

## Attitudes of learners at the Arabic Language Institute at King Abdulaziz University towards Online Collaborative Writing during Covid-19 Pandemic

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Received: 10/6/2021

Accepted: 12/16/2021

Published: 1/24/2022

### Abstract

This study aims to examine learners' attitudes at the Arabic Language Institute at King Abdulaziz University towards online collaborative writing during the Covid-19 Pandemic. The study was conducted in the first semester of the academic year 2021/2022. The study participants are students from the language Institute of King Abdul-Aziz University, Saudi Arabia. Forty-three students (19 males and 24 females) constituted the study population. The researcher administered a 30-item questionnaire. The results revealed that the participants held positive attitudes towards utilizing online collaborative writing activities. Moreover, they enjoyed the experience and considered online collaborative activities to be worthwhile experience. Additionally, they indicated that it improved their fluency and accuracy in writing and vocabulary use. However, they listed some challenges like lack of time and lack of equal participation from all participants. Finally, the researcher concluded with some recommendations.

*Keywords:* Arabic, constructivism, Covid-19 Pandemic, online, collaboration, Saudi University, writing activities

**Cite as:** Alwaleedi, M. (2022). Attitudes of learners at the Arabic Language Institute at King Abdulaziz University towards Online Collaborative Writing during Covid-19 Pandemic. *Arab World English Journal (AWEJ) 2<sup>nd</sup> Special Issue on Covid 19 Challenges* (2) 302-316.

DOI: <https://dx.doi.org/10.24093/awej/covid2.20>

## Introduction

Recently and due to the Covid19 pandemic, online learning is a perfect option for most educational institutions mainly due to the obstacles confronted traditional learning (Mahyoob, 2020; Al-Nofaie, 2020; Farrah & Al-Bakry, 2020; Alahmadi & Alraddadi, 2020; Itmeizeh & Farrah, 2021, Ghobain & Zughabi, 2021; Alzamil, 2021; Fansury et al., 2020; Al-Samiri, 2021). Al-Samiri (2021) pointed out that as a response to the break out of Covid-19 and upon the declaration of the lockdown in 2020, all Saudi schools and universities turned to digital technologies to help continue offering their educational services. Al-Nofaie (2020) clarified that great efforts were taken to equip both instructors and students with the necessary tools and make the online transition fruitful.

Using online learning tools has also produced many study results about online collaborative learning. As evidenced in several studies, online collaborative in writing is expected to influence student confidence positively, performance, and problem-solving skills (Mahyoob, 2020; Al-Nofaie, 2020; Farrah & Al-Bakry, 2020; Alahmadi & Alraddadi, 2020; Kalayci, 2014; Farrah & Tushyeh, 2010; Farrah, 2015; Rezeki, 2017; Cho, 2017; Lee & Osman, 2021).

Collaboration in learning would enable learners to have better learning outcomes due to its potential of providing learners with opportunities to build up their confidence and self-esteem and increase their motivation (Kagan (1994). Likewise, Astin (1993) underscored the significance of using collaboration in learning to promote interaction among group members and other learners. Collaborative work encourages learners to think in a better way. The students can collaborate actively in the learning process and advance their problem-solving skills as they meet different perspectives during activities that require critical thinking and problem-solving (Farrah, 2011).

Researchers report that constructivist learning has full potential for enhancing students' abilities as they are engaged in the process of knowledge construction (Abuzahra, Farrah & Zalloum, 2016; Farrah, 2014, Chickering & Gamson, 1987). Collaborative writing is firmly rooted in the constructivist theory, where learners are viewed as constructors of knowledge. Therefore, the theoretical framework of this study is drawn from the interactionist and social-constructivist learning theories. Stimulated by such theoretical frameworks, several studies have been carried out so far to study the impact of online collaboration on students' performance (Kalayci, 2014; Farrah, 2016; Rezeki, 2017; Cho, 2017; Lee & Osman, 2021).

According to Storch, (2013) in collaborative writing, groups of learners share responsibilities and exchange ideas to produce better texts.

