

Implementing Collaborative Writing in EFL Classrooms: Teachers and Students' Perspectives

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Abstract

The study investigates the process of implementing collaborative writing (CW) in EFL classrooms and ascertains the perspectives of stakeholders towards CW practice. Data was collected from 130 participants and through multiple sources and instruments, including document analysis, observation and video-based fieldwork, questionnaire, and interview. The results from observation and content analysis revealed that the current practice of CW lacked significant CW process during the first six weeks, but occurred later during the discussion sessions at a superficial level. The interview results further revealed that parallel horizontal-division writing CW strategy was used and the CW tasks were done in writer-helpers pattern and consequently produced the superficial written patch works. Furthermore, results of questionnaire and interviews indicted that both students and teachers perceived that CW practice positively influenced teamwork, communication, and problem solving skills. However, the issue of fairness of teamwork contribution and assessment continues to be unsolved. Based on the research result, it can be concluded that both teachers and students needed to be prepared prior to the practice, so that CW process, strategy, and assessment applied in each CW classroom followed the same standard.

Keywords: collaborative learning, collaborative writing, second language writing, EFL writing classroom

Introduction

Currently collaborative writing (CW) appears to be well supported theoretically in both L1 and L2 writings, but empirical studies on the issue, especially in EFL context, appeared to exist only on a small scale and limited (Storch, 2011; Mutwarasibo, 2013) . In Thailand, there is little evidence advocating the practice of CW and its impact. The studies that investigated the effect of collaborative writing implemented with Thai students revealed only the positive effects such as an experimental research that studied students' abilities on CW through the use of Google Docs confirmed the effectiveness of collaborative web based writing in terms of attitude, responsibility, and performance of students (Suwantarathip & Wichadee, 2014). At a Thai university, a common writing class size is 35-40 students per class. In some cases, one writing teacher could be responsible for 120-140 students (4 classes). Commenting and grading individual papers with multiple drafts of over a hundred students has become a workload problem and resulted in an ineffective learning outcome. Consequently, CW was introduced to some writing courses in the form of pair and small group writing for the purpose of solving teacher's excessive workloads in teaching and grading. The practice of CW in the Thai EFL writing classroom may have solved the workload problem for teachers, but there still are questions about how CW practice affects learning outcomes in terms of equal contribution to teamwork, fairness of assessment, and quality of writing output. Personally, I perceive that CW, if designed and implemented properly, can enhance students' learning experience and learning outcomes. Therefore, the present study is conducted to: 1) investigate the process of implementing collaborative

writing in EFL classrooms; 2) ascertain the perspectives of stakeholders towards CW practice. Research questions are as follows.

- 1) How is collaborative writing process practiced in the studied EFL writing classrooms?
- 2) What are the perspectives of the stakeholders toward collaborative writing practice?

Literature Review

Development of Collaborative Writing

Collaborative writing (CW) is defined as a joint writing product or the co-authoring of a text by two or more writers in which these writers share the joint ownership of the text produced (Storch, 2011). In the field of writing instruction, principles of collaborative learning have influenced the concepts of collaborative writing. The core principle of collaborative learning supports learner-centered approach to learning and active learning which involves unified group or pair work in which members negotiate roles, tasks, and responsibilities to solve problems, complete tasks, or create new products (Inglehart et al., 2002; Smith & Macgregor, 1992). Before its inception, the concepts of collaborative learning were influenced by several social learning theories (Dewey, 1938) such as social constructivist theory (Vygotsky, 1978), experiential learning (Kolb, 1984), situating learning and communities of practice theories (Lave & Wenger, 1991). The characteristics of collaborative learning principles that were incorporated into writing instruction including 1) joint intellectual effort and commitment by learners to produce common tasks, 2) involvement in learning or group process, and 3) individual learning as a result of group process. Through the practice of collaborative learning and writing, learners eventually produced these four qualities: positive interdependence, simultaneous interaction, individual accountability, and equal participation (Dooley, 2008; Dillenbourg, 1999).

