37	33	7.636	7.636	6.811
6	211	24	23	20	8.792	10.550	9.174
MEAN	256.167	17.167	28.167	16.667	19.058	17.927	9.018
MEDIAN	211.500	14.500	24.000	15.000	15.974	16.466	9.034
MODE	N/A	N/A	19.000	N/A	N/A	N/A	N/A
SD	127.074	9.745	10.962	9.223	13.220	8.867	1.403

Note. S = sentences, C= clauses, T= t-units, MLS= words per sentence, MLT= words per t-unit, MLC= words per clause, SD= Standard deviation.

As shown in Table 4.3 the collaborative produced essays were more fluent regarding the total number of the words, sentences, clauses, T-units, words per sentence (MLS), words per clause (MLC), words per T-unit (MLT) that individual produced essays. To summarize, students seemed to produce longer essays when they worked as part of a

group because they had more ideas through negotiation with members of the team as mentioned by Larsen-Freeman (1978) & Henry (1996).

The words per sentence (MLS), words per clause (MLC), and words per T-unit (MLT) are also longer in the collaborative essays, which corroborate what Wolfe-Quintero (1998) mentioned regarding the best measure of fluency. Figure 4.13 shows the values of the table listed above.

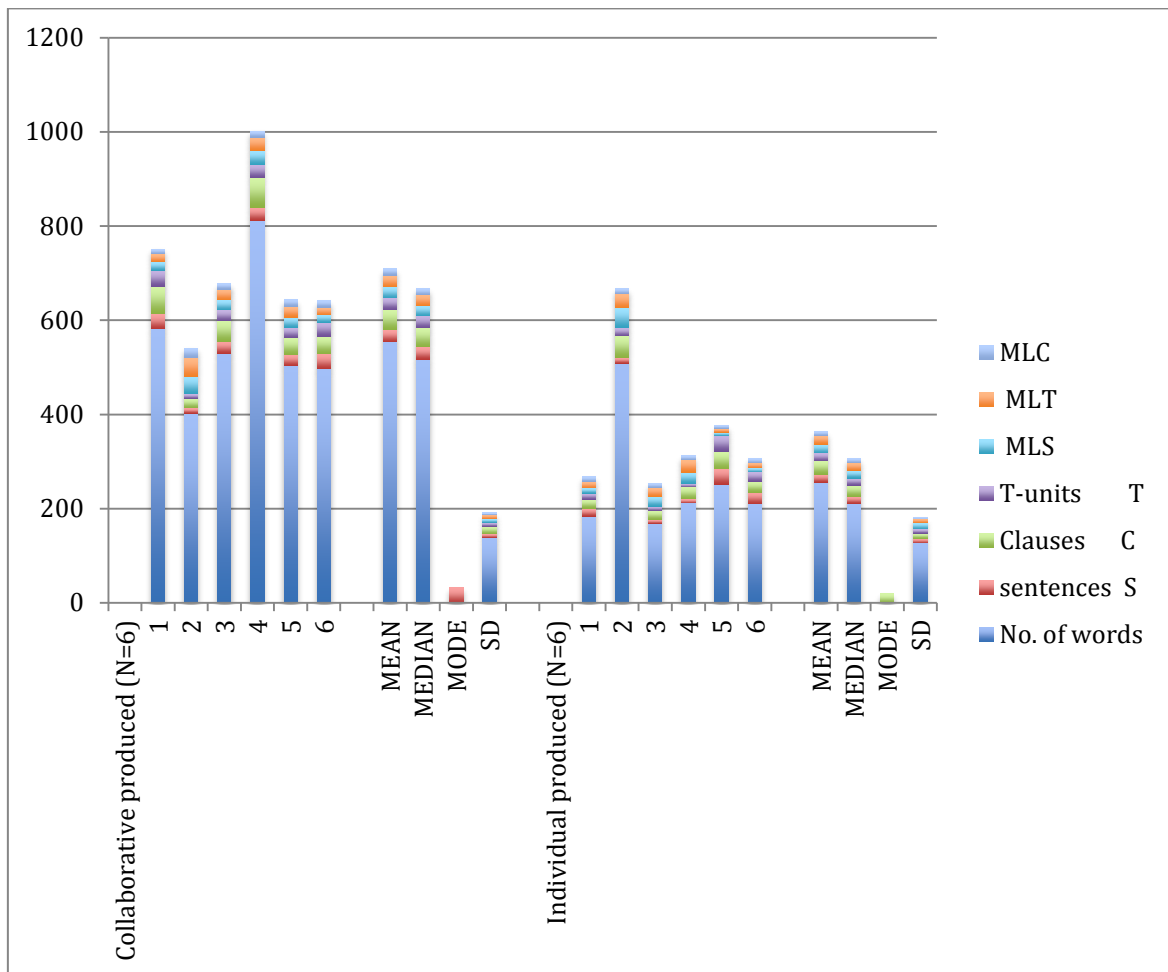


Figure 4.13. Length of production group B

Table 4. 3

Length of Production Group C

Essays	No. of Words	S	C	T	MLS	MLT	MLC
Collaborative Produced (N=6)							
1	756	28	71	23	27.00	32.87	10.65
2	491	24	49	28	20.46	17.54	10.02
3	777	34	70	35	22.85	22.20	11.10
4	469	19	44	19	24.68	24.68	10.66
5	696	26	66	28	26.77	24.86	10.55
6	834	33	87	36	25.27	23.17	9.59
MEAN	670.5	27.33	64.50	28.17	24.51	24.22	10.43
MEDIAN	726	27	68	28	24.98	23.93	10.60
MODE	N/A	N/A	N/A	28	N/A	N/A	N/A
SD	154.18	5.65	15.76	6.62	2.49	5.01	0.54
Individual Produced (N=6)							
1	289	13	55	12	22.23	24.08	7.61
2	365	19	42	22	19.21	16.59	8.69
3	318	10	21	9	31.80	35.33	15.14
4	187	9	21	10	20.78	18.70	8.90
5	234	11	28	12	21.27	19.50	8.36
6	352	16	32	17	22.00	20.71	11.00
MEAN	290.83	13	33.17	13.67	22.88	22.49	9.95
MEDIAN	303.5	12	30	12	21.64	20.10	8.80
MODE	N/A	N/A	21	12	N/A	N/A	N/A
SD	69.27	3.85	13.26	4.93	4.50	6.76	2.79

Note. S = sentences, C= clauses, T= t-units, MLS= words per sentence, MLT= words per t-unit, MLC= words per clause, SD= Standard deviation.

As shown in Table 4.4 the collaboratively produced essays were more fluent regarding the total number of the words, sentences, clauses, T-units, words per sentence (MLS), words per clause (MLC), and words per T-unit than the individually produced

essay. Students created longer essays when they worked as part of collaboratively because they had more ideas through negotiation with members of the team as mentioned by Larsen-Freeman (1978) & Henry (1996). The words per sentence (MLS), words per clause (MLC), and words per T-unit (MLT) are also longer in the collaborative essays, which corroborate what Wolfe-Quintero (1998) mentioned regarding the best measure of fluency. Figure 4.14 shows the values of the table listed above.

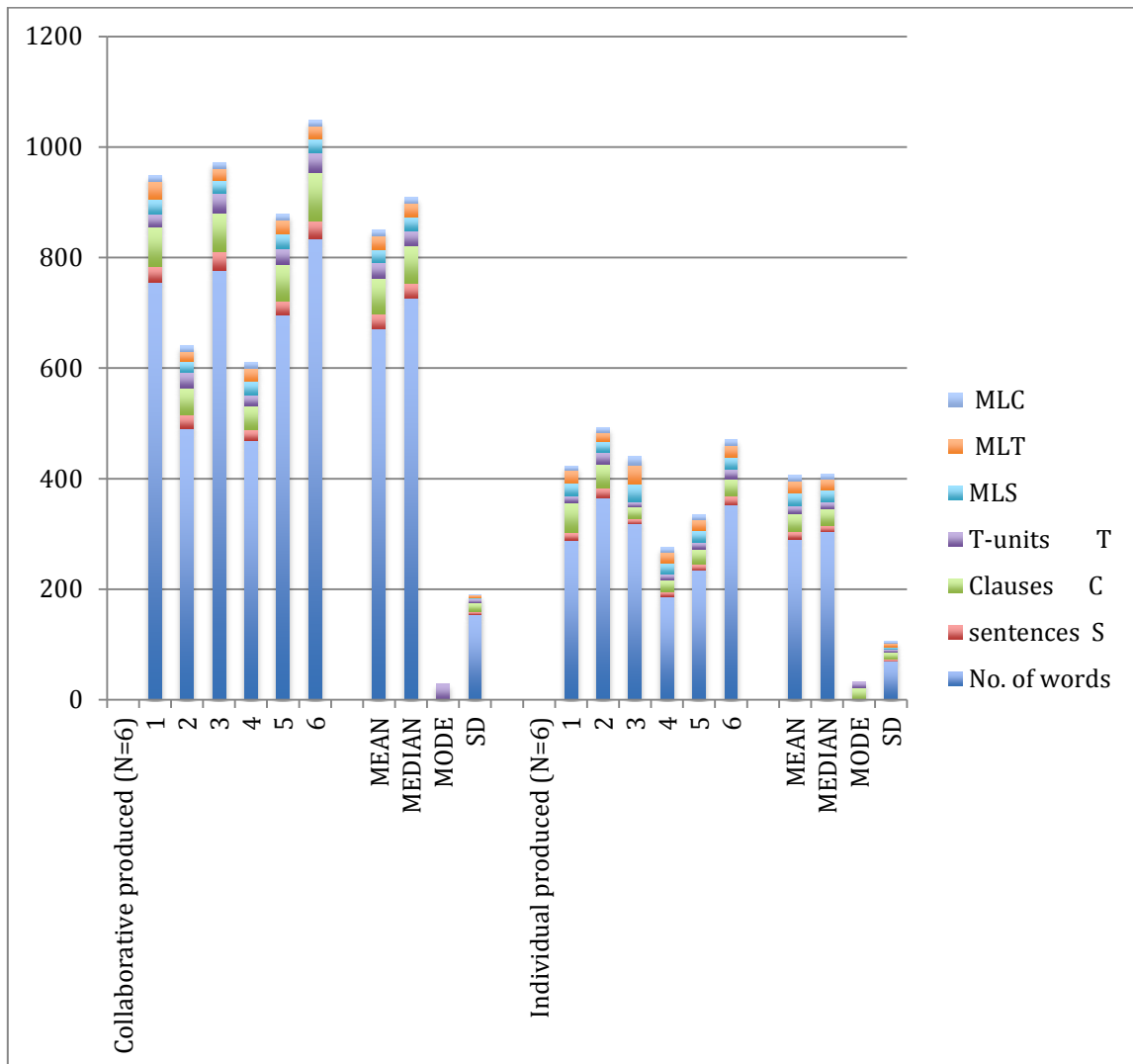


Figure 4.14. Length of production group C

Table 4. 4

Length of Production Group D

Essays	No. of Words	S	C	T	MLS	MLT	MLC
Collaborative Produced (N=6)							
1	708	29	84	37	24.41	19.14	8.43
2	537	21	56	22	25.57	24.41	9.59
3	675	28	72	28	24.11	24.11	9.38
4	937	19	99	24	49.32	39.04	9.46
5	720	19	85	19	37.89	37.89	8.47
6	623	17	67	17	36.65	36.65	9.30
MEAN	700.00	22.17	77.17	24.50	32.99	30.21	9.10
MEDIAN	691.50	20.00	78.00	23.00	31.11	30.53	9.34
MODE	N/A	19.00	N/A	N/A	N/A	N/A	N/A
SD	133.98	5.08	15.25	7.23	10.11	8.63	0.52
Individual Produced (N=6)							
1	194	7	15	9	27.71	21.56	12.93
2	145	7	18	7	20.71	20.71	8.06
3	236	9	17	12	26.22	19.67	13.88
4	241	14	24	15	17.21	16.07	10.04
5	151	2	16	9	75.50	16.78	9.44
6	244	10	24	10	24.40	24.40	10.17
MEAN	201.83	8.17	19.00	10.33	31.96	19.86	10.75
MEDIAN	215	8	17.5	9.5	25.31	20.19	10.10
MODE	N/A	7	24	9	N/A	N/A	N/A
SD	45.51	3.97	4.00	2.80	21.67	3.10	2.21

Note. S = sentences, C= clauses, T= t-units, MLS= words per sentence, MLT= words per t-unit, MLC= words per clause, SD= Standard deviation.

