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Using Online Collaboration and Dynamic Written Corrective Feedback to Enhance EFL Secondary School Students' Writing Skills

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Abstract

This research aimed at studying the using of online collaboration and dynamic written corrective feedback (DWCF) to enhance EFL secondary school students' writing skills. The participants of this research were (60) first year secondary stage students at Kafr Ghanam, Sinbellawin, Dakahlia, Egypt. The research adopted the quasi- experimental design using two groups: an experimental group (n= 30) and a control one (n= 30). To collect data, the researcher used two instruments: an EFL writing skills test, an EFL writing scoring rubric. The experimental group was taught through the online collaboration and dynamic written corrective feedback, while the control group was taught through the regular method of teaching. Research results revealed that there were statistically significant differences between the mean score of the experimental group and the control group in the EFL writing skills test in favor of the experimental group. Moreover, the effect size of using online collaboration and DWCF was found to be high. Thus, this research recommended using online collaboration with DWCF as a useful strategy in teaching the four skills of the English language at different educational stages.

Key words: Online collaboration, DWCF, EFL writing skills

Introduction

Writing as one of the four basic language skills, is given a unique importance. The value of writing is confirmed by research that shows its value for academic as well as occupational purposes. Writing is a valuable tool for communicating one's thoughts to others. It helps to both promote the sense of ownership and express his inner feelings. HRSDC (Human Resources & Skills Development Canada) (2013) indicated that the skills of writing include composing meaningful text of ideas, structure, information and messages in clear words. Writing is one of the main devices for people to express themselves, to shape ideas, to persuade and convince others Mckoewn and Graham (2014).

The learners find it difficult to produce well when they are given certain tasks in writing. There are several reasons why students have problem with written communication skills. Such as the use of old fashioned

methods by the teachers, lack of proper motivation, large crowded classrooms, lack of facilities and learners' attitude towards learning (Hidayati, 2018). The teachers have to change their methods of teaching, use innovative techniques and involve students in pair or group work to develop the students' writing.

The twenty- first century has witnessed a greater change in technology. Due to the globalization era, many radical changes are taking place and the influence of the internet is one of them. Through internet, learners can also learn a variety of usages of the written language. In this internet advanced society, the use of online learning has become common and made a significant difference in teaching and learning of foreign language (Castrillo& Martin, 2016).

The online collaboration allows active English language usage among students. While socializing and working together in online collaboration, many students display a through commitment and a high level of interaction in order to solve problems arising and complete the tasks given. It is testing writing skills and human relation skills. Students have to learn how to make new friends, mentioning their views, accepting different opinions, giving tasks to friends. Students must be more tactful as tasks require extra effort and need to meet virtually for sharing and exchanging and receiving feedback from other members whenever they are free to access to the internet. Online collaboration helps in monitoring others' writings, boosts confidence to improve grammar and writing skills (Shehadeh, 2011).

Although online collaborative writing has been bringing writers together for almost twenty years, this form of learning is relatively new in high school classrooms. One- to- one classrooms and online collaborative writing platforms are two new trends that have created innovative and productive possibilities. Now a class of students can put their heads together and work on the same text at the same time (Gauthier& Karsenti, 2018).

DWCF has been seen as an effective way to help language learners acquire foreign language competence. DWCF is seen as essential to the multiple- draft process, as it is what pushes the writer through the various drafts and on to the eventual end- product (Wicaksono, 2018). In DWCF, students gain practice in revision using their own authentic texts that may result in increased accuracy. DWCF includes codes for specific error types that may remind students of their prior knowledge and thus may help reinforce grammar rules (Kurzer, 2017).

Therefore, this research adopted the online collaboration with DWCF to enhance students' writing skills. Collaborative technologies make writing more interesting through assisting them in their collaborative writing project, and the researcher adopted Edmodo as one of the collaborative technologies.

Review of Literature and Related Studies

Nature of Writing Skills

Writing is central to our personal experience, professional careers, and social identities, yet while we are often evaluated by our control of its multifaceted nature constantly evades adequate description (Manchon, 2011). This skill develops language acquisition, improves critical thinking and supports learning to express freely their ideas. Consequently, broad research attention has been devoted to teaching writing.

Gracey (2004) maintains that English writing development is strongly enhanced when instruction is explicitly designed to address students' needs and objectives. Finally, Writing is viewed as a means of communication which is used to express and impress (Nunan, 2003). It means that the written text is used to communicate a particular message. Also, writers need to have ability to communicate and express the ideas in certain ways.