For the practice of CW in general, Storch (2011) claimed that CW has become a common practice in university education, especially in L1 writing. She further distinguished CW from peer feedback activities; as she did not think that peer feedback involved the joint ownership of the produced writing. In contrast, several scholars such as Mutwarasibo (2013), Widodo (2013), Al-Nafiseh (2013), and Kim & Eklundh (2001) proposed that peer learning or peer feedback is a type of collaborative learning and collaborative writing, known as workshopping pattern, as it involves students working in pairs or small groups to discuss concepts, or find solutions to problems. Peer feedback can be either spoken or written and through the practice of peer feedback, students eventually revise and raise their writing to a higher level. In L1 writing, many studies advocated that CW yielded tremendous benefits to L1 writers such as enhancing reflective thinking, awareness, and understanding of audience (Bruffee, 1993). It is suggested that CW practice also fosters writers with multitudes of roles which do not occur during individual writing. For instance, through the process of CW, writers have become critical readers, sounding boards, and co-authors (Weissberg, 2006). Furthermore, Swain (2000) also pointed out that CW process engages learners in problem-solving activities. For L2 writing, a study by Dobao (2011) investigated the benefits of CW tasks by examining the effects of the number of participants on fluency, complexity, and accuracy of the written texts, as well as the nature of the oral interaction between pairs and groups while they collaborate throughout the writing process. The findings revealed that texts written by groups were more accurate than pairs and individuals. Group writing also produced more language-related episodes (interaction) than pair writing and individual writing. In EFL context, a study by Al-Nafiseh (2013) investigated the effect of CW on students' written outputs and found that the practice of CW enhanced student's written outputs in raising students' awareness on writers' choices and on in-class interaction.

Furthermore, Widodo (2013) pointed out that the success or failure of CW depended on 1) teacher competence in teaching and managing the writing process; 2) nature of curriculum and syllabus; 3) students individual differences.

Collaborative Writing Processes, Strategies, and Assessments

Collaborative writing practice assumes the active roles of both students and teachers in class as it embraces the constructivism theory of Vygotsky which gives importance to social interaction. Collaborative writing process, therefore, requires cognitive and social activities that allow students to exchange ideas, knowledge, and skills (Baria & Jafari, 2013; Zaky, 2018). Besides CW continues to adhere to process writing involving brainstorming, outlining, drafting, revising, editing, and publishing, principles and characteristics of collaborative learning are integrated which require group formation, delegation of roles and responsibilities of group members in order to handle collaborative tasks (Zaky, 2018). In order for both students and teachers to handle collaborative tasks and activities effectively, training is crucial. It is necessary for students to agree upon their roles and strategies used in approaching and producing their collaborative tasks and writings. Lowry, Curtis, and Lowry (2004) proposed the most commonly used CW strategies as follows. First, group single-author writing strategy in which one member is assigned to be the sole writer of the whole paper. Second, sequential single writing strategy; each group member completes his/her part then passes to the next member to contribute the next part. Third, parallel horizontal- division writing; the task is divided into segments and distributed to each member to complete each segment separately within the given time, then put all the complete segments together to form the final product and there will be one member review and unify the final task. Forth, parallel stratified-division writing; each member is assigned a specific role in producing the task according to process writing such as information searcher, writer, reviewer, and editor. Fifth, reactive writing; each member contributes his/her own part and reflects on each other's contribution, then apply some adjustments to produce the final product.

In addition to CW processes and strategies, the issue of CW assessments is discussed in this section; as it has raised so many questions in relation to fairness of contribution to the completion of collaborative tasks. Diaz, Brown, & Salmons (2010) proposed that CW assessments should be viewed as a progressive process that can be developed throughout the course or project, not just focusing only on the end output. A good CW tasks should allow time for group cohesion, responsibility, and negotiation (Lunsford & Ede, 1990). Assessing CW tasks, therefore, should account for both individual and collective assessments, as well as formative and summative assessments. In CW assessments, formative assessment should be emphasized as it requires reflective comments from teachers throughout the learning process. Formative assessment can help students see their own development as an individual and as a team. Through the formative assessment, students may develop a sense of a learning community which may help them see how their individual task may add up to a better collective task.

Benefits, Drawbacks, and Challenges of Implementing Collaborative Writing

CW is underpinned by cognitive and social learning theories. Storch (2011) summarized the benefits of CW as follows. First, it fosters development of cognitive process and learning. This means that through the practice of CW, students eventually become reflective thinkers who are more aware of the comprehension of their audience. Moreover, CW also fosters the process of producing a language or languaging which includes lexical choices and grammatical forms. Swain (2006) defines languaging as "The process of making meaning

and shaping knowledge and experience through language” (as cited in Al Ajmi & Holi Ali, 2014, p.3). Elola and Oskoz (2010) further stated that CW is a means to develop L2 students’ linguistic and writing conventions. In order to achieve a good CW written product, members must go through the social process in which they must interact, coordinate, and negotiate to reach the common goal (Dobao, 2011; Lin & Maarof, 2013). Moreover, CW practice also increases students’ motivation, self-esteem, and a greater sense of responsibility; therefore, all these qualities foster students to be better writers (Mullinga & Garofalo, 2011; Al Ajmi & Holi Ali, 2014).

