

Online Collaborative Activities during Covid-19: Students' Perception

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ABSTRACT

This study investigates the advantages and disadvantages of online collaborative learning activities as perceived by the English Department students at Hebron University, Palestine. A 34-item questionnaire was used to collect this data. The participants of the study consisted of 61 students at Hebron University. The researchers tried to illustrate the advantages and disadvantages of online collaborative activities and tried to give solutions for the challenges students may face. The results indicate that the students in general express positive attitudes towards the online collaborative activities, as they develop several areas for them. The results also show that the students face several problems in this experience, although they support and try to suggest some solutions to them.

KEYWORDS

online; collaborative learning; Covid-19; students' perception

INTRODUCTION

Covid 19 is the largest disruption of global education systems in history. The COVID-19 pandemic affected all aspects of life, especially the educational system and institutions. When the pandemic first appeared, students entered a new world of education. According to Cristie Ann L. Jaca said that learning during Covid-19 pandemic has been very challenging as state university students, especially in third world countries like the Philippines, experience limited internet connectivity and accessibility issues in online learning (Jaca, C. A. L, 2022). The educational system that students were accustomed to during traditional education suddenly became dependent on electricity and the Internet. It is necessary to develop plans and activities by officials and teachers to facilitate the new education system that students have entered. Schools and universities have depended on online learning in which students and teachers faced a new environment. "From print learning materials mailed to students' homes, to educational radio broadcasts, to educational television programming, to recent forays in interactive Web-based e-learning, ongoing technological changes have been reflected in the evolving role of teachers and students in the learning equation" (Jamlan, 2004:1)

The drastic move to online learning has brought fresh challenges, which have led to a drop in the number of enrollments in colleges and universities. According to De Pietro et al. (2020), studies cited that a fifth of university candidates (19%) changed their mind about pursuing studies in a university due to not being in favour of online learning, and that the effects of the pandemic "may have important long-term consequences in addition to the short-term ones." Despite the advantages of online education "for both students and educational institutions" in terms of increasing the "accessibility for non-traditional students who are combining work with study" and "who live in remote or regional areas" and in terms of offering "a more student-centred environment," facilitating increased student

engagement” and developing “students’ abilities in a technology-driven workplace” (Dyment *et al.*, 2013: 134), the physical classroom had never been over before the spread of the novel pandemic. Brick-and-mortar education is still so much in demand. On-campus learning has never lost its appeal or strong presence. Technological developments have not displaced or sidelined the on-campus in-class face-to-face learning environment but rather supplemented it through a blend of the two modes of teaching and learning, resulting in a third hybrid mode-blended learning.

Students learning English are facing some challenges in concentration, communication, and understanding. However, using new techniques such as collaborative learning helped students to cope with these challenges. Collaborative learning has a great role in unlocking new ideas and all the students are involved (Farrah, 2001; Farrah, 2015). This is the energy that energizes and maintains students' and teachers' passion for learning. The question then becomes how online learning creates useful opportunities for online collaboration. Students must maintain a physical distance and teachers need to think of ways for students to share materials. Where students cannot get close to others or even be in the classroom at all. Collaborative learning is when two or more learners work together to enhance learning in which they complete a task, solve a problem, or discuss an idea. Collaborative learning had taken place when the communicative approach was introduced to learning approaches. Collaborative learning helped in transferring the class from teacher-centered to student-centered. Gerlach (1994) mentioned, “Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs”. Collaborative learning has many advantages, and Johnsons (1989) and Pantiz (1999) list over 50 benefits of CL. CL has social, psychological, and academic benefits. For example, it builds an enjoyable learning atmosphere, reduces stress and anxiety, and develops students’ critical thinking.

Objectives of the Study

This study aims to:

- ✓ Explore the students’ general attitude towards the advantages of online collaborative tasks.
- ✓ Explore the students' general attitude towards the advantages of online collaborative tasks on their language communication skills.
- ✓ Explore the most common challenges that students faced during performing online collaborative tasks?
- ✓ Suggest some solutions to the problems that students may encounter during the online collaborative activities.

