


Use of Google Docs in Teaching and Learning English Online to Improve Students' Writing Performance

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 <https://doi.org/10.54855/ijte.222210>

Received: 28/12/2021

Revision: 19/04/2022

Accepted: 18/05/2022

Online: 21/05/2022

ABSTRACT

Writing is regarded as the most challenging skill for almost all English learners because it requires their knowledge of grammatical rules and English structures. Moreover, because of the COVID-19 pandemic, teachers and students could not go to universities. Thus, they had to learn online instead of traditional learning, which created tremendous difficulties for both of them.

Thanks to the development of technology, many vital tools, such as word processing and computer-based activities, have been employed to assist learners in producing high-quality writings. As a result, the researchers chose Google Docs as a medium for teaching writing. The authors conducted a case study to determine the usefulness of Google Docs in developing writing abilities and highlight the obstacles it faces. Additionally, this research focuses on investigating the participants' attitude toward Google Docs after they use it for their online writing course. The participants in this case study were 45 first-year English-majored students who enrolled in the writing classes at the Academy of Journalism and Communication. They had to study the traditional course for one month and a two-month online English course because of the pandemic. The two survey questionnaires and the assessment of writing samples were used in combination with semi-structured interviews to evaluate if the students' abilities could be improved or not and investigate whether they had a positive attitude after the course. The findings revealed positive results in students' writing performance as well as an optimistic view of using Google Docs.

Keywords: writing skill, technology, Google Docs, online learning

Introduction

Nowadays, owing to advancements in information technology, there have been several significant advances in the widespread use of technology in many fields, particularly education. Due to modern technology such as the Internet, electronic dictionaries, and computers, many

educational approaches have been implemented. Hence, many helpful technologies like computer-based tasks and word processing have been developed to help learners study English more effectively.

Students in Vietnam could not attend school because of the Covid – 19 outbreak. As a result, conventional face-to-face classes are shifted to online classes due to the pandemic, posing significant problems for both teachers and learners. Like many universities in Vietnam, the Academy of Journalism and Communication had to switch from traditional learning to online learning to ensure that all courses were finished on time.

It is apparent that writing has a vital part in language education and learning. ‘The pen is mightier than the sword’, as the saying goes, and it wonderfully captures the power of writing. Macathur, Graham, and Fitzgerald (2006) mentioned that writing skill allows us to keep a personal connection with members in our family, our friends, and our coworkers who are separated by location or time. However, many language learners found it challenging to master English, particularly writing skills. Richards and Renandya (2002) said that writing is the most challenging skill for second language learners to acquire, stringing together grammatically accurate sentences. There are various techniques for producing academic writing, and one of them is collaborative writing. According to Gokhale (1995), learning in groups promotes the development of cognitive skills via discussion, clarification of concepts, and assessment of others' concepts. These critical thinking abilities enhance their memory and enthusiasm for learning more about the topic.

Moreover, Le (2021) stated that collaborative writing had an impact on writing accuracy. Despite these merits, there are still some drawbacks of collaboration learning, especially during the pandemic when students cannot meet in person. After evaluation, Google documents have been picked as a medium for this online course as it is a free software application. Additionally, Google Docs is thought to facilitate real-time students' participation when compared with some applications such as Microsoft Word. Besides, Google Docs is a fully-featured word processor, which is better than CryptPad because this app only allows text editing with some functionality. Thus, teachers and students may cooperate to achieve the desired outcome of their work regardless of geographic location at a particular moment without meeting face-to-face.

Moreover, Nguyen, H. T., & Chu, Q. P. (2021) carried out a study that was focused on investigating students' attitudes towards the use of information and communication technology (ICT) tools for learning English, and the findings revealed that the participants had positive opinions of using technology in learning.

For the reasons stated above, this case study was conducted during the writing course, which lasted one month for offline learning and two months for online learning during the second semester of the 2020 – 2021 academic year.