Despite claimed benefits of CW, some argue that the concept of CW is unfair and penalizes highly proficient achievers who prefer working individually. These high achievers have to waste their time with conflict management and accept lower quality of writing contributed by all or most team members (Viggiano, 2013.). Furthermore, Mullinga and Garofalo, (2011) pointed out some disadvantages of CW in which they put into five categories: stress, time management, target language proficiency, conflict with personal learning styles and opinions, and fairness issues. Stress occurs when there is a conflict within the team members and especially when it cannot be resolved. Time management problems of the individual can also affect team time management and often lead to conflicts of both opinions and personal learning styles. All these conflicts, consequently, can lead to unfair work contribution. Furthermore, Shea (2012) proposed that the major challenge for teachers to conduct a collaborative classroom is having a fair and effective systematic classroom management. Though her comments and suggestions focused on incorporating the systematic classroom management with technology to foster CW instruction, the classroom management challenges also applied to face-to-face or in class CW. Problems of classroom management can be reflected by unequal contributions to the collaborative task. Alexander (2102) pointed out a common problem of CW, i.e., in most groups there would be one or two persons doing all the work. Fair assessment for each group member is also a problem of CW as Chisholm (1990) pointed out that, to students, grades are seen as rewards and often are their primary motivation to complete the task. Giving the same grade to all members of the team when there are some members who are viewed as free riders will cause resentfulness of other working members.

Methodology

This research aims to investigate the process of CW practiced in EFL classrooms and to ascertain the perspectives of stakeholders towards CW practice. This research employs qualitative method in which data is collected from multiple sources or triangulation of information through document analysis, observation and video-based fieldwork, questionnaire, and interview (Merriam, 2001; Creswell, 2006).

Context of the Study

CW principles were integrated into the writing instruction of a general English course called English. The course aimed to develop students’ communication skills, content skills, cognition and cultural understanding. Duration of the course was 15 weeks in which students were required to meet teacher once a week for 3 hours. The description and the objectives of the course required beyond the discipline knowledge and language skills; therefore, the design of content, practice, and assessment had extended to collaborative tasks. Collaborative tasks required group works such as discussions, group writings, and presentations; these became important elements of the course. Collaborative tasks affected the design of the

assessments which had to be balanced between individual and group assessments, see details of syllabus and assessment in Appendix I. The first six weeks, the focus was on the individual writing. After week six, the focus was on group activities and collaborative writing. Students were required to collaborate in order to produce the tasks such as forming group, rewriting group topic and outline, information searching, discussing and sharing information, drafting the report, commenting, presenting, revising and writing the final report.

Participants

This research looks into and explains the process of practice, interactions, and perspectives towards implementing CW of participants who are stakeholders of English 3. There were 128 students and 2 teachers of English 3 voluntarily participated in the study. All 128 participants were asked to complete a closed-ended questionnaire for purpose of identifying participants' perception towards CW practice. 70 out of 128 students and 2 teachers were voluntarily participated in the in-depth study which involved observation, videotaping, and interviews.

Instruments

1. Observation scheme is used in collecting data from live observation and videotape of the two classes. The coding scheme used in collecting, categorizing, and analyzing data utilized the scheme on analytic framework of Cumming (1992) which focuses on "the behavioral units which serve to structure and focus pedagogical activities through sequences of verbal exchange between teachers and students" (as cited in Riazi et al., 1996, p.20) .

2. A closed-ended questionnaire, five point Likert scale, was administrated to students for the purpose of self-assessment on their learning outcome and their satisfaction toward the use of CW approach with English 3. The design of questionnaire utilized the work of Mangelsdorf (1992) which focuses on participants' opinion and self-assessment on their practice of CW process and outcomes.

3. Semi-structured interview is used to get in-depth information from 2 teachers and focus group interview is used with 14 students who also participated in observation and completed the questionnaire. The design of the interview questions utilized the interview guide format similar to Bryman (2012) which focuses on three issues: 1) how students as a team plan, organize, and carry out group work and group writing; 2) student's preference of collaboration and the reason of the preference; and 3) the perception of what students gain from collaboration. Details of the interview questions are presented in appendix III.