Due to the recent technological advancements and under the influence of interactionist and sociocultural theories, many researchers became interested in online collaborative writing as it employs both technology and collaboration in teaching and learning. This drive has newly encouraged researchers to investigate the benefits of online collaborative writing such as increased accuracy and fluency, social interaction, confidence, creativity, etc. (Kalayci, 2014; Farrah, 2016; Rezeki, 2017; Cho, 2017; Sarkhosh & Najafi, 2020; Lee & Osman, 2021). For example. Sarkhosh and Najafi (2020) examined the effects of collaborative and individual writing approaches on developing writing fluency and accuracy for males and females. They

reported that that collaborative writing produced more fluent texts and the collaboratively written compositions were more accurate in comparison to those written individually for male and female students.

According to Butnaru et al. (2021), a successful combination of pedagogy, theoretical materials, and technology when designing the content for online courses can guarantee efficient and high-quality teaching. They added that educators need to create tasks that require collaboration and reflection through technology and set clear measures for assessment and evaluation.

### Research Questions

The current paper tries to find answers to three research questions:

**Research Question One:** What is the students' general attitude towards online collaborative activities as perceived by students of the Arabic Language Institute for Speakers of Other Languages at King Abdul Aziz University, Saudi Arabia students?

**Research Question Two:** What is the students' attitude towards using online collaborative writing activities in language learning and communicative competence?

**Research Question three:** What are the advantages of implementing online collaborative writing activities?

**Research Question Four:** What are the difficulties of using online collaborative writing activities?

### Literature review

Several studies reported that online collaboration promotes learners' better performance and motivation. Through online collaborative activities, learners are encouraged to think, brainstorm, elaborate and negotiate thoughts, plan, write, and share and improve their writings (Yee & Yunus, 2021; Yunus et al. 2021; Yu & Lee, 2015; Choi, 2008, Cho, 2017).

Azodi, Lotfi and Ameri-Golestan (2020) explored the advantages of online collaborative writing tasks on the perception of Iranian English as foreign language (EFL) learners in a process-oriented approach. Regarding motivation, many learners held positive attitudes towards online collaborative writing tasks. Likewise, regarding performance, the researchers reported that writing collaboratively aided learners to improve their grammar, spelling and to expand their vocabulary. Moreover, the participants reported that the online collaborative activities enabled them to gain more information, exchange ideas and receive helpful peer and teacher feedback. The researchers concluded that the findings align with the social constructivist theory as collaborative learning provides students with opportunities for effective interaction.

In the same vein, Yu and Lee (2015) examined EFL learners' motivation in two Chinese universities. The participants were involved in group peer feedback activities in a writing class. Finding revealed the group peer feedback is influenced by the sociocultural context of the EFL students. Moreover, they reported that the learners' motivation had a positive impact on their participation in group feedback activities.

In a quasi-experimental, Yunus et al. (2021) examined the influence of online project collaborative learning and achievement motivation on problem-solving ability. The study sample

consisted of 71 students of higher education divided equally into two experimental and control groups. The researchers used both an essay test and a questionnaire. The researchers reported that online based-project collaborative learning strategy has a positive influence on students' problem-solving ability.

In a quantitative study, Rashid et al. (2019) explored the influence an online collaborative and interactive tool (Padlet) on 87 students in a writing course. The study aimed to show how online interactive tools contributed positively towards improving learners' language and communication skills. Moreover, the studies revealed that online collaborative tools enhanced students' motivation to participate in class activities, improved learners' language accuracy, lowered their anxiety, and encouraged them to become more autonomous. The researchers concluded that online tools such as Padlet could be successfully used in collaborative courses to facilitate the learning process. Likewise, Brodahl, Hadjerrouit, & Hansen (2011) online collaborative interactive tool (Google Docs and EtherPad). The results indicated that sufficient collaborative tools are easy-to-use, practical, enhance motivation, and increase collaboration.

