

# Fostering Motivation in ESL Collaborative Online Writing Through Google Docs

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Received: August 25, 2022

Accepted: October 21, 2022

Online Published: October 31, 2022

doi:10.5430/wjel.v12n7p166

URL: <https://doi.org/10.5430/wjel.v12n7p166>

## Abstract

This paper presents the English as A Second Language (ESL) learners' motivation for using Google Docs to write collaboratively. The study includes learners' motivations for using Google Docs in writing regarding interaction with classmates and a lecturer. It employed a descriptive research design in collecting the data for the current study. Eighty (80) diploma students were included in the study to identify their experiences of using the platform in two critical variables – collaboration and motivation. Findings show that Google Docs is beneficial to creating a supportive and motivating learning environment for them, along with collaboration and interaction with their peers and the lecturer. This study has demonstrated that integrating Google Docs in writing can encourage learners' motivation and, therefore, is significant to the social and psychological well-being to promote a practical approach to writing collaboratively among L2 learners. This is due to growing up in the digital age that requires learners to be prepared to use various digital tools, including Google Docs. Last but not least, the study suggests that different methodologies can be employed to investigate further learners' motivation as they collaborate with their peers and teacher in writing using Google Docs.

**Keywords:** motivation, English as A Second Language (ESL), collaboration, writing, Google Docs

## 1. Introduction

Learners learn to communicate using the four (4) language skills: reading, speaking, listening, and reading. And when learning is integrated with technology, it becomes more enjoyable for learners in this era (Ali et al., 2022). Moreover, technology via smartphones improves social skills and enhances creativity (Ali et al., 2020). There are numerous online tools and software available that they can use to collaborate and equip themselves with various language skills. Focusing on writing as a skill for language learners to master, it seems that the skill is significant, especially in higher education and workplaces (Alsubaie & Ashuraidah, 2017). There are several approaches to help learners improve their writing skills, but one of the most effective methods is to use online tools. With the introduction of Google Docs, many language instructors have shown interest in using Google Docs for online writing. People have long debated the use of web applications such as Google Docs and how the platform can influence learners' motivation to learn collaboratively in second language learning, primarily in writing (Sa'diyah & Nabhan, 2021).

According to Dörnyei (2020), the notion of motivation is directly related to engagement, and motivation must be provided to establish learners' involvement. As such, when learners are required to learn using technology, it promotes a positive learning atmosphere since they can be actively engaged in learning in the particular atmosphere (Ali et al., 2018). Moreover, Google Docs has fostered learners' creativity, communication, and information exchange (Sudrajat & Purnawarman, 2019; Woodrich, & Fan, 2016), unlike multimedia, for instance, video, to foster creativity specifically among language learners (Ali et al., 2022). Learners' ownership is another factor that makes the platform friendly for comments, track changes, and recommendations (Ebener, 2017).

Therefore, finding effective measures to improve learners' writing skills are necessary to discuss the benefits of using the platform earlier. Moreover, writing collaboratively is a prominent approach to enhancing learners' writing skills. Concerning the issue highlighted, learners should have a fun learning experience, particularly when it comes to writing.

Google Docs is one of the tools that teachers may use to help students write collaboratively. This is due to Google Docs' features that allow users to collaborate in their writing so that all students in one class can actively participate in producing effective writing (Alkhataba et al., 2018).

On a different note, this study aims to identify the motivational impacts of Google Docs integration on learners when it comes to writing. Previous studies (Faulkner, 2016; Alharbi, 2016; Alsubaie & Ashuraidah, 2017) have been undertaken on the use of Google Docs for writing, yet, the majority of these researchers have focused on students' achievement in writing despite concentrating on the factors that influence students' motivation to keep using Google Docs in writing class. Other than that, a study has been conducted to investigate the challenges of using Google Docs for writing in L2 classrooms, particularly in higher education institutes. Yanguas (2020) has explored the interaction in student-centred L2 writing, primarily the difficulties students experience while cooperating with group mates throughout the online collaborative task in a small group utilising Google Docs. His study showed that students could not understand the goal of the task. They seemed to lack the commitment to devote themselves to writing using the platform since they did not have proper guidance from the teachers. Such was because they were not provided with prior educational training to use Google Docs as a collaborative writing tool.