Analysis

Descriptive statistics is used in analyzing questionnaire data and interpreting students' perception towards CW practice and outcomes. In addition, content analysis was utilized with the syllabus and material used to support collaborative writing instruction. Framework of Webb's Depth of Knowledge (DOK) and the Thai Qualification Framework for Higher Education (TQF) were used as the basis of content analysis (Webb, 2002). Lastly, thematic analysis is used to identify and interpret pattern of meaning within the observation and interview data by following analysis framework of Castleberry and Nolen (2018) as suggested that starting from raw data forms codes and codes form themes and thematic maps, after that identifying and defining the themes to lead to interpretations.

Procedures

Data collection of this research is considered in natural settings where participants experienced the practices, the issues, and the problems under study. Data collection process

took one full semester or 15 weeks. The data collection process began with observations which were done three times throughout the semester. An initial observation took place in week 3 of the semester and lasted three hours, and occurred during the lecture-based and activity-based session. The researcher was the non-participating observer who took notes while the two teachers were considered the participating observers who also took part on inter-observation reliability check. The second observation took place again mid semester and was recorded by a professional technician, and occurred during the discussion session. The third observation was conducted the same way as the second one, but took place at the end of the semester or in week 15 and occurred during the presentation session. Video recording of the discussion and presentation sessions were done with 6 selected groups or 30 students in total who were also participants in the first observation. The selection for video recording was based on the criteria of English proficiency determined and suggested by their teachers. Once again the same two teachers also took part of inter-observation reliability check. In the last week of class, 70 students who participated in the observations and the other 58 students who studied English 3 in that semester were randomly selected and asked to complete the five point Likert scale questionnaire. In week 15, focus group interviews with 14 students (a group of 7) who also participated in the observations and completing questionnaire and semi-structured interviews with the two teachers were also conducted. Details of components and timeline of the procedures are presented in Figure 1.

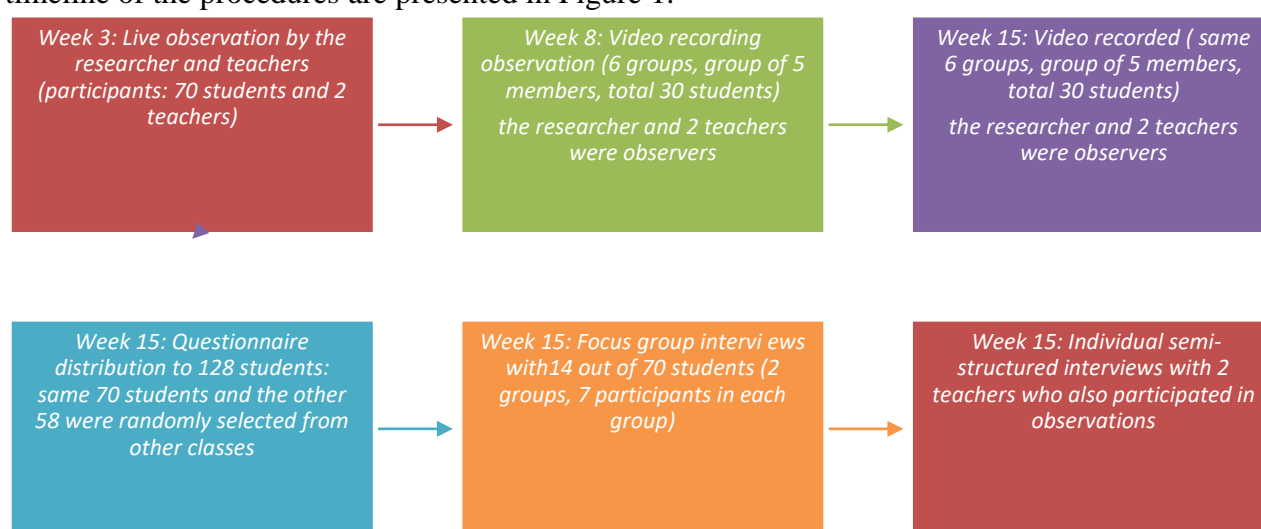


Figure1: Research procedures

Results and Analysis

Results and analyses are presented according to the sequence of the research questions. First, in order to address research question 1: How is collaborative writing process practiced in the studied EFL writing classrooms? ; the results and analyses of observation, video data, content analysis of the syllabus and course-book are first presented. Second, results and analyses of questionnaire data and interview data are presented to address research question 2: What are the perspectives of the stakeholders toward collaborative writing practice? Details are as follows.