Yee and Yunus (2021) conducted a systematic review for 14 Google Scholar articles which were published in 2020 and 2021, to identify the most utilized online collaborative tool (Google Docs, Telegram, Mind Mapping, WhatsApp, Padlet, etc.) in writing. Moreover, the review aimed to explore the learners' perceptions and the challenges in using collaborative tools to enhance English writing skills. The results of their study indicated that the most utilized tools to write in English were Google Docs, Mind Mapping, WhatsApp, Telegram, Blogs, Instagram, Tencent Classroom, and Padelt,, respectively, from the highest to the lowest used one. Regarding the learners' perceptions, the study revealed that collaborative learning help learners become autonomous learners. Moreover, learners' ability to discuss, argue and negotiate ideas improved and enabled students to improve writing qualities and possess better cognitive skills.

Choi (2008) showed that learners engaged in an online writing environment. She added that online collaboration made the learning process more interesting for the learners and consequently led to better performance of the learners in their writing activities. She emphasized the importance of preparations and providing guidelines on offering valuable comments before involving learners in the writing activities. Moreover, she emphasized the importance of time management and setting deadlines.

### **Methodology**

The researcher describes in the present section the research tools, participants. Moreover, he discusses the development of the questionnaire and its validity and reliability. Finally, the researcher explains data analysis.

### **Design of the Study**

This study employed a quantitative approach. Research can use quantitative research approaches to gather data under precise conditions (Jacobsen, 2003). The researcher collected the data for this study was collected through a questionnaire. To achieve the objectives of the study, the researcher employed a descriptive survey research design. This design helps researchers to collect data and to describe and interpret them easily by providing an in-depth view of any issue

under study (Locklear, 2012). The researcher divided this section into two parts, namely, the participants and the instrument:

### ***Participants***

The researcher conducted this study in first the first semester of the academic year 2021/2022. The study participants are students from the Language Institute of King Abdul-Aziz University, Saudi Arabia. Forty-three students (19 males and 24 females) constituted the study population. The researcher chose them based on the available sampling method. 56% of the participants were females and 44% of them were males. The academic level of these students ranges from freshmen to seniors: First (14%), Second (14%), Third (16.3%),

### **Design and distribution of the research instrument:**

The researcher used a questionnaire that was designed to the research under study. Specifically, the questionnaire was designed to elicit students' general attitudes towards utilizing online collaborative activities. After conducting an extensive literature review, the researcher developed a suitable questionnaire that is intended to determine the attitudes of students towards of using online collaborative activities. A 30-item questionnaire was developed. The researcher chose the different items in the questionnaire, taking into account the issues frequently conversed in the literature concerning attitude towards online collaborative writing activities and their value. A Five Likert Scale questionnaire was prepared by the researcher to explore students' general perceptions towards online collaborative writing activities. The researcher posted the questionnaire electronically using Google form at the beginning of the academic semester 2021/2022. The questionnaire consisted of three parts. The first one is for the demographic information. The second part is for the 30 questionnaire items. The final part is an open-ended question about the advantages and the disadvantages of online collaborative writing as perceived by the students. The researcher analyzed data statistically using the Statistical Package for the Social Sciences (SPSS) program version 24.

### **Reliability and Validity of the Questionnaire**

The researcher assessed the reliability of the questionnaire. The statistical calculations revealed that the overall Cronbach Alpha Coefficient of the questionnaire is high ( $r = 0.88$ ). This means that the tool used for this study is a reliable tool.

The questionnaire was validated by two experts in the field of collaborative writing and statistical analysis. They offered very a few comments and the researcher took them into consideration.

### **Discussion and Results**

In this section, the researcher presents the results of Part One in the Questionnaire, demographic information (Gender, Level, and Average) and some students' online collaborative writing practices:

#### **Gender**

As Table 1 shows, 44.2% of the respondents were males, and 55.8% were females.

**Level**

Regarding the students' level, Table 1 shows that six students were in level one, six students were in level two, seven students were in level 3, and the majority (24) were from level four.

