



**Using Some Online-Collaborative Learning Tools
(Google Docs & Padlet) to Develop Student Teachers'
EFL Creative Writing Skills and Writing Self-Efficacy**

By

Abeer Ali Mahmud Diab

Lecturer of EFL, Department of Curricula,
Instruction and Educational Technology

**Using Some Online-Collaborative Learning Tools (Google Docs & Padlet)
to Develop Student Teachers' EFL Creative Writing
Skills and Writing Self-Efficacy**

By

Abeer Ali Mahmud Diab

Lecturer of EFL, Department of Curricula,
Instruction and Educational Technology

ABSTRACT □

This study aimed at investigating the effectiveness of using Some Online-Collaborative Learning Tools (Google Docs and Padlet) to develop student teachers' EFL creative writing skills and writing self-efficacy. The study followed a pre-post experimental one group design. The participants were 36 second year students enrolled in English Language section, Faculty of Education, Benha University. To determine the most important and required EFL creative writing skills for the participants, a checklist of EFL creative writing skills was developed and validated. A pre-post EFL creative writing skills test and writing self-efficacy scale were prepared. Students were pre-tested, to identify their entry level of EFL creative writing skills and their writing self-efficacy beliefs. Then, they were trained through the suggested online collaboration-based program on how to develop their creative writing skills (fluency, accuracy, flexibility and originality) and the main dimensions of writing self-efficacy and trained adequately through its main three phases (preparation, practice and evaluation). The post-test was applied to the participants to assess the progress in their level of performance in EFL creative writing skills and writing self-efficacy. Findings of the study revealed that there was statistically a significant difference at 0.01 in the pre- and post-assessment of EFL creative writing skills and writing self-efficacy in favour of the post-assessment.

Key words: *Online-Collaborative Learning Tools (Google Docs & Padlet), EFL Creative Writing Skills, Writing Self-Efficacy.*

المستخلص باللغة العربية

إستخدام بعض أدوات التعلم التشاركي عبر الانترنت (مستندات جوجل والحائط الرقمي) لتنمية مهارات الكتابة الإبداعية فى اللغة الانجليزية كلغة اجنبية والكفاءة الذاتية فى الكتابة لدى الطلاب المعلمين يهدف البحث الحالى الى التحقق من مدى فاعلية استخدام بعض ادوات التعلم التشاركي عبر الانترنت (مستندات جوجل والحائط الرقمي Padlet لتنمية مهارات الكتابة الابداعية فى اللغة الانجليزية كلغة اجنبية والكفاءة الذاتية فى الكتابة لدى الطلاب المعلمين بكلية التربية جامعة بنها. استخدمت الباحثة التصميم التجريبي للقياس القبلي- بعدى مجموعة تجريبية. تكونت عينة الدراسة من ستة وثلاثون طالب وطالبة تم اختيارهم من طلاب الفرقة الثانية شعبة اللغة الانجليزية بكلية التربية جامعة بنها فى الفصل الدراسي الثانى للعام الاكاديمى ٢٠١٨/٢٠١٩. تم تحديد المهارات اللازمة لطلاب المعلمين من خلال اعداد قائمة بالمهارات واختبارهم قبلها من خلال اعداد اختبار الكتابة الابداعية فى اللغة الانجليزية كلغة اجنبية ومقياس الكفاءة الذاتية فى الكتابة. قامت الباحثة بتدريب الطلاب من خلال جلسات البرنامج القائم على بعض ادوات التعلم اتشاركي عبر الانترنت وهى مستندات جوجل والحائط الرقمي Padlet لتنمية مهارات الفرعية للكتابة الابداعية (الطلاقة والدقة والمرونة والاصالة) ومحددات ابعاد مقياس الكفاءة الذاتية فى الكتابة وذلك من خلال ثلاث مراحل رئيسية فى البرنامج: مرحلة الاعداد والتدريب ثم مرحلة التقويم. قامت الباحثة بتطبيق ادوات البحث بعديا على عينة الدراسة وقد اسفرت نتائج البحث الى وجود فروق ذات دلالة احصائية بين درجات الطلاب فى القياس القبلي- بعدى للكتابة الابداعية ومقياس الكفاءة الذاتية فى الكتابة لصالح القياس البعدى

الكلمات المفتاحية:

- أدوات التعلم التشاركي عبر الانترنت- مستندات جوجل والحائط الرقمي Padlet
- الكتابة الإبداعية فى اللغة الإنجليزية كلغة اجنبية- الكفاءة الذاتية فى الكتابة.

Introduction:

In language teaching and learning, we need both creative teachers and students in order to increase the level of success and motivation. However, creativity research in foreign language is unfortunately rare, especially in writing context. As a skill, writing is considered to be the most difficult to improve and students have a resistance system towards writing. Many students renounce before starting to write or they delay it as much as possible because writing is taught as a mechanical skill and this causes fatigue, decrease in motivation and failure.

Creativity in language concerns with novelty and originality. Creative writing is directly associated with creativity. It means one's putting his feelings and ideas about a particular topic on paper using imagination freely. Creative writing involves going beyond the ordinary without deviation from the normal values, creating ideas that are different from everyone else's ideas with the help of one's imagination, achieving originality and writing fluently while taking pleasure in the act of composing (Oral, 2012). In the same vein, Marshall (2004) assured that creative writing is characterized by originality and imagination rather than truthfulness or standardization of thoughts. It requires organization, planning and discovery of thoughts, and rejects the restrained thinking.

Rippey (2014) asserted that creative writing is an enabling and inspiring learning activity for EFL learners. EFL students display a natural affinity for creative writing activities. These activities offer language learners an array of distinctive opportunities and enable them to be involved in a process of self-exploration, self-discovery and self-expression. These gains bring benefits to motivation and self-confidence. As a result, the EFL syllabi entered an era in which creative writing and other imaginative language learning and research should be flourished. Everett (2005) indicated that a further role for creative

writing in English: beyond assisting and enabling learning, it can also provide alternative ways of expressing and demonstrating learning.

Developing students' creative writing skills serves as an aid to the acquisition of certain aspects of the language (particularly grammar and vocabulary) and addresses the development of communicative competence. This is because EFL learners should move beyond the beginner stage of acquisition through multiple motivated tasks. (Smith, 2013). Teaching creative writing means encouraging students to write by drawing upon their imagination and other creative processes – may support writing development in all its components (Barbot, Tan, Randi, Donato & Grigorenko, 2012). Moochi, Barasa & Ipara(2013) stated that there are many sub skills of creative writing that the students should practice while writing such as :cohesion and coherence, appropriate adequate structure, fluency and flexibility of thoughts and correct spelling and right punctuation.

Many researchers such as (Donnelly,2009;Ramet, 2007 & Dornyei,2005) asserted that there are many benefits of creative writing in EFL classes. It creates a enjoyable and supportive tone in the classroom. It offers rewards in a motivational manner through the development of group cohesiveness, and makes learning more stimulating and enjoyable as it breaks the monotony of classroom events and increase the attractiveness of tasks through enlisting them as active task participants. Consequently, it builds learners' self-efficacy and confidence through providing encouragement and promoting cooperation among learners

The significance of emotional dimensions in language learning and their positive or negative contribution to success have been studied by scholars in quest of reaching firm conclusions on factors influencing learning despite the elusive nature of psychological aspect (Doğan,2016). EFL learners' self-efficacy played an important role in

English language learning and is usually considered as critical factor affecting their English language proficiency. The concept of self-efficacy was first introduced by Bandura in 1970s. It is defined as learners' confidence in one's ability to complete academic tasks (Bandura, 1997; Pajares, 1996; Zimmerman, 2000)

Rather than creative writing, Self-efficacy- as one of the most influential psychological factors in people's life, plays a major role in identifying goals and accomplishing them. Nevertheless, for a number of people putting these plans into action is not so simple. Self-efficacy beliefs determine how people feel, think, prompt themselves and behave. According to Bandura (1994), people with a strong sense of self-efficacy believe that they can master challenging tasks, assign themselves to their interests and activities and deviate easily from disappointments by heightening and sustaining their efforts facing failure. Such an effective outlook produces personal accomplishments, reduces stress and lowers exposure to depression.

Bandura stated four sources of self-efficacy as; achieving improvement in a task, seeing people similar to oneself succeeded by effort, being encouraged by others in a positive way to overcome self-doubt and emotional states and physical reactions as well as stress levels. People who judge themselves as efficacious in managing potential threats neither fear nor shun them. However, if people's reaction to a challenging task is not adequately strong to overcome its negative impact, it may weaken self-efficacy (Bandura, 1989). When people are dissatisfied with their personal efficacy, they quickly abandon the skills they have been taught. They view threats anxiously and avoid them. Those who lack confidence in their academic skills envision a low grade before they even begin an exam or enroll in a course, which is critical especially at the high school and university levels (Pajares, 2005).

