COGNITIVE SCIENCES AND HUMAN DEVELOPMENT

Exploring Learners Contribution and Experience in Web-Based Collaborative Report Writing

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ABSTRACT

Web 2.0 has given opportunities in letting students learn through active collaboration with and from their peers. The purpose of this study is to explore interactions that happens between learners, types of contributions made and learners' experience when collaborating in a Web-based context. The finding shows that the learners contribute in terms of adding, editing and deleting content and structure of their report. The learners' pattern of interaction shows that the learners with higher level of English proficiency are more dominant towards learners with lower level of proficiency. Students feedback shows that they are accepting the idea of writing collaboratively. Overall, the learners gave positive response towards the use of Google Docs in collaboratively completing their report writing project.

Keywords: Collaborative learning; English language learning

INTRODUCTION

As the language learning canvas changes with the emergence of Web 2.0 applications, more language teachers and educators are exploring the use of these tools in their class to facilitate their teaching process (Li & Zhu, 2013). The tools in Web 2.0 encompass arrays of "social technologies and tools that enable users to create, publish and share digital content within both new and existing social networks" (Judd, Kennedy & Cropper, 2010). Due to the increasing popularity, more and more research has been done in relevant to collaborative writing projects. Previous research has been conducted on the student's online communication behaviour (Fischer, 2007), fluency and accuracy of online written products (Elola & Oskoz, 2010) and perception of online peer-review of written task (Ge, 2011).