**Average**

Regarding the students' level, Table 1 shows that one student average fall between 3 – 3.49, five students' average ranged between 3.50 – 3.99, nineteen students' average ranged between 4-4.49, eighteen teen students' average ranged between 4.50-5

Table 1. *Students' demographic data*

	<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>	
Gender	Male	19	44.2	
	Female	24	55.8	
	Total	43	100.0	
Level	One	6	14.0	
	Two	6	14.0	
	Three	7	16.3	
	Four	24	55.8	
	Total	43	100.0	
	Average	3 – 3.49	1	2.3
		3.50 – 3.99	5	11.6
4-4.49		19	44.2	
4.50-5		18	41.9	
Total		43	100.0	

*Online collaborative behaviors:*

As the study concerns online collaborative activities, it is a good idea to examine the students' attitudes to some collaborative online writing issues. Questions on students' writing practices were. The first question was *when the instructor asks me to do collaborative online activities I become nervous*. 23.3% of the respondents revealed that they felt nervous when their instructor inquired about some collaborative online activities, as seen in Table 2. Moreover, the participants were asked if they have reliable internet connection, 16.3% reported that they do not possess reliable internet connection. In addition, they were asked if they have their own computer/laptop. Unfortunately, 23.3% reported that they do not possess a computer/laptop. Finally, they were asked whether they like to study alone or with others. Interestingly, 53.5% reported that they learn better when they study alone.

Table 2. *Students' online learning interests and practices*

	Variables	Frequency	Percent
When my instructor asks me to do collaborative online activities I become nervous	Yes	10	23.3
	No	33	76.7
	<b>Total</b>	43	100.0
I have a reliable strong internet access in the place I stay in	Yes	36	83.7
	No	7	16.3
	<b>Total</b>	<b>43</b>	<b>100.0</b>
I have my own computer/laptop	Yes	33	76.7
	No	10	23.3
	<b>Total</b>	43	100.0
I feel comfortable while using computer	Yes	41	95.3
	No	2	4.7
	<b>Total</b>	43	100.0
I am interested in using the Internet in learning.	Yes	42	97.7
	No	1	2.3
	<b>Total</b>	43	100.0
When I study alone, I understand better and learn better	Yes	23	53.5
	No	20	46.5
	<b>Total</b>	43	100.0

**Research Question One:** What is the students' general attitude towards online collaborative activities as perceived by students of The Arabic Language Institute for Speakers of Other Languages at King Abdul Aziz University, Saudi Arabia students?

Table 3. *Students' general attitude towards online collaborative activities*

		Mean	Std. Deviation
30	Working online in groups is a waste of time (Recoded)	4.54	.766
22	Online collaborative writing helped me receive useful feedback from my instructor	4.51	.506
4	Online collaborative writing helps me to receive useful and constructive feedback	4.51	.592
28	Overall, online collaborative writing is a worthwhile experience	4.49	.551
18	Online collaborative writing should be encouraged	4.49	.631
5	Online collaborative writing helps me to have a greater responsibility – for myself & my group	4.47	.735
13	Online collaborative writing encouraged sharing of knowledge about the language among group members.	4.44	.548
19	Online collaborative writing enables me to have more confidence working with other students	4.44	.700
24	Online collaborative writing gives me the chance to express my ideas in the group	4.42	.587
14	Online collaborative writing enabled us to help weaker learners in the group	4.42	.794
21	Online collaborative writing helped me receive useful feedback from my friends	4.42	.698
25	I enjoy writing more than I did before due to the online collaborative environment	4.40	.660
20	Online collaborative writing helped me work in a more relaxed atmosphere	4.37	.725
15	The process of collaboration encouraged group members to develop their independence and ability to construct knowledge on their own.	4.26	.693
29	Online collaborative writing help me acquire relevant computer knowledge and skills	4.19	.852
26	I get more work done when I work with others	4.07	1.033

It is easily noticed, as the Table 3 reveals, that the students' attitude towards the use of online collaborative writing activities is highly favorable. Item 30 (4=54) (*working online in groups is a waste of time*) got a high disagreement. This high disagreement means that the participants did not perceive the online collaborative experience to be wasting their time. This means that many students were satisfied by the experience and did not consider it a waste of time. This is in line with several studies. For example, Farrah (2015) and Kalayci (2014) reported that their participants held positive attitudes towards the collaborative online learning process.