Writing self-efficacy is a strong sense of self-confidence in the writing task . In other words, individuals may feel better to write when

they have self-belief or self-confidence in their capacity to write. They may also be more confident and face with the difficulties with more insistence when doing a writing task. In the self-efficacy discussions, three degrees of efficacy are mentioned: high, mid and low. Those who have a high confidence in the writing ability are considered as people with high self-efficacy or having a positive sense of self when it comes to writing. The classification for the other types are in the same direction. So, the students with high self-efficacy consider the hard writing task as a challenge to accomplish and attempt their best to achieve the task by making creative and imaginative use of their cognitive strategies (Lavelle, 2006). On the contrary, non-self-regulated students in writing don't get involved in learning process and as a result they might be subjected to any kind of sophomoreic knowledge rather than deep knowledge which is needed for high academic accomplishment and success (Zimmerman, 1986).

Theories of collaborative learning are based on the socio-constructivist theory that information is socially generated by communities of people which individuals will get knowledge if they be a part of knowledge communities (Vygotsky, 1978). Thus, learning happens as learners develop their knowledge through collaboration and information sharing in authentic contexts. Vygotsky (1978) asserted that language and culture play essential roles in human collaboration and communication. As a result, the socio-constructivist learning theory is mainly a collaborative learning theory. In education, collaborative learning is seen as a process of peer interaction that's mediated and structured by the teacher or lecturer.

Collaborative learning takes on a variety of forms in an active process including the utilization of technology as a medium and tool. Collaborative learning activities, mainly once sustained by collaborative technology are credited with various benefits. This benefit can be classified into two broad categories; Social benefits and academic

benefits. As within the social benefit, students detect how to deal with emotional aspects, as they have reported feeling of greater inclusion, reduced isolation and describe the increase the engagement and motivation. So in cluster, the similarity of target project needs a equal motivation and confidence to complete the assignment. (Rahayu, 2016)

The previous literature assigned various advantages of collaborative learning. Collaboration among students is an interesting alternative in terms of creating helpful and active learning environments (Suwantarathip & Wichadee, 2014). Through the process of collaborative writing, students are able to distinguish the value of cooperation and learn to be responsive of their contributions to teamwork accomplishment. According to, Firth & Mesureur, 2010, Google docs is a popular collaborative writing tool which is part of a free, web-based software office suite offered by Google within its Google Drive service including a word processor, a spreadsheet, a presentation package and a form designer.

Google Docs provides students a way to publish and share their work (Yamauchi, 2009). Jacobs and Seow (2014) provided an example of using Google Docs with a group of students collaboratively writing a research report. After the students had completed their individual research, they shared their draft in Google Docs so that every student could view the document and had an the same chance to comment or edit the shared document. As they worked mutually on the report, peer interactions were facilitated, and as a result, higher order thinking skills were stimulated.

The ability to share and edit documents between group members constructs collaboration much easier (Chiu,Wang, Popescu, Li & Lau, 2014). Google Docs allows students to share a draft via email or Google Docs, where they can immediately edit and provide and this successively saves them from completely rewriting their drafts (Curtis, 2013). It expunges issues of geographical boundaries, making it easier to work

from any place in the world. The comments in Google Docs promote students to reply to their teachers and peers' comments, thus increasing their motivation (Al-Chibani, 2016). This sharing of experiences in an asymmetric manner until creation of the final product, works to keep the motivation levels of students' high (Mitnik, Recabarren, Nussbaum, & Soto, 2009; Suwantarathip & Wichadee, 2014).

Google docs have captured a prominent place as the most potent collaborative tools that have been widely used in collaborate Projects in EFL/ ESL settings. Seyyedrezaie, Ghonsooly, Shahriari, & Fatemi, in their study conducted in 2016 have consolidated the reality that Google Docs have a significant and incredible contribution to develop EFL writing productivity through collaboration. Moreover, EFL students could be involved in collaborative work with students from all over the world. Using such tools enable students to share their writing productions with their peers and teachers to collaborate on the editing process

Conner (2008) asserted that Google Docs provides an extensive revision history of document edition which can help users to view documents as it appears over a time. An author can choose to revert to an earlier version. The Google Docs application permits access from any personal computer (PC) and facilitates the capacity to work together by offering a report to others as watchers or associates, or by distributing it on the web (Conner, 2008). As Oxnevad (2013) stated that document sharing using Google Docs provide students with opportunities to receive immediate feedback. Meanwhile, learners can collaboratively create online materials that reflect what they have learned previously and their current learning experience by demonstrating associations between their previous knowledge, the course content, and their own encounters.

Google Docs, as an online collaborative writing tool, allows applicants to edit their writings synchronously and collaborate with each other, and has the potential features to be applied in the writing

classroom (Chu, Kennedy, & Mak, 2009). In his study, Hardison (2012) mentioned that Google Docs, as a beneficial tool, helps EFL teachers to inspire students to express their ideas freely and comment on their peers' writing for improvement. Also, the finding of Spinuzzi's (2007) study revealed that the features of Google Doc are suitable for cooperative activities because it provides students with opportunities to see their peers' work and write collaboratively. Moreover, the findings of Blau and Caspi's (2009) study indicated that their students had positive attitude towards writing collaboratively rather than writing individually in an online environment.

EFL teachers can use Google Docs (GD) in developing EFL writing skills for a number of reasons. First, GD enables teachers to check students' progress. Because all the writing occurs online and drafts are saved on students' Gmail accounts, teachers do not have to formally collect the students' drafts (Kessler, Bikowski, & Boggs, 2012). Second, teacher comments and peer feedback are also automatically saved, similar to the Microsoft Word format. Most importantly, dates for each revision, editing, and teacher feedback are saved, and the document is automatically updated (Kim, 2009). Third, it supports collaborative learning by allowing students to share a document to work on a course project and to chat online at the same time in order to negotiate, contributing to the development of the project (Rowe, Bozalek, & Frantz, 2013). GD has some available possible for L2 writing classrooms and offers ways to develop computer-assisted writing instruction.

Seyyedrezaie, Ghonsooly, Shahriari, & Fatemi, (2016) in their study investigated the effect of writing process in Google Docs environment on Iranian EFL learners' writing performance. It also examined students' perceptions towards the effects of Google Docs and their perceived causes of success or failure in writing performance. In this regard, 48 EFL students were chosen based on their IELTS writing test scores. Also, it was revealed that students generally showed positive

attitude towards the implication of Google Docs as a factor leading to success in their writing performance.

Khalil, (2018) in his study attempted to elicit students' responses prior to using Google Applications namely Google Docs (a web-based application allowing for documents to be written, edited, and stored online) and Google Classroom (a web service which enables teachers to create, share, and evaluate assignments within a paperless environment) in their grammar course. The findings of the study suggest that according to the students, Google Applications assist establish a collaborative learning environment since they support teacher-to-student and student-to-student interactions and the majority of the participants prefer using such applications for future courses given that they can benefit from the availability of teacher written feedback and the easy access to course materials.

Yeh, & Chen, (2019) in their study investigated the communication process and attitudes of a group of college students toward collaborative writing using a *Google Docs* app on an English writing course. Online collaborative writing assignments were assigned by the instructor in class. The findings revealed that participants had a generally positive attitude toward the collaborative writing experience. The results are also discussed in terms of learners' peer negotiation strategies and types of discourse functions.

One of the technology that can support learning and teaching activity in the classroom is Padlet (Istianah,2019). Additionally, Padlet reflects the premise of social constructivism, a theory which suggests that learning is realized through social interactions among learners as Pritchard and Woollard (2010) discuss. Padlet contributes to building a virtual classroom community (Zainal, & Deni 2015), as it enables learners to connect and interact. Padlet is a communication platform that supplies learners with the space to engage in discussions and activities of a common interest or purpose.

Padlet is an online board that Byrne (2015) & Shield, (2014) identified it as one of the collaborative research tools that is a free-of-charge service allowing the creation of online pages of shared notes, videos, and documents. Using Padlet in classroom learning enhances the cooperation and collaboration among students, who can access the virtual walls anywhere and anytime. Kaya, (2015) asserted that Padlet is a great place for gathering ideas, sharing them and modifying them later Creating. Both teachers and students can use to convey their thoughts or to post content on the page. Sangeetha, (2016) asserted that it is a virtual wall that allows people to express their thoughts on a common topic easily. It works like an online sheet of paper where people can post any content (e.g. images, videos, documents, text) anywhere on the page. It Encourages creativity among students in order to create, collect ideas, images, and more in an "idea bin"

Algraini, (2014) asserted that instructor can use Padlet to enhance the curiosity of the students in writing class by asking them to do an active learning activity on Padlet. Teacher initiates the lesson by posting a certain topic on Padlet, and then the teacher invites the students to give their attitudes about the topic or answer some questions. Students have to reply the topic that is given by their teacher and post the responds on Padlet. After the students post their opinions or answer some questions on Padlet, teacher can ask the students to comment on their peers' post and get feedback from them.

Regarding education, it has to be stressed that it provides a safe and protected environment for students. Once the instructors sign up for an account with Google, Facebook or email address, and make a new Padlet, they can manage the content of the wall and examine all the member activity by customizing the privacy settings. In other words, a Padlet wall can be secret or private, which signifies that it is not visible in Google search, while the teacher, can set a password and provide the link only to students. Concurrently, teachers can control what learners

write, view, or moderate on the wall and check the material before it is pinned (Zainal, & Deni, 2015), since they can select the kind of the access the participants will have; ranging from reading only to moderating. Last but not least, the word-processing features that Padlet entails eases the writing process since learners can avoid spelling and grammar mistakes while editing their texts (Hyland, 2003).