Research Questions

The study attempts to answer the following research questions:

1. What is the students’ general attitude towards the advantages of online collaborative tasks?
2. What is the students' general attitude towards the advantages of online collaborative tasks on their language communication skills?
3. What are the most common challenges that students face while performing online collaborative tasks?
4. What are some of the suggestions to facilitate the online collaborative experience?

LITERATURE REVIEW

Butnaru, Nit,ă, Anichiti, and Brînză (2021) conducted a study to investigate students' perceptions toward online learning during covid-19. 784 students from high schools and universities participated in this study by answering an online survey questionnaire. The researchers conclude that students' perceptions of using online learning differ from one to another, as it highly depends on students' ability to access online classes and use the internet.

Lee and Osman (2020) compared the students' perceptions of online collaborative learning in two in campus-based universities (UAE and Korea). The researchers employed a qualitative approach using used a 48-item questionnaire. The participants were 262 undergraduate students. The results show a similar representation of the use and perceived importance of online learning in both countries. The researchers detected slight differences among the online learning activities. For example, they reported that collaborative writing, and group exams are among the least valuable and rarely experienced by students of both countries.

Stoytcheva (2018) conducted a study to see students' perceptions of online collaboration in a French course. The researcher uses questionnaires, interviews, online observations, and tests to collect data and concludes that CL has many advantages such as developing skills, creating ways to build knowledge, and increasing interest and responsibility.

Yee and Yunus (2021) conducted a study in which they analyzed 14 articles to find the most-often used collaborative writing tool. In addition, it determines the students' attitudes toward collaborative tools and the problems they face in using them to improve their English writing skills. After analyzing the data, results showed that the most used tool to write English is Google docs in which students brainstormed and elaborate their writing. By using collaborative tools students' writing has improved because online lessons are more flexible, students have a positive attitude using collaborative activities, and students appreciate the value of online lessons. However, students had some problems in using collaborative tools to write on online platforms during Covid-19 such as some materials weren't suitable for some students, there weren't enough facilities, poor internet connection, and teachers' low readiness for online teaching.

Kuswandi, Setyosari, Utaya, and Yunus (2021) investigated the influence of online project collaborative learning and the accomplishment learners' motivation and problem-solving ability in at the University of Malang. The researchers employed used a quasi-experimental design. 71 students took part in this study. The study explained that an online collaborative learning strategy tended to yield some constructive results on the learners; problem-solving ability since it's more flexible. Moreover, the researchers reported that there is a positive relationship between students' high motivation and problem-solving ability.

Choi (2008) conducted a study at the college of Hong Kong to investigate the role of online collaboration in promoting ESL writing. A mixture of qualitative data collection techniques was used to collect data. 36 students participated in the study. The students worked in small groups, and they used to share drafts of their writing and their other peers would comment and suggest ways to improve one another's writing. Students enjoyed the use of online collaboration. However, some areas didn't work the best.

Rezeki (2017) conducted a study aimed at understanding the perceptions of learners towards group collaboration. The study used a qualitative approach, 57 students were involved. The researchers collected data through classroom observation, group interviews, reflective essays, and document and artifact collection. The researchers reported positive perceptions of collaboratively written feedback instructions. The students reported that collaborative activities developed their writing and interpersonal skills.

Efriza, Heryanti, and Thabran (2021) conducted a study at Jambi University to examine students' perspectives on collaborative writing. The researchers employed both quantitative and qualitative approaches in their study (an open-ended questionnaire, in addition to an in-depth interview). Eight students participated divided into four groups. The first couple was successful as they communicated with each other. Also, they knew each other before participating in the study. The second pair had so many difficulties. They were not willing to work together. Another difficulty was a student not showing respect to her partner. The third couple failed to do an effective partnership since one of the students did the most work. The fourth pair was successful in using collaboration effectively. They opened themselves to criticism and were good at communicating. The researchers concluded that the success of effective collaboration depends on many factors such as students' willingness, recalled experiences, and good communication.