Significance of Writing

Writing skills are very important for the learners all levels in the educational system, particularly in learning English language as it has a complexity of spelling, pronunciation, sentence structure and contextual meaning. Moreover, most of the learners' performance is based on the examination system where their assessment is measured only through tests and examination. Those who perform well in writing will be able to do well in other skills also (Rao, 2019). Since writing is the most important skill for the English language learners to get advancement in their academic career, the teachers of English have to help their learners to acquire all the skills in improving their writing skills.

Writing strengthens students' learning, encourages creative thinking and reflecting on the English language in their academic (Rao, 2007). Writing requires knowledge and focused thought. In order to write, students must have something to say. Therefore, students must acquire and present content when they write. However, students do not merely express knowledge by writing, they also discover knowledge. Writing is inherently

an integrative process, combining the total intellectual capacities of the writer.

Writing shifts the responsibility for learning away from the teacher and towards the student. A written essay belongs only to the writer, not another student or the teacher. Properly designed assignments require students to not only collect knowledge, but to determine which knowledge to retain, which to discard and how to present it.

Undoubtedly, writing enhances critical thinking. The primary goal of education should be to help students develop the ability to make well-informed, well-reasoned decisions and to act responsibly. Responsible decision-making requires practicing the skills of acquiring, evaluating, and using information for the purpose of identifying courses of action and predicting their possible consequences. Lessons that emphasize writing can contribute significantly to achievement of this goal (Zimmerman, 2007).

Writing Challenges

Writing is considered the most difficult skill among the four skills and the learners need to spend more time to practice it. Whatever ideas the learners get into their mind, immediately they have to note them down and later organize these ideas whenever they wish to write something. As there is no correspondence between the spelling and pronunciation of the English, the learners get confused in writing the correct spelling of the words. Moreover, the learners need to organize all the points in a systematic way when they aim at writing a good text Rao (2019).

The learners find it difficult to produce well when they are given certain tasks in writing. There are several reasons why students have problem with written communication skills. Such as the use of old fashioned methods by the teachers, lack of proper motivation, large crowded classrooms, lack of facilities and learners' attitude towards learning (Hidayati, 2018). The teachers have to change their methods of teaching, use innovative techniques and involve students in pair or group work to develop the students' writing.

McKinley (2013) described writing as a difficult and sophisticated process to learn. Achieving mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in ideas and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter. Boscolo & Hidi (2006) pointed out the complexity of writing due to various processes such as

metacognitive and cognitive. This activity demands mastering different types of knowledge.

Learners face many difficulties at the initial stages. It is due to the complexity of structure, vocabulary, semantics, and grammar. Writing is widely acknowledged as an “intricate” and complex task as well as the most difficult of the language abilities to acquire as a means of communicating and a tool of learning a language Li (2012). Therefore, almost all EFL learners often find writing a daunting task owing to its complexity compared to the other three language skills, and it is widely acknowledged that the effect of teaching writing has long been inefficient and time-consuming.

Perhaps this phenomenon is linked, mainly, to the difficulty of writing itself as a linguistic skill, in addition to its cognitive aspect. The writer has two major problems, how to find ideas and how to put them in words into a paper.

Studies Related to Developing the Writing Skills

Due to the importance of writing skills, a number of studies were conducted to develop writing skills through various programs. Herlinawati, et al. (2020) investigated the effect of corrective feedback on Indonesian students' writing accuracy. The sample of this study was randomly divided into two experimental groups; corrective feedback (CF) group (N=15), and non- grammatical feedback (NGF) group (N=18). The methods used were a true experiment with a pretest- posttest-delayed posttest design was employed to address the research questions and a two- way ANOVA to examine. EFL writing teacher is suggested to accommodate the integrated teaching of grammatical features in a communicative context. The findings of the study provided fruitful insight into the efficacy of corrective feedback in helping students to improve their writing in terms of grammatical accuracy.

Rassaei (2019) studied the effects of dynamic and non- dynamic corrective feedback on EFL writing accuracy during dyadic and small group interactions. Dynamic feedback was operationalized in terms of graduated assistance which is tailored to learners' zone of proximal development (ZPD). Non- dynamic feedback, on the other hand, was operationalized as explicit corrections with no concern for learners' ZPD. 96 EFL learners were assigned into two experimental groups as well as a control one. Half of the participants in each treatment condition received corrective feedback in groups of four and the other half received feedback on their errors during dyadic interactions with an instructor. The results obtained from two

dependent measures, a writing test and an error identification test, revealed that dynamic feedback was more effective than explicit corrections for writing accuracy. Moreover, the findings revealed that dynamic feedback was more effective when provided to a group of learners than when provided to a single learner during dyadic interactions.