*1.1 Objectives of the Study*

In light of the discussion above, this study aims to determine learners' motivations for using Google Docs in writing in terms of their collaboration with their classmates and a teacher/ lecturer in writing classes. More specifically, its primary objective is to identify the motivation for using Google Docs as the learners and a teacher collaborate to complete writing essays. The main objective is divided into two minor objectives. The first is to gauge how peer-to-peer interaction motivates learners in their collaborative writing effort. The second is to identify teacher – students interaction exploring how the learning processes motivate the former to complete the assigned task, i.e. writing essays collaboratively.

*1.2 Research Questions*

This work is guided by the following primary and sub-research questions:

Primary research question	What are the learners' motivations for using Google Docs?
Sub-research question 1	What are the learners' motivations in terms of interaction with their classmates when using Google Docs?
Sub-research question 1	What are the learners' motivations in terms of interaction with their lecturers when using Google Docs?

**2. The Definition of Motivation**

Dörnyei (2020) defines motivation as an internal drive that pushes someone to follow a form of action. Learners are tremendously driven to do whatever it takes to achieve their objectives. A highly motivated language learner may comprehend a wide range of objectives. Motivation can also be characterised as the process of initiating, directing, and maintaining goal-oriented action. Motivation propels us to act, whether drinking a glass of water to quench our thirst or reading a book to learn something new.

In fact, motivation is essential in the language learning process. Motivation could also be considered a self-regulator that fosters a willingness to learn (Lamb, 2017). Students with a high degree of motivation outperform unmotivated students. Motivated learners must encourage themselves to practice and become accustomed to English in order to enhance their writing skills (Lamb, 2017, p.301). Also, motivation help learners to pay greater attention to the subject material. Motivated students are better prepared for teaching and learning (Suwantarathip & Wichadee, 2014). Therefore, learners can even simply grasp the topic whilst learning to write and improve their writing skills during their leisure time.

*2.1 Learners' Motivation Using Google Docs*

Faulkner (2019) examined the impact of using Google Docs on enhancing secondary technical school students' collaboration, interpersonal interaction, and motivation in writing. Many students rarely read the teacher's comments and suggestions after their graded and revised papers. However, using Google Docs allowed these students to quickly notice the teacher's feedback and respond to their teacher on the spot if they had difficulty understanding them. They felt highly motivated to improve their writing skills after getting feedback and comments from their teachers. Moreover, Alharbi (2019) employed Google Docs with ten (10) Saudi University students in a qualitative case study. He discovered that Google Docs provided micro and macro feedback from instructors and peers through observations,

assessing students' comments and edits, and conducting interviews. The content analysis of students' comments revealed a wide range of feedback types provided by peers and teachers, enhancing students' motivation in writing.

Similarly, Akoto (2021) used Google Docs in collaborative multimodal writing in a French FL class. The result from the tests showed that by creating a digital multimodal text collaboratively via Google Docs, the learning processes engaged and motivated French FL learners to write more than they generally would. Therefore, using Google Docs to give feedback to students and collaborate with one another helped students and teachers stay motivated in language learning.

Liu and Lan (2016) investigated students' collaboration, motivation, and perception of using Google Docs. Their results indicated that collaborators who performed better in their writing were more likely to be motivated to acquire knowledge and perceived the learning experience more positively than individuals. Aldossary (2022) examined students' perceptions of using Google Docs as a supplementary learning platform for writing instruction and interaction with teachers and peers. The results revealed that participants found Google Docs to be valuable and intriguing. They also suggested that Google Docs may be used to create a collaborative learning environment.

Meanwhile, Abrams (2019) found that Google Docs stimulated student-teacher and student-student interactions, encouraged learners to be motivated to improve their general writing abilities, and fostered productive peer-to-peer interactions. The samples found interesting features due to the ability for collaborative writing and individual contributions. The students were assigned different colours as they edited their writing tasks. Indirectly, the researcher found that such a learning process played an important role in increasing learners' motivation and participation in second language writing acquisition.