Alkhalaf (2020) conducted a study to explore students' attitudes towards collaborative writing and the difficulties they faced. A quantitative approach was used to collect data. The researcher distributed questionnaires to 50 Saudi female EFL learners. 16 students out of 18 agreed that CW had a positive influence on their writing since a group of students can discuss, elaborate and brainstorm ideas. CW improves students' skills, vocabulary, and grammatical accuracy. However, students face some problems in CW such as students' behavior, students' proficiency in English, and time management.

RESEARCH METHODS

The researchers describe in this section the design of the study, the participants' characteristics, the instruments, the reliability of the questionnaire, and the procedure.

Design of the study

To represent university students' perceptions and experiences of collaborative activities, an inductive qualitative approach was distributed. The researchers collected their data collected through a questionnaire.

Participants

Sixty-one Hebron University English students (56 females, 5 males) enrolled in the first Semester of the academic year 2021/2022 served as the participants for this study.

Instrumentation

The researchers conducted the study at the English Department at Hebron University in the first semester of the academic year 2021/2022. To achieve the objectives of the study, one research instrument was used for data collection which is the questionnaire. The questionnaire was used to show the students' perception towards online collaborative activities during the covid-19 pandemic.

The questionnaire is divided into six sections. The first one was about demographic data like gender, age, GPA, year of the study, and other personal questions. The second section of the questionnaire consists of 13 items about the advantages of online collaborative activities. The third consists of 7 items about online learning activities and promoting communicative competence. The fourth section consists of 9 items about the disadvantages of online activities. The fifth section consists of 12 items about solutions for challenges of online collaborative activities. The final section consists of 3 optional open-ended questions. The Likert scale was used in the questionnaire to express their degree of agreement and disagreement (5 = strongly agree, agree, neutral, disagree, and 1 = strongly disagree). The

researchers posted the questionnaire online for English department students at Hebron University.

Data Collections Procedure

Researchers conducted a questionnaire and posted it online. Then, the researchers analyzed each question by extracting the most important points stated in each student's answer. After doing so, the researchers compared the student's answers together to see the similarities and differences in each question. Next, the researchers elicited the results, and analyzed them. Finally, the researchers made conclusions based on the students' answers and compared their findings to similar researches

Reliability of the Questionnaire

The reliability of the questionnaire was measured and checked by using SPSS. Cronbach Alpha Coefficient of the questionnaire is ($r=0.90$) which is considered to be high in reliability.

RESULTS AND DISCUSSION

The following section aims at answering the following research questions:

Question One: What is the students' general attitude towards the advantages of online collaborative tasks?

A questionnaire was used to show students' general attitudes towards the advantages of online collaborative tasks. The results are shown in Table 1.

Table 1. Means and standard of deviation for the students' general attitudes towards the advantages of online collaborative tasks

		Mean	Std. D.
1	1 Online collaborative activities foster the exchange of knowledge, information & experience	3.95	.884
13	Online collaborative activities should be encouraged	3.93	.861
2	Online collaborative activities expose online learners to new perspectives.	3.89	.777
5	In collaborative group discussions, learners learn to listen attentively to each other and value the efforts of shared knowledge and input.	3.82	.866
10	Online collaborative activities encourage group members to develop their independence and ability to construct knowledge on their own.	3.80	.928
7	Online collaborative activities provide learners with an active role and a greater responsibility	3.75	.888
11	Online collaborative activities enable learners to have more confidence working with other students	3.74	.911
9	Online collaborative activities enabled us to help weaker learners in the group	3.70	.972
6	Online collaborative activities facilitate peer-based feedback.	3.64	.775
4	Collaborative online activities give students the chance to express their ideas in the group.	3.62	1.083
3	Online collaborative activities build teamwork skills.	3.61	1.053
12	Online collaborative activities allow learners to work in a more relaxed atmosphere	3.54	1.010
8	Online collaborative activities improve learner participation and engagement.	3.52	1.089

As shown in Table 1, students have a positive attitude toward online collaborative activities. Item 1 (M=3.95) illustrates that the high interaction with students develops skills in the co-construction of knowledge. Thus, they can freely exchange their ideas and experiences to expand their knowledge base. This is in line with Farrah, Abdalnabi and Sider (2022) who opined that interaction is the core of the educational process in which teachers and students communicate and share experience. Item 13 (M=3.93) has a high ranking which indicates that online collaborative activities help students in exposing online learners to new perspectives in item 2 (M=3.89), learning to listen attentively in item 5 (M=3.82), and developing their independence in item 10 (M=3.80). However, item 8 (M=3.52) got the lowest ranking. This might be due to deficit thinking, and poor access to communication aids.