As shown in Table 4.5 the collaboratively produced essays were more fluent regarding the total number of the words, sentences, clauses, T-units, words per sentence (MLS), and words per T-unit than individually produced essays. However, words per

clause (MLC) in individual produced essays was slightly longer which according to Ortega (2003) & Henry (1996) words per sentence, word per clause, and word per T-unit are used to measure the syntactic complexity. To summarize, students produced longer essays when they worked as part of a group because they had more ideas through negotiation with members of the team as mentioned by Larsen-Freeman (1978) & Henry (1996).

The words per sentence (MLS), and words per T-unit (MLT) are longer in the collaborative essays, which corroborates what Wolfe-Quintero (1998) mentioned regarding the best measure of fluency. Figure 4.15 shows the values of the table listed above.

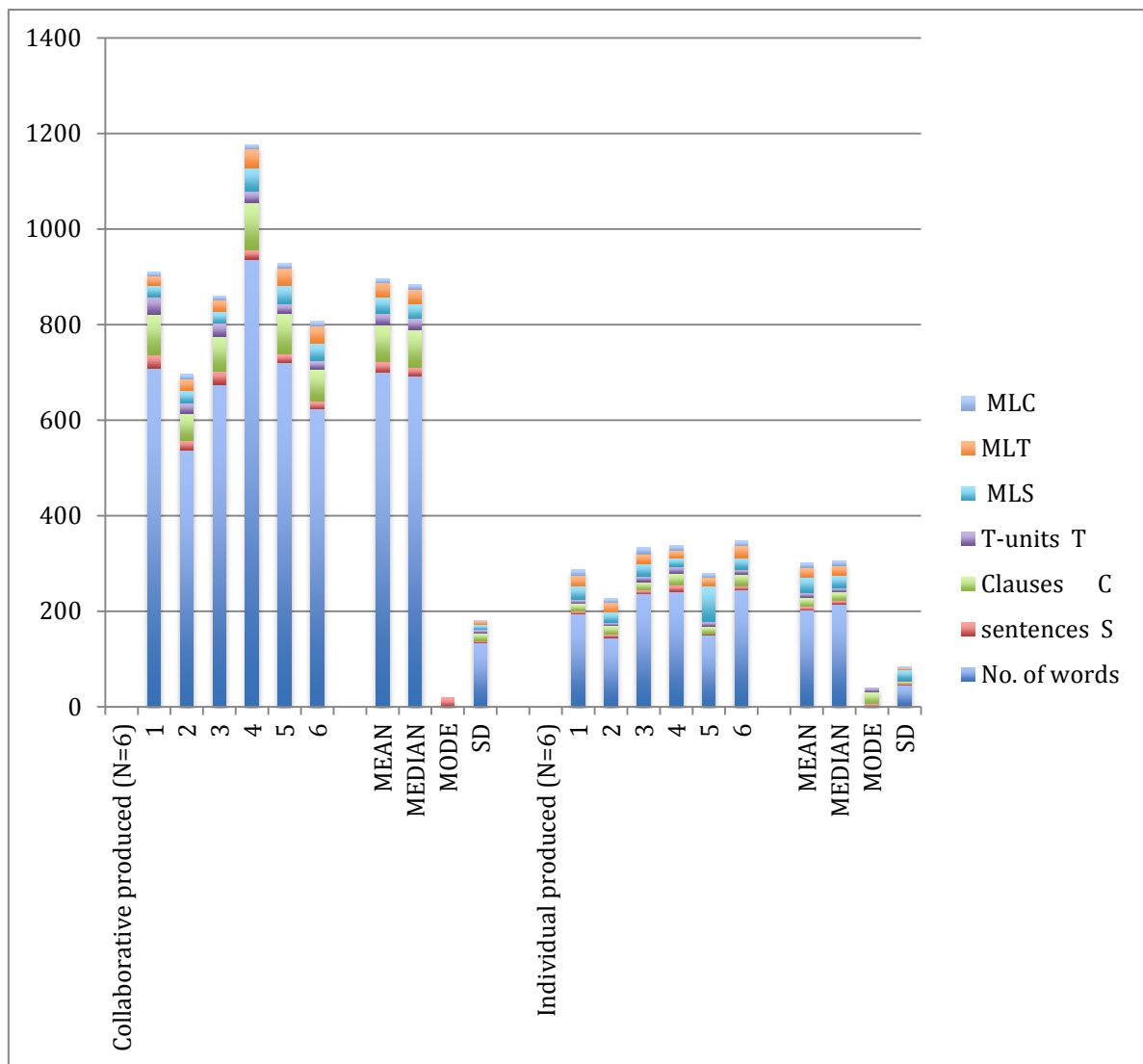


Figure 4.15. Length of production group D

Table 4. 5

Length of Production Group E

Essays	No. of Words	S	C	T	MLS	MLT	MLC
Collaborative Produced (N=6)							
1	1039	55	113	54	18.89	19.24	9.19
2	847	38	64	36	22.29	23.53	13.23
3	873	47	82	46	18.57	18.98	10.65
4	1003	47	102	39	21.34	25.72	9.83
5	1017	38	106	44	26.76	23.11	9.59
6	1051	41	122	47	25.63	22.36	8.61
MEAN	971.67	44.33	98.17	44.33	22.25	22.16	10.19
MEDIAN	1010	44	104	45	21.81	22.74	9.71
MODE	N/A	38	N/A	N/A	N/A	N/A	N/A
SD	88.48	6.62	21.41	6.35	3.39	2.61	1.64
Individual Produced (N=6)							
1	192	4	12	3	48	64	16
2	266	20	22	16	13.30	16.63	12.09
3	191	12	13	10	15.92	19.10	14.69
4	190	6	15	5	31.67	38.00	12.67
5	171	3	14	8	57	21.38	12.21
6	156	4	16	7	39	22.29	9.75
MEAN	194.33	8.17	15.33	8.17	34.15	30.23	12.90
MEDIAN	190.5	5	14.5	7.5	35.33	21.83	12.44
MODE	N/A	4	N/A	N/A	N/A	N/A	N/A
SD	37.91	6.65	3.56	4.54	17.38	18.17	2.19

Note. S = sentences, C= clauses, T= t-units, MLS= words per sentence, MLT= words per t-unit, MLC= words per clause, SD= Standard deviation.

As shown in Table 4.6 the collaborative produced essays were more fluent regarding the total number of the words, sentences, clauses, T-units. However, words per sentence (MLS), words per T-unit (MLT), and words per clause (MLC) in individually

produced were longer than collaboratively produced essays. Which according to Ortega (2003) & Henry (1996), words per sentence (MLS), word per clause (MLC), and word per T-unit (MLT) are used to measure the syntactic complexity. However, for Wolfe-Quintero (1998) the best measure of ratio fluency is words per sentences (MLS), words per clause (MLC), and words per T-unit (MLT). To summarize, students produced longer essays when they worked as part of a group because they had more ideas through negotiation with members of the team as mentioned by Larsen-Freeman (1978) & Henry (1996). Figure 4.16 shows the values of the table listed above.

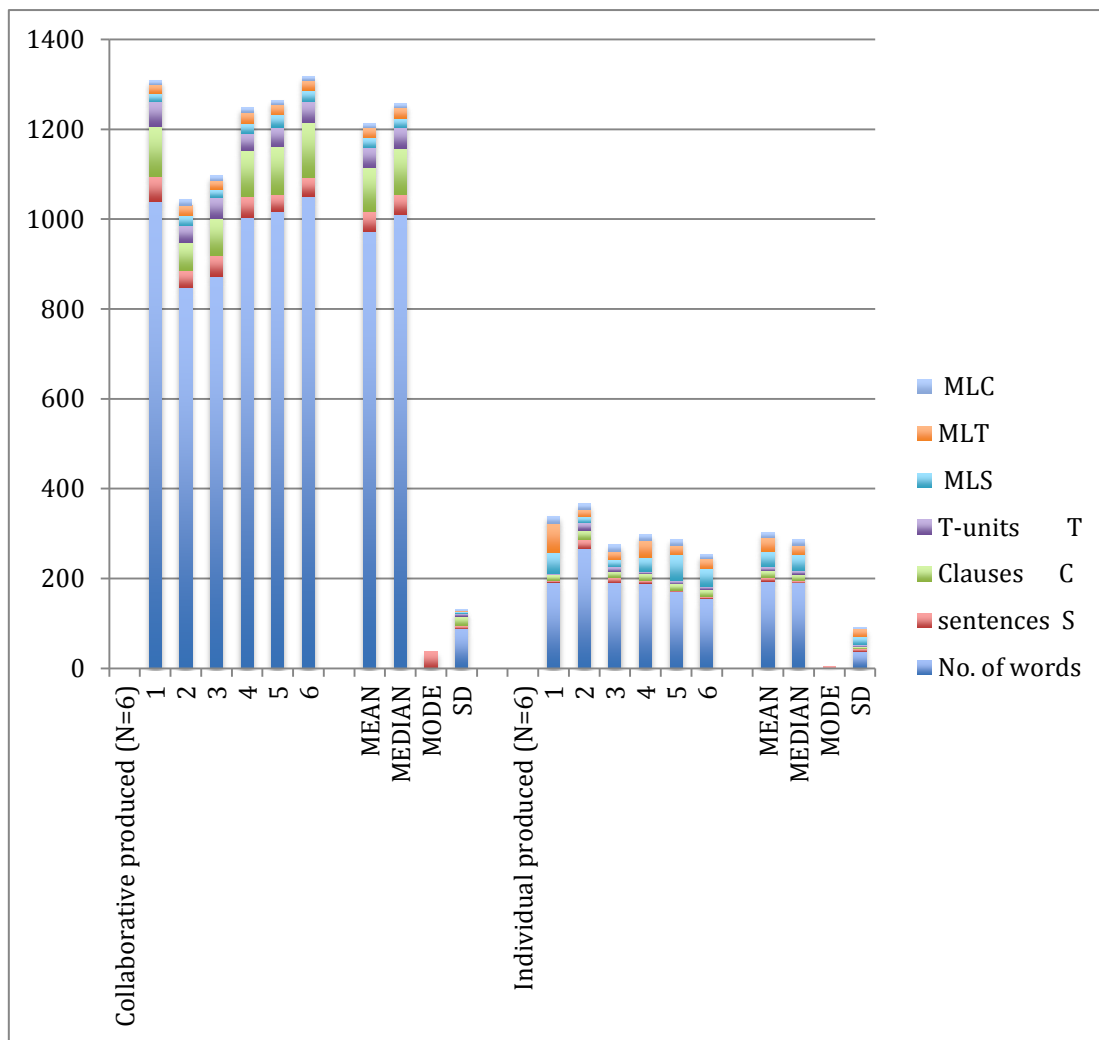


Figure 4.16. Length of production group E

Table 4. 6

Length of Production Group F

Essays	No. of Words	S	C	T	MLS	MLT	MLC
Collaborative Produced (N=6)							
1	1227	32	91	34	38.34	36.09	13.48
2	924	39	83	41	23.69	22.54	11.13
3	795	23	78	24	34.57	33.13	10.19
4	724	16	89	23	45.25	31.48	8.13
5	836	24	79	29	34.83	28.83	10.58
6	767	29	97	29	26.45	26.45	7.91
MEAN	878.83	27.17	86.17	30	33.86	29.75	10.24
MEDIAN	815.50	26.5	86	29	34.70	30.15	10.39
MODE	N/A	N/A	N/A	29	N/A	N/A	N/A
SD	183.63	7.99	7.44	6.69	7.87	4.86	2.06
Individual Produced (N=6)							
1	401	11	27	12	36.45	33.42	14.85
2	331	11	29	12	30.09	27.58	11.41
3	202	9	19	12	22.44	16.83	10.63
4	306	5	29	7	61.20	43.71	10.55
5	204	12	22	11	17	18.55	9.27
6	176	5	15	4	35.20	44	11.73
MEAN	270	8.83	23.50	9.67	33.73	30.68	11.41
MEDIAN	255	10	24.5	11.5	32.65	30.50	11.02
MODE	N/A	11	29	12	N/A	N/A	N/A
SD	89.44	3.13	5.79	3.39	15.39	11.86	1.89

Note. S = sentences, C= clauses, T= t-units, MLS= words per sentence, MLT= words per t-unit, MLC= words per clause, SD= Standard deviation.