Additionally, Jeong (2016) showed that Google Docs enhanced students' motivation to develop their English academic writing skills and provided them with more meaningful and collaborative classroom interaction. Similarly, Woodrich & Fan (2017) found that students enjoyed working on Google Docs and were able to increase their motivation when participating actively in group discussions compared to traditional instructional materials. Another study that Alsubaie and Ashuraidah conducted (2017) online learning environment via Google Docs motivated students as they felt more confident in concentrating on the particular task and focusing solely on expressing their thoughts. Hence, integrating Google Docs as a collaborative tool for writing tasks can create a motivated and engaging learning experience among learners.

In addition, Mudawe (2018) explored Google Docs as a collaborative tool to increase students' motivation to improve their writing. He discovered that Google Docs improved students' editing and rewriting in a motivating setting and that Google Docs expanded the possibilities for the contact between students and their supervisors. Furthermore, Google Docs fostered student creativity, communication, and information exchange (Sudrajat & Purnawarman, 2019). According to Abrams (2019), during the initial stages, instructions could emphasise the idea of free writing to generate ideas and engagement. At this stage, students could be told from the start that they would have the opportunity to revise their works and improve the accuracy of their writing at later stages.

Using Google Docs, the multi-stage process can motivate learners as they understand that increasing fluency will not come at the expense of accuracy. In their study, Masa'deh et al. (2017) found that learners held positive perceptions of using Google Docs in their writing processes using the platform. The group exposed to writing collaboratively using Google Docs were more motivated to complete their writing tasks than students who worked on their own. Thus, Google Docs has demonstrated significant pedagogical capability in English language learning. This is because students considered Google Docs to have an overwhelmingly beneficial influence on their learning.

In addition, Al-Chibani (2016) found that students were motivated when they received instant teacher feedback. Generally, students rarely read the teacher's remarks and suggestions after getting their graded and revised papers. However, when Google Docs was introduced to them, it was found that they could easily notice the teacher's remarks and respond to their teacher. Lamb and Johnson (2010) suggested that using Google Docs to give feedback and collaborate with students helped the students and teachers think critically and stay motivated in language learning. Hence, integrating Google Docs in writing activities shows that it can alleviate students' motivation to complete the tasks given by their teachers.

## *2.2 Challenges Using Google Docs*

Although Google Docs encouraged and fostered interactive writing activities, it could also cause students problems, affecting their positive perceptions of this writing tool. Even if they were familiar with the tool, some students encountered difficulties due to a lack of experience in utilising it, poor internet connection, and formatting errors (Gomez, 2020). Those issues, however, may not appear to be substantial. Online collaborations, on the other hand,

may result in an undesirable learning process. For instance, students and teachers will be hesitant to share their information (Rick & Guzdia, 2016). Students considered that changing other students' written output was inappropriate and that they might not all contribute equally to the task (Coyle, 2007).

A previous study showed that students faced difficulties using Google Docs when doing collaborative writing activities without proper instruction and guidance. Mohamed (2018) stated that some of the challenges are the inability of students to grasp the goal of the task, lack of interaction between group members and lack of commitment from group members. Moreover, several factors affected the failure of students to write collaboratively. Widodo's (2013) study includes teacher competence in teaching writing and managing the writing process by integrating Google Docs in the writing classroom context. Another factor was the nature of the curriculum and course materials. The student differences, such as a student's proficiency level in language and writing or motivation to write collaboratively, were another factor that challenged the use of Google Docs for students to write collaboratively. Although collaborative writing had been around for several years, online collaborative writing is still in its initial stages, particularly among non-native-speaking cultures. As a result, it is critical to provide students with sufficient time to fully become acquainted with technologies such as Google Docs to utilise the tool (Mahmood, 2017).