Question Two: What is the students' general attitude towards the advantages of online collaborative tasks on their language communication skills?

Table 2. Means and standard of deviation for the students' general attitude towards the advantages of online collaborative tasks on their language communication skills

		Mean	Std. D.
1	Online collaborative activities enhance my communication skills	3.84	.916
2	Online collaborative activities enhance my negotiation skills	3.69	.904
5	Online collaborative activities improve learners' performance	3.59	.844
7	Overall, online collaborative process is a worthwhile experience	3.57	.865
6	Overall, online collaborative activities improve accuracy and fluency of our work	3.57	.957
4	Online collaborative activities stimulate critical thinking skills	3.49	.960
3	Online collaborative activities make problem-solving easier	3.33	1.106

Table 2 reveals that most students have positive attitudes towards online collaborative tasks affecting their language communication skills. Great numbers of students regarded the experience as an enhancement to their communication and negotiation skills for students to communicate and share information, learn when and how to interact with others, and discuss and negotiate with each other as seen in item 1 (M=3.84) and item 2 (M=3.69). And due to this enhancement, they agree with item 5 which says that online collaborative activities improve their performance (M=3.59). Online collaborative activities lead to good performance since students are working in a relaxing environment and the effective filter is low.

Items number 6, 4, and 3 are given a high rating as well, which shows that students encouraged this type of experience as they felt that the collaborative online activities help them to improve the accuracy and fluency of their work, stimulate critical thinking skills, and make problem-solving easier. Online collaborative activities improve critical thinking because students need to think about current and existing issues. Therefore, students need to discuss, evaluate and clarify information. It also makes problem-solving easier as tasks will require problem-solving to face-to-face and every student should think to solve the task. And due to this rewarding experience, they agree with item 7 that the online collaborative process is a worthwhile experience (M=3.57).

Question Three: What are the most common challenges that students face while performing online collaborative tasks?

Table 3. Means and standard of deviation for the most common challenges that students face while performing online collaborative tasks

		Mean	Std. D.
9	Poor communication among group members is a major challenge	4.18	.785
5	With online collaboration, some students may face technical problems.	4.18	.922
2	Online collaboration leads to confusion over what is expected of team members.	3.98	.785
4	With online collaboration, some students rely on others to do the work for them.	3.93	.946
3	With online collaboration, someone may try to take over the group and dictate what everyone does.	3.92	.759
8	Lack of equal contribution from all individuals in all group members	3.69	.786
1	With online collaboration, some students delay their responses.	3.57	.884
7	With online collaboration, all team members get the same grade which is unfair.	3.54	.941
6	Collaborative online activities are time-consuming.	3.46	.941

The above table reveals that the students have faced many problems during their collaborative online learning experience. The major challenges according to items 9 and 5 are poor communication among group members ($M=4.18$), and the technical problems they may face ($M=4.18$). This shows that students might find that they are unable to work on their activities collaboratively, and many students have technical difficulties they face every day and there is no solution to them. Moreover, some students neglect other team members. Good communication leads to better results and poor communication will affect the team as they won't feel a sense of belonging.

Item 2 is given a high rating ($M=3.98$) students feel confused over what is expected of team members in online collaborative activities. Teachers and students must collaborate to divide roles. In this way, students will feel safer while working. As items 4, 3, and 1 show, the group members may affect each other negatively. Some students may rely on others to do the work for them and some may try to take over the group and dictate what everyone does. It's indeed a big problem to rely on someone else to do your work because collaborative activities aim is to work and complete one another. Also bossing around your group will have negative results for students won't feel comfortable when working with someone bossy. And due to this, some students find it unfair for all group members to take the same results ($M=3.54$). As there is a lack of equal contribution from all individuals in all group members as item 8 stated ($M=3.69$).

