

# Online Collaborative Flipped Writing Classroom: A Framework for Online English Writing Instruction

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## Abstract

The Covid-19 pandemic has brought about unprecedented global impacts, particularly in the ELT sector. Empirical evidence has shown that English language teachers and students face several challenges, namely the inadequacy of technological skills, learning hours, motivation, and engagement, to mention a few. However, a few studies offer an applicable learning framework that provides theoretical and practical insights for L2 or English writing instructors, particularly in the Higher Education (HE) context amid the pandemic. Therefore, this paper proposes an applicable learning framework, “Online Collaborative Flipped Writing Classroom” (OCFWC), for L2 writing instruction in HE as a remedy for remote learning conditions and beyond. The initial section of this paper sheds light on the rationale for establishing the learning framework, followed by a brief overview of the theoretical underpinnings of this framework. Second, it presents the step-by-step procedures for implementing this learning framework by drawing on an English language writing classroom in an Indonesian HE context during the Covid-19 pandemic. The final section of this paper discusses the pedagogical benefits, limitations, and implications for future studies.

**Keywords:** Covid-19, collaborative writing, EFL, flipped classroom, online learning

## 1. Introduction

The Covid-19 virus is one of the most contagious viruses that can rapidly mutate and has been empirically evidenced to likely begin in China (see Cheng et al., 2007). Given its high mutation and contagion, this SAR-like virus seems to evolve and appear with distinctive characteristics within different periods (see Cheng et al., 2007). This study highlighted that this virus could reemerge in a new form somewhere in the future, resulting in another remote learning condition, leading to online learning; hence, a learning framework to tackle this drawback is paramount.

Recent studies on Covid-19 and education in Indonesia unveil that the inadequacy of access to digital technologies and the internet, low engagement and motivation, and lack of parents and schooling support are one of the primary barriers for the students (Atmojo & Nugroho, 2020; Rasmitadila et al., 2020). Mailizar et al. (2020) examined the relationship between the barrier levels and the demographic background of teachers by drawing on Math teachers' views. The statistical evidence showed that teachers' backgrounds, such as gender, level of education, and certification, did not significantly correspond to the level of learning barriers. Other statistical evidence showed that the students' lack of skills and access to technologies and e-learning remained their primary barriers. The majority of the studies also reported that the teachers' lack of technological and pedagogical knowledge (TPK) remained the primary barrier for the teachers to provide learning amid the Covid-19 pandemic (e.g., Mailizar et al., 2020; Atmojo & Nugroho, 2020; Rasmitadila et al., 2020). Therefore, developing the teachers' technological skills necessary for the effective implementation of online instruction in this time of crisis is critical (Mailizar et al., 2020; Almendo & Dewi, 2021), not to mention learning strategies, approaches, and models for them to carry out the online learning successfully.

Although the majority of the studies carried out on the Secondary school level did not directly represent the ELT classrooms in the Indonesian HE context, their findings resonate with the worse state of the so-called “Digital Divide,” as claimed by Daniel (2020) and Shin (2020). Unlike secondary level education, as depicted in the studies above, the students at Indonesian HE are less likely to be severely impacted in terms of technological barriers because most of the students have more access to the internet and technologies. Almendo & Dewi (2021) unveiled that the students of an Indonesian university found online learning amid the Covid-19 pandemic engaging and promoting their autonomous education. Although they encountered several challenges, they still could manage to fix

them. It, however, does not generalize ELT circumstances at a tertiary level across the country. Still, it demonstrates that the students in HE were less likely to suffer compared to their counterparts at the Secondary school level.

Even under the normal situation, students in Indonesia regard writing the most difficult skill to master due to learning boredom and low motivation (Rahmatunisa, 2014); lexicogrammar, and unauthentic learning materials (Ariyanti, 2016). Likewise, English writing instructors are confronted with the paucity of learning hours, big-class size, and mixed-ability students (Ariyanti, 2016; Azis & Husnawadi, 2020), let alone the students' experiencing writing anxiety (Arindra & Ardi, 2020). These learning barriers are apparent in the Essay writing course at the English and Education Program of an Indonesian State Islamic University that this paper draws on. The students are mixed-ability, ranging from elementary, pre-intermediate to intermediate levels, because of the absence of placement English test for enrollment to all Indonesian universities. Once accepted, the students are randomly placed in a single classroom regardless of their English language proficiency levels. A total of a 100-minute learning hour a week accumulating 2 credits for the course is inadequate to provide the necessary support for the writing students.