Literature review

There are several internet tools for producing and transferring files. Denton and Wicks (2013) discussed how add-on platforms, autonomous platforms, and social media networks are all instances of platforms. One of the several benefits of utilizing social media platforms to create and share files online is accessibility and flexibility. Google, which is considered a well-known platform, offers many elements that aid in the virtual learning process. Google Docs is one of Google's educational tools, a free platform for educators and learners. This application offers basic editing features but specializes in collaborative production instantaneously. This application allows many small teams or pairs to access and modify each document instantly through a link. The lecturers may provide rapid feedback by providing comments and amending as needed. After the lecturers leave their comments, they are available for learners to review. Additionally, learners can examine the work of other groups and the comments they received, which may help them improve their work.

In Suwantarathip and Wichadee's (2014) study, the two researchers aimed to investigate the usefulness of Google Docs by applying it in their writing lessons. They contrasted those who finished a writing task in a traditional classroom with the assistance of Google Docs to those who did not. The results indicated that the experimental group got a better score than the control group. In another study, Ambrose and Palpanathan (2017) also compared students who wrote on computers using Google documents in the computer lab to those who used pen and paper in class. The findings revealed a noticeable boost in their writing skills with the usage of Google documents. Almost all of the participants had a positive opinion about using Google Docs. Rahayu (2016) examined the effectiveness of using Google Docs as a collaborative writing tool for non-English-majored students. The purposes of this study were to ascertain students from the participants' perceptions of Google Docs as a new innovative tool for collaborative writing in English courses. From the results, it can be contended that collaborative writing in a non-English department through the use of Google documents has so many advantages, including increasing students' interest in learning to write, utilizing a variety of social skills that allow people to interact in a technological environment, reducing anxiety associated with completing assignments alone and increasing students' confidence in mastering English to their future career.

Hoa, N. T. N., & Lap, T. Q.'s (2021) study focused on investigating the impact of peer feedback and teacher feedback using Google Docs on EFL students' writing performance. The findings of this study reveal that the participants showed a positive attitude towards the effects of feedback from friends and teachers on their writing. In the same year, Fathi, J., Arabani, A. S., & Mohamadi, P. investigated the impacts of Google Docs on EFL learners' writing performance and writing self-regulation. The final results showed that the writing performance of the experimental group was higher than the control's one.

As mentioned above, many studies on using Google Docs to improve writing have been conducted; however, the prior research differed from the present one because the current study examined the effectiveness and students' perceptions of using Google Documents for an online

writing course during the COVID – 19.

Research Questions

In order to accomplish the objectives effectively, this case study aims to answer the following research questions:

1. To what extent can the use of Google Docs in teaching and learning English help to improve the first-year English majored students' writing performance at the Academy of Journalism and Communication (AJC)?
2. What are English-majored students' attitudes towards using Google Docs in their writing lessons?
3. What are the difficulties that the students had to deal with while using Google Docs in their writing?

Methods

Pedagogical Setting & Participants

During the pandemic, all teachers and learners could learn offline for only one month, and then they had to follow the course online. As a result, the students studied in a traditional way for one month and then shifted to online lessons for the rest of the course. This case study was conducted in one of the English classes at the Academy of Journalism and Communication.

The target population was the 45 first-year English-majored students in their second semester of the academic year (2020 – 2021). There were forty females and five males in this class. In their first year of study, English – majored students have to study four language skills: listening, reading, speaking, and writing skills before they learn specialized English. The students had to do a three-month writing course in the second semester. When observing the students in the previous course, the researchers found that they were all motivated, hard-working, and very good at technology. The students, who enrol in this program, have to reach at least level B2 after the two terms of studying English skills. During the writing lessons, the students were asked to write essays using Google Docs individually, and then they shared their essays and discussed them in groups via Google Docs, and the teachers could observe their discussion by using this tool. Sometimes, the teachers asked their students to write essays and gave feedback via Google Docs.

Design of the Study

The researchers used a case study to achieve their aims. According to Eisenhardt (1989), the process of a case study consists of 8 steps. The first step is to define research questions. After that, the researchers selected cases (sampling). The third one is to craft instruments and protocols, and then enter the field (data collection). In the fifth step, the researchers analyzed data, and in the next stage, hypotheses were shaped. The seventh and final steps are to compare to literature and reach closure.