Question Four: What are some of the suggestions to facilitate the online collaborative experience?

Table 4. Means and standard of deviation for the suggestions to facilitate the online collaborative experience

		Mean	Std. D.
12	Instructors should follow effective strategies to assess individuals as well as group learning	4.16	.757
4	Instructors should make sure team members are clear about their roles and responsibilities.	4.13	.866

5	Instructors should make sure that team members are clear about expectations, goals, and deadlines.	4.08	1.005
3	Instructors should explain the activity and the aims of the group work required.	4.08	.918
10	Instructors should encourage group members to think about how they can improve their communication	4.07	.929
11	Instructors should reassess deadlines as they're approaching and provide help to any group members who need it.	4.07	.910
9	Instructors should provide group members with sufficient time to accomplish online collaborative activities.	4.07	1.093
6	Instructors should invest time in team building.	4.05	.805
2	Instructors should assign roles (e.g., group leader, scheduler) for the group members to prevent certain students from dominating the discussion and to ensure equal contribution	4.03	.948
1	Instructors should actively build communication and conflict resolution skills	4.03	.816
8	Instructors should monitor group work and grade students on personal efforts.	4.02	.806
7	Students should be trained on how to negotiate strategies for dealing with urgent questions.	3.82	.827

Table 4 reveals that most students want solutions. Item 12 is given a very high rating (M=4.16) as it is significant for the teacher to follow effective strategies such as making sure team members are clear about their roles and responsibilities in item 4 (M=4.13), making sure that team members are clear about expectations, goals, and deadlines in item 5 (M=4.08), and explain the activity and the aims of the group work required in item 3 (M=4.08). Item 7 got the lowest ranking (M=3.82).

Results of the open-ended questions

Online collaborative learning is a teaching method in which students work in groups in order to do a task or solve a problem. Online collaborative activities have many advantages and few challenges and disadvantages. Online collaborative activities have social, academic, and psychological advantages. Three open-ended questions were used in the questionnaire to indicate the general attitudes of the respondents towards online collaborative learning.

The first question was “Mention two advantages for online collaborative activities”. Online collaborative activities develop and improve communication skills as students will be motivated to communicate with others. Moreover, learning in groups will force students to interact with each other so they will develop these skills indirectly. They will learn how to listen and respond as well as learning how to convey what they think of. Another advantage is that online collaborative activities are flexible. Online collaborative activities create a positive atmosphere in the classroom. Students feel comfortable when interacting and learning from each other. Flexible learning leads to many advantages such as building trust, improving learning outcomes, and improving learning experiences. Furthermore, many students have difficulties in reaching the university so working online is helpful.

Also online collaborative activities are a good way for exchanging information and knowledge. Students interact a great deal with each other which facilitates the exchange of knowledge. Learners convey, discuss, and criticize the knowledge they exchange and the final work is based on their opinions and ideas. Online collaborative activities motivate students and encourage them to participate in learning which creates an environment for students to share their experiences and knowledge and students will be motivated and excited about sharing what they know. Online collaborative activities also improve critical thinking

as students have to think through actual and existent problems. Students, therefore, have to discuss, evaluate and clarify information. Students also feel free to ask one another which will facilitate learning. Online collaborative activities help weak students to develop and understand as students are close to each other; they won't be hesitant to ask about something they don't understand. Students can teach weak students. Moreover, by observing others' ideas and knowledge, weak students gain so much knowledge and improve so many academic and social skills.

The second question was "mention two disadvantages of online collaborative activities". Online collaborative learning has disadvantages but they are few. Students face so many technical problems, whether from the lack of the quality of the Internet available to them, or even their ability to use the Internet collaboratively and maintain contact with the rest of the group. This shows that students go through a very stressful and hard experience. It seems that the students felt this way as they miss a central element of their learning. They were not able to join their classes due to internet issues.

This question also shows that most students think that online Collaborative Activity is unfair. They can't force all students to work, some work hard and some don't work at all and in the end, they get the same result, which causes them frustration.

