Co-creation and Collaboration in Academic writing practices through Google Docs

Konstantinos Tosnaridis

Med TESOL HOU, DELTA, CELTYL, BA Hons AUTH, TEAP EAP NILE

Why collaboration

- To engage learners more in peer interaction

- To emphasize the importance of both process and product

- To develop an understanding of working together and listening to each other

- To build reflective knowledge and self-reflective knowledge

- To encourage the building of other relevant social skills

- To manage dealing with large chunks of language together

- To learn how to write rather than write to learn

- To benefit from each other

How can this be achieved?

- Throught the use of multiple digital tools especially in the online learning environment
- Google Docs, Padlet, wikis, zoom Whiteboard, Word document sharing the screen

Google Docs!! Why??

- A study of 28 first year learners of German studying at a US university, working in small groups and completing a creative writing task, hypothesizing an end to a German film showed that ''collaboratively-oriented groups produced texts with more propositional content and better coherence than less-collaborative groups''(Abrams, 2019, p.22).

- Research in Second language writing (Storch, 2011; Williams, 2012) has shown that ''collaboration can foster L2 development via a recursive planning and editing process''(Abrams, 2019, p.22).

- Through ''providing extended time for planning, drafting, and reflection, writing can help learners access different knowledge types, such as the lexicon, grammar, and discourse conventions''(Abrams, 2019, p.22).

- According to research (Swain & Lapkin, 2001) ''Collaborative L2 writing further increases the knowledge bases of the learners as they tap into their peers' writing skills''(Abrams, 2019, p.22).

- Based on Storch (2011, p.276) collaborative writing not only facilitates learner to learner interaction but involves the recursivity encourages in writing such as "testing hypotheses, receiving and noticing feedback, and focusing on accuracy".

- As found in Abrams (2019, p.23) ''Watanabe and Swain (2007) found that after processing feedback collaboratively, learners were able to retain lexical information better than if they were working alone, possibly due to the fact that they had more opportunities to absorb information and make corrections with their peers (Harklau, 2002; Storch, 2011; Williams, 2012)''.

- According to Wigglesworth & Storch (2012) in Abrams(2019,p.23) ''collaborative writing has the potential for generating and solidifying shared knowledge as learners plan and edit their texts in negotiation with other students (Kormos, 2014; Storch, 2011)''.

Suggested practices!!

- Process writing free practice stage-multiple drafting-recursivity
- Note taking and peer editing
- Brainstorming ideas-activation of schemata
- Creating tables and grouping on a TALO level
- Alternative assessment-group Diary
- Synthesizing and paraphrasing information
- Gap filling and peer correction
- Text editing and peer reflection
- Generally employing the sub skills of EAP teaching and competences when dealing with skills integration

Sample Group diary on Google Docs!!

Group Diary

Class:	Number of students:	Book pages:	Date:

1. What did I learn today in class?

2. Which activities/tasks benefited me the most?

3. What areas are there to improve more from today's lesson?

4. Other comments

5. Teacher's comments

References!!

○ Abrams, Zs. I. (2019). Collaborative writing and text quality in Google Docs. Language Learning & Technology, 23(2), 22–42. https://doi.org/10125/44681

○ Harklau, L. (2002). The role of writing in classroom second language acquisition. Journal of Second Language Writing, 11, 329–350.

○ Storch, N. (2011). Collaborative writing in L2 contexts: Processes, outcomes, and future directions. Annual Review of Applied Linguistics, 31, 275–288.

○ Swain, M., & Lapkin, S. (2001). Focus on form through collaborative dialogue: Exploring task effects. In M. Bygate, P. Skehan, & M. Swain (Eds.), Researching pedagogic tasks (pp. 99–118). Harlow, UK: Longman.

○ Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: Collaborative dialogue between adult ESL learners. Language Teaching Research, 11(2), 121–142.

○ Williams, J. (2012). The potential role(s) of writing in second language development. Journal of Second Language Writing, 21, 321–331.

Thank you for attending…