Data collection & analysis

To make the case study's findings more reliable, both quantitative and qualitative methodologies were applied, with a preference for qualitative examination of the situation. The researchers selected questionnaires as the primary data gathering tool. Besides, to investigate the effectiveness deeply after implementing this study, the pre-writing and post-writing essays were collected and marked based on a writing rubric. Additionally, semi-structured interviews were used to analyze the students' attitudes towards using Google Docs for a writing course. That is the reason why three main tools, survey questionnaires, pre-writing, and post-writing essays, and semi-structured interviews, were used to gather data.

First, the researchers used the pre-and post-survey questionnaires to collect the data, which were adapted from Ambrose and Palpanathan (2018). In Palpanathan's research, he divided this questionnaire into smaller parts, such as students' perception of using the features of Google Docs, using this app and computer to edit their writing, and its reliability. In this study, the researchers only focused on the awareness of students towards using Google documents in learning writing skills in general. That was the reason why the researchers only picked some relevant questions from Palpanathan's questionnaire. The questions in the two questionnaires mostly used a Likert rating scale. The researchers used questionnaires to survey the students' answers about their attitudes towards Google Docs before and after it was applied in writing lessons. The pre-and-post – questionnaires were delivered to the participants after the English lesson finished and they had 15 minutes to complete them.

Pre-writing essays were done using pen and paper, whereas post-writing ones were collected from Google Documents. The type of essay that the researchers asked their students to write was an opinion essay. They had forty minutes to finish their writing. The VSTEP writing criteria were used to assess the students' essays.

As for the interviews, before the writing course finished, semi-structured interviews were also used to get more comprehensive comments from the participants about their experiences using Google Docs to study writing skills online. However, the researchers randomly selected only eight students to interview due to the limited time. Each student was questioned for about ten to fifteen minutes via Microsoft Teams. This platform would allow them to express ideas freely and spontaneously.

Results/Findings and discussion

After the data from students' responses were collected, the data were analyzed based on three research questions. The pre-and post-questionnaires answer the first question: To what extent can the use of Google Docs in teaching and learning English help to improve the first-year English majored students' writing performance at the Academy of Journalism and Communication (AJC)? and the second question: What are English-majored students' attitudes towards using Google Docs in their writing lessons? Moreover, the researchers used the pre-

writing and post-writing tests to find out the answer for the two first research questions. Finally, the data of the interview covers the third research question: What are the difficulties that the students had to deal with while using Google Docs in their writing lessons?

Pre-writing and post-writing analysis

Table 1

The pre-and post-writing scores of first-year majored students

Vstep writing level	The pre-writing scores		The post-writing scores	
	No of students	%	No of students	%
B1 (4-5.5)	15	33.3%	10	22.2%
B2 (6-8)	28	62.2%	29	64.4%
C1(8.5 -10)	2	4.5%	6	13.4%
total	45	100%	45	100%

In this case study, pre-writing and post-writing were conducted to assess students' writing performance before and after the implementation of Google documents. As can be seen from the table above, these results were classified into three categories of Vstep writing levels: B1, B2, and C1. Based on the Vstep writing level, students can get B1 if their writing score is from 4 to 5.5, a B2 if their score is between 6 and 8, and a C1, if their score is above 8.5. There is a slight decrease by 11 % in the number of students who arranged in B1 level while the figure for B2 level students remained almost stainable. By contrast, the percentage of C1 level students rose threefold in the post-writing. Since then, the researchers have realized the effectiveness of using Google Docs in students' writing assignments. Moreover, the results of table 2 and table 3 below clarify the positiveness of applying the tool. Most of the students agreed Google documents helped them focus on what they wrote, check the grammar as well as the spelling, and they felt interested and comfortable producing the writing products.