Several students see Collaborative Activity as a time-consuming experience. According to their opinions, each student depends on the other people in the group, which leads to wasting time and not benefiting from each other. Another disadvantage is feeling disconnected from other students in the group. The lack of physical interaction might make students feel a sense of isolation and lack of connectedness. Working from home with no physical contact with team members creates a feeling that students work on their own.

Students sometimes delay their responses and feedback and you only hope that team members respond in promptly whereas face-to-face collaboration enables students to get immediate answers. A common disadvantage of online collaborative activities is that some students may be in charge of the group. Some students decide to be the leader of the group and start giving commands and comments on what should be done. This leads to tension between team members.

The third question was "Suggest some solutions for the problems that may arise while implementing online collaborative activities". There are challenges in using online collaborative learning but there are many solutions that can be adapted. One solution is that students should be graded individually and give each member a particular job to do as students find it unfair when a student works more than another student and both get the same grade. Teachers and instructors should be provided with constant feedback and every student should explain what he has done so far. This will help the teacher to evaluate students fairly. Another suggestion is to provide a better internet connection as many students face challenges in using technology. The government should strengthen the internet for all students who are learning through E-learning as well as provide free and low-cost internet assistance. Some other students suggest solutions such as "New effective methods of using the internet and the online teaching apps instead of continuing the same traditional methods of teaching and being creative the instructors and the students as well". This indicates that teachers should use new techniques in teaching. Teachers should give clear instructions, provide students with positive feedback, consider appropriate technologies, etc.

The current study focused on students' perception of online collaborative activities. The study discussed the advantages and challenges of online collaborative activities and a questionnaire was distributed to see their attitudes. Moreover, the students were asked to give some solutions to the challenges they face. Many studies investigated students' perceptions towards online collaborative activities. Nit,ă, Anichiti, and Brînză (2021)

explained that students' perception toward online collaborative activities highly depends on students' ability to access online classes and use the internet.

The results showed that students have positive attitudes towards online collaborative activities. Students were asked to write 2 advantages of online collaborative activities and many students agreed that online collaborative activities develop communication skills because students will be working with each other, so they will need to improve their communication skills and how to express their ideas and opinions. This point is mentioned in table 2 item 1. Rezeki (2017) found that collaboratively written feedback instructions help **develop students' interpersonal skills**. Stoytcheva (2018) and Alkhalaf (2020) also indicated that collaborative learning develops students' skills. 9 students agreed that online collaborative activities are comfortable and flexible which was mentioned by many researchers (Johnsons, 1989; Pantiz, 1999; Kuswandi, Setyosari, Utaya, & Yunus, 2021; Yee & Yunus, 2021). 10 students agreed that it's a way for exchanging knowledge and expressing themselves and this point is also mentioned in table 1 item 1. Stoytcheva (2018) claimed that collaborative learning helps students to exchange ideas and knowledge. Stoytcheva (2018) also mentioned that collaborative learning increases responsibility as is also shown in table 1, item 1.

However, students faced some difficulties and challenges and the most frequent challenge they faced is poor communication among students as some students depend on others or delay their responses. This indicates that some students are not willing to work, or they are not responsible enough. Alkhalaf (2020) claimed that some challenges those students face is students' behavior as some students are not encouraged to work. Another point mentioned by Alkhalaf (2020) is the unproductive students who won't do their work as they obtain marks regardless of their lack of contribution. This is also a very serious problem that students face. Poor internet connection and the lack of facilities is a major problem students face which means students won't be able to perform their tasks. This problem is mentioned by researchers (Yee & Yunus, 2021).

CONCLUSIONS

In conclusion, online collaborative activities play an important role in preparing people with the ability and knowledge to promote performance in the workplace. Individual collaborative and social skills are certainly important.

However, based on the research results, it seems that online learning is less effective in developing collaborative learning than face-to-face learning due to some technical problems and mostly unstable internet, so learning does not function optimally, and has difficulty in applying different models of collaborative learning,

Students feel that there is inequality between each other and the way grades are distributed. But we can't ignore that distance education is very effective in crowd prevention and social distancing can be done and can certainly avoid the transmission of COVID19.