As virtual learning is the sine qua non of the learning activities amid the Covid-19 pandemic, two commonly incorporated e-learning methods, which also currently gain prominence in the context of Computer Assisted Language Learning (CALL) (Bailey & Lee, 2020), are BL and FC. Godwin-Jones (2020) asserts the possible implementation of BL, a mixture of face-to-face (FTF) and e-learning modes of instruction, as such can offer physical presence via videoconferencing tools, such as Zoom (See Godwin-Jones, 2020). However, the FC, enabling the students to practice their initial learning via an e-learning platform in the in-site classrooms (Bergmann & Sams, 2012), seems more feasible during this viral crisis. It can facilitate virtual learning mediated by both synchronous and asynchronous technologies. It also affords them the learning materials, such as recorded videos or YouTube links, readings, etc., via a particular Learning Management System (LMS), while deepening their understanding via direct interaction for clarification and practices (Kaup et al., 2020). Also, its efficacy during the Covid-19 pandemic and remote teaching has been saliently justified and empirically evidenced. Drawing on the challenges faced by HE in Bangladesh with unsuccessful attempts to shift to emergency remote learning, Khan and Abdou (2020) offer an online learning-based flipped model. They offer the HE students to learn conceptual knowledge through an online learning platform, Facebook, followed by another e-learning platform that could mediate direct interaction for the students and teachers, such as Zoom. In the latter, the teacher can review the materials given on Facebook in a way that engages the students in clarification, questions, and negotiation during the learning.

Similarly, Yen (2020) reported the applicability of an online FC at the Tourist Psychology course in China amid the Covid-19 pandemic. It was found that the online FC model was applicable in that the pre-, during, and post-classroom activities promoted the students' learning, engagement, and content knowledge. The study suggests the adoption of FC at the university level. Similarly, Ross and Disalvo (2020) assert that online FC used for L2 instruction during the Covid-19 pandemic can minimize the students' learning fatigue because it allows them to learn through asynchronous technologies at their own pace, anytime and anywhere during a week of courses without spending much time sitting listening to lectures via Zoom. This learning model can facilitate the students to learn conceptual knowledge via asynchronous technologies, any Learning Management System (LMS), and to exercise it and interact directly with their peers and instructors via synchronous technologies, such as Zoom (Ross & Disalvo, 2020). Similarly, Marshall and Kostka (2020) offered the Synchronous Online Flipped Learning Approach (SOFLA) to mediate conceptual learning activities via asynchronous technologies, while practical tasks or homework are completed via synchronous technologies. In addition to that, a current published paper on the deployment of FC-mediated task during the emergency learning, post-Earthquake on the Island of Lombok, Indonesia, unveiled that it could promote the learners' learning to write essays in English (see Husnawadi, 2021).

Due to the nature of L2 writing and the contextual issues, such as the mixed-ability and big-size classes, and overload task, discussed in this paper, Collaborative Writing (CW)—an engaging joint text composition that involves two or more learners from the planning to the production of the text (Storch, 2011, 2019; Storch, 2013)—can be enacted in the classroom as it enables the higher proficient students to assist their lower ability counterparts during the writing process, lowering the burdensome tasks (Azis & Husnawadi, 2020; Herder, et al., , 2018). Yen (2020) also suggests the inclusion of collaborative work in the online FC model inasmuch as the learning strategy can promote the students' communicative and emotional skills, and teamwork. This escalates their conceptual knowledge and improves their critical thinking and conscious learning (Herder et al., 2018).

In light of the highest possible reemergence of the SAR-like virus in the future and the abovementioned learning shortages concerning L2 writing in the Indonesian HE context, as well as the feasibility of the online FC model and collaborative learning approach, including the gap in the current literature, this paper proposes the "Online

Collaborative Flipped Writing Classroom” (OCFWC) for the L2 writing instruction in the context of HE amid the Covid-19 pandemic. To better understand the theories underpinning the learning framework, what technologies are used and how they are implemented for the teaching of English writing in the HE setting, the following section discusses the nature of online learning, FC, collaborative writing and technologies, ushered into the establishment of OCFWC framework followed by the presentation of its implementation in a real English writing classroom. The final section of this paper discusses the pedagogical limitations and implications.