Tai et al. (2015) compared the effects of the combination of teacher feedback and peer review on EFL students' online writing performance. The participants were 107 undergraduate students majoring in nursing in Southern Taiwan. Students were randomly assigned to a control group (n=53) and an experimental group (n= 54). Learners were randomly assigned into 14 groups, each consisting of three or four members. Quasi-experimental study consisted of pretest- posttest group design. The results revealed that the students in the teacher feedback and peer review group demonstrated greater improvements than those who received only teacher feedback in terms of holistic writing skills and the subscales of content, organization, grammar, mechanics, and style.

Cheng (2012) explored the effectiveness of using Twitter to EFL writing for Taiwanese college students. In Twitter, learners used social collaboration, peer- modeling and a peer- monitoring process. Twitter, a micro blogging social network website, provides learners an asynchronous platform and facilitates motivation for discussion. Participants were randomly assigned to two equal- size groups: a Twitter and non- Twitter group, they completed pretests and posttests to asses writing. During this two month investigation, both of the groups experienced the same learning materials and teaching methods, but the non- Twitter group engaged in free-writing activities while the Twitter group used Twitter for major course writing exercises. The results of the writing scores from the pretest to posttest in each group were significantly different in favor of the Twitter group.

Online Collaboration

The new generation of the students seems to be digital natives feeling quite comfortable using technological devices and tools, especially when it comes to social networks, blogs, and Wikis (Jabbari, et al., 2017). Among the many evolving approaches, technology enhanced collaborative tools have taken writing instruction into new and exciting era. Collaborative writing refers to an activity where there is a shared and negotiated decision-making process and a shared responsibility for the production of a single text (Storch, 2013).

Collaborative technology evolves students' use of technology for learning to change, and teachers' use of technology (as they guide learning) needs to change as well. Teachers note increased opportunities for flexibility in the composing and writing process, opportunities for simultaneous many-to-many writing in varied locations and time, and increased attention to the collaborative process. All writers have access to revision histories and clear indications of which changes were made by whom. Educators can now monitor students' writing in real-time from a distance (e.g. through a Wiki or web based word processing), in addition to having increased opportunities for data-driven decision making in the classroom (Bikowski & Vithanage, 2016).

Importance of Online Collaboration

Collaboration is a platform with plenty of benefits for students such as making use of a fruitful combination of knowledge and skills. Nnene et al. (2019) showed that Collaborative learning has many advantages. Among these are:

- Creation of environment of active involved exploratory learning.
- Development of interpersonal relationship by establishing an atmosphere of cooperation.
- Promotion of student-student and teacher-student interactions. This stimulates critical thinking among students and helps in clarification of ideas.
- It encourages acknowledgement of individual differences.
- Provides more opportunities for personal feedback.
- Promotes more heterogeneous relationship and celebration of diversity.

Online collaborative learning can lead to deep academic learning or transformative learning. The asynchronous and recorded affordances of online learning more than compensate for the lack of physical aspects of face to face discussions. Online collaborative learning as a result can also directly support the development of a range of high level intellectual skills, such as critical thinking, analytical thinking, synthesis, and evaluation, which are key requirements for learners in a digital age (Bates, 2015).

Collaborative writing, or pair writing, can lead to increased critical thinking, understanding of audience, motivation, and ownership as students are able to better understand discourse structures, grammar, and vocabulary usage. Collaboration can also help students improve their writing in content,

organization, and vocabulary over individual writing. Collaborative writing can ultimately lead to higher quality writing (Shehadeh, 2011).

Another benefit of online collaboration is the increased involvement in the writing process. Online collaborative writing tasks require students to brainstorm, plan and later edit their writing. Collaborative writing leads to increasing critical thinking that allows them to reflect upon their writing in a different manner and understand areas of development. Also, collaborative writing allows for opportunities to build confidence, as editing is done by the group for the group (Bikowski& Vithanage, 2016).