Recommendations

1. Teachers should give each student a clear job to do. Give each student in the group certain activities to do to let all students in the group work as each other in an equal way.
2. Teachers should prepare students for any technical problem. Suggest some solutions for the problems that may arise while implementing online collaborative activities.
3. Teachers should grade students according to their contribution to the project, so each student in the group can get what he/she deserves.

4. Teachers should distribute students into small groups to facilitate the process for them and allow all of them to share their ideas.

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APPENDIX 1

Demographic data

A-Gender	:	• Female	• Male		
B-Year of study	:	• Second	• Third	• Fourth	
C-Current GPA	:	• 60 – 69	• 70 – 79	• 80-89	• 90 and above

APPENDIX 2

Strongly Disagree Disagree Neutral Agree Strongly agree
 1 2 3 4 5

	ADVANTAGES OF ONLINE LEARNING ACTIVITIES				
1.	Online collaborative activities foster exchange of knowledge, information & experience				
2	Online collaborative activities expose online learners to new perspectives.				
3	Online collaborative activities build teamwork skills.				
4.	Collaborative online activities give students the chance to express their ideas in the group.				
5	In collaborative group discussions, learners learn to listen attentively to each other and value the efforts of shared knowledge and input.				
6	Online collaborative activities facilitate peer-based feedback.				
7	Online collaborative activities provide learners with an active role & a greater responsibility				
8	Online collaborative activities build teamwork skills				
9	Online collaborative activities improve learner participation and engagement.				
10	Online collaborative activities enabled us to help weaker learners in the group				
11	Online collaborative activities encourage group members to develop their independence and ability to construct knowledge on their own.				
12	Online collaborative activities enable learners to have more confidence working with other students				
13	Online collaborative activities allow learners to work in a more relaxed atmosphere				
14	Online collaborative activities should be encouraged				
	ONLINE LEARNING ACTIVITIES AND PROMOTING COMMUNICATIVE COMPETENCE				
15	Online collaborative activities enhance my communication skills				
16	Online collaborative activities enhance my negotiation skills				

17	Online collaborative activities make problem-solving easier				
18	Online collaborative activities stimulate critical thinking skills				
19	Online collaborative activities improve learners' performance				
20	Overall, online collaborative activities improve accuracy and fluency of our work				
21	Overall, online collaborative process is a worthwhile experience				
	CHALLENGES OF ONLINE LEARNING ACTIVITIES				
22	With online collaboration, some students delay their responses.				
23	Online collaboration leads to confusion over what is expected of team members				
24	With online collaboration, someone may try to take over the group and dictate what everyone does.				
25	With online collaboration, some students rely on others to do the work for them				
26	With online collaboration, some students may face technical problems.				
27	Collaborative online activities are time-consuming.				
28	With online collaboration, all team members get the same grade which is unfair				
29	Lack of equal contribution from all individuals in all group members				
30	Poor communication among group members is a major challenge				
	SOLUTIONS FOR CHALLENGES OF ONLINE LEARNING ACTIVITIES				
31	Instructors should actively build communication and conflict resolution skills				
32	Instructors should assign roles (e.g., group leader, scheduler) for the group members to prevent certain student from dominating the discussion and to ensure equal contribution				
33	Instructors should explain the activity and the aims of the group work required.				
34	Instructors should make sure team members are clear about their roles and responsibilities.				
35	Instructors should make sure that team members are clear about expectations, goals and deadlines.				
36	Instructors should invest time in team building.				
37	Students should be trained on how to negotiate strategies for dealing with urgent questions.				
38	Instructors should monitor group work and grade students on personal efforts.				
39	Instructors should provide group member with sufficient time to accomplish online collaborative activities.				
40	Instructors should encourage group members to think about how they can improve their communication				
41	Instructors should reassess deadlines as they're approaching and provide help to any group members who need it.				
42	Instructors should follow effective strategies to assess individual as well as group learning				

APPENDIX 3

Mention two advantages for online collaborative activities

- 1
- 2

Mention two disadvantages for Online collaborative activities

- 1
- 2

Suggest some solutions for the problems that may arise while implementing online collaborative activities

- 1
- 2