

# Fostering Motivation in ESL Collaborative Online Writing Through Google Docs

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## 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.