DWCF

DWCF was designed to help learners improve the accuracy of writing by ensuring that instruction, practice, and feedback are manageable, meaningful, timely, and constant. DWCF can be implemented using a comprehensive coding system that addresses all major errors categories (Hartshorn& Evans, 2012). In the DWCF approach, a teacher codes errors, but typically leaves the students to revise on their own. Students also track their errors across the term, helping them see areas that require further attention as well as improvement, which may, in turn, lead to increased automatization of accurate language production (DeKeyser, 2001).

In DWCF, students gain practice in revision using their own authentic texts that may result in increased accuracy. DWCF includes codes for specific error types that may remind students of their prior knowledge and thus may help reinforce grammar rules (Kurzer, 2017).

The growth of DWCF, was designed, developed and refined by Evans years prior to Bitchener and Knoch's article in 2010. However, it wasn't given official recognition in the academic world until researched, tested and given a name in Hartshorn's dissertation (Hartshorn, 2008; Lee, 2009). As a part of its development, DWCF was used in applied grammar classes with the purpose of improving academic writing. Presently, there are many schools which implement advanced writing courses with the objective of helping learners prepare for writing in academic environments. If instructors were to accept one simple perspective regarding academic level writing, which has become part of DWCF's core, it could have a large impact on how they approach instruction in the classroom (Shelly, 2014).

Principles of DWCF

Based on the need for practice that is both frequent and authentic, the term DWCF can be used, which has two essential elements: feedback that reflects what the individual learners needs most and a principle

approach to pedagogy that ensure that writing task and feedback are meaningful, timely, and manageable (Harston, et al., 2010).

DWCF depends on four main principles, insisting that this method be meaningful, timely, constant, and manageable. The element of feedback being meaningful is based on the learner's ability to understand and utilize the feedback given. If the learner either doesn't understand the feedback or doesn't use it to further his learning, the feedback becomes meaningless. They suggested that the symbols used to refer to the errors should be clearly explained. If students cannot understand what the teacher means by the symbols he or she writes, it would be difficult for the students to recognize the error. They suggested that the best way of giving feedback is through continued repeated feedback (Altamimi, 2014).

Studies Related to Online Collaboration Writing with DWCF

Due to the importance of writing skills and the importance of using different techniques, internet and technology, a number of studies were conducted to develop writing skills through various technologies and programs:

Choi, et al. (2020) compared the effects of direct and indirect synchronous written corrective feedback during collaborative writing tasks. The study was conducted during an existing beginning level Korean course focused on textbook units over six weeks. Fifty- three learners of Korean were assigned to one of three conditions: no feedback, indirect SWCF, and direct SWCF. All students completed a pretest, two collaborative writing tasks, a posttest, and a survey for each unit. The findings of the study were discussed in light of effective ways to implement collaborative writing tasks as well as the provision of SWCF. The findings indicated that direct SWCF was more useful in helping students produce accurate writing, but both feedback types were effective in promoting learning of new linguistic features through collaborative writing.

Luquin& Mayo (2020) examined the effect of collaborative writing and feedback in developing primary EFL students' writing performance. The aim of the study was to analyze what EFL primary school children noticed and incorporated during a three- stage task collaboration activities-grammar, lexical, and content-. The participants were 12 children (11-12 years old) divided into a treatment group, which received a model, and a control group, which self- edited their texts, a pre- test and post- test was run. The findings showed that there is statistically significant difference between the treatment group and control group in favor of the treatment group. Significant

differences were also found regarding lexical, grammar, content in favor of the treatment group.

Uzun& Koksak (2020) conducted a study to find out if direct or indirect corrective feedback through collaborative writing task is more beneficial or not. The participants of the study were twenty eight students in the English preparatory year of an engineering department at a public university in Turkey. The students were divided into six groups for a collaborative writing task. Following the completion of the task, three groups were provided with direct written feedback while the remaining three were given its indirect counterpart. Evaluation data was collected through semi- structured teacher observations, voice records of participant discussions and responses to guided reflection questions. The findings revealed that both types of written corrective feedback could be beneficial for the participants, however, indirect feedback was more suitable for classroom use since it also necessitated direct feedback for final drafts.

Gharehbagh et al. (2019) aimed to focus on the effects of written corrective feedback using Wikis among ESL learners. 14 of non- Malaysian students in a language school in Kuala Lumpur were asked to provide feedback and comments on their peers' essays on a Wiki platform using a correction checklist provided to them. A quasi- experimental design was utilized. Students' pre and post- test was used and its scores were compared. The results showed a significant improvement in component of content, organization, Language use and vocabulary. Comments by peers and their teacher through the platform of Wiki increased students' enthusiasm, heightened on writing accuracy and this increased the overall quality of their final essay.