As shown in Table 4.7 the collaboratively produced essays were more fluent regarding the total number of the words, sentences, clauses, T-units, and words per sentence (MLS), than individually produced essays. However, words per clause (MLC)

and words per T-unit (MLT) were slightly longer in the individual produced essays. Which according to Ortega (2003) & Henry (1996) words per sentence (MLS), word per clause (MLC), and word per T-unit (MLT) are used to measure the syntactic complexity. To summarize, students seemed to produce longer essays when they worked as part of a group because they had more ideas through negotiation with members of the team as mentioned by Larsen-Freeman (1978) & Henry (1996). Figure 4.17 shows the values of the table listed above.

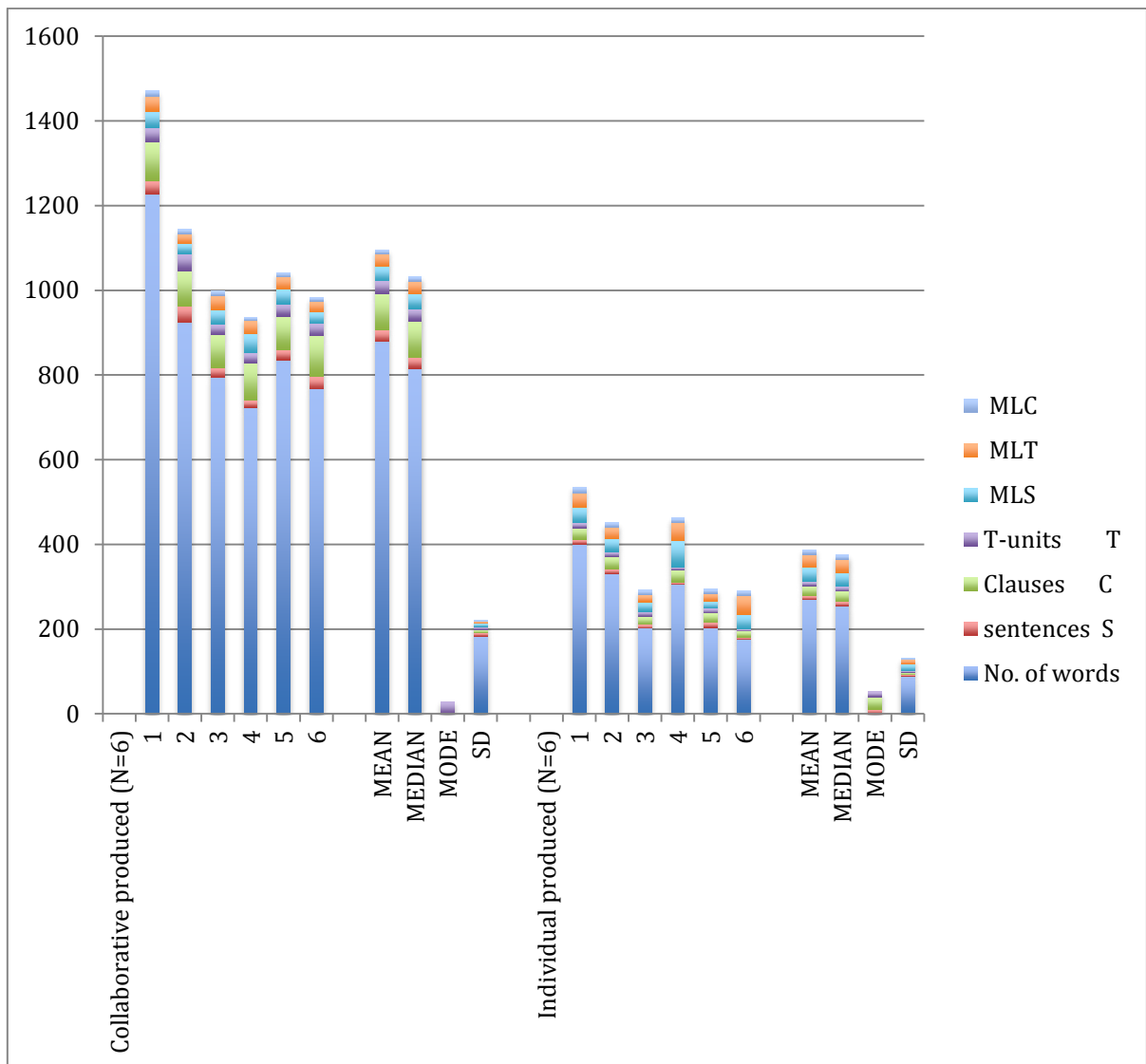


Figure 4.17. Length of production group F

CHAPTER 5: DISCUSSION

This mix method research handles qualitative and quantitative data. The first part of the present study investigates the student's perceptions and effectiveness of integrating blogs in collaborative writing. Please note that Google Docs was used as a blogging tool during the collaborative writing activities so that students can exchange ideas with other members of the group. Google Docs allowed students to work in a collaborative environment where they jointly created various compositions about different topics. The students published all the compositions done by them in the following blog:

<http://escrituracolaborativablogs.blogspot.com/>

The screenshot shows a Blogger blog interface. At the top, there is a blue header with the text "Escritura colaborativa blogs". Below the header, the date "Wednesday, 7 December 2016" is displayed. The main content area features a post titled "The internet: Should parents monitor their children's internet use?_group_D". The post text includes an introduction and a body section. The introduction discusses the benefits and disadvantages of the internet, while the body section argues for parental control over children's internet privacy. On the right side of the page, there is a sidebar with an "About Me" section for "escrituracolaborativablogs" and a "Blog Archive" section listing posts from December 2016 and November 2016.

Figure 5.1. Blog for the collaborative writing activities.

Figure 5.1 shows the screen Blog with a collaborative composition from group D, with the topic: The Internet: Should parents monitor their children's Internet use?

The qualitative data was obtained using a focus group interview in which six groups were interviewed to find out the students' perceptions and the effectiveness of collaborative writing using Google Docs as a blogging tool. During the group interview, the students actively participated answering the questions made by the researcher. Each interview lasted between 30 to 40 minutes and then transcribed by the researcher for further analysis. To corroborate the information obtained in the focus group the students answered a questionnaire of 10 closed questions to measure their level of agreement.

After coding and analyzing the data of all the transcripts obtained from the focus group interviews, the data generated five themes with their respective sub-themes, which answer the following research questions:

What are the EFL students' perceptions of integrating blogging tools in collaborative writing activities in the process of learning English writing?

What is the effectiveness of using blogging tools in collaborative writing projects?

The first theme concerns about the effectiveness of collaborative writing using Google Docs as a blogging tool. This theme has three sub-themes, social benefits, psychological benefits, and academic benefits. Among the most important is that collaborative writing in Google Docs increased collaboration within members of the group, it also helped students to socialize, increasing their self-esteem and reducing their writing anxiety, which encouraged them to write and concentrate more on being able to do better work with greater responsibility during the collaborative writing activities.

The second theme refers to the writing process, which has two sub-themes, the first is learning from peers and the other feelings about peer editing. During the focus group interview, the students talked about their experiences of being part of a group where they all wrote collaboratively with a common goal. The students reported that during collaborative writing they learned from their peers, especially when other members of the group corrected their compositions. Students also mentioned that they felt comfortable when other members of the group corrected their compositions, whereas other students felt a quite uncomfortable when other members corrected their work, however they recognize that it helped them to improve their compositions and also learned more.

The third theme concerns communication and coordination among group members during the collaborative writing activities. This theme has three sub-themes, which are

face-to-face, chat and the interaction between students and the interaction between students and the teacher.

Students mentioned that they distributed their work by combining strategies of parallel writing, which this means that students divided the composition into several sections where each section was the responsibility of each student. The majority of students mentioned that during the writing activities they preferred to communicate with other members face to face since sometimes the meaning of some messages in the chat were not clear enough. However, for other students, the chat was the best option to communicate as they could share their ideas and coordinate their work with other people. Students who preferred to communicate by chat were shy students who found this tool more comfortable to communicate.

Students referring to the interaction with the teacher and group members during collaborative writing said that it was more comfortable to communicate and to interact with other members of the group than with the teacher since the role of the teacher was to guide and assist them only.

The fourth theme refers to the benefits and usability of blogging in Google Docs during the collaborative writing activities. This theme has in two sub-themes. The first is Google Docs usability and the second, the importance of blogs. The students mentioned that Google Docs was very effective at working together in a single document. The posting of the collaborative writing compositions on the blog was straightforward.

They also mentioned that blogging in Google Docs was very efficient as it helped them to help each other to be able to organize their compositions in the best possible way. In summary, students agreed that Google Docs was very easy to use since its interface was straightforward and friendly that allowed everyone to work together and at the same time communicate in real time. Students mentioned that blogs are very useful and necessary since it enabled them to publish their compositions to serve as information for other people.

The fifth theme refers to the students' perceptions about collaborative and individual writing. This theme has three sub-themes, collaborative writing, personal writing, and fluency. The majority of students felt more comfortable writing collaboratively because they felt supported by their group members. They also mentioned that it was easier for them to organize and create new ideas because they could ask their peers what they did not know. Students reported that they learned vocabulary and the

students structured their compositions much better by reading at the work of their peers. Students mentioned that their final compositions were longer writing collaboratively than writing individually. These students preferred to write as part of a group because they felt anxious when writing alone because for them, it was tough to generate new ideas to write and they did not know if what they wrote was right or wrong.

However, other students preferred to write alone because they were afraid of making mistakes in their writing and being questioned by their classmates. They also mentioned that when they wrote individually, students did not have the constant pressure of their peers and that they preferred to write at their peace.

The results of the questionnaire survey corroborate the focus group results of the students' perceptions and the effectiveness of using Google Docs as a blogging tool in collaborative writing. The level of agreement to all the questions in the questionnaire survey was positive.

The second part of the project handles quantitative information as it quantifies the compositions made by the students in both collaborative and individual writing. The collaborative and individual writing activities lasted four weeks and involved 33 students divided into six groups from A to F. The groups previously formed depended on of their writing fluency in English. The groups' students' compositions were processed to measure the fluency regarding the amount of text produced in each essay. These results helped to answer the following research question:

Compare whether collaborative writing will produce more text than individual writing tasks?

The results of the measurements of fluency in the six groups showed that in the group A, students seemed to produce longer essays when they work collaboratively. This group is more fluent regarding the total number of words, sentences, clauses, T-units and words per clause (MLT) than when they write alone as they had more ideas through negotiation with members of the team as mentioned by Larsen- Freeman (1978) & Henry (1996). See Table 4.3 Length of production group A.