*Questionnaire analysis***Table 2**

The awareness of students towards using Google documents in learning Writing skills (in percentage)
(Pre-writing questionnaires for Students)

	Statement	Yes	No
1	You enjoy using Google Docs during English lesson.	89%	11%
2	Using Google documents in learning and teaching writing can enhance the interaction between the teacher and the student.	84%	16%
3	You would like your teacher to use Google Documents more often in writing lessons.	76%	24%
4	Writing essays on Google documents can make me become an independent learner.	89%	11%
5	Google documents is a powerful tool to work in groups in writing lessons.	82%	18%
6	Using Google documents in writing can help you with your spelling.	89%	11%
7	Using Google documents in writing can help you with your grammar	89%	11%
8	Using Google documents in writing lessons can help you brainstorm the topic you want to write about.	76%	24%
9	Working with google documents is time-saving and useful.	84%	16%
10	You tend to be relaxed when you are writing on Google documents.	78%	22%
11	Thanks to Google documents, you tend to write essays more than on papers.	76%	24%
12	The quality of Google documents can be relied on.	84%	16%
13	Using Google documents in writing lessons may distract you from staying on task.	62%	38%
14	You tend to write more when writing on Google documents.	89%	11%
15	Using Google documents can better edit your written work.	89%	11%

The second instrument that the researchers used to collect the data is the survey questionnaire, including table 2 above, to answer the second research question, "*What are English-majored students' attitudes towards using Google Docs in their writing lessons?*". According to the results from the table, it can be seen that students had a very positive attitude towards the use of Google documents in English writing lessons, with more than 80% (40) agreeing that they enjoyed using Google documents. Similarly, the same percentage of participants agreed that writing essays on the tool could help them develop independence, and 84% of the students saw that using Google documents to learn and teach writing could improve teacher-student interaction.

However, there was a slightly smaller proportion of students who expected their teacher to use Google Docs more frequently in writing lessons, at 76 %, and the same rate of participants who

tended to write more on the tool than on paper. Five to eight survey questions assessed students' awareness of the benefits of writing in Google Docs. The results indicated that 82% of students believed that group work could improve the effectiveness of writing classes, while 89 % of them supposed that using Google Docs could help them improve their spelling and grammar. Additionally, it demonstrated that the tool could assist participants in brainstorming topics for their essays with 76%, while the figure for students who agreed that Google docs was a time-saving and useful tool and they felt relaxed writing their essays on it was 84%, and 78% respectively. Interestingly, 62% of the students stated that using Google docs distracted them from staying on the task, whereas only 16% of them felt the tool was unreliable. According to the survey, the percentage of students who wrote essays on Google Docs rather than on paper and pens and agreed that their written work could be improved was the same, at 89%.

Table 3

The effectiveness of using Google documents in the teaching process for students (in percentage) (post -writing questionnaires) (for students)

	Statement	yes	no
1	Using Google documents in writing lessons is interesting.	89%	11%
2	You feel you've learnt more writing in English in the classes that used Google documents than others.	82%	18%
3	You can get more individual attention from the teacher in writing lessons on Google documents	82%	18%
4	You can think of more ideas for your writing when you use Google documents.	84%	16%
5	Using Google documents can make you focus on what you're writing about.	80%	20%
6	Using Google documents helps you less worried about writing because you can make changes easily.	76%	24%
7	The tools in Google documents helped you a lot in writing essays.	91%	9%
8	You are more careful about grammar when using Google documents.	84%	16%
9	You focus on spelling when using google documents	88%	12%
10	You can write longer essays on Google docs	87%	13%