This is followed by items 22 and 4 (M= 4.51). These statements investigate the students' perception towards receiving feedback while carrying out online collaborative writing activities. This means that they are satisfied as they received constructive feedback. Moreover, they considered this feedback to be helpful. Therefore, it is not surprising that items 28 and 18 also



receive a highly favorable rating ( $M= 4.49$ ). It is evident that the students are highly satisfied with the experience to the extent that most of them rated it positively and suggested continuing it in other semesters. Item 28 lent support for this perception as most of the students perceived online collaborative writing as an essential experience ( $m=4.49$ ). This is in line with Farrah (2015), Azodi et al. (2020), and Lee and Osman (2021) who reported joyful experiences of their participants regarding receiving constructive feedback and considering collaboration as an enjoyable experience.

These items are followed by items 5 ( $M= 4.47$ ), 13, and 19 ( $M= 4.44$ ). These three items address the issue of having responsibility, sharing knowledge, and having more confidence working with other students. This is in line with Rezeki (2017) who reported that collaborative written activities improve students' sense of responsibility and accountability through job divisions. Also, it is in line with Kalayci (2014) and Azodi et al. (2020) who reported that working in groups helped her students boost their confidence and cultivate better responsibility. Moreover, collaborative writing enables them to share knowledge, and to participate actively.

The other three items that got high ratings are items 24, 14, and 21. They got the same mean ( $M= 4.42$ ). This means that the students believe that online collaborative writing activities allowed them to express their ideas, help weaker learners, and provide and receive helpful feedback from other group members. Moreover, the students felt that they enjoyed writing more than they did before due to the online collaborative environment as expressed in item 25 ( $M= 4.40$ ) and the experience helped them work in a more relaxed atmosphere 20 ( $M= 4.37$ ). This is in line with several studies (Farrah, 2015; Lee & Osman, 2021; Rezeki, 2017; Kalayci, 2014).

Item 15, (The process of collaboration encouraged group members to develop their independence and ability to construct knowledge on their own) receive a high rating ( $M=4.26$ ). This is in line with Kalayci (2014) and the constructive theories.

The two items that received the lowest agreement are 29 ( $M= 4.19$ ) and 26 (4.07). These two items are related to acquiring relevant computer knowledge and skills and getting more work done when working with others. It seems that some of them possessed good computer knowledge and therefore did not feel that the online experience enabled them to acquire relevant computer knowledge and skills. Moreover, some of them did not think that they get more work done when working with others. To some extent, this is in line with Kalayci (2014) who found that sixteen (57, 1%) of her students believed that they got more work done when they worked with others, but nine students (32, 1%) did not agree on this issue.

### **Research Question Two: What is the students' attitude towards using online collaborative writing activities in language learning and communicative competence?**

The researcher conducted descriptive statistics for the questionnaire items to examine the students' attitude towards using online collaborative writing activities in language learning and communicative competence as perceived by students of The Arabic Language Institute for Speakers of Other Languages.

Table 4. *Students' general attitude towards online collaborative activities in language learning*