In group B and C, students seemed to produce longer essays when they work collaboratively they are more fluent regarding the total number of words, sentences, clauses, T-units, than when they write individually. Words per sentence (MLS), words per clause (MLC), and words per T-unit (MLT) are also longer in the collaborative essays, which corroborate what Wolfe-Quintero (1998) mentioned regarding the best measure of

fluency. See Table 4.4 Length of production group B and Table 4.5 Length of production group C.

In group D, students seemed to produce longer essays when they work collaboratively they are more fluent regarding the total number of the words, sentences, clauses, T-units, words per sentence (MLS), and words per T-unit than when they write individually. However, words per clause (MLC) in individually produced essays were slightly longer when they write individually. See Table 4.6 Length of production group D.

In group E, students seemed to produce longer essays when they work collaboratively, and they are more fluent regarding the total number of the words, sentences, clauses, T-units. However, words per sentence (MLS), words per T-unit (MLT), and words per clause (MLC) are longer in the personal writing, which according to Ortega (2003) & Henry (1996) these three measures are used to measure the syntactic complexity. However, for Wolfe-Quintero (1998) these three are the best measure of fluency. See Table 4.7 Length of Production Group E.

In group F, students seemed to produce longer essays when they work collaboratively, and they are more fluent regarding the total number of the words, sentences, clauses, T-units, and words per sentence (MLS). However, words per clause (MLC) and words per T-unit (MLT) were slightly longer in the personal writing. In this case, according to Larsen-Freeman (1978) & Henry (1996), this group is more fluent regarding the total number of the words writing collaboratively than writing individually. See Table 4.8 Length of production group F.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

The perceptions of the students towards using Google Docs as a blogging tool in collaborative writing activities had positive results since the students felt comfortable during the process of collaborative writing. Based on the results obtained in this study I could say that the majority of students prefer to write as part of a group than to write individually. Students felt supported by their peers, and for many shy students communicating with other members of the group through the chat gave them the opportunity to share their ideas in a comfortable way.

The interaction of the students increased because they felt motivated to put more of them so that other members of the group can look at their work. During the collaborative writing activities, I could see that the students put much effort as each team wanted to do a better job by focusing on structuring their compositions well and at the same time trying to write as much as they could during the corrected period. I could see a good envy within each group because students learned from each other since they could get peer feedback in real time through this collaborative writing tool.

Before the collaborative writing activities, when my students wrote individually in class, many of them could not express and organize their ideas, they had many doubts and especially fear to ask, because many times for them is hard to generate ideas to write in English. This problem happened to some beginner students who during the individual writing activities felt alone without any support; this sensation created anxiety on them as the time allocated for writing became shorter and shorter.

On the other hand, some students with a better level of English preferred to write alone as they did not want to have the pressure of their peers and the fear of being questioned when they made mistakes.

The lack of interest of the students to write in English is a big problem and many teachers have tried to encourage their students to write more using new tools. Writing in groups using Google Docs as a blogging tool has many advantages that students can benefit. Collaborative tools such as Google give students the opportunity to work collaboratively sharing ideas, learning from peers, socializing with other members of the group and working towards a common goal.

The importance of using a blog to put all the students' compositions was very motivating for them since this made students to push themselves forward to create a better work as they knew that their information would be available to anyone on the web.

Students were also very excited learning how to publish their work on the Internet since for most of them this process was something new.

The students were satisfied with the effectiveness of Google Docs as a blogging tool, since the students wrote their compositions in a very easy way as Google Docs enable those students to share their ideas quickly, using a friendly front-end window, where the students could read the work of their peers. At the same time, students could interact, socialize, and participate actively with other members of the group in a very simple way.

Collaborative writing through a blogging tool such as Google Docs has been of great help to the students in the process of collaborative writing. I dare to say that students prefer writing in group than to write alone since we are social human beings that we like to interact, socialize, communicate and at the same time learn something new from others.

The fluency measured the total number of words of the compositions made by the students. Measures of the number of words, sentences (S), clauses (C), T-units, Mean length of sentence (MLS), Mean length of clause (MLC), and Mean length of T-unit, were taken from the Web-based L2 Syntactical Complexity Analyzer. This web application was a very practical since it allowed analyzing the syntactic complexity of writing English samples up to 50 files at a time.

I can conclude that the students produced longer essays when writing collaboratively than when writing alone because they had more ideas through negotiation with members of the team as mentioned by Larsen-Freeman (1978) & Henry (1996). This study could serve as a base for other teachers of the institution where this research was carried out can continue by creating and responding to new questions related to collaborative writing as well as to extend the degree of syntactic complexity in the L2 English writing.

During the process of learning English, we know as teachers that one of the most difficult skills for the students is the writing in English. Thus, it is important for teachers to introduce collaborative writing activities using technological tools such as Google Docs, which allows various students to write in a single document. Collaborative writing has many advantages because when working collaboratively, students can share their ideas, learn from other peers and work towards a common goal.

It is very tedious for a teacher to evaluate the writing of their students' compositions. Thus, the measurement of fluency regarding the total number of words is a method that would benefit the teacher and the student. The teacher could measure the

proficiency of the students in a shorter time and students would benefit from all the advantages of writing collaboratively.

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APPENDIXES

Appendix A

Directrices de procedimiento y comportamiento para la escritura colaborativa

LAS 3 BE'S DE LA ESCRITURA COLABORATIVA

1. Sea responsable (como individuo)

- Cumplir con los plazos
- Programe un tiempo suficiente para hacer de la calidad una prioridad
- Planificar, planificar y planificar, incluyendo planificar los problemas

2. Ser organizado (como grupo)

- Organizarse y monitorear a medida que avanza el proyecto
- Completar las tareas a tiempo
- Asesorar con los integrantes que llegan tarde a las actividades y que no entienden el significado de la fecha limite

3. Se honesto

- Di a los miembros del grupo lo que puedes y no puedes hacer
- Expresa lo que sientes sobre la forma en que el grupo está llevando el proyecto
- Asesora a los miembros débiles del grupo

Appendix B

Schedule of collaborative and individual writing activities

Time	First Week			Second Week			Third Week			Four Week		
	T	W	F	T	W	F	T	W	F	T	W	F
Topic	Write an article about Ecuadorian food for a travel blog.			Vacations: Do you prefer to travel alone or in group? What are the advantages and disadvantages ?			Volunteer work: Would you volunteer to help people outside your country?			Pets: Is it morally right to spend money on pets, rather than helping people in need?		
14h00 16h00	Group A_Coll			Group A_Indi			Group A_Coll			Group A_Indi		
	Group B_Coll			Group B_Indi			Group B_Coll			Group B_Indi		
	Group C_Coll			Group C_Indi			Group C_Coll			Group C_Indi		
	Group D_Indi			Group D_Coll			Group D_Indi			Group D_Coll		
	Group E_Indi			Group E_Coll			Group E_Indi			Group E_Coll		
	Group F_Indi			Group F_Coll			Group F_Indi			Group F_Coll		
Topic		The importance of speaking English: Why people in Ecuador should speak English?	Staying in Shape: Do you think you have a healthy lifestyle?		Technology: What are the advantages and disadvantages of computers?	Education: Should everyone go to university? Why or why not?		Global warming and pollution: Are humans causing to global warming?	Music: How important is music in your live?		The internet: Should parents monitor their children's internet use?	What do you think about religion?
16h00 18h00		Group A_Coll	Group A_Coll		Group A_Indi	Group A_Indi		Group A_Coll	Group A_Coll		Group A_Indi	Group A_Indi
		Group B_Coll	Group B_Coll		Group B_Indi	Group B_Indi		Group B_Coll	Group B_Coll		Group B_Indi	Group B_Indi
		Group C_Coll	Group C_Coll		Group C_Indi	Group C_Indi		Group C_Coll	Group C_Coll		Group C_Indi	Group C_Indi
		Group D_Indi	Group D_Indi		Group D_Coll	Group D_Coll		Group D_Indi	Group D_Indi		Group D_Coll	Group D_Coll
		Group E_Indi	Group E_Indi		Group E_Coll	Group E_Coll		Group E_Indi	Group E_Indi		Group E_Coll	Group E_Coll
		Group F_Indi	Group F_Indi		Group F_Coll	Group F_Coll		Group F_Indi	Group F_Indi		Group F_Coll	Group F_Coll

Appendix C

Publicando su escritura colaborativa en un blog de Blogger

1. En el documento de Google Docs. ir a la opción File y seleccione la opción **Publish to the web**
2. En la ventana **Publish to the web** dar un clic en **Embed** y luego clic en el botón **Publish**, y confirmar el mensaje desplegado dando un clic en el botón OK.
3. Copiar el código de la opción Embed y pegarlo en un documento de Word.
Ejemplo de como se ve el código:

```
<iframe src="https://docs.google.com/document/d/e/2PACX-  
1vTXq9OZ3DMzaGETXPQDmvSbhIJ5e390v_mpSgFhwe1oNa0X68GFuh0Kfe2  
MBuiaQxjaMVQ-4-mqOhSi/pub?embedded=true"></iframe>
```

4. Aumentar el siguiente código: **height = 790 width = 600** en el texto copiado en la opción 3 como muestra en el siguiente ejemplo:

```
<iframe height= 790 width= 600  
src="https://docs.google.com/document/d/e/2PACX-  
1vTXq9OZ3DMzaGETXPQDmvSbhIJ5e390v_mpSgFhwe1oNa0X68GFuh0Kfe2  
MBuiaQxjaMVQ-4-mqOhSi/pub?embedded=true"></iframe>
```

5. Copiar (Ctrl +c) el código modificado de la opción 4
6. Ingresar a la página www.blogger.com con los siguientes detalles:
Usuario: xxxxxxxx.gmail.com
Password: xxxxxxxx
7. Clic en el botón **New Post**.
8. En el título del **Post** escriba el “Tema de la escritura colaborativa y el grupo”
9. Clic en el botón **HTML** y pegue todo el código copiado anteriormente en la opción 4
10. Clic en el botón **Publish**
11. En la parte superior izquierda bajo Escritura colaborativa de un clic en **View Blog**

Note: the login information has been hidden.

Appendix D

Cuestionario Post-Test

Objective. Understand the students' perceptions of using Google Docs as a blogging tool in collaborative writing.

Lea cada pregunta cuidadosamente e indique su grado de acuerdo.