Observation and Video Data

Observation data comprises data from field notes and data from video recording. To assure reliability of observation and video data, inter-observer reliability was utilized. Two independent observers were the teachers of the two observed classes. After established objective criteria of behaviors and elements to be observed, they were asked to check whether they agree on notes recorded by the researcher during their lecture periods. Then they watched the video tapes of the discussions of their own class and checked whether they agreed with the researcher's notes. Field note data revealed that collaborative learning occurred during the lecture periods only when students got the opportunities to do informal group discussions. Classroom setting was unfortunate for collaborative learning because they are too small for 35 students and the condition did not facilitate the practice of active and collaborative learning. This could be the factor contributing to the inactiveness of some students. In addition, teacher's teaching strategies, teaching experience, and classroom management skills could also be factors that contributed to students' interaction and dynamics. The experienced teacher would make sure that the whole class was involved by moving around, asking questions, responding to students as individuals. The less experienced teacher only engaged excellent and motivated students who sat in the front of the class, so the other side of the class appeared to be quite distracted. In addition, the video data from 6 selected formal group discussions of both classes with total of 3 hours recording time revealed that group dynamics of the discussion sessions were more active than the lecture sessions. Based on students' performance, each group comprised of mixed proficiency level students. The higher proficiency students tended to lead the team in conducting the discussions. How each teacher took part and managed the discussion was quite different. The experienced teacher tended to be more disciplined and particular in commenting on students. For instance, students of the experienced teacher were all wearing uniforms and put on name tags. Students of the experienced teacher also used less notes in guiding their discussions. Comment strategies of the two teachers were also different. The experienced teacher gave comments to the individual students immediately after each student finished the presentation. The comments focused on elements to be improved. As for the less experienced teacher, the comments were done comprehensively to the whole team after every member finished their presentation. The comments were focused on compliments.

Content Analysis of English 3 Syllabus and Course-book

To assure the consistency in evaluating characteristics of messages in content analysis, inter-coder reliability was utilized. The independent coder was one of the English 3 teachers. Agreed coding on content analysis of English 3 syllabus and course-book, based on the framework of depth of knowledge (DOK) of Webb, indicated that content of the syllabus and the course-book were gradually built from level 1 to level 4. The lessons of the first three weeks were in a lecture form and were followed by individual task-based exercises. These types of lessons are at DOK level 1 which required students to recall taught knowledge and skills. Lessons of week 4-7 required students to engage some mental processing by linking and analyzing theories to their interests and concerns; these types of lessons DOK level 2. As for discussion activity (done in week 6), if engaging spontaneous comments and questions, it could be at DOK level 3 which requires the use of a higher order thinking process to analyze, evaluate, and solve real-world problems with predictable outcomes. The lessons of week 8 and 10 required students to perform their productive skills with the coordination of knowledge and skills from multi-disciplines; this is at DOK level 3. The lessons from week 11-16 required extended strategic thinking from students in which they were engaged in

conducting investigations to solve real-world problems and reflected on their outcomes. Content analysis of the course syllabus and course-book based on TQF revealed that lessons and learning activities of English 3 complied with the five domains. The five domains were gradually integrated with each lesson. For instance, the first five week lessons encouraged the domains of knowledge development and cognitive development for the individuals. As the lessons progress, interpersonal skill development domain analytical and communication skills development domain, and ethic and moral development domain were integrated. Particularly, the lessons and activities on week 14-16 incorporated all five domains as students were required to perform both oral and written communication skills, collaboration skills, and interpersonal skills which reflected their cognitive development and ethic development in a collaborative way.

In addressing the first research question, observation and video data, as well as content analysis of English 3 syllabus and course-book result in the conclusion regarding how CW was practiced in the study context. The results illustrate that the design and the practice of CW with English 3 lacked CW process during the first six weeks as class activities more likely focused on individual written works and lecture-based instruction. The CW process only occurred during the discussion sessions which happened after week 6. Collaborative activities and CW process appeared to occur at a superficial level. The following section presents questionnaire data and interview data which addresses the second research question; how students and teachers perceived CW practice.

Questionnaire Data

Questionnaire data is from 128 students. The questionnaire comprises 22 items which are divided into 4 clusters. The 4 clusters are the studied variables of the CW practice: self contribution to teamwork, team collaboration, activeness of learning environment, improvement on communication and problem solving skills. To assure content validity of the questions, three experts in the field checked and approved its validity; one was an English native speaker and the other two were Thai course coordinators. Furthermore, the criteria of Cronbach's alpha were used to establish the internal consistency reliability for the 22 questionnaire items and the 4 clusters. All questionnaire items achieved high reliability ($\alpha \geq 0.9$) while cluster 2 and 4 achieved good reliability ($0.9 > \alpha \geq 0.8$), and cluster 1 and 3 achieved acceptable reliability ($0.8 > \alpha \geq 0.7$); see details in Appendix II.