		Mean	Std. Deviation
1	Online collaborative writing fosters exchange of knowledge, information & experience	4.63	.489
2	Online collaborative writing makes problem-solving easier	4.60	.541
3	Online collaborative writing stimulates my critical thinking skills	4.58	.587
12	Online collaborative writing enabled us to spend more time checking spelling and punctuation	4.47	.631
23	Online collaborative writing enables me to learn new ways to plan & edit my essays	4.42	.587
6	Online collaborative writing enhances my communication skills	4.33	.778
17	Overall, Online collaborative writing improved my fluency in writing	4.30	.773
27	Through online collaborative writing, we write better	4.30	.773
7	Online collaborative writing enhances my negotiation skills	4.30	1.059
10	Online collaborative writing enabled us to receive useful grammatical feedback from other group members.	4.28	.934
9	Online collaborative writing improves my performance	4.28	.734
16	Overall, Online collaborative writing improved my accuracy in writing	4.26	.621
11	Online collaborative writing enabled us to negotiate meaning and scaffold each other to have a better vocabulary use	4.26	.658
8	Online collaborative writing enhances my interpersonal skill	4.21	.804

Table 4 reveals that the students showed the highest agreement with the statement which focuses on the role of online collaborative writing in developing learning and communicative competence. This is clearly expressed in item 1 (M=63), 2 (M=60) and 3 (M=58),, which show that students have favorable attitudes towards the online experience as it helped them foster exchange of knowledge and information, facilitated problem-solving, and promoted their higher critical thinking skills. This is in line with a number of studies (Kalayci, 2014; Lee & Osman, 2021; Yunus et al., 2021).

This is not surprising as they also highly agreed with items 12 (M= 4.47) and 23 (M= 4.42) and 6 (M= 4.33) where they clearly agreed that online collaborative writing enables them to spend more time checking spelling and punctuation. Additionally, they agreed that the experience exposed them to new ways of planning and editing their work and improving their communication and negotiation skills. This is in line with Kalayci (2014) and Azodi et al. (2020) who reported that writing collaboratively aided learners to improve their grammar and spelling.

Moreover, they think that collaboration improved their fluency and accuracy in writing and enabled them to write better as expressed in items 16 (M= 4.26), 17 (M= 4.30), and 27 (M= 4.30). This is in line with Sarkhosh and Najafi (2020) who reported that their students wrote more fluent and accurate better texts. Students also think that it is a great tool that enables them to negotiate meaning and scaffold each other to have better vocabulary use. They also think that

collaborative writing is a great tool to have better vocabulary use. These responses show that the students do not underestimate the value of online collaborative activities. On the contrary, they believe that such activities and experience contributed to the improvement in their performance and enhancing their interpersonal skills as seen in items 11 and 8. This conforms to previous literature that pointed out that online collaborative writing activities tend to create meaningful interaction and communication among learners, expand their vocabulary, and upgrade their interpersonal skills (Rezeki, 2017; Azodi et al. 2020)

**Research Question No. 3 aimed at identifying the advantages of using online collaborative writing activities: What are advantages of implementing online collaborative writing activities?**

The data gathered from the students indicate that the most reported advantages of online collaborative writing activities are:

- (1) increased responsibility,
- (2) boosting confidence
- (3) improving overall commitment to collaboration among students,
- (5) freedom of self-expression of thoughts in a comfortable atmosphere, and
- (5) improving writing skills.

Most students reported that online collaborative writing activities enhanced the sense and spirit of responsibility among students. A second advantage that is reported by the students is that they improved their confidence. One participant clarified, *“There is confidence in speaking without the presence of the instructor.”* Another participant added, *“We felt more confident and comfortable while speaking and not just listening to the professor.”*

A third advantage that is reported by the students is the high level of collaboration among students. The students liked the activities and they were highly involved. One participant stated, *“The relationship was strong between students in cooperative writing classes.”* Another student added, *“we were committed collaborate with our fellow students to gather ideas.”*

A fourth Advantage that is reported by the students is their ability to express their thoughts in a comfortable atmosphere. They worked in a comfortable atmosphere to solve problems, help weak students. One student summarized this point by saying, *“we worked in a relaxed atmosphere and we didn’t feel embarrassed when talking to other classmates. The instructor was good listener and provided helpful comments.”* This is in line with Kalayci (2014).

Finally, most of the students repowered that the online collaborative experience enhanced their writing skills. One student clarified, *“My writing has improved a lot with the help of my friends”*.