- 1. Durante las actividades de escritura colaborativa en Google Docs. me esforcé para que otros miembros del grupo miren mi trabajo.**
 - a) Totalmente de acuerdo
 - b) De acuerdo
 - c) Ni de acuerdo ni en desacuerdo
 - d) En desacuerdo
 - e) Totalmente en desacuerdo

- 2. Durante las actividades de escritura colaborativa en Google Docs. me gustó recibir sugerencias de mis compañeros para corregir mi composición.**
 - a) Totalmente de acuerdo
 - b) De acuerdo
 - c) Ni de acuerdo ni en desacuerdo
 - d) En desacuerdo
 - e) Totalmente en desacuerdo

- 3. Prefiero escribir colaborativamente en Google Docs. que escribir individualmente en Microsoft Word.**
 - a) Totalmente de acuerdo
 - b) De acuerdo
 - c) Ni de acuerdo ni en desacuerdo
 - d) En desacuerdo
 - e) Totalmente en desacuerdo

- 4. Durante las actividades de escritura colaborativa en Google Docs. me sentí cómodo cuando miembros del grupo modificaban mi composición.**
 - a) Totalmente de acuerdo
 - b) De acuerdo

- c) Ni de acuerdo ni en desacuerdo
- d) En desacuerdo
- e) Totalmente en desacuerdo

5. La escritura colaborativa en Google Docs. me motivo para escribir.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Ni de acuerdo ni en desacuerdo
- d) En desacuerdo
- e) Totalmente en desacuerdo

6. Durante las actividades de escritura colaborativa en Google Docs. aumento mi interacción con los miembros del grupo.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Ni de acuerdo ni en desacuerdo
- d) En desacuerdo
- e) Totalmente en desacuerdo

7. Google Docs. me permitió compartir mis ideas de una forma fácil y efectiva con otros miembros del grupo.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Ni de acuerdo ni en desacuerdo
- d) En desacuerdo
- e) Totalmente en desacuerdo

8. Durante las actividades de escritura colaborativa en Google Docs. preferí comunicarme con miembros del grupo cara a cara que a través del chat.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Ni de acuerdo ni en desacuerdo
- d) En desacuerdo

e) Totalmente en desacuerdo

9. Durante las actividades de escritura colaborativa en Google Docs. aprendí más interactuando con los miembros del grupo, que interactuando con el profesor.

a) Totalmente de acuerdo

b) De acuerdo

c) Ni de acuerdo ni en desacuerdo

d) En desacuerdo

e) Totalmente en desacuerdo

10. Durante la escritura colaborativa en Google Docs. organizar las ideas fue lo más difícil.

a) Totalmente de acuerdo

b) De acuerdo

c) Ni de acuerdo ni en desacuerdo

d) En desacuerdo

e) Totalmente en desacuerdo

Appendix E

Extract from the transcript of the focus group interviews of the coding process

Entrevista Grupo A

I: Que tan fácil fue utilizar el Google Docs como un editor blocs en la escritura colaborativa

FS5: Fue demasiado fácil es una herramienta que nos ayuda mucho en el tema por ejemplo en los grupales de que cada uno iba en el mismo tiempo escribiendo lo que pensaba los criterios de cada uno

I: Dicen que fue efectivo usar para escritura colaborativa

FS4: Si fue muy fácil al momento de trabajar en equipo porque ya podíamos estar en comunicación entre los compañeros y dividirnos los temas o la estructura del documento y así crear el documento. Effectiveness of google docs

FS3: Si fue muy efectivo porque todos trabajábamos en un mismo documento y poníamos nuestras ideas y acabamos rápido el trabajo y entonces todas las ideas eran conjuntas y no teníamos que esperar a que el acabe o ella acabe para pegar y volver a juntar el documento. Effectiveness of google docs

FS2: Ya yo pienso que es una herramienta bastante efectiva porque primero nos ahorra mucho tiempo al poder trabajar todos en un mismo documento. The effectiveness of google docs

I: Que es lo que más les gusto de Google Docs escribiendo colaborativamente

FS3: Que todos podíamos aportar nuestras ideas en el mismo documento y no teníamos que esperar a alguien para poder plasmar las ideas y todos podíamos trabajar colaborativamente en la misma Effectiveness google docs

estructura y con diferentes ideas.

I: Claro trabajaban en tiempo real y también puedes trabajar por ejemplo decir este documento lo terminan en un mes y pueden trabajar en un mes no cierto y terminar el trabajo en un mes.

Opinion of Google

Docs

I: Piensan que eses tiempo fue suficiente para para su actividad para los que fueron asignados

FS5: En mi criterio si fue suficiente, como trabajábamos en grupo entonces cado uno tenía formada su idea y lo hacíamos mucho más rápido porque como somos 5 personas entonces era tiempo suficiente.

The writing process

I: Que es lo que más se les hiso difícil que es lo más difícil que etapa de estás 3 fueron más complicadas

The writing process

I: Piensan que mejoro su colaboración en grupo atreves de esta actividad colaborativa de escritura colaborativa

Complication of the writing

FS4: SI

I: Como en qué sentido

I: Ya piensan que, como es que se arreglaron repartiendo su trabajo quien fue hubo un líder en el grupo o como

Generating ideas

FS3: No todos decían por el ejemplo poníamos en chat que vamos hacer entonces todos decían yo hago la conclusión yo hago la introducción yo hago el body y así nos dividíamos y íbamos intercalando también entre semana así.

I: Pero quien decidía todo eso del body

Coordination

I: Que tan efectiva fue la comunicación con los miembros del grupo

Collaboration

atreves del chat

FS3: No era muy efectiva solo poníamos yo hago la introducción ya ok y nada más pero no hacíamos nada más porque igual tiempo tampoco nos daba para seguir conversando.

I: Como se comunicaban entre ustedes

Coordination

FS3: Más era así hablando entre nosotros

I: Ya he piensan que la escritura colaborativa es efectiva para mejorar el aprendizaje de la escritura en ingles

FS5: Si porque vamos aprendiendo de nuestros compañeros porque como todos podíamos ver lo que cada quien escribía entonces como que íbamos leyendo lo que iban escribiendo los demás compañeros y es como que a esta palabra se a escrito así entonces uno también cogía y veía bien y como el propio Google Docs corregía las propias palabras que se escribían mal pues mm.

Effectiveness

collaborative writing

I: Ya como se sintieron cómodos editando otros trabajos de otros compañeros y que otros compañeros editen su trabajo que piensas

The Effectiveness of Collaborative Writing

I: Claro pero se sintieron incomodos porque me corrija mi trabajo algo

I: Que sentían

FS4: Si de igual manera o sea trabajar en grupo porque ya como le dije anteriormente al ver que mis compañeros ya que o sea con el vocabulario que ellos tenían escribían mucho más que yo, eso me servía como motivación para yo también superarme como persona y

Motivation

escribir mucho más.

I: Pero que les pareció el uso por ejemplo del internet el diccionario estudiando colaborativamente e individualmente

Comparison collaborative and individual writing

I: Cuando escribieron individualmente que fue más difícil para ustedes

FS1: E en mi caso fue que no tenía ese apoyo de mis compañeros de cierta manera porque cuando se escribe en grupo como que la gente le apoya y le aportan ideas le aportan consejos eso fue lo más difícil.

I: Y para usted que fue lo más difícil escribiendo individualmente

Feelings about individual writing

FS4: Al escribir individualmente lo que a mis me fue más difícil fue organizar mis ideas para poder plasmar en el documento porque ahí si fue un poco complicado eso.

I: Piensan que la creación entre los miembros del grupo en la escritura colaborativa e mejoro su escritura en inglés más de lo que cuando interviene con sus profesor

FS4: Si o sea porque como le dije ya como que tenemos confianza ya sabemos nos ayudamos y así entre como decir entre compañeros ya nos entendemos, y cada quien nos puede ayudar o dar un consejo como se escribe, porque al momento de estar con el profesor si da un poco de recelo preguntar o de hacer una consulta o algo.

Interaction between students and teacher

I: Ya

Learning from peers

I: Que más podíamos decir

FS5: De mi parte mm seria 50 50 porque siempre se debe tener el apoyo de una persona que sabe, porque por algo es un profesor, porque sabe y tiene que enseñar, entonces como que si de pronto estoy algo mal y de pronto mis compañeros no sepan entonces voy a estar seguro de lo que el profesor me dice y va estar bien.

I: E piensas entonces que la escritura colaborativa mejore el aprendizaje de una lengua secundaria

Entrevista Grupo B

I: Que piensan del blog creado con todo sus trabajos de escritura colaborativa a través del Google Docs

FS3: Bueno con la ayuda de este editor nos ayudado mucho a interactuar entre nosotros y así poder hacer un ensayo y así poder o sea comunicarnos más y expresar nuestros pensamientos. Effectiveness
google docs

FS5: Bueno para mí fue algo genial porque amplio el conocimiento en el uso de esa herramienta y amplio nuestro vocabulario y tenemos un mejor manejo en vocabulario y aprendimos algo que nos servirá a futuro y nos segura sirviendo.

I: O sea realmente es fácil utilizar esta herramienta

FS4: E en parte si fue fácil utilizar la herramienta también entrelazar nuestras ideas mediante esta también publicarlas si, si fue fácil. Google docs
usability

FS5: Bueno no fue algo tan complicado fue algo sencillo y nos trae algunas ventajas nos trae como es que nos enseña a trabajar en equipo para llegar a un trabajo bien hecho y bien realizado

I: Como se repartieron el trabajo hubo un líder en el trabajo o ya alguien dijo yo voy hacer esto otra persona esto o alguien dijo a ver tu as esto tu esto como se compartieron el trabajo

FS4: Nos repartimos por ejemplo uno hacia la introducción, las conclusiones, el cuerpo del desarrollo, como se sabe decir por ejemplo en el desarrollo se ponía dos personas se centraban y digamos uno habla de tal tema o uno le tocaba la parte del tema global, hablaba de otra cosa así nos repartíamos no había un jefe en general solo nos repartíamos.

Coordination and communication

I: Por ejemplo que tan efectiva fue la comunicación entre ustedes con los miembros del grupo atreves del chat durante está escritura colaborativa utilizaron el chat más que hablar directamente como fue eso

FS4: Que en pate también es buena la utilización del chat pero en parte es bueno la comunicación oral entre personas a veces hay cosas que no se entiende en los escritos.

Face to face

I: Piensa que la escritura colaborativa es efectiva para mejorar su escritura en ingles

FS5: Si porque por ejemplo nosotros ya tenemos el conocimiento de las palabras en inglés de nuestras palabras pero hay nuevas palabras que no sabemos y miramos de los otros compañeros que escriben y aprendemos de eso y nos abrimos en el sentido del vocabulario.

Effectiveness collaborative writing

I: Que piensa usted

FS1: Yo creo que cada uno tiene cierto vocabulario ciertas palabras

que utilizan en inglés y al escribir determinados temas no habían palabras que cuadraban no estaban en el vocabulario de algún uno se encargaba de anotarlas y investigarlas luego o comentarlas en el chat

FS3: Y bueno fue de una gran ayuda o sea entre nosotros mismo nos ayudamos para conocer más vocabulario y más que todo expresar nuestras ideas, y porque escribíamos en inglés nos ayudaba para escribir bien el texto y poder entender.

effectiveness

collaborative

writing

I: Piensan que inglés mejoro en algo después de esta actividad

I: Ya, que piensan ustedes

FS1: Creo que de cierta forma si aumento más la confianza porque al principio era como en plan escribía una pequeña parte porque sentía que eso estaba bien y cuando en realidad podía dar un poco más y con el tiempo cada uno se fue dando cuenta de su potencial y lo que podía alcanzar.

Learning from

Collaboration

FS4: Si, si, si lo suficiente no, no hubo tanto problema por el tiempo.

Writing process

I: Que piensas ustedes muchachos

I: A ver usted

FS3: Yo he o sea que cada quien aportaba algo y con esa pequeña ayuda lo relacionábamos para poder hacer un tema bien estructurado.

I: Hubieron conflictos entre los miembros del grupo durante la actividad escritural o sea por ejemplo alguien no estaba de acuerdo

FS5: Ninguno creo como casi todos repetimos al principio si estábamos un poco en desacuerdo porque te corregían y eran un poco incómodo porque hace su trabajo viene y te corrigen al principio hubo un poco de inconvenientes pero ya con el pasar del tiempo ya supimos manejar eso de una mejor manera y eso era el trabajo en grupo.

I: Todo el mundo o sea nadie opuso a una idea

FS4: No

I: Que piensan porque se están comunicando entre todos escribiendo leyendo en inglés piensan que esto interactúan es mejor que interactuando con el profesor

FS4: Es que cuando digamos con un profesor tiene más conocimiento digamos por ejemplo la signatura es inglés entonces tiene un poco más de conocimiento más que mi compañero y eso o sea en parte, parte creo.

I: Que piensan muchachos

I: O seria de parte en parte

FS2: Yo consideraría que es de parte en parte, es cierto que habían compañeros que tenían nivel de inglés más avanzados y habían otros que nos manteníamos en un nivel estándar o casi muy poco, entonces nos retro alimentábamos de los conocimientos de otros pero esas otras persona tenías que retroalimentarse de otros conocimientos, entonces debe a ver un estatus de otra persona que sepa más de cierto modo un profesor de cierto modo es igual o

Teacher and peers

mejor también trabajar entre nosotros entre alumnos expresarnos entre nosotros también nos ayudaba porque nos incitaba retroalimentarnos automáticamente nosotros independiente de los demás o sin esperar a alguien pero de cierto modo también es bueno un profesor o un impulso ese impulso que te diga que estás mal y todo.