Table 2: Descriptive Statistics of Questionnaire Data

Clusters	1. Self-contribution to teamwork	2. Overview of team collaboration	3. Activeness of learning environment	4. Self-improvement on communication and problem solving skills
\bar{x}	4.037003	3.917203	3.823695	3.994553
SD	0.073848	0.093606	0.085101	0.061211
Interpretation	Agree	Agree	Agree	Agree

The results from descriptive statistics show that mean values of all four clusters were rated in the same range, 3.41-4.20, which indicated that students perceived that their contribution to teamwork is favorable as well as others' contribution to teamwork. They also viewed that the CW practice made their learning environment active and it improved their communication and problem solving skills.

Interview Data

Interview data came from student focus group interviews and individual semi-structured teacher interviews. To assure validity of the interview questions, the same three experts in the field who checked and approved the validity of the questionnaire also checked and approved the validity of the interview questions.

Student Interview Data

The first seven questions asked students about their opinions on three of the CW processes focused on instruction and teacher factor, activity factor, and content factor, see details in Appendix V. Students expressed that the teacher is one of the key factors that facilitate their CW learning process.

“I like when the teacher is teaching me. The teacher pays attention to every student. I feel like the teacher works hard for teaching me.”

Another key factor that motivates students to become active learners and involved in CW process is the activity of data collection. They expressed that going out for data collection brought authentic learning activities to them. They were excited to meet their participants, as appeared in the following statements.

“I like data collection process the most because I think it is fun to meet people”

“I like when we go out to do questionnaire because we meet people and it is fun to do this.”

In addition, students also liked the fact that the course, its content and activities, also trained them for practical communication skills such as discussion and presentation. Students highly valued these added skills as they stated:

“For me, I like presentation because it is fun to tell and share our information to other people.”

“I can improve my speaking skill through discussion and presentation.”

Students further pointed out some strengths of the course such as the training for research skills, collaborative skills, self-directed learning skills and writing skills which prepared them for their further study, a master's degree, as stated below:

“I think we can use the research in the future such as when we study for a master degree.”

“Activities of this subject make students work by themselves. It also helps students in their teamwork skills and problem solving skills.”

As for their opinions on their learning outcomes, students expressed that they have learned and improved their teamwork skills, research skills, thinking skills, and problem solving skills. Especially teamwork or collaborative skill is what most students learned to appreciate, as presented in the following quotations.

“I like teamwork; it gives more ideas and it is good for the writing part also because people in my group help each other to make successful work.”

“I like to work in team because in our group we always work together, trying to develop sentences and checking grammar; it is better than working alone.”

The interview results further revealed that students tended to favor teamwork in approaching their learning because it helped them to produce faster and better quality written works. Moreover, teamwork also helped them with time management skills and helped them to become more open-minded persons. However, the negative impact of CW process was that there was no control of students who did not pay attention or contribute; consequently, it became distractive to others. The other major problems are conflicts of ideas and time management among team members such as distribution of equal work and domination of some members.

Teacher Interview Data

Data from teacher interviews revealed their perceptions on CW practice, quality of course content and students' performance. The two teachers assessed their students quite differently on their attitude, participation, and learning outcomes. The first teacher rated her students very high on attitude and participation (5 out of 5) as she said that:

"They are active because I walk and talk to them and I also allow them to work outside classroom"

Despite positive attitude and high rate of participation, the teacher rated her student's learning outcome is at C level (3 out of 5). She said that her students' social skill; especially conflict management skill, is not as good as she expected. Although students appeared to enjoy group work, they got into a fight because of conflicts.

"Sometimes they get into a fight, raising tone, and I have to intervene. They cannot find balance and get too emotional."

The teacher further elaborated that the dynamics of teamwork were different in the groups of low proficiency and older students. She said that they did not have conflicts and all team members appeared to get along well. They also did not focus on score that much; they just wanted to help each other to pass the course.

"It seems that they have less focus on the score, but they focus on friendship and teamwork and they are more open different opinions."

The teacher further gave her insights on course objectives, content, and assessment. She voiced her concerns on the achievable objectives of the course and limitation of assessment tools because the bar has been set too high for students, especially on writing skill.

"There are some flaws on assessment proportion; score of group work is too high. Some students just tag along, do not contribute but still get the same score as the hard working ones because they are in the same group."

The second teacher rated his students lower than the first teacher on the level of attitude and participation (3 out of 5), as he explained that he did not think that some students saw the benefits of doing report writing. As for discussion activity, he said that most of them memorized scripts, so their participation seemed unnatural. However, he rated their performances quite high (4 out of 5), as he affirmed that most students have shown him improvement in all aspects, but only a few did not do well because they hated group work.