Table 3 indicates the effectiveness of using Google Documents in the teaching process for learners. Thanks to the table, the researchers found the answer to the first research question, "To what extent can the use of Google Docs in teaching and learning English help to improve the first-year English majored students' writing performance at the Academy of Journalism and Communication (AJC)?" The survey was administered after the students used both their pen and paper writing and writing using Google Docs. It was stated that 89% of them felt interested in using the tool in writing lessons, whereas the figure for participants who thought that they learnt more writing in English in the classes using Google Docs than others was slightly smaller, at 82%. As can be seen from the survey, 37 out of 45 students felt that they got more individual attention from the teacher than in non-computer writing classes. However, surprisingly, the vast

majority of students thought the tool in Google documents supported them a lot in writing essays, at 91%, while 76% of them said that they were less worried about writing because they knew they could make changes easily. Moreover, only 84% of students supposed that they could think of more ideas to write when they used Google Docs, and the figure for participants that could pay more attention to what they were writing about on the tool was 80%. The results from the survey questions 8 and 9 illustrated the big majority of students were careful with the grammar and spelling of the essay when they wrote using Google Docs. Particularly, 84% of the students said that they would be more careful with the grammar they used, and nearly 90% said that they focused on spelling when using the tool. In fact, 39 out of 45 participants were able to produce longer essays on Google Docs. In short, the students' writing performances have become easier and more comfortable when applying them to the tool.

Interviews

For further justification and understanding of students' awareness and attitude towards the use of Google Docs in writing classes, the interviews were conducted online via Microsoft Teams. There are four questions in the interview. Particularly, the first question was used to answer the first research question, "*To what extent can the use of Google Docs in teaching and learning English help to improve the first-year English majored students' writing performance at the Academy of Journalism and Communication (AJC)?*", the next three questions helped the researchers find out the answer to the second research question, "*What are English-majored students' attitudes towards using Google Docs in their writing lessons?*", and the third research question "*What are the difficulties that the students had to deal with while using Google Docs in their writing?*". The researchers randomly interviewed eight students from the class and asked them in their first language to create free information and guarantee the truthfulness of the information.

After the recordings of the interviews were transcribed, the analysis was started by identifying the varieties of the perceptions. The semi-interviews with eight students revealed their positive views of using and practicing writing by Google Docs. Significantly the students recognize the value of feedback through Google Docs.

For the first question, all of them agreed that the familiarity of Google Docs' appearance to the word-processor application made them comfortable to use it. Moreover, five of them shared that the feature that had similarities with the word-process application is a beneficial point for Google Docs and could be saved online. Therefore, it was an effective way to keep safe.

S1: "It is the same as the word office. I can understand and use it easily. Moreover, it can save my documents automatically."

S4: "I feel comfortable using google documents for the first time. It helps me save time."

Additionally, it could increase collaboration effectiveness and combine several practical free applications for writing skills such as drawing mind maps. However, two of them shared there were interesting apps, but they had to pay a lot of money for the apps.

S2: *“apart from the internet connection, it is easy to use, and it is good for collaboration activity.”*

S3: *“I love using the features of Google Docs, especially it helps me brainstorm ideas via mind maps. It’s great.”*

S7: *“There are only available simple features, if you want to use more you need to pay for the apps.”*

For the third question, all of them agreed that they used Google Docs to write essays on a laptop or mobile phone was not something sophisticated. In addition, the editing-traceable in the tool allowed the users to use highlight colors, so it helped them to revise their written work. However, half of them claimed that there were some issues when using Google Docs because of an unstable internet connection.

S2: *“The internet is sometimes not stable rather slow and it also affects my online learning.”*

S8: *“I use my own mobile phone or laptop rather easily, and for me, it seems I cannot live without my electronic devices, so I have no difficulties in writing essays on them.”*

S3: *“I can find out simple grammatical or spelling mistakes when I see highlight words and phrases... and I can fix them. Moreover, I am able to avoid making the mistakes for the next time.”*

In terms of the last question, they all agreed that using Google Docs could increase the interaction with the lecturers. Students could easily track changes teachers made, encouraging them to write more and improve their writing.