## 2. Theoretical Grounding

This section provides an overview of the theoretical underpinnings of the proposed learning framework, OCFWC. It is imperative to look into the nature of online learning and its interplay with the L2 instruction as the sine qua non of the virtual learning in the age of the Covid-19 pandemic.

### 2.1 Distance/Online Learning

Regarding online learning environments, the most prominent but conflicting terminologies to describe such learning include distance learning, e-learning, and online learning (Moore et al., 2010). Drawing on the literature on the terms, the authors regard distance learning as the learning environment where the students and instructors are physically separated and during which the learning takes place at different sites and periods. At the same time, they opine that e-learning is an online learning environment mediated by any web-based technologies, software, programs, or apps. It is also regarded as online learning, the recently-used term, and has been gaining exponential interest from researchers since the 1980s (Hodges et al., 2020; Kotevski & Milenkoski, 2018; Moore et al., 2011). Regardless of the conflicting terms, which is not the focus of this paper, the most currently used term to describe virtual learning amid the Covid-19 pandemic is online learning, which is also used in this paper. Online learning is inevitably the sole possible learning environment during this viral crisis due to the obligatory physical restrictions to curb the spread of Covid-19.

Two prevalent technological strands used for online instruction are synchronous and asynchronous technologies. The former refers to any online technological devices that facilitate interaction in real-time, such as videoconferencing, live chats, etc., while the latter comprises the ones that do not afford the interaction that coincides (Karaaslan et al., 2018; O’Rourke & Stickler, 2017).

### 2.2 Collaborative Writing

Collaborative writing (CW), an approach to the teaching and learning of L2 writing that involves more than one learner throughout the process of text-authorship from the outset to the production (Storch, 2013; 2019), has been attested to benefit individual learner in the pedagogical context, where there are varied mixed-ability students and big-size classes because it allows the lower ability students to learn from their better ability counterparts (Azis & Husnawadi, 2020; Herder et al., 2018). Current studies have empirically attested this claim (e.g., Kang & Lee, 2019; McDonough et al., 2018; Zhang, 2019). Storch (2019) and Wang (2019) advocate that the emergence of the so-called “Web 2.0” technologies, such as Wikis, Blog, and Google Docs, has promoted the incorporation of the learning approach into the L2 classroom.

Collaboration is paramount in emergency remote teaching during Covid-19 (Carrillo & Flores, 2020; Piller et al., 2020; Yen, 2020). Carrillo and Flores (2020) advocate that collaboration or teamwork brings about social presence. It also promotes the students’ critical thinking, solitary learning, and cooperation in that they have been scaffolded and engaged in the collaborative learning process (Yen, 2020).

Because of its pedagogical affordances during the Covid-19 pandemic, the concept of CW is inclusive to the proposed framework.

### 2.3 Online Flipped Classroom

Flipped Classroom (FC) or Flipped Learning (FL) allows the students to learn conceptual knowledge at home via a digital learning platform and do their homework in class as opposed to in the traditional classroom (Bauer-Ramazani et al., 2016; Bergmann & Sams, 2012; Husnawadi, 2021; Mehring & Leis, 2018). It has gained prominence in the ELT landscape since 2012, following the seminal work of Bergmann and Sams (2012). The Flipped Learning Network (FLN), the association of flipped educators (2014), distinguishes between the FC and FL. It implies that the latter is not simply inverting the conventional classroom practices as generally defined, but it is an approach to teaching which should be grounded in the FOUR PILLAR of FL (see FLN (2014) for more details). Nonetheless, the concept is rather prescriptive that undermines the contextual complexities. Hence, this paper uses the term “Flipped Classroom (FC) for consistency throughout the paper and views it as the abovementioned.

A great number of studies and systematic review of FC in ELT classrooms has unveiled its pedagogical merits, such as developing English language skills, engagement, critical thinking skills, motivation, confidence, collaboration and so on (e.g., Al-marroof & Al-emran, 2021; Arslan, 2020; Turan & Akdag-Cimen, 2019; Zainuddin et al., 2019; Zou et al., 2020). In the context of English language writing classrooms, several studies have empirically proven the feasibility and efficacy of FC in promoting students’ writing skills (Afrilyasanti et al., 2016, 2017; Husnawadi, 2021), and their learning hours beyond the classroom walls (Buitrago & D áz, 2018; Husnawadi, 2021).