Using Padlet to improve English writing can control and plan students confident to develop their own writing and to have more enthusiasm for learning language through technology (Wiangsima, 2013). Sign in up for an account will be beneficial for teachers as their can manage their classroom interaction and performance. An email will be sent to notify the teacher each time a student responded to the teacher's wall (Wood, 2016). Additionally, Lestari's (2017) study revealed that learners writing competence was improved, as they practiced sentence and paragraph writing and enriched their vocabulary. In the same vein, Awaludin ,Abd Karim & Mohd Saad, (2017) also mentioned in their study that learners improved their vocabulary independently by reading their friends' posts.

The results from Jabar & Ali's (2016) research pointed out that students' motivation for language learning is increased especially because their Padlets were viewed by their classmates and their work was completed "collaboratively and creatively in a highly enjoyable and stimulating environment". Peer feedback is a crucial factor in raising learners' motivation. On the same ground, Septina (2015) stressed that Padlet increased the learners' motivation towards writing through peer evaluation, while it improved their performance; while DeWitt et al. (2015) found that Padlet raised learners' participation in discussions as it allowed them to experience authentic communication with a real audience, that is, their peers

Moreover, MunirahHaris et al. (2017) state that Padlet integration helped learners to improve their grammar, while Stannard (2015)

highlighted its effectiveness as a tool that facilitates project work, class discussion, and brainstorming. Similarly, Lysunets & Bogoryad (2015) concluded that Padlet is a versatile online interactive tool that boosts learners creativity and enthusiasm in collecting and sharing ideas. Therefore, Padlet can be really useful in the brainstorming stage of assignment writing as learners give their opinions about their classmate's ideas. Their study also stressed that the stage of peer feedback was also facilitated, since learners can freely express their viewpoints by posting their comments. As a result, learners' self-confidence and autonomy in learning are promoted.

Rashid, Yunus, & Wahi, (2019) in their study investigated how collaborative writing in a language course could be enhanced by the use of an interactive on-line tool called Padlet. Eighty-seven participants taking a language course in a public university in Malaysia were involved in the research. The study was aimed to improve language and communication skills, increase motivation, lower anxiety and encourage students to become more autonomous. Padlet could be effectively used in an undergraduate course to facilitate collaborative writing among lower proficiency ESL learners.

In conclusion, it can be concluded that using online collaboration learning tools can be used to develop EFL creative writing , learner motivation, positive performance and their writing self-efficacy dimensions.

2. Context and Statement of the Problem:

In spite of the importance of creative writing skills and writing self -efficacy, second year students enrolled in English language section , Faculty of Education, Benha University lack these skills.

Out of the present study researcher's experience in teaching at the university level, she has observed that second year students enrolled in the English section encounter difficulties in EFL creative writing skills.

They cannot write a good paragraph that contains indicators of creative writing skills (fluency, flexibility, accuracy and originality).

Concerning the Egyptian context, most current Egyptian English language programs do not provide students with opportunities to practice EFL creative writing skills in the communicative context. Previous researchers proved that EFL students face some writing problems. Those problems might hinder their ability to express themselves freely, as they are not interested in the topic that the teacher asks them to write about. They cannot link sentences into a coherent paragraph, nor can they express their thought in a logical and organized way. Moreover, the absence of motivating and self efficacy dimensions in the pre-writing activities that can allow learners to gather adequate ideas and information essential for writing or the lack of appropriate time and attention devoted to developing.(Abdelbary 2016; Abdelrahman, 2017; Elbehery, 2013; Eldoda, 2016; ElHadidy, 2018; Elnagar, 2016; Ibnian, 2009; Ibrahim, 2017; Matar, 2017; Salman, 2018; Zeidan, 2016)

To document the problem of the research, a pilot study was conducted by the researcher to identify the creative writing skills among second year students enrolled in the English language section. The participants were 20 students of the second year enrolled in the English language section, Faculty of Education, Benha University. The pilot study consisted of two tests: an EFL creative writing test adopted from Elbehery, (2013) and EFL writing self-efficacy scale from Erkan,(2013). What weakens the student's paragraph is poor topic sentence, poor support points, and poor related examples. A topic sentence is not effective because it lacks appropriate controlling idea, asks a question, makes an announcement, and is a fragment. The support points are not effective because the writer student leaves out important key words, changes key words, and adds other inappropriate information to them, and combines them with the related examples. The related examples are not effective because they are not discussed one at a time, lack minor

transitional expressions, and do not have specific details to make them lively and convincing. they know the words they want to use, but they do not know how to spell the words correctly students often write sentence in wrong structure (grammatical errors); Moreover, they ignore capitalization and punctuation.

The findings of the pilot study revealed that there is a low level of second year students' creative writing skills and self efficacy, so this research proposes a program based on "OCLT" for developing EFL creative writing skills and self efficacy among second year students enrolled in the English language section at the Faculty of Education, Benha University.

3. Questions of The Study

In an attempt to overcome this problem, the present research attempted to answer the following questions:

- What are the features of the suggested program based on online collaborative learning tools "OCLT" ?
- What is the effectiveness of using online collaborative learning tools for developing the second year student ' EFL creative writing skills?
- What is the effectiveness of using online collaborative learning tools for developing the second year student ' EFL writing self-efficacy?

4. Hypotheses of the Study:

In the light of the review of literature and related studies, the following six hypotheses are formulated:

- 1- There is a statistically significant difference between the mean scores of the participants in the pre- and post-assessment of EFL writing fluency in favour of the post-assessment .

- 2- There is a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL writing flexibility in favour of the post-assessment.
- 3- There is a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL writing accuracy in favour of the post-assessment .
- 4- There is a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL writing originality in favour of the post-assessment .
- 5- There is a statistically significant difference between the participants' mean scores of the in the pre- and post-assessment of overall EFL creative writing skills in favour of the post-assessment.
- 6- There is a statistically significant difference between the participants' mean scores in the pre- and post-assessment of writing self-efficacy in favour of the post-assessment .

5- Methodology of the study

This part of the research sheds the light on the research methodology that has been followed in investigating the effectiveness of using some online collaborative learning tools (OCLT) in developing EFL creative writing skills and writing self-efficacy among second year English language section, Faculty of Education, Benha university. The methodology includes the following points:

- 1- Participants of the study
- 2- Research design
- 3- Instruments and Materials of the study

1) Participants of the study:

The participants of the present study consisted of 36 second year English language section students at Faculty of Education, Benha University during the second semester of the academic year 2018-2019.

2) Design of the study:

The present study is mainly quantitative. Its design is quasi-experimental which is based on manipulating the independent variable and measuring its effectiveness on the dependent variable (Torchin, 2003:29). The experimental one group pre-test and post-test design was used to investigate the effectiveness of using the online collaborative learning tools (OCLT) Based program in developing EFL creative writing skills and writing self -efficacy among second year English language section students at Faculty of Education, Benha University.

3) Instruments of the study:

This study aimed at using some online collaborative learning tools (OCLT) for developing EFL creative writing skills and self-efficacy among second year English language section students at Faculty of Education, Benha University. The following instruments and materials were developed by the present study researcher to fulfill the purpose of the study :

- a) An EFL pre-post creative writing skills test .
- b) An EFL writing self efficacy scale adopted from Erkan,(2013).
- c) The OCLT -based program

A) EFL Creative Writing Test:(pre-post test)

The EFL creative writing skills test was developed by the present study researcher. The test has four parts, each part was developed to measure one of the intended skills (fluency, flexibility, accuracy and originality).The first part focused on assessing the fluency skills and the students are required to generate as many related ideas as possible, then choose two of these ideas and write a paragraph. The second part focused on assessing flexibility in which , students are required to restate a paragraph on his own . The third part focused on the accuracy

indicators, where students were required to paragraph that contains some errors (spelling, grammar, vocabulary, and punctuation), identify these errors and correct them. Then the final part of the test assessed students' originality in ideas. in which students were required to **solve a specific problem with a unique solutions.**

Piloting and scoring the EFL Creative Writing Skills Test:

The EFL creative writing skills test was administered to a pilot sample of 30 second year English language section students at Faculty of Education, Benha University to investigate: (1) clarity of instructions; (2) suitability of the language level to the sample; (3) comprehensibility of test items and to make sure that the questions were understood by students and to allocate the time required for responding to the test different sections. No problems were reported with clarity and comprehensibility. Regarding time allocation, the researcher calculated the mean time spent by the first and the last learner to complete the test . The section appropriate time was about 15 minutes for each one (one hour).The test was assessed by using a rubric designed by the researcher. It consisted of four parts. Each of the these four dimensions consisted of a four point rating system, so that the range of the scores would be from four to sixteen.

Validity of the EFL Creative Writing Skills Test :

To estimate the **face validity**, the EFL creative writing skills test was submitted to 5 jury members in TEFL (**Appendix A**). They were asked to express their opinions regarding the clarity , the difficulty level and length of the test, and how far each item measures the skill intended to measure. The jury members reported the appropriateness of the test items to the skills to be measured. Suitability of the test to students' academic level was reported. Clarity of the test instructions and questions and representation of the targeted skills were also reported. For the final form, see **Appendix (B)**.