S5: *“I can say that Google Docs is a perfect tool to help me connect with my teachers in learning writing skill. They often give me the feedback or comment for my written work on the tool more than with traditional ways.”*

S8: *“I could ask teachers how to improve my writing tasks on Google Docs which enable me to understand my mistakes and avoid making them.”*

S1: *“I receive teachers’ feedback and encouraging comments that make me feel motivated in writing essays.”*

Discussion

The purpose of this study was to ascertain the improvement of the writing skill acquisition process and attitudes based on the effectiveness of Google Docs. According to the authors, several previous studies aided them in acquiring the necessary knowledge and provided optimistic perspectives on the tool. For instance, in Suwantarathip and Wichadee's (2014) study, the authors compared students who used Google documents to those who did not. Although there was some improvement in the results of the group assisted by the tool, a single test was insufficient to determine the tool's effectiveness. Additionally, the author's selection of the experimental and control groups reflected their subjective viewpoints. This was considered as a shortcoming for the current researchers to conduct the other study. As a result, the researchers utilized a pre-and post-writing test on a distinct group of participants. That is, they could see an improvement in their students' writing abilities in each of them. Additionally, the authors used

additional data sources such as questionnaires and semi-structured interviews to attempt to increase the research's validity. The findings revealed the majority of the participants used the tool in writing lessons because it was a powerful tool that assisted students in learning without being confined to a particular time and place. They could help strengthen the bond with the teachers. Particularly, they may easily receive assistance from teachers with their written work. Students were able to improve their knowledge by comparing the results of the opinion essay to two types of pre and post-tests, such as increasing their understanding of how sentences, grammar, and vocabulary should be corrected. According to the questionnaires, there was even a significant difference in their perceptions of the usefulness of Google Docs as compared to writing in school classes. They felt more confident in producing numerous longer essays due to brainstorming topics and, if necessary, correcting their spelling and grammar. Additionally, collaboration among classmates increased significantly. Although Google Docs supported and facilitated the written work, it sometimes posed challenges for students that may impact their positive view of this tool in writing. Even though they were relatively familiar with the feature, some students encountered a few obstacles due to the slow internet connection and the formatting issue. Nevertheless, those challenges may not seem to be serious. In comparison to previous research, the researchers discovered numerous similarities and differences in using Google Documents for developing writing skills. Suwantarathip and Wichadee's (2014) study, as well as Ambrose and Palpanathan's (2017), compared students who wrote on computers using the tool to those who wrote on paper in class. The findings indicated a significant improvement in their writing ability, and they all expressed a favorable opinion of Google Documents. However, the small sample size prevented us from generalizing to other contexts, and learners faced similar issues. Interestingly, the researchers discovered some positive perspectives that differ from previous research. During COVID -19, learners spent two-thirds of their time learning online. This indicated that they spent most of their time using technological devices to practice their writing skills on Google Docs. They have significantly improved their written tasks and their computer skills as a result of the benefit. Moreover, they still kept in touch with each other in order to discuss or share their opinions which were relatively similar to what they did in class. In summary, Google documents appear critical in assisting and motivating students to engage in writing activities.

Conclusion

The current study examined the use of Google Docs in teaching and learning English to improve first-year English majors' writing performance and attitudes toward using Google Docs in their learning at the Academy of Journalism and Communication. The findings imply that Google Docs is a valuable tool for enhancing students' writing abilities and encouraging them to produce more written work. Apart from some disadvantages, such as a slow internet connection and formatting issues, the authors hoped that university students would have a firm grasp of the material and be well-prepared to write the essays effectively and comfortably. However, due to time constraints, a scarcity of resources, and the researchers' capacity, drawbacks are

unavoidable. The study enrolled a small number of participants, took place at a single university and was completed quickly. As a result, it cannot be assumed that all of these findings are valid for every student. Additional research should be conducted on diverse learners from diverse fields, and additional items and statements should be added and given to the participant.

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APPENDIX A

Table 4

Interview protocol

No	Questions
1	What is your first impression when writing on Google Docs?
2	What do you think about the feature in Google Docs?
3	How is your experience of writing on Google Docs?
4	What is your opinion toward the lecturer's feedback on Google Docs?

