



Enhancing Critical Thinking Skills through Collaborative Writing in L2 Classrooms



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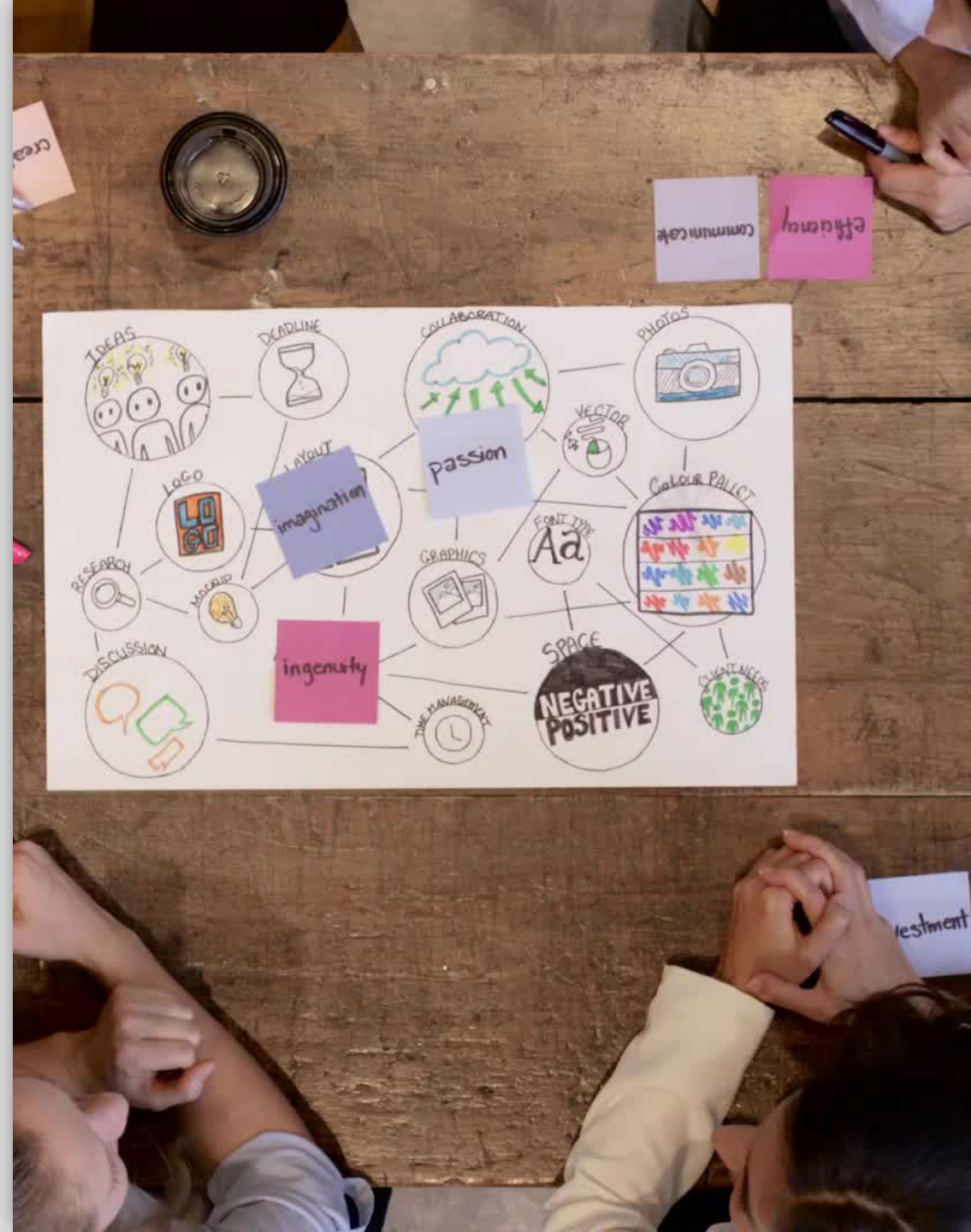
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Context and rationale

❑ Collaborative Writing (CW) is an effective pedagogical method:

- 1) critical thinking
- 2) collaboration
- 3) deep learning: self-assessment and peer review

❑ This research addresses the main issues emerging when incorporating CW in L2 classrooms in Higher Education contexts.