In order to estimate the **construct validity** of the EFL creative writing skills test, the correlation coefficient was calculated between the total score for each dimension of the four parts of the test and the total score of the whole test by using the Statistical Package for Social Science software (SPSS) version 18. The correlation coefficient and the significance level are presented in table (1).

Table (1) :The Construct validity of the EFL creative writing skills test

Test Dimensions	Correlation Coefficient	Level of Significance
Fluency	.76	0.01
Flexibility	.78	0.01
Accuracy	.72	0.01
Originality	.75	0.01

According to this table, the correlation coefficient for the EFL creative writing skills test was statistically significant at 0.01 for the four parts of the test. Therefore, the test was internally consistent and valid.

Reliability of The EFL creative writing Skills Test :

For estimating the reliability of The EFL creative writing skills test, the researcher used the test-retest method. The test was administered to a random sample of second year English language section students at Faculty of Education, Benha University, (n=30). The test was administered again to the same group after two weeks. The Pearson correlation coefficient between the two administrations was 0.81 which is statistically significant at 0.01.

B) EFL Writing Self-Efficacy Scale:

The researcher adopted Erkan (2013) self-efficacy Scale. Based on the self-efficacy construct proposed by Bandura (1977), Erkan developed a 21-item writing self-efficacy scale to determine the strength of participants' belief in their writing ability before and after the

intervention (**Appendix C**). This questionnaire required individuals to rate their confidence in writing English-language compositions. There is no right answer for any statement. The best answer is what they see. Items are statements to which students' responses are (1= I cannot do it at all , 2 = I can't do it well , 3 = I can do it, 4 = I can do it very well).

Based on its robust psychometric properties, the scale was deemed a reliable and valid tool for assessing self-efficacy in foreign-language writing. The 21 items in the scale were divided into subscales that probed student's beliefs about different elements of writing skill. Five items focused on ability to provide the *content* requested for a composition, five focused on ability to *design* a composition, five focused on ability to create a *unified* composition, four focused on *accuracy* of the composition, and two focused on ability to *punctuate* correctly.

The writing-efficacy scale was administered to all 36 subjects prior to and after the intervention in order to track changes in students' self-beliefs about writing in English.

The Validity of The EFL Writing Self-Efficacy Scale:

To estimate the Writing Self-efficacy scale validity, the clarity of items and the suitability of the scale items to the students' level and background, the scale was submitted to five Jury members . Some changes to some items that not related to students have been modified . The jury members asserted that the test items were valid.

The Reliability of The EFL Writing Self-Efficacy Scale:

The scale was piloted on a random sample of second year, English language section, Faculty of Education, Benha University (n= 30) during the first semester of the academic year (2018-2019). Then, the scale was administered again to the same group after two weeks . The Pearson correlation coefficient between the two administrations was .802 which is statistically significant at 0.01. This means that the scale is reliable.

C) The suggested OCLT -based program:

The **OCLT -based program** was developed to enhance EFL creative writing skills and self-efficacy of second year students enrolled in English language section at Benha Faculty of Education and providing them with some theoretical knowledge about EFL creative writing skills (**fluency, flexibility, accuracy and originality**) and dimensions of writing self-efficacy and how to practice them to the mastery level of acquiring them (**See Appendix D**)

a) Objectives of the program:

The **OCLT -based program** was developed to enhance EFL creative writing skills and writing self-efficacy of second year students enrolled in English language section ,Faculty of Education at Benha University.

The researcher used diversity of activities and tasks through the sessions to enable the participants accomplish the program objectives . By the end of the program, students will be able to :

- Memorize the importance of OCLT in general and in language learning in particular .
- Acquire the importance of EFL creative writing skills and self-efficacy to them as English language learners .
- Develop the creative writing sub-skills (fluency, flexibility, accuracy and originality)
- Enhance students' writing self-efficacy dimensions and motivation by actively promoting learner autonomy .
- Make learning more stimulating and enjoyable by breaking the monotony of classroom events.

b) Content of the Program:

The program included EFL creative writing skills and self-efficacy activities and tasks that were suitable for second year students, English section, Faculty of Education, at Benha University and adopted

from various sources such as : Craig,(2012); Disney – (٢٠١٤); Everett, (2005).; Harmer,(2007) and Temizkan, (2011).

Description and Framework of the program:

The program consisted of 15 sessions. The first two were orientation sessions about online collaboration learning tools used in the program, the sub-skills of EFL creative writing skills and self-efficacy and the importance of this skill to the study sample. The rest sessions were instructional ones through which the EFL creative writing skills were practiced (fluency, flexibility, accuracy and originality). Moreover, there were two sessions for revision. Each one of the revisions session was practiced and presented after the total practice of its skill, as a kind of formative assessment for the program. (See Appendix D)

Table 7. The OCLT -Based Program framework

Session& Date	Objectives	Materials	Duration
Pre-test session	Pre-test of EFL creative writing test and self-efficacy scale	Handouts	120 minutes
Session One Goal Setting & Introduction	<ol style="list-style-type: none"> 1- know what is meant by (OCLT) and its strategies, goals, bases and why it is important for them. 2- Know the importance of EFL creative writing skills 	<ul style="list-style-type: none"> ▪ Students' handouts of session (1) ▪ PowerPoint Presentation 	90 minutes
Session Two Goals Setting& Introduction (2)	<ol style="list-style-type: none"> 1- Acquire the creative writing sub-skills (fluency, flexibility, accuracy and originality) 2- Identify the importance of acquiring of self-efficacy dimensions 	<ul style="list-style-type: none"> ▪ PowerPoint Presentatio ▪ Students' handouts ▪ Internet access and Laptop 	90 minutes

Session& Date	Objectives	Materials	Duration
Session three (Fluency) 1	1- Develop their ability to generate a large number of ideas 2- Express the meaning with different word groups.	<ul style="list-style-type: none"> ▪ PowerPointPr esentatio. ▪ Students' handouts ▪ Internet access and Laptop 	90 minutes
Session Four (fluency) 2	1- use different sentences and vocabulary to express the meaning.	<ul style="list-style-type: none"> ▪ PowerPointPr esentatio. ▪ Students handouts ▪ Internet access and Laptop 	90 minutes
Session Five (fluency 3)	1- use transition words properly to show the logical sequence of related ideas. 2- write a coherent paragraphs through means of coherence techniques.	<ul style="list-style-type: none"> ▪ PowerPoint Presentatio ▪ Students' handouts. ▪ Internet access and Laptop 	90 minutes
Session Six (flexibility 1)	1- develop their ability to generate flow of ideas in different ways 2- Express others' ideas on his/her own words	<ul style="list-style-type: none"> ▪ Students' handouts ▪ PowerPointPr esentatio. ▪ Internet access and Laptop 	90 minutes
Session seven (Flexibility 2)	1- Use different linguistic patterns. 2- Develop their ability to create different aspects of language independently	<ul style="list-style-type: none"> ▪ Students' handouts ▪ PowerPointPr esentatio. ▪ Internet access and Laptop 	90 minutes
Session Eight (Flexibility 3)	1- develop their ability to change their point of view and redefining problems by making concrete and abstract ideas when necessary.	<ul style="list-style-type: none"> ▪ Students' handouts ▪ PowerPointPres entatio. ▪ Internet access and Laptop 	90 minutes

Session& Date	Objectives	Materials	Duration
Session Nine (Accuracy 1)	1- Develop their writing without errors grammar , structure, punctuation and capitalization.	<ul style="list-style-type: none"> ▪ Students' handouts of unit nine ▪ PowerPoint Presentation. 	90 minutes
Session Ten (Accuracy 2)	1- use grammar correctly and sentence structure.	<ul style="list-style-type: none"> ▪ Students' handouts ▪ Internet access and Laptop 	90 minutes
Session Eleven (Accuracy 3)	1- Use appropriate and precise word choice.	<ul style="list-style-type: none"> ▪ Students' handouts ▪ Internet access and Laptop 	90 minutes
Session Twelve (Originality 1)	1- generate a truly unique ideas or unexpected ideas	<ul style="list-style-type: none"> ▪ students' handouts ▪ Internet access and Laptop ▪ PowerPoint Presentation 	60 minutes
Session Thirteen (Originality 2)	1- Write imaginative ideas from different points of view	<ul style="list-style-type: none"> ▪ students' handouts ▪ PowerPointPr esentation ▪ Internet access and Laptop 	90 minutes
Session Fourteen (Originality 3)	1- compose a short story with a suitable title (introductory paragraph of the story, topic of the short story and ending paragraph for the short story	<ol style="list-style-type: none"> 1- students' handouts 2- PowerPoint Presentatio. 3- Internet access and Laptop 	90 minutes
Session Fifteen (Revision)	Revision on EFL Creative writing skills sessions	<ul style="list-style-type: none"> ▪ students handouts ▪ PowerPoint Presentatio. 	90 minutes
Session (post-assessment)	Post-assessment of EFL creative writing test and writing self-efficacy scale	<ul style="list-style-type: none"> ▪ Internet access and Laptop 	60 minutes

Implementation of the Program:

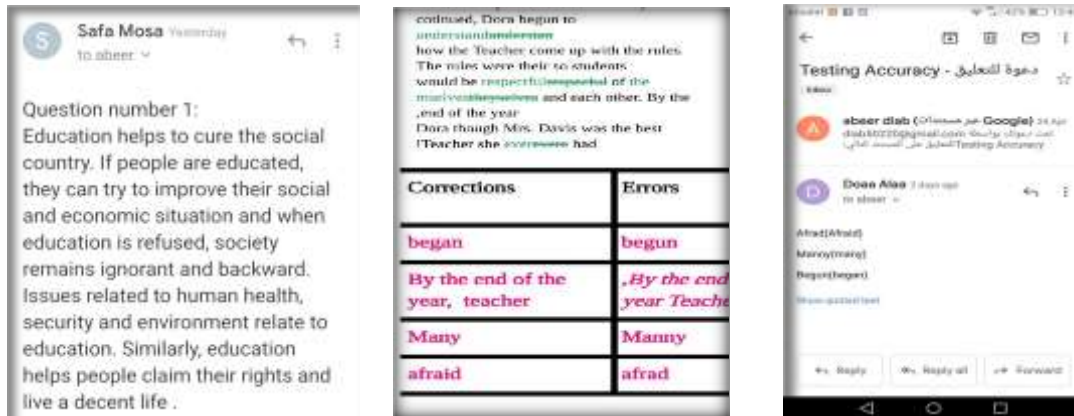
The present study was conducted among 36 second year students ,English section , Faculty of Education at Benha University during the second academic year of 2018–2019. The program goes through certain steps as follows:

- The study was carried out following several, systematic stages with the tasks performed by the instructor and the students in each stage. At the first stage, the students were informed of the purpose of sessions as part of assessment of their performance in EFL creative writing that should be done in pairs. They were also informed of the purpose of Google Docs and Padlet implementation . The preparation stage starts from the previous meeting. First, the lecturer informed the students that they will use the Google Docs for their next meeting. In accessing Google Docs students should create a Google account first because Google Docs is a part of Google. In creating Google account students need computer with Internet connection. Second, students have to open web page <https://accounts.google.com> and then enter the username, password



- The second stage involved training the learners on how to use Google Docs for group writing and editing as well as instructing them on how to search and download research papers from the Google Scholar. At the pre-writing stage, each pair of the students had to select three articles in one specific research topic in the area of EFL language acquisition and learning and teaching. They also summarized them by

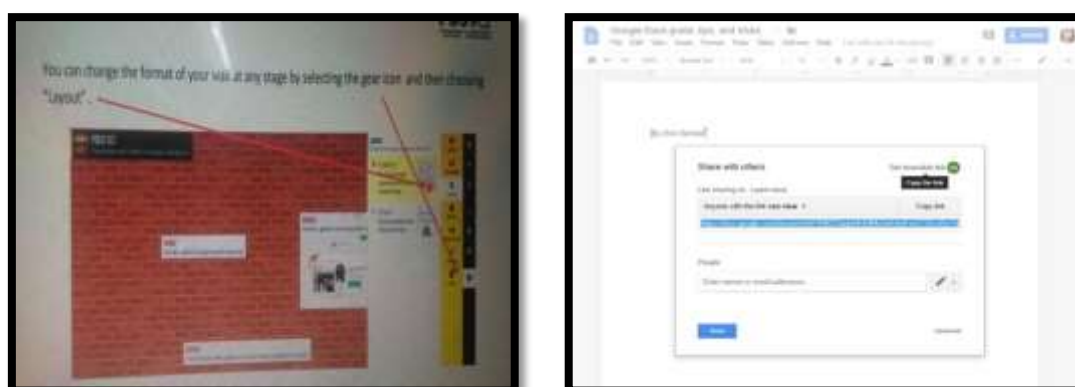
writing notes and then planning the structure of their paragraphs to write their first draft. During this stage, the instructor also provided them with a sample paragraph and instructed them on the various elements of its parts.



- All aspects of writing can be revised through Padlet and Google docs. There are the aspects of writing content, organization, vocabulary, language use, and mechanics. Moreover, Google Docs and Padlet tracks all the changes and tags each edit with the responsible Google account holder's name. It means that, all of the group members will know who writes, revises, and edits the text in the document. Furthermore, the participants also can do chatting with all of group member. The students just click the **comment** box to chat with others if the students do not agree about other members opinion about ideas of writing. This process is done in this step until the paragraph is considered good enough to be published.
- The researcher created a Padlet wall and invited learners to connect. In the pre-writing stage, the learners have to brainstorm about the places that they will suggest and collect ideas. Participants browsed the internet to pin photos, videos, articles, or other links that are related to the task on the wall. In this way, background schemata and related vocabulary are activated, while the information is pinned for future reference, when they have to write their paragraphs.



- The writing stage involved the learners in each pair in organizing and developing their thoughts, ideas and summaries into first drafts of their reports. This was followed the instructor setting up the Google Docs groups and sharing each group with its respective learners through email. Each pair of students had to upload their first draft of report writing in their Google Docs page. The Google Docs feedback and peer editing sessions started from 15 February to 30 May 2019.



- During this stage, the learners received corrective feedback through Google Docs comments from the instructor and peers. In each pair, the two students received feedback from the instructor and each one provided and received feedback from the other peer. They also had to read the feedback and draft their writing several times by adding, removing, replacing, ordering and correcting errors and issues in their reports till reaching the final version that was read again by the instructor and approved as the last version to be printed out and submitted for assessment. Google Docs had made the efficiency learning time increase

- At this stage, the learners and the instructor were present online for two hours a week (Saturday evening) for feedback and peer editing. However, due to the time restriction of the weekly scheduled sessions, the learners were allowed to work on editing at any other time during the week that suits them. This generated more feedback and multiple drafts and changes to text.
- In the evaluation stage, each group showed their final version of writing to others by using projector in the class. Other group can read the paragraph and see what edits or changes the group has made and who has made the changes. Finally, the researcher assesses the final version of group writing. Once the document has been assessed, it can be published by selecting the “Publish to the Web” option under the “Share” drop-down menu. The document can be accessed and seen by anyone anywhere in the world.
- Participants also expressed their sense of comfort while working on their assignments manuscript under the close supervision of the researcher. According to them, the use of Google Docs and padlet for editing, organizing, and revising their paragraphs creates an anxiety-free environment and boosts their confidence and productivity as a creative writer. Moreover, they tend to be motivated as they experienced new methods and sophisticated platform for writing. Hence, they put more effort in developing their creative writing skills.

6- Findings of the study:

To measure the effectiveness of the OCLT program, the participants were pre-tested and post-tested on the EFL creative writing skills. They were also tested on the EFL pre- and post- writing self-efficacy scale. For comparing the initial and the final mean scores of the participants in the overall EFL creative writing skills and self-efficacy to find whether there was statistically significant difference between them in the pre- and the post-assessment , the researcher used the one sample

T-test, as it is the suitable design of the study treatment. The findings of the study are given below with the hypotheses of the study as follows:

The first hypothesis:

The first hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the pre- and post-assessment of EFL writing fluency skills in favour of the post-assessment ."

For testing this hypothesis, the one sample T-test was used to compare the mean scores of the participants in EFL writing fluency skills on the pre- and the post administration of EFL creative writing test. Table (3) presents the mean scores, standard deviation and level of the significance in the pre- and post-assessment of the EFL writing fluency skills.

Table (3) : T-test differences between the participants' mean scores in the pre- and post-assessment of EFL writing fluency skills .

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
Writing fluency	Pre-	36	7.055	1.452	16.823	35	0.01
	Post-	36	10.277	1.344			

This table shows that the mean scores are **7.055** for the pre-assessment and **10.277** for the post-assessment. The standard deviation (S.D.) is **1.452** for the pre-assessment and **1.344** for the post-assessment. As shown in the Table (8) the first hypothesis was accepted. ", where $t=16.823$, $p<0.01$ which is statistically significant at 0.01.

4.1.2. The second hypothesis:

The second hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the

pre- and post-assessment of EFL writing flexibility skills in favour of the post-assessment ."

For testing this hypothesis, the one sample T-test was used to compare the mean scores of the participants in EFL writing flexibility skills on the pre- and the post administration of EFL creative writing test. Table (4) presents the mean scores, standard deviation and level of the significance in the pre- and post-assessment of the EFL writing flexibility skills.

Table (4) : T-test differences between the participants' mean scores in the pre- and post-assessment of EFL writing flexibility skills .

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
Writing flexibility	Pre-	36	7.277	1.322	10.841	35	0.01
	Post-	36	9.777	.9590			

This table shows that the mean scores are **7.277** for the pre-assessment and **9.777** for the post-assessment. The standard deviation (S.D.) is **1.322** for the pre-assessment and **0.959** for the post-assessment. As shown in the Table (4) the first hypothesis was accepted. ", where $t=10.841$, $p<0.01$ which is statistically significant at 0.01.

4.1.2. The third hypothesis:

The third hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the pre- and post-assessment of EFL writing accuracy skills in favour of the post-assessment ."

For testing this hypothesis, the one sample T-test was used to compare the mean scores of the participants in EFL writing accuracy skills on the pre- and the post administration of EFL creative writing test. Table (5) presents the mean scores, standard deviation and level of

the significance in the pre- and post-assessment of the EFL writing accuracy skills.