FS5: Claro que cuando hablamos con el profesor esa timidez de equivocarse y de que nos diga estás mal así, nos causa un poco de intimidación así, en cambio trabajando colaborativamente ya escribimos sin miedo si nos equivocamos ya alguien nos corrige y aprendemos.

Interaction teacher
peers

FS3: Yo creo que si

I: Piensas que durante estás actividad de escritura como por ejemplo como fue más fácil escribir por el chat o face to face

FS2: Yo diría que igual la verdad porque a veces hay compañeros que físicamente no estaban presentes, pero mediante el chat te dan opiniones, y si no estabas tan seguro le preguntabas al de lado también te daba una respuesta positiva.

Chat

FS4: Es que ese es el fin del chat digamos que una persona no está presente o está distante se puede ayudar de esa manera y es verdad lo que dice mi compañero en parte en parte sí.

chat

FS4: Si

I: Buenos muchachos eso es todo muchísimas gracias.

Entrevista Grupo C

I: Que piensan del blog creado con todos sus trabajos de escritura colaborativa a través del Google Docs

FS1: A mí me gustó mucho porque se podía compartir entre todos comentar y reunir ideas para hacer algo concreto y formar todos, una parte fundamental que sería en el blog que sería publicado para todas las personas.

The importance of blogs

I: O sea fue efectiva para poder hacer el trabajo colaborativo.

FS6: Si

I: Entonces piensan que la colaboración grupal mejoró entre compañeros utilizando Google Docs No solo Google Docs Si no Google Docs Como una herramienta colaborativa

FS3: Aja de igual manera fue algo muy chévere como ya dijo acá mi compañera no nos conocíamos ninguno no entonces fue una buena manera de interactuar cada uno y de conocernos e inclusive de llegar a llevarnos no y nada igual tener un Software bastante amigable bueno.

Social benefits

FS5: Yo creo que es mejor trabajar por red que estar trabajando así hablando porque digamos que ahí personas por ejemplos tímidos para hablar entre personas pero por medio del chat como que se desenvuelven mejor.

chat

FS6: También podíamos interactuar entre todos en conjunto y poder conocemos más y llegar a tener una amistad no aparte de ser compañeros amigos alguna cosa.

Social benefits

I: Que más podemos decir

I: O sea el Google Docs Con la escritura colaborativa les ayudo a tramitar mejor las ideas que como dice acá su compañero hay muchas personas que son tímidas entonces tal vez si están face to face a veces tienen son tímidos en hablar pero Google Docs a través de la escritura colaborativa le ayudo a expresar mejor las ideas.

I: Que piensan

I: Muy bien

I: Como se repartieron el trabajo en la escritura colaborativa o alguien les dirigió en el grupo o como fue.

FS4: Ósea al inicio nadie nos conocíamos, al inicio o sea fue por collaboration
sorteo, cada uno decidió, yo me encargo de hacer el cuerpo del
ensayo, otro yo me encargo de las conclusiones, ya después del
primer ensayo vamos al segundo ya sabíamos cómo iban
escribiendo las personas, como se iban desarrollando entonces
cada uno comenzaba a comentar gracias al chat e íbamos pensando,
íbamos desarrollando e íbamos dando el lugar, quien hacia el
body, quien hacia las conclusiones y las introducciones.

I: Piensan que fue suficiente tiempo que parte del proceso fue más complicado para ustedes.

I: Que piensa señorita

FS2: Yo pienso que la parte más complicada era tomar nuestras Generating
ideas para el tema o sea sacar nuestras propias ideas para realizar el ideas/writing
tema propuesto o lo que íbamos a realizar de por ejemplo sobre la process

religión se me hizo lo más complicado porque es un tema que muchas de las ocasiones nos afecta a casi todas las personas es uno de los temas más complicados que existe actualmente en el mundo entonces por eso fue mi temas más complicado.

I: Que se le hizo más complicado a usted.

FS3: Aja sí creo que igual la parte un poco más difícil era al momento de organizar nuestras ideas porque o sea la ideas nos fluían y teníamos muchas ideas pero la cuestión era organizarlas y mucho más porque es muy diferente la forma como tu escribes y piensas en español que escribir en inglés y la forma de pronunciar de igual forma entonces esa parte fue un poquito la dificultad que tuvimos.

Generating
ideas/writing
process

I: Piensas que la escritura colaborativa es efectiva para aprender su aprendizaje de escritura en inglés.

FS2: Si

I: Porque

FS6: Yo pienso que la escritura colaborativa si nos ayudado a mejorar la escritura en inglés porque al momento de escribir algunos saben más inglés, entonces al momento de corregir vas aprendiendo más y como es tu léxico ya mejoraba claro que en la escritura iba a mejorar con tus compañeros que te ayudaban corrigiéndote lo que te equivocabas.

Learning from peers

I: Y eso les motivaba así a continuar trabajando colaborativamente más dando más ideas poniendo más énfasis en su trabajo.

I: Que tan cómodos se sintieron ustedes editando el trabajo de sus compañeros y que otros compañeros editen su trabajo.

FS3: O sea era un poco feo porque o sea uno escribía no y cuando eso pasa te dabas cuenta que ya estaba subrayado la palabra porque estaba mal escrito entonces no faltaba los que veían que escribiste mal, ya te iba y te corregía y era un poco feo, entonces tu decías oye ya déjalo ahí yo lo corrijo, entonces de echo como que al final llegamos a tratar de escribir bien para que nadie este atrás tuyo corrigiéndote esos errores que tienes.

Feelings about peer editing

FS4: O sea al principio no fue algo agradable ya que cada persona tiene sus errores y no era agradable que te corrijan alguien en algo que ya después te das cuenta que no lograste corregir entonces al inicio era un poco molesto y ya al final ya nos íbamos acomodando y nos dábamos cuenta al instante para que la otra persona no nos corrija entonces fue algo motivador como quien dice para saber en qué nos estamos equivocando y en que debemos mejorar.

Feelings about peer editing

I: Ya

I: Consideraron por ejemplo las sugerencias y comentarios de otros compañeros o sea no la tomaron mal.

FS3: Igual yo considero que o sea nunca está por demás una sugerencia de alguna otra persona, ver desde un punto de vista diferente o sea que te ayude a decir por ejemplo esto está mal o sea a darte cuenta de tus propios errores y tratar de corregirlos, no pues si me parece algo bueno porque de echo uno aprende y crece como

Learning from peers

ser humano también.

I: Ya, en la parte colaborativa en que se concentraban ustedes más en generar más ideas y más texto o en la parte más estructurada de escribir correctamente

FS3: Yo creo que más en la forma de escribir algo concreto que diga sobre el tema o sea aunque no sea demasiado extenso o sea no tratar de redundar decir algo exacto, preciso, conciso de acuerdo al tema.

I: Ya, que piensa usted

FS6: Ehh pienso que le que en si lo que dijo la compañera es verdad porque o sea no escribíamos mucho pero escribíamos lo que era sobre el tema por ejemplo yo veía no así los otros grupos tenían mira tiene cuanto en introducción y nosotros tenemos cinco líneas los de nosotros era conciso y la verdad no sé si los otros sería así nosotros más nos concentrábamos en poner sobre el tema exactamente.

I: Piensan que la interacción durante la escritura colaborativa emm mejoro su nivel de escritura en inglés más que cuando interactúan con el profesor

FS4: Si ya que era al inicio algunos somos mejores hablando inglés que escribiendo para mi es más fácil hablar que escribir yo me confundo al escribir entonces al inicio una cosa es hablar que escribir es muy diferente entonces al inicio no sabía o a veces me equivocaba en una letra de la escritura entonces si nos ayuda

Interaction teacher
student

bastante es más fácil colaborativamente ayudarnos entre todos que con el profesor ya que el profesor tiene bastantes alumnos y no se puede a veces desenvolver a todos los alumnos no puede ir de uno en uno ya que es muy distinto estar en un curso que hablando de persona en persona y a veces es más fácil haciendo un taller así y hablar colaborativamente entre todos y nos podemos ayudar.

I: Les gustaría en un futuro en otro proyecto de escritura colaborativa

FS1: yo también digo que el trabajo colaborativo te ayudo a ti entre tus compañeros a tener más confianza como a ti mismo, te auto educas buscando en internet dándote formas para que has lo que te dijeron y tú ya te dedicas en esto aprendes más gramática más palabras te desenvuelves más en el tema. social benefits

Entrevista Grupo D

I: Que piensan del blog creado con todo sus trabajos de escritura colaborativa a través del Google Docs

FS1: Bueno con este trabajo colaborativo que venimos realizando como dicen ya un mes, nosotros vamos adquiriendo experiencia, y más que todo aprendiendo nuevas palabras, nuevas formas de expresarnos y trabajando en grupo nos conocemos más y sabemos de las ideas de los demás para formar una sola. Google Docs usability

I: Que tan fácil fue utilizar Google Docs como un editor de blog para escribir colaborativamente

FS2: Ya me pareció muy rápido y sencillo incluso por que digamos Google Docs

podimos enviar mensajes y automáticamente ya aparecía el otro
compañero incluso uno editaba y el otro podía cambiar el tipo de
letra incluso se podía ver quien trabaja e incluso no.

usability

I: Puede trabajar en las casas o ya emm piensan que mejoro la
colaboración en grupo con la ayuda de Google Docs y estás
actividades colaborativas de escritura mejoro su colaboración grupal

FS4: Si bastante porque incluso nos ha permitido conocernos entre
nosotros también, eso sí es bastante bueno porque o sea hemos
podido compartir, digerir y procesar ideas de mejor manera. Yo por
lo menos ahora les conozco mejor a mis compañeros que lo que les
conozco al resto de la clase ya me siento un poco más a gusto.

Social benefits

FS2: Mmm yo creo que si se ayudó mucho la manera colaborativa
porque yo personalmente no digamos no soy muy digamos
introvertida hablar así que hermoso personalmente entonces podía
expresar más rápido las ideas y darme a entender de una manera
más rápida y concreta.

Social benefits

I: Muy bien, como se repartieron el trabajo en la escritura
colaborativa hubo alguien que dirigió el grupo o como, como fue
como se repartieron como se organizaron.

FS4: No la verdad es que desde el principio tuvimos nos entendimos
bastante bien, no tuvimos eso tu as esto yo no quiero no
simplemente dijimos no se conclusiones unos hacen las
conclusiones otro se dedica hacer la parte del body cuerpo y otros
eee al final principio introducción body y conclusiones no tuvimos

coordination

ningún problema para ponernos de acuerdo en eso la verdad

funcionamos como grupo desde el principio hasta el final.

I: Que tan efectiva fue la comunicación entre los miembros del grupo a través del chat fue mejor a través del chat o fue mejor face to face o sea en persona

FS1: Mejor fue como estuvimos ahí eee como es juntos fue mejor Communication

cara a cara porque teníamos como expresarnos mejor, decir Face to face

nuestras ideas, como puede empezar, como puede seguir haciendo.

FS3: bueno para mí también por el chat fue bonito

FS4: Yo también pienso que por el chat eee no se a veces cuando chat

las personas no pueden decir no son lo suficiente extrovertidas

escribiendo te sale mejor.

FS2: si porque a través de la escritura prácticamente expresas lo que chat

sientes en ese momento, incluso se te vienen un montón de ideas y

puedes dar a conocer prácticamente mucho más rápido y fácil.