He was satisfied with his students' progress, as he stated that *"this is above my expectation."* His insights on course objectives, content and assessment were that the overall elements of this course were satisfactory for the majority of students. However, this course was too difficult for some students (10%) because they did not have enough thinking and language skills to handle the required activities. The teacher further expressed that *"the strengths of this course were that students learned how to write and how to work in group."* The teacher also expressed that teamwork was a good learning strategy for students, but there were some flaws as well. Teamwork can facilitate students to improve their thinking, communication, and academic writing skills. He said that working in team, *"students can give and share insights about the topic; interesting thoughts can be put in the report and it can be a better report."* For the weaknesses of the course, he said the prerequisites of this course did not prepare students to cope with most of the activities required by English 3. Teachers of English 3 all assumed that students have all required skills for thinking, discussion, presentation, and writing, so we did not teach these skills, but required them to perform and grade them. Despite how much he liked teamwork approach to learning, he also pointed out some drawbacks. *"Teamwork for some students, it works well, but for some students, it became problems. In some cases, only one student works, the rest take advantages. For team writing, not all members work together; the final report is like patching pieces of writing together without a review."*

The questionnaire and interview data addressed the second research question which revealed that the perspectives of students and teachers towards CW practice were more likely to be positive. They appreciated the CW process and acknowledged its benefits in terms of enhancing students' collaboration and communication skills. Nevertheless, both students and teachers continued to be concerned about the level and quality of collaboration among team members and the quality of the CW product. The issue of contribution and assessment fairness continued to be unsolved in their perceptions. Based on the teachers' assessment, the type of collaborative writing produced by their students appeared to be patching pieces of writing together without a review. This type of CW is considered to be the writer-helpers pattern (Mutwarasibo, 2013) in which each team member writes his/her own part without a clear designated stage of collaboration during the writing process, but may seek help from peers at any point of their writing activity and this help is not necessarily reciprocal.

Discussion and Conclusion

Based on the results and analyses of all sets of data, it can be concluded that CW practice in the study context applied parallel horizontal-division writing strategy in which each team member were required to be responsible for a particular task and a particular section of the written work (Lowry, et al., 2007). As for the written work produced by parallel horizontal-division writing strategy, the produced writing was in a writer-helpers pattern which created superficial patch works, as was consistent with the study result by Mutwarasibo (2013). The study results also indicated both students and teachers tended to perceive that CW practice was beneficial to learners' cognitive and languaging development as it could enhance their problem solving, collaboration, and communication skills. However, they also voiced some concerns about CW practice, as the interview result was consistent with the study result of Elola and Oskoz (2010), claiming that CW could penalize high achievers. The interview result of the current study suggested that despite appreciating CW process, some students (high achievers) concluded that they could achieve greater writing ability if the writing was done individually all the way through. They further expressed that they preferred to write by themselves and were more comfortable to write alone for four reasons: to develop their own personal writing style, to retain control over their writing without defending their choices to

others, to avoid disagreements, and to work on their own time schedule. Both students and teachers also expressed concerns about the issues of fairness of teamwork contribution and assessment. The study further found that equal quality of instruction, classroom management, and assessment standard between the classes remained primary issues of concern. Therefore, it can be deduced that in approaching these concerns, preparing teachers, students, and course management systems are essential for designing and implementing effective CW instruction. It is therefore suggested that the future CW design needs to include activities that minimize superficial collaboration, but maximize real CW process so that it facilitates students' writing performance and their negotiation of response, as suggested by Shea (2012).

Implications

Based on students and teachers' perspectives, it is well accepted that CW practice benefits students' learning process and enhances their collaboration, communication, and problem solving skills. Consequently, the design and practice of CW should be encouraged in EFL writing classrooms. However, the issue of fairness of equal contribution and assessment of CW practice continues to be the main issue of concern found by the current study. The factors influence and determine whether CW appears to be a superficial patch work or an interactive social learning tool depending on classroom management and the process practiced by learners and teachers, and their expected learning outcomes. The success of CW implementation also depends on whether or not the students and the teachers are well prepared for CW instruction in their context. As CW emphasizes process rather than product of writing, it is necessary for both teachers and students to realize its principles, processes, and strategies, so that they are able to implement CW in the most effective way. As mentioned by students, the teacher is the key factor that influences their learning motivation, so preparing and empowering teachers in implementing CW should be prioritized.