Table (5) : T-test differences between the participants' mean scores in the pre- and post-assessment of EFL writing accuracy skills

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
Writing accuracy	Pre-	36	7.861	1.854	7.165	35	0.01
	Post-	36	10.888	2.039			

This table shows that the mean scores are **7.861** for the pre-assessment and **10.888** for the post-assessment. The standard deviation (S.D.) is **1.854** for the pre-assessment and **2.039** for the post-assessment. As shown in the Table (5) the first hypothesis was accepted. ", where $t=7.165$, $p<0.01$ which is statistically significant at 0.01.

4.1.2. The fourth hypothesis:

The fourth hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the pre- and post-assessment of EFL writing originality skills in favour of the post-assessment ."

For testing this hypothesis, the one sample T-test was used to compare the mean scores of the participants in EFL writing originality skills on the pre- and the post administration of EFL creative writing test. Table (6) presents the mean scores, standard deviation and level of the significance in the pre- and post-assessment of the EFL writing originality skills.

Table (6): T-test differences between the participants' mean scores in the pre- and post-assessment of EFL writing originality skills

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
Writing originality	Pre-	36	7.305	1.305	10.273	35	0.01
	Post-	36	9.777	1.607			

This table shows that the mean scores are **7.305** for the pre-assessment and **9.777** for the post-assessment. The standard deviation (S.D.) is **1.305** for the pre-assessment and **1.607** for the post-assessment. As shown in the Table (6) the first hypothesis was accepted. ", where $t=10.273$, $p<0.01$ which is statistically significant at 0.01.

4.1.2. The fifth hypothesis:

The fifth hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the pre- and post-assessment of overall EFL creative writing skills in favour of the post-assessment ."

For testing this hypothesis, the one sample T-test was used to compare the mean scores of the participants in overall EFL creative writing skills on the pre- and the post administration of EFL creative writing test. Table (7) presents the mean scores, standard deviation and level of the significance in the pre- and post-assessment of overall EFL creative writing

Table (7) : T-test differences between the participants' mean scores in the pre- and post-assessment of overall EFL creative writing

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
overall EFL creative writing	Pre-	36	29.500	4.191	17.432	35	0.01
	Post-	36	40.722	3.932			

This table shows that the mean scores are **29.500** for the pre-assessment and **40.722** for the post-assessment. The standard deviation (S.D.) is **4.191** for the pre-assessment and **3.932** for the post-assessment. As shown in the Table (6) the fifth hypothesis was accepted. ", where $t=17.432$, $p<0.01$ which is statistically significant at 0.01.

4.1.2. The sixth hypothesis:

The sixth hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the pre- and post-assessment of overall EFL writing self-efficacy in favour of the post-assessment ."

For testing this hypothesis, the one sample T-test was used to compare the mean scores of the participants in EFL writing self-efficacy on the pre- and the post administration of EFL self-efficacy scale . Table (8) presents the mean scores, standard deviation and level of the significance in the pre- and post-assessment of overall EFL self-efficacy

Table (8) : T-test differences between the participants' mean scores in the pre- and post-assessment of EFL writing self-efficacy

Item	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
EFL writing self-efficacy	Pre-	36	44.361	12.633	9.433	35	0.01
	Post-	36	55.694	13.369			

This table shows that the mean scores are **44.361** for the pre-assessment and **55.694** for the post-assessment. The standard deviation (S.D.) is **12.633** for the pre-assessment and **13.369** for the post-assessment. As shown in the Table (6) the sixth hypothesis was accepted. ", where $t = 9.433$, $p < 0.01$ which is statistically significant at 0.01.

7- Discussion and Interpretation of the Study Findings:

This part is concerned with the interpretation and discussion of the previously mentioned findings tackled in the previous section of the research. The findings are interpreted and discussed in the light of the study hypotheses.

Concerning the first hypothesis, the findings revealed that there was a statistically significant difference between the participants' mean

scores in the pre- and post-assessment of EFL writing fluency skill in favour of the post-assessment as T-value was 16.823 which is significant at 0.01. This means that the participants achieved more improvement in their writing fluency skills. This result confirmed the first hypothesis statistically.

The (OCLT) based program has proved to be effective in developing the participants' EFL writing fluency. This development can be attributed to various factors. The researcher used authentic and comprehensible input to develop students' writing skills. She invoked students' interest and curiosity about the target skill. Getting different kinds of feedback from peers during the writing process was positively received by most of students, and Google Docs makes this process easy. Moreover, through the sessions some students noted that reading and editing others' writing was an even more helpful activity for them than receiving the feedback that was consistent with (Schunn, Godley & DeMartino, 2016).

The findings may be attributed also to Padlet that supports collaborative learning. It was used through the sessions to communicate, brainstorm, and also giving opinions on Padlet group. The participants explained that they used Padet to argue together about a problem and that develops their a critical thinking especially when they learn to write about an interesting topic. In writing improvement, collaborative learning assisted students to enhance writing through project work like giving a picture for students in learning activity and gathering information about it that may develop their fluency in writing skills and generate large numbers of ideas. They gained some ideas for writing an essay after they shared and discussed together with their peers in a flow manner of language accurately to show the reasonable sequence of related ideas.

Concerning the second hypothesis, the findings revealed that there was a statistically significant difference between the participants'

mean scores in the pre- and post-assessment of EFL writing flexibility skill in favour of the post-assessment as T-value was 10.841 which is significant at 0.01. This means that the participants achieved more improvement in their writing flexibility skills. This result confirmed the second hypothesis statistically.

Google Docs developed participants' flexibility in writing as it provides the capacity to leave *Comments* and *Suggestions* in the margins of documents, allowing them to interact more quickly and conveniently than if they were writing on paper or using other word-processing programs. The research showed that these comments and suggestions can be valuable for both the students giving the feedback and the students receiving the feedback. Students develop their ability to generate flow of ideas in different ways and linguistic pattern. They also practiced through the sessions how to have a wide variety of ideas and to practice how to redefine problems by making more concrete and abstract of ideas when necessary.

Throughout the session training, students expressed their appreciation for receiving worth feedback from their peers and asserted that the process of giving comments to others during peer-editing was beneficial for the commenter as well as the original writer (the researcher). When a reciprocal process like this is formed, such as when two students share their individual Google Docs with each other for feedback, both students benefit, that was consistent with Zheng, Lawrence, Warschauer, & Lin, (2015)

Padlet facilitated participants' feedback. Participants revealed that feedback helped them to maximize their potential at different stages of training, increase the awareness of strength for improvement. This is in line with Bijami, Kashaf and Nejad (2013) who asserted that students can learn more about feedback by reading their writing draft and they are aware what makes writing successful and effective to be enriched. Moreover, it means that gaining feedback makes students evaluate and

revise their own writing and their writing ability will be increased directly after getting feedback .

Concerning the third hypothesis, the findings revealed that there was a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL writing accuracy skill in favour of the post-assessment as T-value was 7.165 which is significant at 0.01. This means that the participants achieved more improvement in their writing accuracy skills. This result confirmed the third hypothesis statistically

The present study researcher provides synchronous online feedback during the writing process was more helpful than providing asynchronous feedback in helping students learn how to fix grammar errors. For instance, this type of activity may involve the teacher and student both bringing up the document on each of their screens during class time; the teacher could be giving feedback to the student on the document and the student could be resolving it right away, and the two could be having a verbal conversation about these edits as they take place , that was consistent with Shintani and Aubrey (2016) .

The researcher put down comments in the margins of a document that students can see in real time or read and resolve later. She can also change the document to *Suggesting Mode* and leave colored edits on a document that the students identify their grammar errors and understand the fixes as they edit. Teacher interactions of this nature during the writing process proved helpful for students .

The researcher found out that students tended to have positive perceptions when reading their written work aloud to themselves as a way to check for consistency and view the work in a different way. Although this has not been studied much, Google's *Read & Write* Chrome extension offers a unique opportunity for students to use this strategy with their writing. The *Text-to-Speech* (TTS) function, which reads written work aloud from the device's speakers, could be used by

students to listen to their writing being read to them by the software to help them find errors that they may not have noticed if they had simply read the work over again silently. *Practice Reading Aloud* is a second feature that used by the participants to read their written work aloud into the device's microphone while the Read & Write extension records them. They can later replay this. Google Docs also has a spell-checker tool that takes the writer through each spelling error in a document one at a time and offers suggested corrections.

The researcher noticed that the participants maintain Padlet as a platform to enhance English vocabulary. They declared that Padlet improved vocabulary that they never heard before. This is in line with Solati-Dehkordi & Salehi (2016), who asserted that vocabulary is a key element of English proficiency serving as building for writing. Vocabulary can be described as input and writing is output.

Concerning the fourth hypothesis, the findings revealed that there was a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL writing originality skill in favour of the post-assessment as T-value was 10.273 which is significant at 0.01. This means that the participants achieved more improvement in their writing originality skills. This result confirmed the fourth hypothesis statistically

Google Docs makes the originality in writing available because a student can merely press the "Share" button and type in the names of their peer-editors, who will then instantly have access to the document. In these ways, the researcher establish specific roles for students in order to improve the peer-editing activities and their ability to generate a truly unique ideas or to write a new solution to a specific problem through the sessions' practice writing She also, assigned rotating roles to the participants through the sessions during peer-editing and holds them accountable for their responsibilities as peer-editors in order to achieve the best results.