APPENDIX B

Student 1	<p>Q1: Em thấy Google Docs cũng dễ sử dụng vì các chức năng của nó dung khá giống với Word. Em có thể hiểu và sử dụng dễ dàng. Hơn nữa, nó có thể giúp em tự lưu các tài liệu.</p> <p>Q2: Như em đã trình bày, các chức năng của Google Docs khá giống với Word. Cho nên sau một buổi được hướng dẫn cách sử dụng, em dùng khá thoải mái. Đặc biệt, khi bọn em cần làm bài tập nhóm, việc chỉnh sửa các ý kiến trên một văn bản khá thuận tiện.</p> <p>Q3: Sử dụng Google Docs giúp em kiểm tra được một số lỗi cơ bản của ngữ pháp và từ vựng. Các lỗi được đánh dấu nên cũng dễ nhìn và em sửa được ngay. Ngoài ra em cũng có thể sử dụng được bản đồ tư duy để đưa ra các ý tưởng trong bài viết. Em thấy điều đấy rất thú vị. Tuy nhiên, việc kết nối mạng không ổn định cũng ảnh hưởng đến việc viết bài của em.</p> <p>Q4: Khi nộp bài trên Google Docs, em nhận được phản hồi và những lời động viên tích cực của cô làm em cảm thấy có thêm động lực để viết bài.</p>
Student 2	<p>Q1: Với em, Google Docs khá dễ dung vì các chức năng của nó giống với Word. Tuy nhiên, nó giúp em trao đổi bài với giáo viên và các bạn trên một văn bản, đặc biệt trong quá trình học trực tuyến làm em cảm thấy khá giống trên lớp ạ.</p> <p>Q2: Với em, công cụ này dễ dùng, và nó phù hợp với hoạt động cộng tác, ngoài trừ việc kết nối mạng. ý em là mạng không ổn định đôi khi làm ảnh hưởng đến tiến độ làm của em và các bạn ạ.</p> <p>Q3: Như em đã nói, vấn đề khi em gặp trong quá trình sử dụng là mạng internet, đôi khi nó chạy chậm, làm ảnh hưởng đến việc học viết trên mạng của em.</p> <p>Q4: Trong quá trình học online, em vẫn có cơ hội tương tác với giáo viên. Cô giúp</p>