Because of the abovementioned affordances, previous studies have offered the concept of the online flipped classroom for a pedagogical approach during remote instruction amid the Covid-19 pandemic (e.g., Khan & Abdou, 2020; Marshall & Kostka, 2020; Ross & Disalvo, 2020; Yen, 2020). However, these studies do not provide pedagogical procedures and mental images of what and how English writing teachers or instructors cope with such learning situations.

Based on the rationales above, the following framework, “Online Collaborative Flipped Writing Classroom” (OCFWC), is established and enacted in an EFL writing classroom in the higher education context in Indonesia (see Figure 1). The figure depicts the differences between the traditional FC and the OCFWC. As opposed to the conventional FC, the framework illustrates that the students learn conceptual knowledge, such as the concepts or various genres of writing, including lexico-grammar, via any asynchronous e-learning platforms, namely Schoology, Edmodo, Google Classroom, Moodle, etc., where the students can learn for a week at their convenience before they get into writing practices in English via synchronous e-learning platforms, such as Zoom, Google Docs, Google Meet, and so on. The following section of this paper showcases how this learning framework is enacted in an Indonesian EFL classroom.

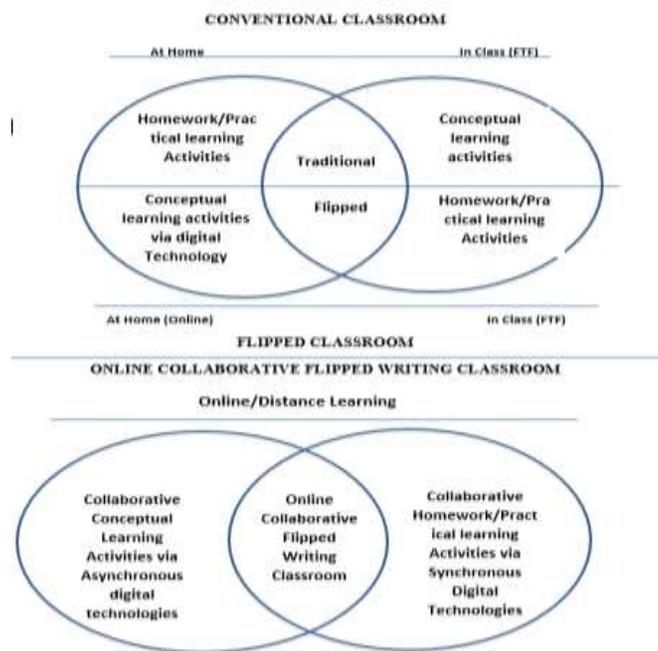


Figure 1. Online Collaborative Flipped Writing Classroom

### 3. Implementing OCFWC Framework at an Indonesian Preservice EFL Teacher Education Program

This section presents a practical example of implementing the OCFWC framework that draws on a real English writing classroom taught by one of the authors, Husnawadi, at an Indonesian Pre-service EFL Teacher Education Program amid the Covid-19 pandemic in the even semester of the academic year 2019/2020 from February to June 2020. It begins with contextual teaching and learning presentation, followed by learning activities. Its application is grounded in the nine components of online learning designs coined by Means et al. (2014), namely “modality, pacing, student-instructor ratio, pedagogy, instructor role online, student role online, online communication synchrony, role of online assessments, and source of feedback (see "Online learning design options")” as cited in (Hodges et al., 2020, p. 3).

### 3.1 Pedagogical Context

This English essay writing course, a 100-minute compulsory English course a week, was aimed at promoting the students' skills in writing various genres of essays, such as Descriptive, Narrative, and Expository in English. It consisted of 28 pre-service EFL teachers, eighteen female, and ten male, whose English language skills varied from pre-intermediate to intermediate levels. These students were familiar with Schoology in that this course had initially adopted FC using the online learning platform. As an alternative to the FTF instruction, where the students could practice writing the essays and get direct feedback for their work without their physical presence, Husnawadi, as the writing instructor, searched and read relevant literature for online platforms that could mediate collaborative writing practices. It was found that the majority of the research deployed Wikis, Blogs, and Google Docs. However, he, Husnawadi, decided to adopt Google Docs due to its user-friendly and strikingly featuring the Word Doc., and Wikis was shut down in early 2018. We deployed Zoom, an online video conferencing platform, to give oral feedback on the students' writing and clarity on the writing concepts.