### *2.3 The Context of Collaborative Learning*

Collaboration has been highlighted as one of the major aspects of successful communication, which is required to develop 21st-century abilities. Effective collaboration includes learning to plan and work together, consider multiple viewpoints, and participate in the dialogue by contributing, listening, and supporting others besides synthesising knowledge and information through spoken language, written communication, and actions (Greenstein, 2012). Haythornthwaite (2019) characterised collaborative learning as fostering "active construction of knowledge, enhanced problem articulation, and benefits in exploring and sharing information and knowledge gained from peer-to-peer communication." Through active cooperative activities, collaborative learning empowers students to create their knowledge and become autonomous learners. The exercises stressed the idea of "togetherness," which may be translated into learning through individual contributions to group projects (Teng, 2017). Collaborative learning is intended to generate the most effective lesson for many students.

Given the advantages, collaborative learning through web applications has numerous drawbacks. Hadwin, Bakhtiar, and Miller (2018) classified group problems into five categories: motivational, socio-emotional, cognitive, metacognitive, and environmental. Motivational challenges, according to Hadwin, Bakhtiar, and Miller (2018, p. 32), were related to:

1. An individual's beliefs and participation in the group.
2. Socio-emotional issues promote positive vibes associated with group interactions and collaboration.
3. Cognitive challenges highlight issues in performing shared work activities.
4. Metacognitive challenges relate to issues in managing the group's commitments
5. The advancement and environmental challenges pertain to external circumstances such as technology, resources, and the complexity of the task.

Collaborative activities are heavily reliant on group members and group formation. Olivera et al. (2021) described the characteristics of a successful and unsuccessful organisation. Successful groups have a defined purpose, work together, identify work duties, reflect on outcomes, determine the final product, set evaluation requirements, and update the work (Syafiqah & Melor, 2021). These patterns elaborate on the group's collaborative character. The less successful group, on the other hand, exhibits patterns of struggle, manifests indecisive directions, indicates a lack of collaboration, displays numerous expert perspectives, and exhibits worry about the consequences. Such patterns imply a lack of trust and challenges in building group unity.

### *2.4 Connectivism as a Theory in the Study*

Siemens (2006) introduced Connectivism as a modern learning theory that advocates students connect their thoughts, theories, and general knowledge constructively (Siemens, 2006). This theory recognises that technology is a crucial aspect of the learning process and that our constant connectivity allows us to make decisions about our learning (Hussein, 2022). In fact, Connectivism also encourages collaborative learning and student-student interaction, permitting various perspectives and approaches when making decisions and solving problems based on facts. Connectivism creates a supportive learning environment by integrating technology such as social media, Internet connections, web 2.0 applications and online databases.

Based on the learning method of learner-teacher interaction advocated by Connectivism, if the learner has some questions that he cannot understand, he can raise a question on the question board. Besides that, Connectivism also advocates learners-learners interaction in a language classroom. For instance, conducting a learning project takes the form of 5 people in a group, and the combination and allocation of group members should comply with the principle of voluntariness. Still, it should take an equal role, and group members perform their duties (Piao & Ma, 2018). Teachers and instructors must carefully construct language learning materials that are interesting, effective, and highly relevant to the course objectives. Table 2.2 shows several aims and pedagogical foundations to develop learning activities by applying Connectivism in the course.

Table 2.2. Aims and pedagogical foundations of the activities in the course

Type of task	Type of activity	Aim	Pedagogical foundation (Connectivism)
Forum discussion	Collaborative	Collaborative space to share and reflect	Building knowledge from diverse opinions
Online synchronous discussions	Collaborative	Direct communication with peers and teachers	Strengthen connection among learners
Sharing learning materials created and researched by learners	Collaborative	Providing self-created and used learning resources	Connecting information resources

Source: Fondo and Konstantinidis (2018).

According to Rice (2018), there are five (5) strategies for implementing Connectivism in traditional classrooms. The first strategy is shifting from teacher-centred to student-centred pedagogy. Next, educators should incorporate technology with readily-available devices. Also, make sure never to provide information that students can access themselves. The following strategy is that educators are encouraged to practice utilising technology networks. Lastly, try to incorporate and practice using social networks in teaching and learning (Rice, 2018). In a previous study, Connectivism justified how learners employ networked resources, potentially those within an English classroom, to form connections and links to learn and share knowledge and ideas (Montebello & Camilleri, 2018).