Pilot Study

The researcher conducted a pilot study to a group of EFL secondary students (n=30) to investigate their mastery of the writing skill. A writing test was administered to EFL secondary students to determine their current level in writing. Results are shown in the following table:

Table (1): Results of Secondary School Students' Writing Test:

| N | Total | Minimum Score | Maximum Score | Mean | Std. Deviation | |
|----------|--------------|----------------------|----------------------|-------------|-----------------------|--------|
| 30 | 20 | 6 | 16 | 9.6 | 3.21 | 33.52% |

Results shows that the mean score of the students on the writing test is below average (m=9.6& = 33.52%) which indicate the students' low level in writing skills. These results point to a need for developing secondary

students' EFL writing skills in English. A way to do this is through using online collaboration activities with dynamic written feedback to develop students' writing skill.

Statement of the Problem

Based on reviewing the related literature, the pilot study and the researcher's experience as an EFL teacher for 10 years, the problem of the research can be stated as follows:

First year secondary school students' performance in writing needs improvement. Students' writing lacks organization (writing adequate topic sentence and support sentences in a logical order and sequence with a suitable conclusion), content (presenting enough, accurate details and relevant information), correct language (using correct grammar, spelling, different sentence structures, accurate word choice and vocab.), and proper use of mechanics (using correct capitalization, punctuation). The lack of these skills may lead to their disengagement in learning and performing the written expression.

Questions of the Research

The present research attempts to answer the main following question.

"To what extent will dynamic written corrective feedback through online collaboration activities be effective in developing EFL secondary students' writing skills?"

This main question will be divided into the following sub-questions

- 1- How will online collaboration instruction and DWCF be implemented?
- 2- What is the effectiveness of online collaboration and DWCF in enhancing the identified writing skills in English?

Purpose of the Research

The research aimed at:

1. Preparing online collaboration activities to enhance the writing skills of the first secondary stage students.
2. Presenting the new instruction DWCF to develop the writing skills of the first secondary stage students.
3. Examining the effectiveness of Dynamic Written Feedback through online collaboration activities in developing the writing skills of first year secondary stage students.

Significance of the Research

It was hoped that the present research would contribute to:

1. Directing the attention of EFL researchers, teachers, learners, course designer and language specialists to the importance of using DWCF during online collaboration activities to develop the writing skills.
2. Reducing students' difficulties in writing throughout the implementation of online collaboration activities and dynamic written corrective feedback.
3. Preparing a Teacher's guide that contains online collaboration activities.
4. Paving the way for further studies to use online collaboration activities to develop other language skills.

Hypotheses of the Study

1. There is a statistically significant difference at the .05 level between the mean score of the experimental group and that of the control group on the writing performance posttest in favor of the experimental group.
2. There is a statistically significant difference at the .05 level between the mean score of the experimental group on the writing performance pre and posttest in favor of the post test.

Methodology

Methodology of the current research comprises the sample, instruments, design, and the procedures followed to carry out the study.

Participants

The participants of the research consisted of first year EFL students at Kafr Ghanam Secondary School whose total number come to be sixty. One class of 30 students comprises the experimental group and receives DWCF through collaboration activities. The other class of 30 students serves as a control group and receives only traditional teaching.

Instruments

The present research made use of the following instruments, which were developed by the researcher and validated by the jury members:

1. An EFL writing skill test
2. A rubric for first year secondary stage students' writing skills.

Definitions of terms

Online Collaboration

For the purpose of this research, online collaboration was defined as using online activities to enhance students' writing skills by engaging them

to write, reducing stress in writing, and cultivating positive attitude towards writing. Students have opportunities to review homework assignment, collaborate, and share ideas through pair and group work, plan and complete group projects, and write essays, emails, blogs, and short stories.

Dynamic Written Corrective Feedback

The researcher defines DWCF as a flexible instruction to be used in teaching writing, where the role of the teacher is to act as a facilitator through correcting their own errors directly and indirectly. Teacher can use DWCF to help students understand their learning content and help them improve their academic skills.

Writing Skill

For this research, the researcher defined writing as the students' ability to write their ideas in a clear and organized way, using correct sentence structure, grammar, word choice, and mechanics of writing.