### 3.2 Learning Activities

#### 3.2.1 Conceptual Learning: Writing Concepts or Theories

For conceptual learning activities, each student was required to accomplish the given task for one week at their convenience and pace. Schoology, a free and user-friendly online learning platform enabling to sharing of relevant materials and videos; creating polls, submission boxes, discussion forums, folders, and quizzes; and setting up grading (Robinson, 2017; Husnawadi, 2020), had been used as the e-learning platform for the conventional FC before the closure of all schooling activities due to the outbreak of the Covid-19 in March 2020. The decision to use this medium of instruction was mainly due to the familiarity of the writing students. The conventional model of FC was applied until week six when the students were introduced to the first genre of essay writing, Descriptive Essay. After creating the class in Schoology, including setting up the grading, the class code was shared with the students via a WhatsApp group. Subsequently, the instructor made a folder for each week, where he also set up a discussion forum for the students to discuss the theories of writing an essay in English. He usually used YouTube videos by sharing the links of relevant learning resources and readings in the discussion forum for which the students were required to discuss. Some questions regarding the videos and the lessons were posted as prompts for the students to answer (see Figure 2).

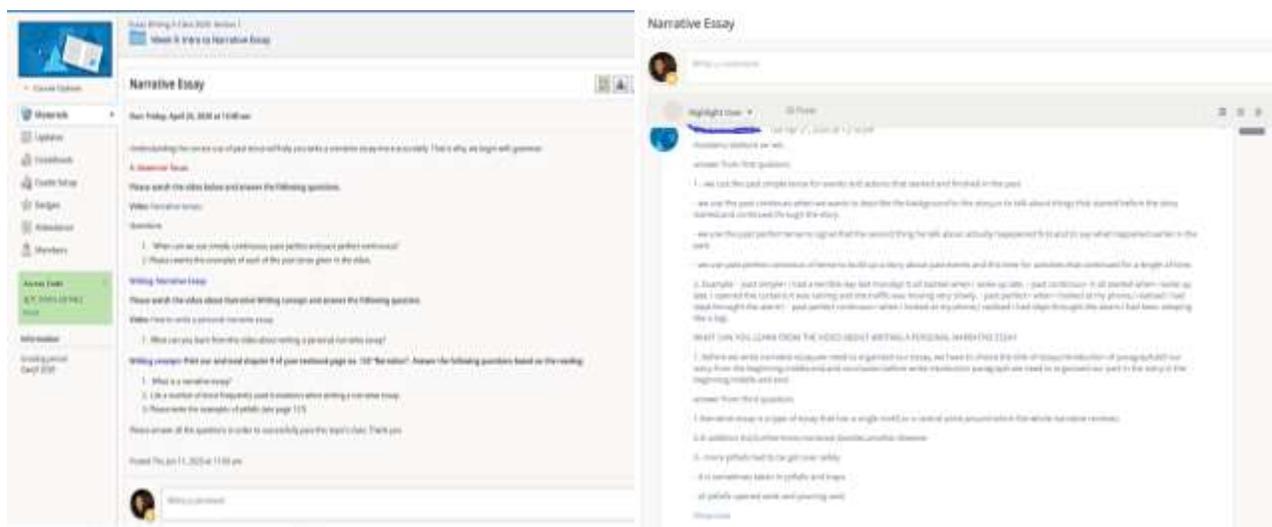


Figure 2. Conceptual English writing tasks in Schoology

The students' participation was marked in the discussion forum as their attendance by giving a score accordingly, ranging from 50-100 on the right upper corner of their responses. In so doing, it helped embolden their enthusiasm and instrumentally encouraged them to respond and partake actively in the discussion. Following this asynchronous learning, the students were divided into a group of three by having them fill out the Google Form that collected their names, classes, and official student email address. Once the students completed the form, they were numbered randomly to form a group of three for collaborative writing practices via Google Docs. The following section showcases the practical learning tasks and collaborative writing practices via synchronous digital technology.

### 3.2.2 Practical Learning: Writing Practices and Feedback

After collecting the data regarding the students’ names and email addresses and dividing them into a group of three via Google Form, the instructor saved it as a Comma Separated Value “CSV.” document before downloading it. This file enabled him to import the collected data into our Gmail contact at once, allowing him to save time in grouping the students accordingly. Subsequently, he opened his Gmail contact, selected the import item, and imported it by CSV. File as illustrated in Figure 3 (see Figure 3).