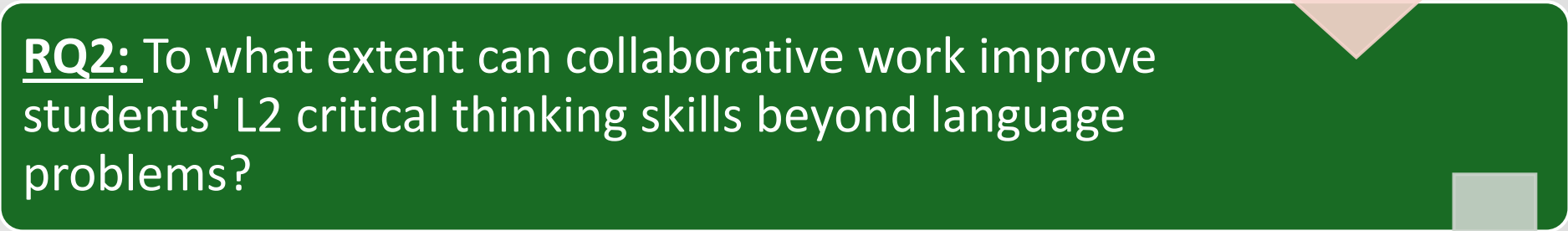


Research Questions

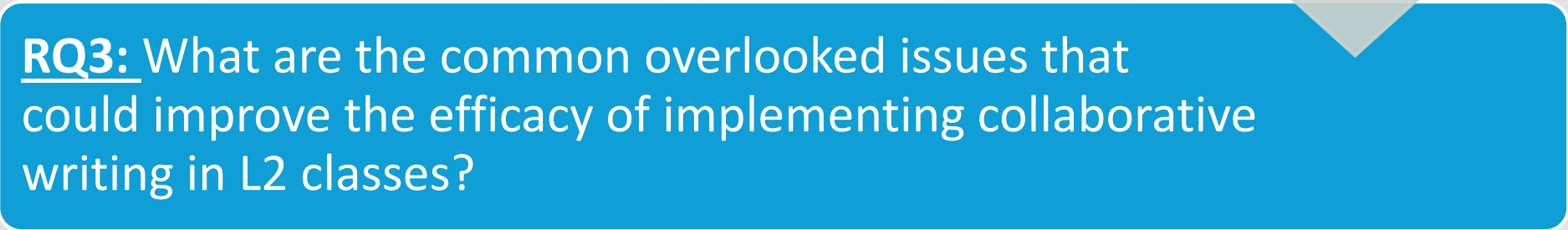
RQ1: How can collaborative work improve writing skills and fluency in L2 classrooms?

An orange rounded rectangular box containing the text for RQ1. A light orange arrow points downwards from the bottom right corner of the box towards the RQ2 box.

RQ2: To what extent can collaborative work improve students' L2 critical thinking skills beyond language problems?

A green rounded rectangular box containing the text for RQ2. A light green arrow points downwards from the bottom right corner of the box towards the RQ3 box.

RQ3: What are the common overlooked issues that could improve the efficacy of implementing collaborative writing in L2 classes?

A blue rounded rectangular box containing the text for RQ3.

Theoretical Context



Incorporation of *collaborative writing* (CW) in educational settings to meet the globalisation demands of the 21st century.



Connection between integrating critical thinking and collaboration skills in CW.



Connection between integrating CW and the use of multi-layered group feedback in L2 classrooms.

Lit. Review: ADVANTAGES OF COLLABORATIVE WRITING



CW enhances audience reflective thinking through group discussions.



CW promotes the collaborative construction of knowledge through scaffolded interactions.