#### 2.4.1 Connectivism Improves Learners' Motivation

According to Downes (2020), Connectivism is essential in e-learning contexts. This theory focuses on interactive online learning enhancement and extension with digital technology. Technology plays an important role in the social context as the main source for learners to find information, gain new knowledge, participate in online courses and do self-evaluation assessments. Many previous research were conducted where Connectivism is the theoretical framework to support learners' self-directed and collaborative learning. Several studies (Mercado-Varela et al., 2017; Thota, 2015; Titova, 2017) explored ways to engage students in an authentic online collaborative community by incorporating a Massive Open Online Course (MOOC) into a language learning course. The findings revealed that learners were pleased with this intervention because they wanted to share their MOOC experiences with students worldwide, enabling them to be more autonomous whilst achieving their goals online. Furthermore, MOOCs have a significant potential for self-directed language learning through audiovisual materials.

Most experts strongly agreed with using cloud-based tools and the Connectivism learning method to enhance learners' information literacy self-efficacy. The experts believed this proposed model could be used in a real context (Kultawanicha, Koraneekija, & Na-Songkhlaa, 2015). Also, the factors influencing the motivational outcomes, the supporting and facilitating role of the teacher, the management of learning processes by learners and the creation of active learning through the formation of peer groups and relationships are among the factors that create positive motivational outcomes such as academic self-efficacy and task value in learners (Kultawanicha, Koraneekija, & Na-Songkhlaa, 2015; Prince, 2017). Hence, the attention to the above features seems to be among the fundamental principles of connectivism (Borna & Fouladchang, 2018).

### 3. Methodology

#### 3.1 Research Design

A descriptive research design was employed in collecting data for the current study. Fluet (2021) argues that the design can be employed for both quantitative and qualitative data inquiries. Using the method for quantitative inquiry, it helps researchers to collect quantifiable information for statistical analysis. The data contained in this study was mainly descriptive. A survey research approach was employed to collect data from the sample population.

### 3.1.1 Samples of the Study

This study used non-probability sampling that does not utilise some form of random selection to identify respondents. In particular, convenience sampling was employed to choose the participants where participants are selected based on their accessibility and proximity to the research (Jager et al., 2017). The key advantages of convenience sampling are that it is cheap, efficient, and simple to implement (Bornstein et al., 2013). The research was conducted after getting consent from participants.

Eighty (80) students from Universiti Teknologi Mara (UiTM) Kampus Johor Cawangan Segamat were involved in the study. Specifically, 30 of them are males and 50 of them are female participants. Concerning age, all of them (80 samples) are aged 18 to 21 years old (100%). All respondents are Bumiputera learners. More specifically, 75 (93.8 %) stated they are Malay while the remaining 5 (6.3%) are from Sabah and Sarawak. For their English Sijil Pelajaran Malaysia or the Malaysian Certificate of Education (SPM) grade result, the majority of the respondents (36 samples) scored A (45%) and 29 respondents received A- (36.3%) in their SPM. The remaining eight of the respondents obtained B+ (10%) and there are six respondents scored A+ (7.5%) whilst only one respondent got B (1.4%) for English subject. In addition, most of them (52 samples) finished the previous semester with CGPA 3.49 and below (65%) whereas another 48 respondents received CGPA 3.50 and above (35%). Besides that, they took an English course, Integrated of Language Skills 1 (ELC 121) during the previous semester. This course is designed to build the listening, speaking and reading skills to help students perform effectively and competently in the social and academic contexts. This is done through the integration of language skills with an emphasis on listening. It aims to raise students' proficiency to the intermediate level. Most of them (37 samples) received A for ELC 121 (46.2%). Some of the respondents (32 samples) got A- (40%), eight respondents scored B+ (10%) and only three students got A+ for ELC 121 (3.8%). Table 3.1 shows the demographic information of the participants employed in the current study.