**Research Question No. 4 aimed at identifying the challenges of using online collaborative writing activities: What are the difficulties of using online collaborative writing activities?**

The participants were asked to identify the challenges they experienced during their online experience. According to them, the most reported challenges of using online collaborative writing activities are: (1) Internet connection challenges, (2) overreliance of some students on other students, (3) lack of time, and (4) technical and organizational issues.

The concern regarding Internet access for all students tops the most reported difficulties reported by the participants during their online collaborative writing activities. Most of the participants expressed their dissatisfaction with the internet connection. They mentioned statements like:

*Sometimes I don't have internet, so I can't write with my colleagues,*

*Poor internet connections in some areas,*

*Some students do not participate in writing with us as they have poor internet connections.*

*Sometimes some students have lack of internet access and they cannot join the discussion on time.*

The second most reported challenge of online collaborative writing activities is the overreliance of some students on other students.

*Some students do not participate in writing with us*

*Maybe some students work and some don't*

*Some students do not work*

*Diligent people do everything*

*The organization may not be clear*

*Some students work and some don't*

*Some of the weaker level students do not work*

*The distinguished students talk and discuss, and the other students only look at them*

This challenge was also reported in other studies where some participants expressed their concern over the effectiveness of collaboration as they complained that lack of equal participation from all individuals in all group members is one of the major problems of online collaborative education.

The third major challenge is the lack of time. The participants expressed their dissatisfaction due to the inadequate time. One respondent said: We do not finish writing during the given time.” Other students added ‘*Not enough time for all groups. The writing time in the lecture is very short to fulfill the assigned collaborative tasks.*’ This corresponds to other studies in which they found that time was a major issue in collaborative writing.

Last but not least, some participants reported some technical and organizational issues. Particularly, they mentioned problems with the sound and annoyance during the discussion with other groups. “*There is a lot of noise in the hall, so sometimes we can't focus; the voice is loud in the discussion, so I can't focus. The organization of the discussion may not be clear. Some teachers leave the room until the lecture is over.*”

This corresponds to other studies in which they found that class management was a major issue in collaborative writing.

### **Conclusion and Recommendations:**

This study examined students of the Arabic Language Institute for Speakers of Other Languages at King Abdul Aziz University's general attitudes towards online collaborative activities. Moreover, it examined their attitudes towards using online collaborative writing activities in language learning and communicative competence. The results demonstrated that the

students held a positive attitude. This positive attitude is congruent with the view of most researchers that online collaborative writing activities are a great tool to improve language learning (Farrah, 2015; Lee & Osman, 2021; Kalayci, 2014; Azodi et al., 2020; Lee and Osman, 2021, Rezeki, 2017). Most students described their experience as a valuable experience as it helped them students express their ideas in the group, help weaker learners, and provide and receive helpful feedback from other group members. Moreover, the students felt that they enjoyed writing more than before due to the online collaborative environment. The results of this study agree with the findings of other studies on online collaborative writing. This means that this approach can be used as a practical approach to develop the fluency and accuracy learners' writing skills. It enables students to have better vocabulary use, makes problem-solving easier, helps learners to focus on grammar, spelling and punctuation, and it encourages construction and sharing of knowledge learning (Farrah, 2015; Lee & Osman, 2021; Kalayci, 2014; Azodi et al, 2020; Sarkhosh & Najafi, 2020; Lee and Osman, 2021, Rezeki, 2017).

The most-reported advantages of online collaborative writing activities according to the participants are: (1) feeling of responsibility, (2) increased confidence (3) increased overall commitment to collaboration among students, (5) ability to express thoughts in a comfortable atmosphere, and (5) refining their writing skills. The most reported challenges of using online collaborative writing activities are: (1) the weak Internet connection, (2) overreliance of some students on other students, (3) lack of time, and (4) technical and organizational issues.

Based on the study, the researcher recommends the following

- Conducting similar studies where researchers examine students' performance in control and experimental groups.
- Finding solutions to the most reported challenges to make the learning experience more beneficial.

#### About the Author:

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