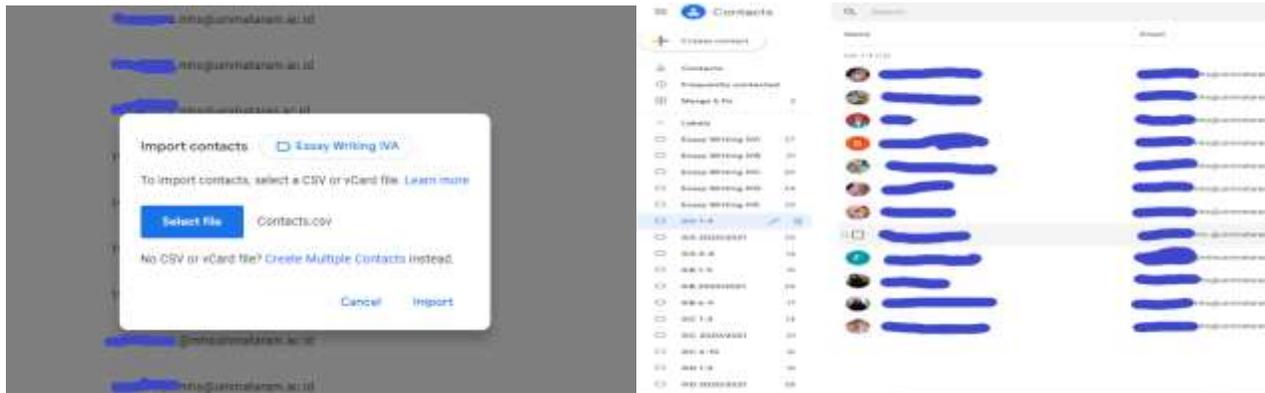


Figure 3. Importing CSV. file into the Gmail contact

Google Docs has been created as the students’ worksheets for collaborative writing practice. The students were to outline their essays and write a story pertinent to their learning experiences amid the Covid-19 pandemic based on a given collage of pictures that illustrated the story's events, as depicted in Figure 4 beneath.



Figure 4. Collaborative Writing Tasks via Google Docs

As there were nine groups, the writing instructor created four different Google Docs that respectively accommodated groups 1-2, 3-4, 5-6, and 7-9. This collaborative writing practice was to be completed in 100 minutes, including 60 minutes for essay writing and 40 minutes for giving feedback on the other groups' works while he was monitoring their works. This way engaged the students in analyzing errors and fixing them together. Each of the students had to take part in the process of composition. Throughout the writing process, the instructor kept monitoring and ensuring that everyone had participated in the orchestration of the text. He also gave the students feedback regarding the errors in terms of the lexico-grammatical choices, punctuations, mechanics, etc. (see Figure 5).