Table 3.1. Demographic information of samples in the study

Items	Details	Frequency	Percentage
Gender	Male	30	37.5%
	Female	50	62.5%
Age	18 – 21 years old	80	100 %
Race	Malay	75	93.8%
	Others	5	6.2%
English SPM Grade	A+	6	7.5%
	A	36	62.1%
	A-	29	45.0%
	B+	8	10.0%
	B	1	1.4%
CGPA of previous semester	3.50 and above	28	35.0%
	3.49 and below	52	65.0%
ELC 121 Grade	A+	3	3.8%
	A	37	46.2%
	A-	32	40.0%
	B+	8	10.0%

### 3.2 Research Instrument

This study used a questionnaire because it is a reliable and quick method to collect data from multiple respondents effectively and promptly. It is exceptionally dynamic when it comes to large projects, where time is one of the significant constraints (Ary et al., 2010). Using Google Docs, an online questionnaire consisting of open-ended questions rated using a Likert scale with the participants was used to collect data regarding students' motivation in writing. The main questionnaire was divided into five (5) sections. Section A captured the participants' demographics such as age, gender, English SPM Grade, CGPA of the previous semester and ELC121 Grade. Section B identified their familiarity with Google Docs. Sections C, D, and E were designed to answer the study's research questions. Section C contained ten (10) closed-ended questions. The items in Section C were adapted from Aldossary (2022) and Hassan et al (2021). The respondents were required to rate how strongly they agree with each statement in the questionnaire. Each item used a five-point Likert scale. On the other hand, Section D consisted of an open-ended question.

### 3.2.1 Validity of Research Instrument

In the current research, content validity was sought when the experts assessed the content of the closed-ended items used in the present study. The items in the questionnaire had been reviewed and evaluated by the three experts to verify the questionnaire content validity and internal reliability. The experts were two (2) English senior lecturers from Universiti Malaysia Pahang and a lecturer from UiTM with more than ten years of working experience teaching English at the tertiary level.

### 3.3 Research Procedures

In collecting the data for the present study, the 80 students were separated into groups of three (3) to four (4) students each. During the class hour, they were instructed to compose an expository essay in their group using Google Docs. After they completed their essay, the online questionnaire had been administered to the respondents in Google Meet, and they were required to answer the questionnaire via Google Form. When the form obtained 80 responses, the Google form was deactivated, indicating that no more responses were accepted. Later, data analysis took place.

### 3.4 Data Analysis

Descriptive statistic was used to analyse the quantitative data in the current study. Specifically, the mean and standard deviation had been employed to analyse Research Question 1. The analysis of the data from the questionnaire was analysed using the Social Science Statistical Package (SPSS). Learners' degree of motivation was measured by interpreting the mean range. The mean range of 3.68 – 5.00 is interpreted as a high degree of motivation. A moderate degree of motivation scores the mean range 2.34 – 3.67, while 1.00 – 2.33 indicates a low degree of motivation. Table 3.2 shows the interpretation of the mean range to measure the degree of learners' motivation in this study.

Table 3.2. Standard of mean

Mean Range	Interpretation
3.68 - 5.00	High degree of motivation
2.34 - 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

Source: Salamat et al., (2018)

## 4. Results and Discussion

The current study revealed views on the use of Google Docs and the integration of Google Docs in writing from students' perspectives. The primary area of interest that had been analysed in this paper was the learners' motivation to use Google Docs in writing class based on the interaction with peers and a lecturer. The results from the study were analysed and summarised below.

The study showed all 80 respondents (100%) knew and were familiar with the Google Docs application. Most of the respondents (35 samples) used Google Docs 6 – 10 times per week (43.8%). Meanwhile, 27 respondents claimed they only used Google Docs 1- 5 times a week (33.7%), whilst the remaining 18 respondents fully utilised Google Docs application by using it 11- 20 times per week (22.5%). Table 4.1 shows the students' familiarity with the Google Docs application.

Table 4.1. Students' familiarity with Google Docs

Items	Details	Frequency	Percentage
Do you know what Google Docs is?	Yes	80	100%
How often do you use Google Docs during the week?	1 – 5 times	27	33.7%
	6 – 10 times	35	43.8%
	11 – 20 times	18	22.5%

The study revealed that students acknowledged that they were very familiar with Google Docs and constantly used the application. Since Google Docs is cloud-based, multiple students can collaborate to work on a document simultaneously. For instance, students can work together on a story, a script for a play or any other kind of group writing activity (Ashadevi & Muthamilselvi, 2017). They can use the comments feature to give each other feedback and make decisions together. In addition, students can complete the task assigned from any location with an Internet connection. It shows collaboration is not restricted to school hours, where each group member can work on the project from any location during their leisure time. Woodrich and Fan's (2017) study found that learners with different language backgrounds enjoyed using Google Docs as it helped them become more successful writers.