Results and Discussion

The results of the research are statistically analyzed in terms of its hypotheses and they are discussed in the light of the theoretical background and related studies. Research results were reported as follows:

Verifying the first hypothesis

Table (1)

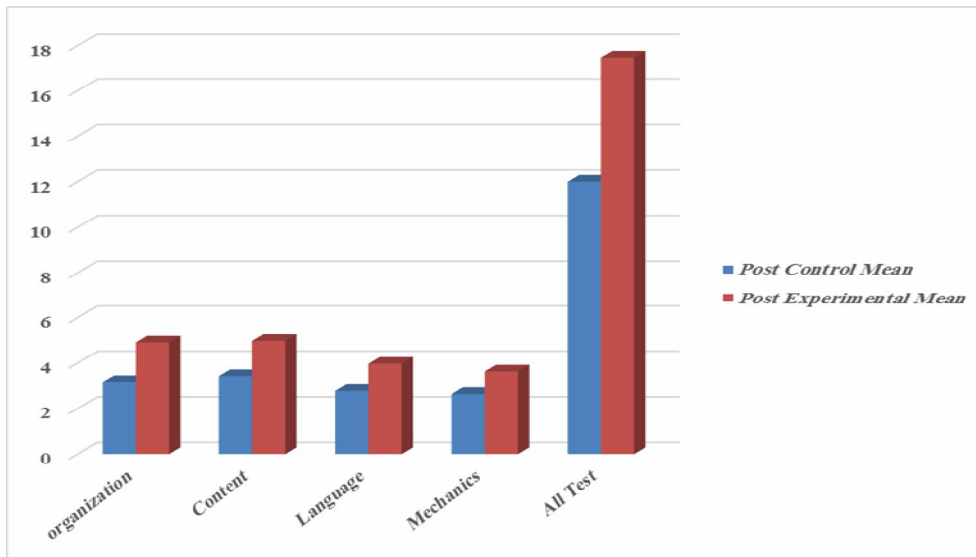
Comparing the writing performance of the control and the experimental groups on the EFL writing skills post test

| Sub- Skills | The group | N.of cases | Mean | S.D | df | t.Value | Sig. |
|---------------------|------------------|-------------------|-------------|------------|-----------|----------------|--------------|
| Organization | Control | 30 | 3.16 | 1.49 | 58 | -4.23 | 0.01 Sig. |
| | Experimental | 30 | 4.90 | 1.67 | | | |
| Content | Control | 30 | 3.43 | 1.34 | | -3.94 | 0.01 Sig. |
| | Experimental | 30 | 4.96 | 1.65 | | | |
| Language | Control | 30 | 2.76 | 1.43 | | -2.85 | 0.01 Sig. |
| | Experimental | 30 | 3.96 | 1.79 | | | |
| Mechanics | Control | 30 | 2.63 | 1.45 | | -2.42 | 0.01 Sig. |
| | Experimental | 30 | 3.63 | 1.73 | | | |
| Total Score | Control | 30 | 12.0 | 4.60 | | -3.82 | 0.01 Sig. |
| | Experimental | 30 | 17.4 | 6.34 | | | |

Table (1) reports that there is a statistically significant difference at the .05 level between the mean scores of experimental (6.34) and the control group (4.60) in the post- writing skill test in favor of the experimental group. The estimated t- value for the writing test was significant at 0.01 (df = 58). It can be concluded that the score of the experimental group is better than that of the control group in the EFL post- writing test due to the proposed program. Consequently, the first hypothesis is accepted. This can be illustrated in the following figure

Figure (1)

The mean scores for the experimental and control groups in the post administration on all writing sub-skills and total score of the test



The control group students have learned through the regular way. On the other side, students in the experimental group were more systematic and active in practicing writing skill through Edmodo activities such as (guiding questions, discussion board, videos, attached online websites, assignments, and collaboration work). Edmodo activities helped in creating an innovative and collaborative learning environment.

During using Edmodo, the researcher observed that students were highly active and interactive with Edmodo and with practicing the writing skills. These results are in line with (Uzun& Koksall, 2020; Kim& Emeliyanova, 2019). Some of these studies involved different samples but utilized the same instruments (the EFL pre- post writing test) (Luquin& Mayo (2020); Tai et al. (2015); and Arnold et al. (2009). These studies supported the

results of the study that the online collaboration with DWCF through using Edmodo has an effect in developing students' writing.