	em sửa bài và cho em những lời động viên tích cực. Điều này làm em cảm thấy viết không còn là áp lực lớn như trước đây nữa ạ.
Student 3	<p>Q1: Sử dụng Google Docs làm em cảm thấy thoải mái ngay từ lần đầu sử dụng. Công cụ này dùng khá giống Word, nó có thể lưu lại bài làm một cách tự động. Em không phải lo mất file bài của mình.</p> <p>Q2: Em thích sử dụng các công cụ của Google Docs. Nó giúp em viết nhanh hơn, sửa những lỗi cơ bản đôi khi em nhìn không ra.</p> <p>Q3: Em có thể nhìn thấy các lỗi về viết từ và ngữ pháp khi phần mềm này nó bôi đậm các từ và các cụm từ. Nhờ đó, em có thể sửa các lỗi nhanh. Hơn nữa, em có thể tránh mắc phải những lỗi như vậy cho các bài viết lần sau.</p> <p>Q4: Em cảm thấy có những cải thiện đáng kể khi các bài viết của mình cô giáo sửa khá kỹ, cả về bố cục, cách triển khai, các cụm từ nên thay thế. Đôi khi em thấy viết online còn tương tác với cô nhiều hơn viết trên lớp.</p>
Student 4	<p>Q1: Em cảm thấy thoải mái khi dùng Google Docs ngay từ lúc đầu. Nó giúp em tiết kiệm thời gian.</p> <p>Q2: Em thấy Google Docs cũng dễ dùng, các chức năng của nó dùng khá giống Word ạ.</p> <p>Q3: Mạng không ổn định đôi khi ảnh hưởng đến quá trình làm bài của em. Tuy nhiên, viết trên Google Docs giúp em tiết kiệm được thời gian ạ.</p> <p>Q4: Em cảm thấy may mắn khi sử dụng phần mềm này vì em nhận được hỗ trợ và giúp đỡ của cô giáo khá nhiều. Có những bài em phải viết lại hai lần theo hướng dẫn của cô.</p>
Student 5	<p>Q1: Khi mới dùng Google Docs, em cũng cảm thấy chưa quen lắm vì giao diện của nó, nhưng khoảng một lúc sau khi cô hướng dẫn em thấy dùng khá nhanh và thoải mái. Em cũng thấy công cụ này hỗ trợ nhiều trong việc viết bài của em ạ.</p> <p>Q2: Em yêu thích việc sử dụng các tính năng của Google Docs, đặc biệt nó giúp em đưa ra các ý tưởng qua các bản đồ tư duy. Điều này giúp em có dàn bài rõ ràng để viết được lô gic hơn ạ.</p> <p>Q3: Em cảm thấy sử dụng công cụ này giúp em tiết kiệm được thời gian, khi thảo luận với các bạn, bọn em nghĩ ra ý tưởng gì thì đều viết lên nó và thảo luận ý kiến nào phù hợp hơn.</p> <p>Q4: Một trong những tính năng tuyệt vời mà em nhận ra khi sử dụng Google Docs đó là em nhận được nhiều phản hồi từ cô giáo. Nhờ đó, việc viết của em cũng có những thay đổi tích cực hơn ạ.</p>
Student 6	<p>Q1: Dùng Google Docs em thấy thoải mái vì giống với Word mà em vẫn dùng lâu nay.</p> <p>Q2: Các chức năng của Google Docs chỉ sửa được các lỗi cơ bản. Nếu muốn dùng nhiều hơn là phải mất phí. Em nghĩ với sinh viên, đây cũng là một vấn đề cân nhắc ạ.</p> <p>Q3: Khi mới viết, em thấy cũng hơi gượng, nhưng sau đây theo dòng chảy của bài viết thì em cảm thấy quen hơn ạ. Đôi khi, máy tính của em bị trục trặc nhưng bài viết của em vẫn không bị mất. Trong khi đó, viết trên Word là em có thể bị mất bài rồi ạ.</p>

	Q4: Em nhận được nhiều sự giúp đỡ của cô giáo. Thông qua các lỗi được bôi đậm và nhận xét kèm theo, em cũng hiểu ra vấn đề và sửa lại ạ.
Student 7	Q1: Em không cảm thấy khó khăn gì khi sử dụng Google Docs. Em biết đến công cụ này từ hồi cấp ba. Em dùng khá nhiều trong việc viết bài và thảo luận nhóm ạ. Q2: Em chỉ thấy tiếc là Google Docs chỉ hỗ trợ các chức năng đơn giản. Mình sẽ trả phí nếu muốn dung thêm các tính năng khác ạ. Q3: Viết bài trên công cụ này, em cảm thấy tốc độ viết nhanh hơn. Em viết theo suy nghĩ của mình trước, sau đó em mới sửa lại các lỗi mà Google documents đã đánh dấu. Q4: Em cảm thấy thoải mái khi nhận được các nhận xét của cô. Cô nhận xét được kỹ hơn và em cảm thấy không bị ngại với bạn bè ạ.
Student 8:	Q1: Em nhận thấy Google Docs dễ hiểu và cũng dễ dùng. Em thích viết bài trên công cụ này. Nó giúp em tiết kiệm thời gian và tự lưu lại bài cho em ạ. Q2: Các tính năng của Google Docs làm em thấy thoải mái khi viết. Nó tự báo lỗi thông qua các từ được gạch chân. Em chỉnh lại và bài được lưu tự động luôn ạ. Q3: Em sử dụng trên điện thoại hay máy tính khi viết bài khá dễ dàng. Với em, nó dường như em không thể sống mà thiếu các thiết bị điện tử, vì vậy em không gặp khó khăn trong việc viết bài trên công cụ này. Q4: Em có thể hỏi các giáo viên cách để cải thiện các bài viết trên Google Docs mà điều này giúp em hiểu các lỗi của mình để tránh mắc phải cho lần sau ạ.

Biodata

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