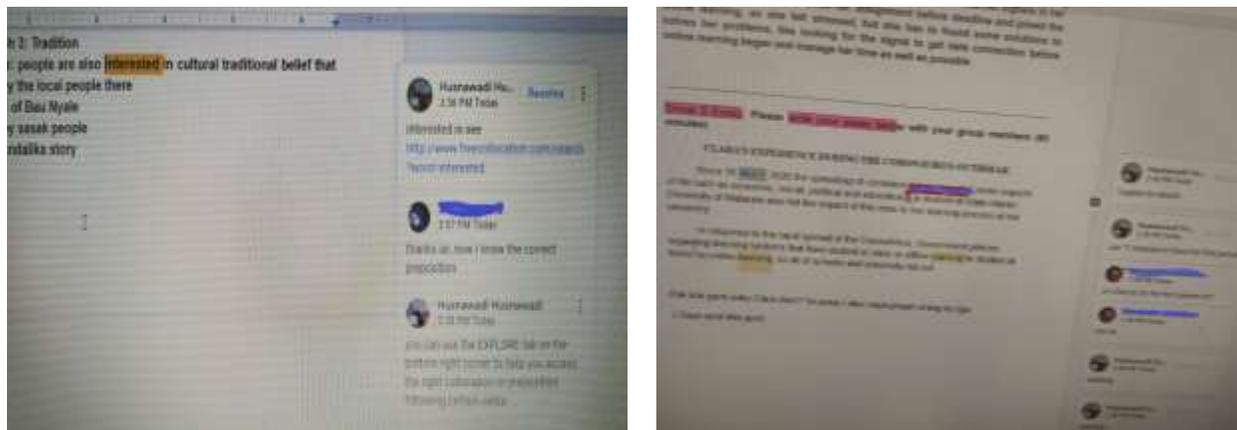


Figure 5. Collaborative writing practice and feedback

#### 4. Discussion

The Covid-19 pandemic has unprecedented impacts on the ELT sector as classroom learning activities are forbidden to curb the spread of the virus. It implies that online instruction is the sine qua non of continuing the learning activities. Because of the scarcity of studies providing theoretical and practical insights for L2 or English writing instructors to carry out online instruction effectively, we proposed OCFWC framework for successfully serving such pedagogical purposes. To determine the learning framework's affordances, we shared an open-ended questionnaire with the students.

In general, the writing students perceived that this way of learning was helpful for them to learn writing, during which the physical presence was strictly restricted.

*“This way of learning helps me a lot in learning writing in English because of the presentation of materials, concepts of writing followed by writing practices and feedback despite the Covid-19 pandemic.....”* [Student 1]

Similarly, student 5 also presents the same account.

*“This online learning method helps me improve my writing skill because I could also learn from my friends who have better English and from the videos you shared in the Schoology makes me better understand the writing concept.....”* [Student 5]

*“The application of this model of learning ease me to learn the concepts and methods of writing essay in English.....”* [Student 12]

The vignettes above accord with the prominently cited theory of the Technology Acceptance Model (TAM) coined by Davis (1989). He advocates that the technology's usefulness and ease of use are the two determining factors of its acceptance by its users. The students perceived that the enactment of OCFWC was valuable and easy for them to learn writing amid the Covid-19 pandemic. The collaborative nature of the writing practices and feedback also enabled the students to learn from their higher proficient counterparts who could scaffold them to learn. Storch (2019) opines that the CW helps students learn from their more qualified peers. These findings also correspond to Yen's (2020) study on online FC unveiled the critical role of collaboration in promoting students' learning. The results are also in line with systematic review studies on traditional FC as reviewed in this paper (e.g., Al-marroof & Al-emran, 2021; Arslan, 2020; Turan & Akdag-Cimen, 2019; Zainuddin et al., 2019; Zou et al., 2020). Other studies on traditional FC also attest to improving English writing skills (i.e., Afrilyasanti et al., 2016, 2017; Husnawadi, 2021).

Other students also claim that this learning model is effective and efficient amid the Covid-19 pandemic, as depicted in the vignettes beneath.

*“.....this kind of online learning effectively helps me learn essay writing because I can systematically learn writing theories and practices....”* [Student 12]

*“.....the time given for collaborative learning allows me to have more time to more learn about the concept of writing and practices. Thus, this way of learning is an ultimate choice for learning essays during this pandemic.”* [Student 20]

The abovementioned vignettes indicate that online learning via a flipped learning method allows the students more time to learn. In this class, the students were allowed to know the writing concept for one week at their convenience to access the learning materials via Schoology. This makes their learning more effective and efficient. These findings echoed that of studies by Buitrago and D áz (2018) and Husnawadi (2021), who uncovered that the FC method optimized the students' learning hours beyond the schooling wall.

The paramount importance of this framework lies in the possibility of future pandemics caused by the SARs-like virus, such as Covid-19. Covid-19 has long been predicted to occur in the Chinese mainland by Cheng et al. (2007) as they drew on the SARs variant, yet the government ignored the findings across the globe. As this study sounds more theoretical despite the practical implementation and qualitative accounts, future studies need to examine the statistical evidence on the effectiveness of the OCFWC framework by comparing it with the traditional online classroom through experimental studies, such as pure or quasi-experimental. Similarly, this paper presents a few accounts of students' perceptions through an open-ended questionnaire. Future studies may triangulate the findings with the data garnered from phone-interview or close-ended questionnaire. It can be best enacted through Narrative Inquiry study or qualitative action research. Nonetheless, this paper is of critical importance for L2 or English writing instructors as it provides them with theoretical and practical insights on how to feasibly carry out online writing instruction amid the pandemic or under the normal condition. It is also worthy of consideration to adopt this learning framework in the realm of distance English language (writing) education, where the students are geographically separate.

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