#### 4.1 Students' Motivations for Using Google Docs

From the research carried out in UiTM Segamat, the respondents showed positive responses regarding their motivation for using Google Docs in writing. There were two types of interaction in learners' motivations for using Google Docs: interaction with peers and with their lecturer.

##### 4.1.1 Students' Motivation for Using Google Docs to Collaborate with Peers

Table 4.2 shows motivation for using Google Docs in writing based on the interaction with their peers in the current study. The results showed all items; Item 1, Item 2, Item 3, Item 4 and Item 5 obtained high mean scores. The high mean scores indicated all respondents possessed a high degree of motivation. Item 5 scored the highest mean score of 4.59, showing that learners could improve their writing skills when completing the writing task with their friends via Google Docs, followed by Items 4 and 3 with mean scores of 4.19, indicating that the use of Google Docs provides them with the opportunities to engage in beneficial discussions. They felt comfortable whenever peers were revising their works. Item 1 and 2 scored the mean scores of 4.04 and 3.99, respectively, revealing that students could easily participate and interact with their group mates through Google Docs and felt confident sharing ideas with the other students in Google Docs. These showed that students demonstrated a high degree of motivation using Google Docs when they were required to do writing tasks due to the interaction with their peers.

Table 4.2. Mean and Standard Deviation of student's motivation using Google Docs

Items	Mean	Standard Deviation	N
I can easily participate and interact with my group mates through Google Docs.	4.04	.115	80
I feel confident sharing ideas with the other students in Google Docs.	3.99	.100	80
I have the opportunity to engage in beneficial discussions via Google Docs.	4.19	.084	80
I feel comfortable seeing other students edit the content I have posted in Google Docs.	4.19	.084	80
I can improve my writing skills based on the useful feedback and editing from peers in Google Docs.	4.59	.066	80

Overall, students showed that they were highly motivated using Google Docs. They found that using the platform enables them to improve their writing skills. In particular, the feedback and comments from their peers were helping them to be better in writing. Besides, they managed to participate in the discussion actively, and they could accept wholeheartedly if their friend corrected their mistakes. Also, learners could easily engage with their friends and feel confident sharing ideas with peers via Google Docs. The findings indicate learners gain advantages from writing with their classmates through Google Docs and can compare to the process when they do writing tasks individually. They feel more confident and motivated when engaging with their peers via Google Docs.

The current study showed that working with others who shared and gave feedback aid learners' linguistic practices in conveying meaning more accurately. They could recognise their mistakes based on the teacher's comments and also, and they felt highly motivated to write better in the future. This is in line with the previous studies (Abrams, 2019; Ebadi & Rahimi, 2017) on students' motivation in writing. In addition, integrating Google Docs in writing activities has been demonstrated to improve student engagement in the L2 classrooms, reduce anxiety connected with carrying out these activities alone, and boost students' self-esteem (Ali, 2021). Hence, this reflected that integrating Google Docs in writing has helped learners improve their overall writing activity due to the enjoyment and confidence they gained from the approach.

Moreover, relating the findings to the collaborative learning context, learners in the current study showed that they were actively involved in constructing their knowledge about the writing topic assigned to them. They explored and shared ideas with their peers and communicated with their lecturer to complete the writing activity. Learning in this environment enabled them to enhance themselves in articulating problems as they progressed to writing the content of the essay. Also, this learning motivated them since they could achieve the objective of writing the assigned topic by following their peers' and teachers' feedback through online interactions.