FS1: Yo también pienso que fue mejor como que uno mismo se va Learning benefits

aprendiendo algo nuevo, algo que no sabía o sea una formulación de

alguna oración que no se sabe con la ayuda de nuestros compañeros,

les preguntábamos y nos respondían como se escribe y todo eso y

como y se va aprendiendo más.

I: Claro

I: Que les pareció la ayuda que tenía por ejemplo Google Docs tiene

la opción de corregir

I: Muy bien emm su nivel hay gente que siempre en la escritura o

cuando hablan tienen un poco de ansiedad entonces su ansiedad fue más grande cuando escribieron colaborativamente o no realmente sintieron ansiedad

FS4: Yo la verdad no tuve ansiedad en ningún momento, no me sentí incomodo la verdad

I: No se sintió incomodo

I: No se sintió cómoda o incomoda

FS3: no me sentí incomoda con el trabajo así porque era como que todos nos colaborábamos y también o sea hacíamos chistes acerca del grupo o sea del tema que nos tocaba y también ya

colaborábamos en las ideas y ya nos centrábamos y había un minuto de silencio en el grupo hacíamos una idea de nosotros.

FS2: Si porque la verdad yo también me sentí muy cómoda porque prácticamente ahí si te equivocabas te decían no esto es así, está palabra está mejor, está utilízale, entonces fue mucho más rápido y sencillo aprender de esa manera.

Learning benefits

I: Y bueno y cuando editaban eso también puede generar ideas por ejemplo usted está editando algo de su compañero entonces ha y le genera otra idea o muy bien

FS4: La verdad es que antes de empezar editar el documento en si hablamos por el chat bastante sobre lo que ya queríamos plasmar entonces más o menos como que la idea antes de empezar a escribir ya estaba prefabricada.

FS2: Nos poníamos de acuerdo en la misma idea prácticamente para

no perdernos el hilo exacto del mensaje.

FS3: Creo que todos intentamos darle el mismo mensaje con nuestras propias palabras digamos no exactamente pero ya así teniendo una idea central así como que como la opinión por ejemplo ya nos preguntábamos antes así y decíamos a está bien entonces todos ya nos centrábamos en ese y nos manteníamos ahí y creo que la idea principal.

I: Piensan que la escritura colaborativa les ayudo a tomar decisiones en lo que hacen tal vez

FS3: Yo creo que o sea nos daban seguridad personal, digamos era como que todo un grupo te está dando la confianza de que creen en tu idea y que lo hiciste bien creo que a mí me dieron confianza era como que yo aporte con eso y era como que mi parte está ahí entonces todo nadie te decía digamos te hablaba porque era todo un no sé cómo expresarlo pero éramos un grupo no entonces todos colaborábamos ahí entonces era como una parte como confianza todos confiamos en todos de nuestra idea nadie era como que hay el cómo lo hará si no éramos que no lo mandábamos y era seguro así como que estás seguro si estoy seguro ya mandemos así estamos seguros de lo que mandábamos entonces seguro personal y como que todos confiamos en él es muy bonito que confíen un grupo es muy importante a veces ni uno mismo confía en uno mismo peor que un grupo confié es más bonito que un grupo confié en ti.

Psychological
benefits

I: Ya, que piensan muchachos ustedes

FS1: de mi parte fue o sea fue mejor porque como está diciendo es una confianza que le da el resto a uno porque el genera una idea y de esa idea se puede basar ellos también nos pueden ayudar para extender esa idea o como se dice para mejorar y siempre se va se mejora por con la ayuda de los demás no se le crítica nada mejor se le yo soy de la idea que se le agradece de ahí si alguno se va mejorando se va haciendo mejor.

I: Y piensan que la escritura colaborativa les ayudo a relacionarse mejor entre los miembros del grupo

I: O sea creció la confianza entre

FS3: Si

FS2: Se mejoró mucho la confianza individual y grupal porque a medida que íbamos compartiendo nuestras ideas nos iban apoyando digamos este fuera diciendo tu si puedes tu puede estelita tú le das tu si puedes toda esa cosa nos iban ayudando mucho.

Psychological benefits

I: Claro o sea hubo un apoyo mutuo

I: Cierto hubieron conflictos y opiniones

I: Que piensa usted

FS1: cada uno respetaba la opinión y si es que no, o sea no se acercaba solo le ayudaba, nos ayudábamos, a mí en mi caso si me ayudaron algunas veces a generar ideas para para escribir un poco más de texto y mejor no me ayudaban y mejor no les decía nada mejor les agradecía.

Learning benefits

FS1: Bueno de mi parte individual fue un poco más no puedo decir

divertido porque he como bien dicen en la parte individual a uno solo se le crean una cierta cantidad de ideas y de eso no pasa en cambio cisque uno que trabaja en grupo uno tiene más ideas y uno puede abarcarlo más, más extensión y mejorar digo mejorar más.

Entrevista Grupo E

I: Que piensan del blog creado con todo sus trabajos de escritura colaborativa atreves del Google Docs

FS4: Yo pienso que es muy bueno porque así nosotros aprendemos un poco más y compartimos nuestras ideas con los demás atreves de este blog. Importance of blogs

I: Que más que piensa usted

FS3: Bueno yo pienso que es una idea innovadora ya que compartimos muchas ideas las cuales uno solo no pensaría bien dicen que cinco mentes piensan mejor que uno, con este blog nos ayudó a complementar eso. The importance of blogs

I: Claro que otras personas puedan mirar su trabajo

FS3: Aja

FS2: Este bueno atreves de este blog lo que es como dijo mi compañero pensar cinco cabezas unir nuestro trabajo subir a una página en donde podemos revisar toditos los trabajos que hemos hecho en todo este trabajo. Importance of blogs

FS1: Utilizar este programa fue muy útil porque nos ayudó a ver como los demás pensábamos y a unir nuestras ideas y podernos ayudar mutuamente. Benefits of google docs

I: mm muy bien

I: Que tan fácil fue usar Google Docs

FS5: EE bueno eee un tiempo fue un poco difícil porque mmm no sé cómo es las palabras es como que no concordaban con los demás entonces tocaba corregir y ver toda la información

I: Que tan fácil fue hablando de cuando trabajan colaborativa que tan fácil fue para ustedes hacer un solo trabajo colaborativamente.

I: Muy bien

FS3: E de este fue una gran ayuda fue atreves de los comentarios ya chats que unos decían una idea y el otro lo complementaba o si no el uno le hacía cuerpo y otra hacia las conclusiones y hacia no había problema alguno.

I: Claro y a usted que es lo que más le gusto cuando estaba escribiendo ahí en Google Docs colaborativamente

FS1: A mí también me gusto la facilidad que tiene Google Docs Google docs. para podemos comunicarnos entre nosotros porque ahí podíamos usability chatear y ver lo que necesitaba incluso había una comunicación entre todos.

I: E que tan efectiva fue la comunicación los miembros del grupo atreves del chat durante las actividades de escritura.

FS1: Si fue buena porque igual mientras nosotros escribíamos chat veíamos lo que comentaban y de ahí podíamos revisar lo que quería algún compañero y así nos íbamos comunicando.

I: Ya alguien más.

I: Como fue más efectiva la comunicación a través del chat o a través personalmente hablando face to face.

I: Porque

I: Muy bien alguien más quiere opinar.

FS4: E yo pienso que si es mucho mejor esto utilizar Google Docs chat

El chat y como dijo el compañero así nos comunicamos e quien sabe algunos podemos ser tímidos y otros no a veces no hay una buena comunicación face to face como usted dijo y utilizamos el chat que es mucho mejor y así logramos conocernos un poco más y así tuvimos una lluvia de ideas para complementar el trabajo e unir estas ideas y acabar con el trabajo que nos propuso usted.

I: Que dice usted.

FS2: E este

I: Se motivo

FS2: Bueno al principio de las clases, en los primeros trabajos se iba algo tímido porque no se conocía mucho bien del tema, pero ya después así mismo ya pasaron las clases así claro que te motivas sacas más lenguaje sacas bueno en el trabajo que hicimos sacamos máximo trabajo de cinco hojas si ósea te motivas y sacas más vocabulario. Motivation

I: Que fase les pareció más complicada la primera de las ideas escribir el borrador o revisar el texto.

FS1: Para mí también fue un poco complicada la primera parte porque igual ahí mientras escribíamos teníamos que ver lo que Generating the ideas/writing

escribían los demás para ir llevando un texto acorde a lo que
estábamos escribiendo.

I: Y ustedes

FS4: Para mí la etapa que fue más dura fue el borrador porque por
ejemplo nosotros ya escribimos algo y a veces no estábamos
seguros si está bien y tocaba estar repite y repite hasta que nos
salga bien y así.

I: Muy bien quien más desea hablar

I: E piensan que la escritura colaborativa les ayudo mejorar su
escritura en inglés.

I: Ya que piensa usted

FS2: Bueno en ese trabajo se intercambiaron palabras nuevas de
uno a otro y se aprendió más vocabulario nuevo aparte del que ya
cocíamos.

FS4: Gracias a esta herramienta y al trabajo colaborativo nuestro
vocabulario aumento no digamos así mucho pero algo, algo porque
algunos no sabíamos así muchas cosas muchas palabras a veces no
ordenábamos bien la oración y gracias a esto aprendimos un poco
más y esperamos seguir aprendiendo.

I: Piensan que los grupos cada uno tubo un nivel de acorde al grupo
o sea hubo una e o sea no hubo una diferencia de niveles hubo más
o menos un nivel promedio entre lo que sabía cada persona el
inglés.

FS1: Yo creo que si fue equitativo porque en otros grupos por

process

Writing process

Learning benefits

Learning benefits

Learning benefits

ejemplo habían personas que sabían mucho más el inglés y por ejemplo ellos escribían o sea había un o sea entre ellos intentaban escribir más que el otro en cambio nuestro grupo o sea yo hablo de mi grupo fue algo equilibrado porque entre nosotros nos ayudábamos entre nosotros, aprendimos entre nosotros o sea concretábamos nuestra idea y no era eso de que escribo más o escribo menos o sea me hago entender.

I: Les ayudo al leer los trabajos de otros compañeros les ayudo eso a tener más ideas.

I: Y usted

I: Y qué tan cómodo se sintió

FS2: Para mí fue cómodo aprendí más de otras personas de mis demás compañeros aprendí nuevo vocabulario.

Learning benefits

I: E hubieron por ejemplo e como se sintieron escribiendo individual y colaborativamente con cuál de los dos se sintieron cómodos.

FS2: Este bueno yo me sentí más cómodo en la colaborativamente porque por ejemplo en mi texto me ayudaban me ayudaban a mí a pensar en cambio individualmente o sea sacaba yo solo, me demoraba más en sacar mi texto eso.

Collaborative and individually

I: Ya

FS2: Yo también me sentí muy cómodo trabajando colaborativamente, como dije, ahí yo aprendí nuevo vocabulario y me ayudaban mis compañeros. Cuando yo les preguntaba algo ellos

Collaborative and individual writing

me ayudaban y en cambio individualmente, tenía que buscar las palabras en el diccionario me demoraba más y las ideas o sea lo que yo pensaba no siempre hacia bien en cambio trabajando colaborativamente si yo pensaba algo lo escribía ellos me ayudan me decían sabes que esto queda mejor si le esto y así funcionaba mejor.

I: Como se sintió usted escribiendo individualmente

I: Ya usted

FS4: Trabajar individualmente fue un poco estresante porque uno tiene que pensar más, investigar más y a veces no se tiene mucho tiempo para estar buscando nuevas palabras, mientras en el trabajo colaborativo uno le pregunta a un compañero como se decía tal cosa y como ellos si sabían ya se complementaba esto y así aprendíamos algo.

Collaborative and individual writing

I: El nivel de estrés o de ansiedad fue más alto escribiendo colaborativamente o individualmente.