Regarding Padlet, it provided opportunities to participants and the present study researcher to communicate in a new solution for specific problem whenever they want. When they work together with each other to do different tasks or to chat about a particular topic, unlike face-to-face communication, they have time to think, to correct their mistakes and to equally comment; that is, this can enhance their writing proficiency, originality and composition ability. Moreover, the researcher used authentic writing tasks often involve giving students real-world writing prompts or assignments. This often motivates them to write better, become more cognizant of their mistakes and remind them to fix them, keep them invested in what they are writing.

Concerning the fifth hypothesis, the findings revealed that there was a statistically significant difference between the participants' mean scores in the pre- and post-assessment of overall EFL creative writing skill in favour of the post-assessment as T-value was 17.433 which is significant at 0.01. This means that the participants achieved more improvement in their overall creative writing skills. This result confirmed the fifth hypothesis statistically.

Based on the students' scores from all tests, the content aspect had improved. It was shown by the ability students in developing their creative writing skills and self efficacy. Their idea was relevant with the title. The students' writing was understandable, showed knowledge of subject. The students were able to investigate the idea easily. There was good elaboration in their writing. They could discuss the topic being developed with other students in online way.

Through the sessions of the program, Google Docs allows more than one person to work on a particular document at the same time. The most impressive Google Docs writing support is an integrated research tool that's available right on the page. Useful content specific buttons allowed participants to insert links, images, maps, and citations into a document with the click of a button. Students can narrow a search to find

only images, scholarly information and quotations. This powerful research tool provides students with convenient access to information in manageable chunks that are ready for use. They could find the information to develop their idea from many sources that was consistent with Walsh (2010) & Oknevad (2012) and Zheng, et al., (2015).

Concerning the sixth hypothesis, the findings revealed that there was a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL writing self- efficacy scale in favour of the post-assessment as T-value was 9.433 which is significant at 0.01. This means that the participants achieved more improvement in their self-efficacy dimensions. This result confirmed the sixth hypothesis statistically.

Feedback from the researcher helped the participants during the writing process, especially through the use of technology, and built confidence. Moreover, it motivate students to revise and see the errors or problems in their writing and care about changing them Through the practice sessions Google Docs tool makes the revision process easier and more transparent with student and develop their motivation and interest. Moreover, the revision history, wherein users can see previous versions of documents with the changes that were made appearing in a bright color. This was particularly motivating for the participants that was consistent with Suwantarathip and Wichadee's (2014) .

When participating in a collaborative revision activity, the students reported feeling that their opinions were worthwhile and helpful to their partners and that the activity was reciprocal in that they felt their own writing was improved as well. Students in general tend to enjoy working with each other. They were enthusiastic about their collaborative writing task, were more focused throughout the writing process, and produced better writing products on Google Docs, that was consistent with Hanjani (2015)

During the program sessions (practicing Google docs and padlet) , the students performed collaborative revision with their self-selected partners. All of the participants felt positively about the collaborative process and how it affected their English writing skills. Several students noted that the collaboration made the revision process easier and more accurate, enhanced their motivation when their partners identified their writing strengths, and boosted their confidence in writing. Participants also said that having a partner helped make them feel better about the process, parse out the comments from the instructor, and lowered their stress level, that was consistent with Moonen (2015)

8- Conclusion:

The results of the study asserted that the participants' creative writing skills was developed and their self-efficacy was enhanced through the implementation of the suggested program. The implications from the findings of this study support that Google Docs and padlet are useful tools that make online learning environment possible. Language learners can gain knowledge in a democratic and relaxing atmosphere where they can judge whether the mistakes should be corrected and learn to accept the comments from others. This is very different from the conventional teacher feedback pedagogy which does not provide any choices for learners.

While the Google Docs and padlet for Education are certainly not the only digital tools available to student writers, they afford unique learning opportunities that, when done effectively, can vastly improve students' writing. The findings of this literature review provide interesting conclusions and recommendations for classroom teachers and researchers interested in the integration of technology, especially Google tools, in writing instruction.

In its simplest form, peer-editing should help students by giving them another pair of eyes to look over their writing for errors and overall clarity. Many students felt positive about receiving this help (Brodahl & Hansen, 2014) and believed that collaboration results in better writing overall because of the feedback and constructive criticism they received (Blau & Caspi, 2009). Students often understand the necessity for peer-editing and do not feel that their writing is debased when their peers give them suggestions (Suwantarathip & Wichadee,2014).

9- Recommendations of the study:

The results of the research offer a number of recommendations for classroom teachers

looking to improve their writing instruction, as follows:

- English language teachers should be trained on using different other types of online collaborative tools in EFL writing skills.
- EFL student teachers should practice online collaborative learning tools.
- Curriculum designers must take into their account the importance of embedding online learning tools in the syllables of different stages.

11- Suggestions for further Research:

Within the limitations of the present study as well as the findings being achieved, the following areas are suggested for further research:

- 1- Using (OCLT) to develop student teachers' linguistic competence.
- 2- Using (OCLT) to develop oral communication skills among EFL student teachers.
- 3- Developing other language skills among EFL student teachers such as listening through (OCLT).

References

- Abdelbary, F.A.(2016). *Developing EFL literary literacy, creative writing and axiological appreciation of the experimental language secondary school utilizing an integrative model in teaching literature*. Unpublished Doctoral Dissertation, Zagazig University.
- Abdelrahman,S.A.(2017). *Utilizing authentic materials based on journal writing and logs to develop EFL first year experimental language school students' writing performance, writing self-efficacy, and reduce their writing apprehension*. Unpublished PH.D, dissertation ,Zagazig University.
- Al-Chebani, W. (2016). Impact on Student Motivation of Integrating Google Docs within a Remedial English Writing Class. *ICICTE 2016 Proceedings*, 333-340.
- Algraini, F.N.A.(2014). *The Effect of Using Padlet on Enhancing EFL Writing Performance*. Unpublished, Master's Thesis, Al-Imam Muhammad Ibn Saud Islamic University.
- Awaludin, F. A., Abd Karim, R., & Mohd Saad, N. H. (2017). Padlet: A Digital Collaborative Tool for Academic Writing. *Journal of Education and Social Sciences*, 8 (1), 179-184.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Barbot, B., Tan, M., Randi, J. Santa-Donato, G. and Grigorenko, E. L. (2012). Essential skills for creative writing: Integrating multiple domain specific perspectives. *Thinking Skills and Creativity*, 7, 209-22

- Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer feedback in learning English writing: Advantages and disadvantages. *Journal of Studies in Education*, 3(4), 91-97.
- Blau, I., & Caspi, A. (2009). What type of collaboration helps? Psychological ownership, perceived learning and outcome quality of collaboration using Google Docs. In *Proceedings of the Chaise conference on instructional technologies research* , 12 (1), 48-55.
- Brodahl, C., & Hansen, N. K. (2014). Education students' use of collaborative writing tools in collectively reflective essay papers.
- Byrne, R. (2015). Collaborative Research Tools. *School Library Journal*, 61(3), 16.
- Chiu, D.K.W., Wang, M., Popescu, E., Li, Q., Lau, R. (2014). New Horizons in Web Based Learning. *ICWL 2011 International Workshops, KMEL, ELSM, and SPeL*, Hong Kong, 1-36.
- Chu, S., Kennedy, D., & Mak, M. (2009). Media Wiki and Google Docs as online collaborative tools for group project co-construction. *Proceedings of the 2009 International Conference on Knowledge Management, Hong Kong, China*.
- Conner, N. (2008). *Google Apps: The missing manual*. O'Reilly Media.
- Curtis, A.K. (2013). *Writing 2.0: Google Docs as a Collaborative Writing Tool in the Elementary Classroom*. Utah Valley University Library
- DeWitt, D., Alias, N., Ibrahim, Z., Shing, N. K., & Rashid, S. M. M. (2015). Design of a learning module for the deaf in a higher education institution using padlet. *Procedia-Social and Behavioral Sciences*, 176, 220-226.
- Doğan, C. (2016). The title of your paper: self-efficacy and anxiety within an EFL context. *Journal of Language and Linguistic Studies*, 12(2), 54-65.

- Donnelly, D. J. (2009). *Establishing creative writing studies as an academic discipline*. Unpublished doctoral dissertation, University of South Florida
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Elbehery, A.A.(2013). *Collaborative online learning strategy in developing some creative writing skills of EFL college students*. Unpublished M.A. thesis, Menofia University.
- Eldoda,E.I.(2016). *The effect of using literature circles strategy on developing some writing skills among secondary school students*. Unpublished M.A. Thesis, Menofia University.
- ElHadidy, R.E.(2018). *The impact of connectivism based blended learning program(BBLP) to enhance some of EFL writing skills and self- efficacy of secondary stage students*, Unpublished PH.D. dissertation , Mansoura University.
- Elnagar, N.G.(2016). *The impact of habits of mind based strategies on enhancing efl writing skills and self-efficacy for preparatory school pupils*. unpublished M.A. Thesis, Mansoura University.
- Erkan, D. Y. (2013). Effect of cross-cultural e-mail exchange on self-efficacy in EFL writing. *ÇÜ Sosyal Bilimler Enstitüsü Dergisi*, 22, 25-42.
- Everett, N. (2005). Creative writing and English. *The Cambridge Quarterly*,34(3), 231-242. doi: 10.1093/camqtly/bfi026.
- Hanjani, A. M. (2015). Collaborative revision in L2 writing: Learners' reflections. *English Language Teaching Journal*, 70(3), 296-307.
- Hardison, J. (2012). The sidekick and the superhero: Using Google Drive for peer assessment. Proceedings of IEEE 12th International Conference on Advanced Learning Technologies, Athens, Greece.