##### 4.1.2 Results on Students' Motivation and Collaboration with the Lecturer

Table 4.3 shows students' motivation using Google Docs based on their collaboration with the lecturer when writing tasks. The finding revealed that all items; Item 1, Item 2, Item 3, Item 4 and Item 5, scored high mean scores in this study, proving that students had high motivation. Interestingly, Item 4 obtained the highest mean score of 4.50, indicating learners preferred to submit any writing task to the lecturer using Google and that learners can improve their writing skills when completing the writing task compared to the conventional approach. Item 3 showed that students admitted lecturer feedback via Google Docs helped them improve their writing skills with mean scores of



4.24. Items 2 and 5 scored mean scores of 4.07 and 4.02, respectively. These factors proved that learners could respond instantly when they received the lecturer's feedback in Google Docs. They also felt highly motivated to do the tasks via Google Docs in the assigned writing activities. The mean scores explained the high degree of motivation among learners using Google Docs in writing was driven by the interaction with their lecturer.

Table 4.3. Mean and Standard Deviation concerning motivation between students – teacher/lecturer using Google Docs

Items	Mean	Standard Deviation	N
I can easily interact with the lecturer via Google Docs.	3.88	.106	80
I can instantly react to the lecturer's feedback appropriately through Google Docs.	4.07	.094	80
I feel that lecturer feedback via Google Docs help me improve my overall writing skills.	4.24	.078	80
I feel more comfortable when submitting my writing tasks to the lecturer using Google Docs compared to in-class paper submission.	4.50	.067	80
I feel highly motivated to do writing tasks when using Google Docs in class.	4.02	.067	80

Generally, it was easy for the students to interact with their lecturer via Google Docs as they were provided with instant comments from their lecturer. The feedback and comments also encouraged students to improve their writing skills. They also preferred submitting their work through Google Docs to the traditional approach. The study has proven that students were motivated to use Google Docs in writing. This is because of the interaction with their lecturer. Learning through collaboration means learning through interaction, which explains why teacher – students interaction is one of the most crucial elements in collaborative learning (Hernández-Sellés et al., 2020). Similarly, Al Shabibi (2019) highlighted teachers' roles in online learning as vital to creating a supportive learning environment by integrating technology tools. In fact, technology has motivated the learning of language to a greater degree regardless if the learners are preschoolers or those learning at tertiary level education (Sukor & Ali, 2020). The teachers' feedback is another factor that plays a vital role in collaborative learning activities (Wakabayashi, 2016). In the study, Google Docs allowed participants to receive feedback and comment instantly from their lecturer. Therefore, using Google Docs in writing was beneficial to creating collaborative learning that increased motivation among them.

## 5. Conclusion

The study shows that motivation plays an essential role in allowing students to learn collaboratively regardless of whether the collaboration is conducted in synchronous or asynchronous sessions. The study also demonstrates that using Google Docs for writing is beneficial for enhancing interaction among peers and between the lecturer - students, especially in a higher education setting. In addition, this study has demonstrated that integrating Google Docs in writing can encourage learners' motivation. Google Docs influences their motivation in writing which helps most of them to be proficient in their second language acquisition, thereby developing the essential writing skills for their future careers.

Motivation is a fundamental aspect of the teaching and learning process because it directly affects actions, interests, and attitudes, significantly affecting academic performance (Meşe & Sevilen, 2021). Thus, using a web application is thought to be a core component in fostering motivation, such as Google Docs in collaborative learning. As it is a collaborative tool in the classroom, it encourages learners to view their learning in a less rigid routine and more enthusiastic manner, which benefits the learning outcomes (González et al., 2019). Motivation, in this context, appears as a driver or facilitator of students' cognition and emotion in the language learning process (Pavelescu, 2019). Consequently, using Google Docs that has been presented may minimise the need for educators to seek alternative teaching and learning approaches to motivate their students when integrating technology into their teaching sessions.

The study proposes that different methodologies must be employed to investigate other ways to foster motivation among ESL learners to collaborate in online writing sessions using Google Docs. In particular, focus group discussions or semi-structured interviews can be employed to gather rich and thick data. Additionally, further research could be extended for at least two semesters to get comprehensive findings of the students' writing experiences using the web-based writing platform. Also, further research can be conducted to investigate the level of enthusiasm among them when using Google Docs. This is due to the advancement of technological tools that are expected to expand.

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