

Ministry of Education and Science of Ukraine  
Sumy State University (Ukraine)  
The College of New Jersey (USA)  
Camarines Sur Polytechnic Colleges (Philippines)  
European Danube Academy (Germany)  
University of Kragujevac (Serbia)



Proceedings

# **STRATEGIC INNOVATIONS OF SOCIAL COMMUNICATIONS AND FOREIGN PHILOLOGY IN CRISIS TIMES**

I International Scientific and Practical Conference

1 June 2024

Sumy State University, Ukraine



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**S88 Strategic Innovations of Social Communications and Foreign Philology in Crisis Times:** collection of scientific paper of the I International Scientific and Practical Conference (1 June 2024) / responsible editor Nabok M., responsible designer Sadivnycha M. Sumy: Sumy State University, 2024. 351 p.

The collection includes scientific materials devoted to current problems in the field of distance teaching and learning in the era of digital technologies, in particular in language pedagogy, media innovations, modern translation, ethnolinguistics, stylistics, methods and methodologies of modern linguistic and literary disciplines. The composition of the collection is scientific research on the preservation of national identity and cultural heritage, intercultural communications, psychological theory and practice, sociological research.

For teachers of higher education institutions, graduate students, students, teachers of secondary schools, gymnasiums, lyceums and colleges, all those interested in socio-humanitarian issues.

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Отже, можемо зазначити, що саме академічне партнерство, навчання протягом життя, принцип індивідуалізації, менторство та тьютерство допомагають у формуванні комунікативної культури майбутніх лікарів.

### **Список використаних джерел:**

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## **L2 COLLABORATIVE WRITING VIA INSTRUCTIONAL TECHNOLOGY IN SERBIAN TERTIARY EDUCATION**

Contemporary ELT classroom demonstrates significant changes under the influence of the digital era and instructional technology. According to Becker (Becker 2000, in Ahmadi Reza 2018: 116), computers are regarded as an important instructional instrument in language classes, and teachers rely on technology as a medium to deliver courses, either fully online or as a complementary resource used with the aim of adapting learning to the needs of the new generation, the *e-generation* (Gonzalez-Vera,

2016) The exponential growth of the Internet since 1994 is causing a revolution in learning (Blyth 1999) (Reid in Carter & Nunan, 2001) and the issues in computer-assisted language learning (CALL) have also evolved from an early emphasis on how to use the new technology to research on technology's effects on learning (Hanson-Smith in Carter & Nunan, 2001). At the same time the EFL classroom has experienced great changes and the use of technology in English L2 writing courses may be the foremost curricular change today (Reid in Carter & Nunan, 2001). The advancement of technology and its pedagogical implications have allowed teaching writing in an ELT classroom to develop beyond the isolated practice of writing, towards a more social experience. Collaborative writing is a recent pedagogical practice in ELT classroom relying on theoretical basis of Vygotskian notion of cooperating with others by contributing ideas with the goal of quality learning and growth to take place (Heidar, 2016).

Besides the writing task assigned to students, a great deal of the L2 writing activity is devoted to interaction and communication. Computer-mediated communication (CMC) refers to communication that takes place via networked computers. (Warschauer, Shetzer & Meloni, 2000) CMC may further be defined as *asynchronous* CMC, which relates to CMC that takes place in a delayed fashion or *synchronous* (or *real-time*) CMC, related to participants who must all be sitting at the computer at the same time and communication takes place instantly (Warschauer, Shetzer & Meloni, 2000). Activities that stimulate collaboration in the writing process via CMC allow the students to engage in the process of writing while exchanging ideas about their thinking processes and particular writing ideas and stages that they go through. They provide a meaningful context and increase activity motivation through the *ALIVE* process that stimulates Authenticity, Literacy, Interaction, Vitality and Empowerment. (Warschauer, Shetzer & Meloni, 2000):

This paper aims at exploring the possibilities for alternate ways of teaching the process of L2 writing, with a social component and a digital component being the central ones for the purpose of idea exchange and community writing experience. The research was designed for the junior undergraduate English language department

students at the University of Kragujevac in Serbia, during the winter semester of the 2020/2021 academic year. The collaborative writing activity was organized in the methodology course of *Testing and Assessment in ELT*. The group of 30 students who were involved in the activity were predominantly at the C1 English language proficiency level, according to CEFR and at the time of research they were in their third year of intensive writing course program, already familiar with the academic writing conventions and the rhetorical pattern of argumentative writing.

In groups students were assigned to compose a sample test for a designated English language proficiency level, and a follow-up task to write a one-page collaborative argumentative essay on the benefits and drawbacks of composing a test in a group format via technology. Students were instructed to engage in a collaborative writing activity that included the obligatory component of peer writing interaction via Google docs and chat box, and they were to have an asynchronous computer-mediated communication during the period of time of two weeks while writing the group essay and while being monitored by the instructor. The writing activity was followed up by a student questionnaire, including both the background information questions, qualitative and quantitative inquiries. The questions were composed based on the insight into the *ALIVE* process (Warschauer, Shetzer & Meloni, 2000) and based on the recent research development in the field of computer-assisted collaborative writing (facilitated execution of the activity, the motivation factor and the effectiveness of the activity) (Talib and Cheung, 2017). For the research we have adapted a modified four-component instrument questionnaire:

- 1) *Collaborative & communication skills* – facility in the execution of the collaborative activity;
- 2) *Writing skills* – motivation for enhancing the writing skills;
- 3) *Language skills* – developing and enhancing language skills;
- 4) *Digital competence skills* – technology use in the writing task.

The questionnaire results have indicated that the teaching practice does not end with stimulating and encouraging only language proficiency or development of different language skills. Students need instruction and support in developing social

and communicative skills, especially when they are in the role of autonomous, self-reliant learners and without the guidance of the teacher. The second research area was related to the motivation of students to develop further their writing skills in the online collaborative task. Students realized that the writing process is not a linear, but a recursive activity that is fueled by the feedback from others. This exchange in collaboration with others stimulates discussion on the thinking processes that are an indispensable part of their cognitive development and that provide them with maximum learning opportunity (Wang 2009 in Talib & Cheung, 2017). Also, research showed that the students were more prone to discuss and develop their digital, writing, communicating and social skills and any language that may have been regarded was closely related to the writing process and skill. Resorting to the issues of higher-order thinking and writing, the language resources equated with the writing resources, which was to an extent expected as the academic writing is viewed as a communicative social act, practicing discourse conventions and problem-solving issues (Reid in Carter & Nunan eds. 2001: 29) Regardless of the expected e-generation to resort to digital communication (Oblinger & Oblinger in Gonzalez-Vera, 2016), students in addition emphasized the importance of obtaining full communicative feedback when face-to-face, with both linguistic and paralinguistic components. They believed that all higher thinking and writing processes such as negotiation, agreement, arguing and persuading may be more productive when they are in an on-site format of activity and that the computer inevitably places an obstacle in achieving full communicative potential with group members.

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