- Hyland, K. (2003). Genre-based pedagogies: A social response to process.
- *Journal of Second Language Writing*, 12, 17-29
- Ibnian,S.S.(2009). *The effectiveness of a proposed program based on the problem solving strategy in developing tenth grade students creative writing skills and attitudes towards learning EFL in Jordon*. Unpublished M.A. thesis, Cairo University.
- Ibrahim,A.A.(2017). *A problem based program to enhance EFL critical reading , creative writing and problem solving skills of secondary stage students*. Unpublished M.A. thesis, Zagazig University.
- Istianah,L.(2019) *The use of Padlet application to improve writing skills of the tenth grade students of SMK N2 Salatiga In the academic year 2018/2019*.Unpublished master thesis, Faculty of state institute for Islamic studies, Iran
- Jabar, N., & Ali, A. M. (2016). Cultural video project assignment (VPA) through the eyes of young ESL learners: A multi-modal vocabulary learning approach. *Indonesian Journal of EFL and Linguistics*, 1(2), 157 - 173. Retrieved on November 30, 2018,
- Jacobs, G. & Seow, P. (2014). Cooperative Learning Principles Enhance Online Interaction. In *2014 Global Conference on Teaching and Learning with Technology (CTLT 2014) Conference Proceedings* (p.115).
- Kaya, H. (2015). Blending Technology with Constructivism: Implications for an ELT Classroom. *Teaching English with Technology*, (1), 3-13.
- Kessler, G., Bikowski, D., & Boggs, J. (2012). Collaborative writing among second language learners in academic web-based projects. *Language Learning & Technology*, 16(1), 91-109.

- Khalil, Z. M. (2018). EFL Students' Perceptions towards Using Google Docs and Google Classroom as Online Collaborative Tools in Learning Grammar. *Applied Linguistics Research Journal*, 2(2), 33-48.
- Kim, S. (2009). Revising the revision process with Google Docs: A classroom-based study of second language writing. In S. Kasten (Ed.), *Effective second language writing* (pp. 171–177). Alexandria, VA: Teachers of English to Speakers of Other Languages *Knowledge and Learning*, 20(2), 201-229
- Lavelle, E. (2006). Teachers' self-efficacy for writing. *Electronic Journal of Research in Educational Psychology*, 4 (1),73 – 84.
- Lestari S (2017). Implementing Padlet Application to Improve Writing Ability in English Writing Skill for Non-English Department students. Retrieved from <https://www.researchgate.net/publication/318657642>
- Lysunets, T.B. & Bogoryad, N.V. (2015). Padlet and Other Information Communication Technology Tools In English Language Teaching. *Modern Research of Social Problems*, 10(54), pp.413-423 doi: 10.12731/2218-7405-2015-10-38
- Matar,S.E.(2017). *The effectiveness of a proposed training program based on quality assurance standards in developing Al-Azhar preparatory stage teachers' EFL teaching skills and self-efficacy*. Unpublished doctoral dissertation, Mansoura University.
- Mitnik, R., Recabarren, M., Nussbaum, M., & Soto, A. (2009). Collaborative robotic instruction: A graph teaching experience. *Computers & Education*, 53(2), 330-342.
- Moochi, C. N., Barasa, M., & Ipara, I. O. (2013). Performance differences and gender in Kiswahili creative writing: a case study of selected secondary schools in Nyamira County, Kenya.

- Moonen, L. (2015). “Come on guys, what are we really trying to say here?” Using Google Docs to develop Year 9 pupils' essay-writing skills. *Teaching History*, 161, 8.
- MunirahHaris, Yunus, M. & Badusah, J.(2017). The Effectiveness of Using Padlet in ESL Classroom *Int. J. of Adv. Res.* 5 (2). 783-788] (ISSN 2320-5407). Retrieved 20 January, 2018, from <http://dx.doi.org/10.21474/IJAR01/3214>
- Oknevad, S. (2012) 6 Powerful Google Docs Features to Support the Collaborative Writing Process. Retrieved from http://getttingsmart.com/cms/blog/2012/09/google_docs_for_collaborative_writing
- Oral, G. (2012). Yine yazı yazıyoruz. Ankara: Pegem Akademi
- Oxnevad, S. (2013). 6 Powerful Google Docs Features to Support the Collaborative Writing Process. Retrieved January 2, 2019, from <http://www.teslej.org/wordpress/issues/volume14/ej55/ej55m1/>
- Pajares, F. (1996). Self-efficacy beliefs in academic setting. *Review of Educational System.* 66 , 543-578.
- Rahayu, E. S. (2016). Using Google Docs on Collaborative Writing Technique for Teaching English to Non English Department Students. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), 226-236.
- Ramet, A. (2007). *Creative Writing 7th Edition: How to Unlock Your Imagination, Develop Your Writing Skills and Get Published.* London: Howtobooks.
- Rashid, A. A., Yunus, M. M., & Wahi, W. (2019). Using Padlet for Collaborative Writing among ESL Learners. *Creative Education*, 10, 610-620. <https://doi.org/10.4236/ce.2019.103044>.
- Rippey,J. (2014). Creative writing in EFL in Japan: A spirit of inclusion. LITMATTRES

- Rowe, M., Bozalek, V., & Frantz, J. (2013). Using Google Drive to facilitate a blended approach to authentic learning. *British Journal of Educational Technology*, 44, 594–606.
- Salman, A.M.(2018). *The effectiveness of a program based on some met cognitive strategies in developing secondary school students EFL creative writing skills*. Unpublished M.A. thesis, Assuit University.
- Sangeetha, S. (2016). Edmodo and Padlet as a collaborative online tool in Enriching Writing Skills in Language Learning and Teaching. *Global English-Oriented Research Journal*, 1(4), 178-184.
- Schunn, C., Godley, A., & DeMartino, S. (2016). The reliability and validity of peer review of writing in high school AP English classes. *Journal of Adolescent & Adult Literacy*, 60(1), 13-23. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/jaal.525/epdf>
- Septina, N. (2015). *Smart Ways of Using Virtual Sticky Notes*. Teflin 63. Bali: University of Udayana.
- Seyyedrezaie, Z. S., Ghonsooly, B., Shahriari, H., & Fatemi, H. H. (2016). A Mixed Methods Analysis of the Effect of Google Docs Environment on EFL Learners' Writing Performance and Causal Attributions for Success and Failure. *Turkish Online Journal of Distance Education*, 17(3), 90-110.
- Shields, J. (2014). Visual Toolkit. *Screen Education*, (75), 92-93.
- Shintani, N., & Aubrey, S. (2016). The effectiveness of synchronous and asynchronous written corrective feedback on grammatical accuracy in a computer-mediated environment. *The Modern Language Journal*, 100(1), 296-319.
- Smith, C. (2013). Creative writing as an important tool in second language acquisition and practice. *The Journal of Literature in Language Teaching*, 2.

- Solati-Dehkordi, S. A., & Salehi, H. (2016). Impact of Explicit Vocabulary Instruction on Writing Achievement of Upper-Intermediate EFL Learners. *International Education Studies*, 9(4), 141-154.
- Spinuzzi, C. (2007). Collaboration for keiretsu: A review of Google Docs. *College Composition and Communication*, 42, 55-65.
- Stannard, R. (2015). Web watcher. *English Teaching Professional*, 67:97.
- Suwantarathip, O., & Wichadee, S. (2014). The Effects of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities. *Turkish Online Journal of Educational Technology-TOJET*, 13(2), 148-156.
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the development of children*, 23(3), 34-41.
- Wood, M.(2016) . Padlet a graffiti wall for today's agricultural teacher. *Agricultural Education*, 2(1), 31-52.
- Yamauchi, (2009). Integrating Internet Technology into the EFL Classroom: A Case Study. *International Journal of Pedagogies & Learning*, 5(2), 3-19.
- Yeh, S. W., & Chen, C. T. (2019). EFL Learners' Peer Negotiations and Attitudes in Mobile-assisted Collaborative Writing. *Language Education & Assessment*, 2(1), 41-56.
- Zainal, Z., & Deni, A. (2015). Does it matter? Tweeting in a research methodology class. *The Turkish Online Journal of Educational Technology, Special Issue*, 2.

- Zeidan, S.G.(2016). *Utilizing story mapping strategy to improve EFL experimental language school stage students' creative writing and empathy of the story character*. Unpublished M.A. Thesis, Zagazig University.
- Zheng, B., Lawrence, J., Warschauer, M., & Lin, C. H. (2015). Middle school students' writing and feedback in a cloud-based classroom environment. *Technology ,Knowledge and Learning*, 20(2), 201-229.
- Zimmerman, B. J. (1986). Development of self-regulated learning: Which are the key sub-processes? *Contemporary Educational Psychology*, 307-313.
- Zimmerman, B. J. (2000) Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*. 25(1), 82-91.