CW helps students improve their writing fluency to produce coherent and sound writing.



CW fosters a sense of community, motivation and engagement among learners, facilitating peer negotiations and feedback.

***Lit. Review:
CHALLENGES
FACING
COLLABORATIVE
WRITING***

1) Unequal participation:
shyness, introvert, or marginalised.

2) Confusion and difficulties in
decision-making:
Much feedback

3) Time constraints:
limited timeframe

RESEARCH GAPS



The rapid technological changes and advancements create a a constant need to adapt CW to these ongoing shifts.

3. METHODOLOGY

Mixed methodology: quantitative and qualitative
group meetings, checklists, and assignments

Stage One: Observation: *checklist, peer review, and teacher's feedback.*

Stage Two: *Group meeting: Reflections & Self-Assessment*

Stage Three: Testing & Feedback

FINDINGS

*STAGE ONE: OBSERVATIONS
ON PLANNING AND
DECISION-MAKING*

Classes (Thirty students)	Groups (Five students)	Students participating in peer review	Students following the rubric	Introverts and Passive Students	Students with leadership skills
Class One	1	4	3	1	1
	2	4	4	1	2
	3	3	4	0	1
	4	3	3	2	1
	5	4	3	1	0
	6	3	2	2	1
Class Two	1	4	4	1	2
	2	5	4	0	2
	3	5	3	0	1
	4	4	2	1	2
	5	4	3	1	0
	6	3	2	2	1
Class Three	1	4	3	1	2
	2	5	5	0	2
	3	3	3	2	1
	4	3	4	1	0
	5	4	3	1	1
	6	2	3	2	0
Total 90	18	67	58	19	20

Table 1 Stage One Statistics

STAGE TWO: OBSERVATIONS AND REFLECTIONS TOWARDS CRITICAL THINKING

The feedback of the students could be summarised in the following points (all are written in the student's voice):

- I learned to ask my friends to read my assignment and provide feedback.
- I learned to learn from my peers' corrections and notes.
- I learned to align my writing with the rubrics.
- I learned to understand the question and how the teacher corrects it.
- I learned to ask questions when I do not understand something.
- I will learn to improve my spelling because I rely too heavily on autocorrect on my smart devices.
- Teamwork saves time, but we need to agree first.
- I should learn how to communicate without conflicting with my peers.
- I should read my writing before submitting it to my teacher to check for mistakes and missing parts.

STAGE THREE: TESTING THE EFFECTIVENESS OF COLLABORATIVE WRITING

Students drafted a letter of apology that was marked out of 10.

Overall Performance:

Majority scores: **8 to 9.5 out of 10.**

Partial Completion:

5 from each class scored **6.5 to 8 out of 10.**

Non-completion:

Only **three students across all classes** scored **4 to 5 out of 10**

STAGE THREE: TESTING THE EFFECTIVENESS OF COLLABORATIVE WRITING

Observing the students' responses and checklists, the researchers noticed the following behaviour:

- Some students asked their peers to read the task before submission.
- Some students asked their peers and/or educators to explain certain parts of the guidelines to ensure they respond correctly.
- Most students followed the guidelines and rubrics point by point.
- Most students used their checklists.
- Most introverts and passive students engaged with the questions and provided satisfactory task accomplishment.

Discussion

***THEME ONE: L2 COLLABORATIVE WRITING
ENHANCES COMMUNICATION SKILLS***

***THEME TWO: L2 COLLABORATIVE WRITING
DEVELOPS INTERPERSONAL SKILLS***

***THEME THREE: L2 COLLABORATIVE
WRITING IMPROVES CRITICAL THINKING
SKILLS***



6. CONCLUSIONS/ IMPLICATIONS



Students experienced deep learning and learned how to correct the assignment.



Students demonstrated that group work enhances critical thinking skills among L2 writing students.



Students improved their communication skills; the small groups created an accommodating environment, especially for introverts.



Students had the opportunity to discover their leadership and time management skills.

Selected references

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Thank you for your time.

Questions?