Recommendations for Further Studies

Though the process and outcome of CW are appreciated, the issues of fairness of teamwork contribution and assessment continue to be questionable. These problematic issues may link to teachers' competence in relation to their roles and teaching strategies which require training. The question of how to prepare L2 writing teachers to be competent in handling lessons, students, and classroom management in L2 collaborative writing classrooms is the issue that needs to be further developed and studied. In parallel, the impact of the CW implementation should be further investigated as well.

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Appendix I

Course Description

Development of advanced academic English through the engagement in informative content topics. Practice of academic English for communication focusing on researching and discussion skills. Develop public awareness, self-reflection, higher-order thinking skill and self-reliant learning.

Course Objectives

1. Communication skills: Students will be able to communicate by using English language accurately and appropriately in various contexts;
2. Content knowledge: Students will be able to comprehend and gain knowledge about various academic disciplines; and express their viewpoints about the content topics;
3. Cognition: Students will be able to develop higher-order thinking skills such as analyzing, evaluating, problem solving and criticizing skills;
4. Culture: Students will be able to develop skills in team working across academic disciplines as well as an awareness of communicative English in inter-cultural contexts and work ethics.

Course Content

Chapter	Content Detail
Chapter1	Report Writing Basic: essay and report differences, components of a report
Chapter2	Selecting a Topic: problem identification process, characteristics of a good topic
Chapter3	Writing the first paragraph of the report
Chapter4	Writing related studies
Chapter5	Writing report objectives
Chapter6	Designing tools and Writing data collection
Chapter7	Interpreting data and presenting findings
Chapter8	Writing a conclusion

Assessment Criteria of English 3

Performance assesses individually	Performance assesses as team
1. Individual writing -- (25 %)	1. Group writing 1 -- (5%)
2. Discussion -- (10%)	2. Group Writing 2 -- (25%)
3. Presentation of data collection methods--(15%)	3. Final Report--(10%)
4. Presentation of the final report--(10%)	
Total individual score: 60%	Total group score : 40%

Appendix II

Cronbach's alpha of questionnaire items and clusters

Questionnaire items	α
1. I regularly joined the team meetings.	.936
2. I regularly voiced my opinions when we had meetings.	.937
3. I regularly completed my assigned tasks on time (from team).	.936
4. I enjoy working in teams.	.936
5. Overall, members of my team worked well together.	.935
6. Team members have been on time with task submissions/ due dates.	.935
7. Team members have always contributed ideas during meetings and discussions.	.936
8. Team members have exhibited high level of responsibility when working on team assignments.	.936
9. All team members have worked an equal amount throughout the semester.	.935
10. The team has developed a system or strategy to produce an effective product of team work.	.935
11. When there were conflicts with team members, we resolved conflicts on our own first.	.936
12. We, as a team, have eventually successfully handled conflicts within the team.	.935
13. When entering this writing classroom, everyone was actively engaged in discussions and team activities to better the team paper.	.936
14. We spent most of our class time discussing works with the teacher.	.938
15. We spent most of our class time working on team activities.	.936
16. In general, the atmosphere of my writing class has been quite active throughout the semester.	.937
17. Team working/writing has helped me learn effectively.	.935
18. After completing this course, I perceive that my discussion and presentation skills have improved.	.936
19. I have learned how to work with others from attending this course.	.934
20. I have learned how to manage conflicts from attending this course.	.936
21. I have learned how to solve problems from attending this course.	.936
22. Team work and team writing helped me work better and communicate better with others.	.935
Five clusters from the 26 items	α
1. Self-contribution on teamwork (4 items: 1-4)	.771
2. Collaboration among team members(8 items: 5-12)	.887
3. Activeness of learning environment (4 items: 13-16)	.730
4. Self-improvement on communication and problem solving skills (items: 17-22)	.858

Appendix III

Student Interview Questions

Opinions on CW process
1. What do you like most about the class or class activities? Why?
2. What do you dislike most about the class or class activities? Why?
3. What is the strength of this course in terms of content, instruction, and learning process?
4. What is the weakness/problem of this course in terms of content, instruction, and learning process?
5. Which activities helped you develop your learning motivation and skills?
6. Do you prefer work in team or individual? Why?
7. How can the course be improved to better students' learning?
Opinion on outcomes and outputs
1. What have you learned from this course?
2. What are the advantages of team work and team writing apply with this course?
3. What are the disadvantages of team working and team writing apply with this course?
4. How do you perceived the improvement of your English writing skill after finishing the course?
5. Besides English writing skill, what other skills do you think you have improved?