Verifying the second hypothesis:

The second hypothesis stated that "There is a statistically significant difference at.05 level between the mean score of the experimental group pre- post administration of the writing test in favor of the post administration".

Table (2)

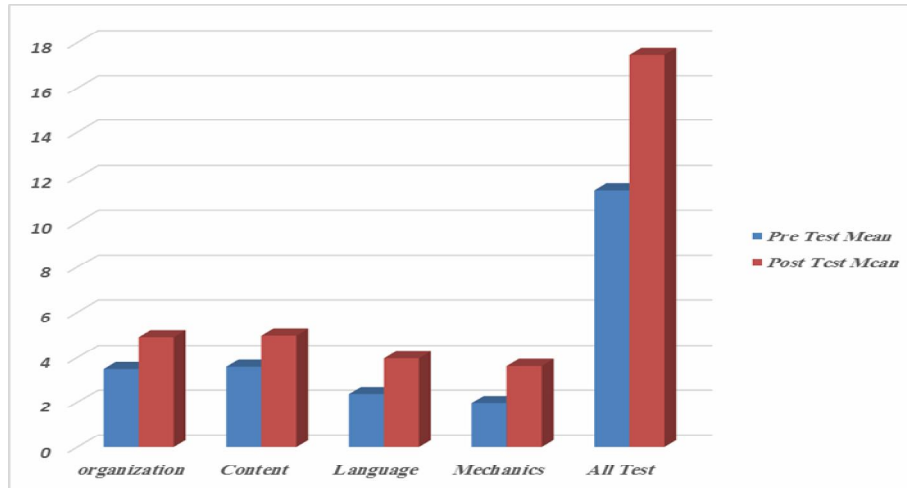
Comparing the writing performance of the experimental group on the pre and post administration of the EFL writing skills test

| Sub- Skills | The group | N.of cases | Mean | S.D | df | t.Value | Sig. |
|-------------------------|-------------|------------|------|------|-------|--------------|--------------|
| <i>organization</i> | pre – test | 30 | 3.50 | 1.87 | 29 | -6.59 | 0.01 Sig. |
| | post – test | 30 | 4.90 | 1.67 | | | |
| <i>Content</i> | pre – test | 30 | 3.60 | 1.58 | | -8.06 | 0.01 Sig. |
| | post – test | 30 | 4.97 | 1.65 | | | |
| <i>Language</i> | pre – test | 30 | 2.36 | 1.25 | | -7.18 | 0.01 Sig. |
| | post – test | 30 | 3.97 | 1.79 | | | |
| <i>Mechanics</i> | pre – test | 30 | 1.96 | 0.86 | | -6.11 | 0.01 Sig. |
| | post – test | 30 | 3.63 | 1.73 | | | |
| <i>Total Test Score</i> | pre – test | 30 | 11.4 | 4.79 | -9.78 | 0.01 Sig. | |
| | post – test | 30 | 17.4 | 6.34 | | | |

Results in table (2) manifest that the estimated t- value is significant at 0.01 level and df = (29). This means that there is a statistically significant difference between the mean score of the pre- post administration of the writing test in the four sub- skills and in the total score in favor of the post-test. These results are matched with the third hypothesis. This means that the online collaboration with the DWCF through using Edmodo has proved to be effective. Practicing writing skill through Edmodo activities such as: guiding questions, discussion boards, videos, attached online websites, assignments, and collaborative work were followed by DWCF. Edmodo activities helped in creating an innovative and collaborative learning environment. This can be illustrated through the following figure:

Figure (2)

The mean scores of the experimental group in the pre- post administration on all writing sub- skills and total score of the test



Results reported above are close to with results in previous studies (i.e. Choi, et al. (2020); Gharehbagh et al. (2019); Rezeqi (2017); Farah (2015); and Gedera (2011)). These previous studies supported the results of the study of the usefulness of both online collaboration and DWCF in enhancing students writing. Using Edmodo as a new experience for the students gave them opportunities to organize and convey their thoughts more quickly. Using Edmodo features helped them to gather new ideas and practice writing actively.

Conclusion

Based on the statistical analysis of the writing skills hypotheses, it was clear that the experimental group students outperformed the control group students in all writing skills, and the *t*- values were highly significant at 0.01 levels. Besides, the experimental group's post test results were much better than the pretest results. These findings indicate that the online collaboration and DWCF proved to be more effective to enhance the participants' writing skills.

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