FS3: E yo creo que fue individualmente porque como decía mi compañera haciendo individualmente uno repetía a cada rato una palabra y no sé, no sacábamos una idea clara, una idea principal. En cambio colaborativamente fue de gran ayuda porque ahí sacábamos mucho mayor muchas ideas que individualmente.

I: Mm muy bien qué más podemos su nivel ansiedad fue más alto escribiendo individualmente o colaborativamente

FS2: Individualmente, porque o sea no sabes si lo que escribes está bien, por lo que colaborativamente mis compañeros me ayudan me dan nuevas ideas por el chat, por los comments y todo eso.

Collaborative and individually writing

I: Piensan que la escritura colaborativa les motivo su auto estima en poder o sea si puedo escribir más.

FS1: Si, si nos ayudó bastante como decimos ahí también nos ayudamos entre nosotros y eso mejora mucho la auto estima de cada persona individualmente, porque ahí siente que le respalda alguien más, imagínese nosotros no nos conocíamos por completo y en este programa ya nos comunicábamos o sea sentíamos que no vamos estar solos trabajando o sea solo ahí mientras realizamos el trabajo si no que ya va a ver alguien que no va acolitar que nos va ayudar u que nos va a decir sabes que esto está mal o si no conoces esto yo te ayudo o sea ayudo bastante en el auto estima de cada persona.

Motivation collaborative writing

Entrevista Grupo F

I: Ya que piensan del blog creado.

FS5: Bueno creo que el blog lo hicimos que creamos, nos beneficia a todos creo, porque nos beneficia con el léxico que vamos aprendiendo cada vez que hacemos un nuevo blog y también este blog le podría servir a cualquier persona que esté buscando en internet acerca de información o temas que hicimos.

The importance of blogs

I: En que o sea que más probabilidades a la comunicación. Con esta escritura colaborativa piensan que mejoro su comunicación entre

compañeros.

I: Entonces se les hizo fácil transmitir las ideas en la parte grupal colaborativa o sea no hubieron conflictos o sea argumentos de ideas por ejemplo. Collaboration and coordination

I: Como se repartieron el tema hubo alguien un líder que. Sharing ideas and coordination

FS5: Yo era el que decía dos personas hacían el cuerpo, dos personas hacían la introducción y dos personas hacían la conclusión, porque éramos seis, íbamos alternando cada clase, así el primer día hacían digamos FS1 hacia el cuerpo o FS3 y FS4 hacia la conclusión y yo con FS2 hacíamos la introducción y así íbamos alternando cada vez que nos tocaba grupalmente. coordination

I: e piensan que la escritura colaborativa les dio más confianza entre su participación o sea entre ustedes su relación conjunta.

I: Creo confianza entre ustedes

FS4: Yo pienso que si porque cada uno aporta con su idea en el trabajo, es decir pudimos intercambiar conocimientos, pudimos e compartir por medio del chat varias planeaciones que estaban prácticamente planeadas para realizar el trabajo. chat

I: Que tan efectiva fue la comunicación atreves del chat o prefirieron discutir trasmitir su ideas través de e o sea face to face. communication

I: Alguien más opina Chat / face to face communication

I: Piensan que la escritura colaborativa es eficaz para aprender

inglés.

FS2: E bueno mi punto de parecer si la escritura colaborativa nos ayuda bastante como mi compañero ya lo acabo de decir no todos tenemos el mismo nivel de inglés uno tienen más otros tienen menos e podemos decir que he algunos compañeros por ejemplo decían está palabra está mal puedes corregirla con está mejor puedes sustituirla y gracias a eso podemos ir aumentando lo que es el vocabulario o el conocimiento que sabemos acerca del inglés.

Learning from peers

FS2: E bueno yo creo que en este caso sería una sana competencia porque algunos compañeros tienen mayores conocimientos y otros no he eso nos incentiva a que nosotros nos pongamos a nivel de ellos si es posible superarlos y eso nos ayudaba a que aumentemos nuestro vocabulario prácticamente y así poder dar desenvolvemos mejor y poder dar lo mejor en si en cada investigación o en el blog.

Motivation

I: Que más

Student confidence
working in group/
motivation

FS5: Yo creo si nos ayudó eso porque conocíamos a otras personas de otras facultades con las que no nos llevábamos como por ejemplo yo no ni habla así ya pues gracias a esto e me sirvió a tener más confianza con mis compañeros y realizar un trabajo cada vez mejor cada vez que hacíamos un nuevo tema un blog.

FS4: yo pienso que con la realización del trabajo prácticamente si

Student confidence

mejoro nuestra relación entre compañeros aprendimos a conocer cómo piensan e como piensa cada una de las personas por como coloca una idea en la investigación e así que por mi parte como dijo mi compañero si pude conocer un poco más a fondo a algunos compañeros.

working in group/

motivation

I: Piensan que ustedes que por ejemplo la escritura colaborativa ayuda a personas tímidas que no habla mucho entonces atreves del chat dar sus ideas a veces son tímidos para hablar frente a los compañeros.

Student confidence

working in group/

improve

relationship

FS1: bueno yo si pienso que si, en mi caso yo también soy un poquito tímida porque como que si me pongo nerviosa al frente alguien que yo no conozco entonces como que se me hacía más fácil escribir atreves de una computadora que expresarlos personalmente porque decía que tal si estoy en una idea errada entonces sentía que me van a decir, no estás mal y como que eso si afecta a la por afrente ya después que fuimos haciendo de escribir en el grupo en el chat como que si me di cuenta que mis compañeros si van a respetar mis ideas y si me dio confianza.

Chat shyness

FS2: E bueno esto como mi compañero ya le dijo, fomento lo que fue nuestra amistad e si existieron bueno la mayoría de personas fuimos tímidos porque no podíamos hablar de frente con un compañero para debatir lo que era el tema pero ya por medio de Google Docs podíamos compartir nuestras ideas y ahora lo que podemos hablar de frente con ellos sentimos mayor confianza

Student confidence

working in group

porque sabemos quiénes son y ellos también respetaran nuestras ideas.

I: Sintieron siempre soporte entre cada uno ustedes en el grupo.

Student confidence
working in group

FS5: Siempre tuvimos el respeto hacia las otras personas porque ya a medida que iba pasando el tiempo nos íbamos conociendo a más a fondo y esa persona ya nos respetaba así nuestro criterio y eso nos ayudó a nosotros mismos a tener confianza porque hablar así de frente y pueda que nos diga no estás mal y eso a uno le afecta a su persona.

FS4: Yo pienso que en el trabajo que en la investigación cada persona respeto las ideas del otro compañero porque cada persona es libre de pensar, libre dar su opinión sobre algo así que pienso que cada persona coloco lo que verdaderamente opinaba.

I: Que piensan ustedes.

Comparison
collaborative and
individual writing

FS5: Yo creo que era mejor individualmente porque cada quien ya tenía o sea cada persona tenía su tiempo y su necesario tiempo para ver la información el internet y ya pues cada uno se responsabilizaba por su trabajo, ya no tenía que tener así la culpa de otra personas, porque así las otras personas decían que ya tienes que hacer esto, pero ya individualmente ya uno mismo se preocupaba por su propio tiempo y su propio trabajo.

Comparison
collaborative and
individual writing

I: Que opina usted la colaborativa o la individual.	Comparison collaborative and individual writing
<p>FS1: Bueno para mi si fue individualmente yo preferible hacer individualmente porque así cuando yo leía las páginas web entonces como que se me venía más información y yo empezaba a escribir todo lo que yo pensaba, entonces ahí si fue como que un aporte de parte mía, de poner todo lo que yo pensaba las cosas que el internet me decía esto porque mientras si trabajamos colaborativamente hay una persona que dice ya solo eso escribe o yo voy aumentar los demás o también para dejar que las otras persona escriban entonces yo prefería trabajar individualmente.</p>	Comparison collaborative and individual writing
I: Pero si hablamos en cuestión general de todo el documento como escribieron más texto individual o más texto grupalmente del documento general.	Fluency collaborative and individually
I: O sea el documento completo.	
I: Más texto	
FS5: Si más texto	
<p>FS4: Yo pienso que colaborativamente fue mayor porque añadieron bastantes ideas en la investigación, en cambio individualmente es solo que nosotros opinamos.</p>	fluency
I: E si tendrían que escoger en el futuro escogería la escritura colaborativa o individual.	
FS2: E bueno yo creo que sería conveniente trabajar	Collaborative and

colaborativamente porque colaborativamente nos permite trabajar o individual writing

sea entre personas y cada quien aportar con sus ideas a veces

también es el tiempo no nos alcanza para trabajar individualmente

y eso es un factor muy importante por lo que necesitamos la ayuda

de otras persona y creo que todos estamos libres buenos somos

capaces de aportar conocimientos y podemos y podemos reanudar

crear un solo conocimiento.

Appendix F

Permission from the institution to carry out the research project



Riobamba, 14 de noviembre del 2016
Oficio No. 281-CDII-UNACH-2016

Master
Paúl Obregón Mayorga
DOCENTE DE LA UNACH
Presente

De mi consideración

Reciba un cordial y atento saludo. En atención al oficio s/n de fecha 14 de noviembre del presente año emitido por Ud., informo que esta Dirección autoriza para que proceda a realizar la investigación denominada "Students' perceptions on integrating blogs as an online collaborative writing tool toward learning english at university level", como proyecto de tesis previo a la obtención del título de maestría, MTEFL de la Escuela Politécnica del Litoral, en el segundo nivel paralelo "J" de la Facultad de Ingeniería, desde el 15 de Noviembre al 9 de diciembre del 2016 en los días martes, miércoles y viernes en horas de clase.

Particular que comunico para los fines consiguientes.

Atentamente

A handwritten signature in black ink, appearing to read "Magdalena Ullauri".

Dra. Magdalena Ullauri, Mgs.

DIRECTORA DEL CENTRO DE IDIOMAS DE LA UNACH

Elaborado por: Y. Echeverría



cc. archivo

CENTRO DE IDIOMAS

Campus "La Dolorosa"
Avda. Eloy Alfaro y 10 de Agosto.
Teléfonos: (593-3) 37 30 910 • ext. 1269 • 1419 • 1518

Appendix G

Informed Consent Form

Thank you for agreeing to participate in this study: "Students' perceptions on integrating blogs as an online collaborative writing tool toward learning English at the university level." which will take place from November 11th to December 9th, 2016. This form provides information about the purpose, procedure, benefits of the study and your rights and incentives; also, contact details in case you have questions about the research and your rights.

The purpose of this research is to obtain an understanding of university EFL students' perceptions of integrating blogs as a collaborative writing tool in the process of learning English writing.

The benefit of this research will help the researcher to understand the way second language writing students deal with a collaborative writing tool, but also to establish a different learning environment surrounded by technology where students could learn collaboratively from each other without any interference of any negative social behavior.

Data will be collected using a computerized self-assessment questionnaire (CSAQ) and focus group. The focus group interviews will be carried out on the last day of the writing activity. The self-administered questionnaire will be the following week at the English Language Laboratory. You are encouraged to make questions or raise concerns about the study or applied methods at any point in the investigation. You have a voluntary participation, and you also have the right to drop out from the program at any point of it. In the event you chose to drop out, all the gathered information will be returned to you or destroyed according to your requirement.

Your participation in the research will not affect your academic record, and if you decided not to participate, it would not generate any punishment. However, if you continue with the research until the end of it, personal information will not be revealed. The information will be kept in private and confidential for five years, after this point you have the choice to keep or destroy it. Moreover, the participants in this project will not be identified by their names. They will be codified using letters of the alphabet and numbers.

If you have any complaint about any aspect of the project or you require further information regarding the process of the research, you can contact Paul Obregon, Director of the project, 0995745427, obregon_paul@yahoo.co.uk

By signing this Informed Consent I _____, with ID
Number _____, agree to the terms of this agreements.

Date:

Signature