Using Online Collaboration and Dynamic Written Corrective Feedback to Enhance EFL Secondary School Students' Engagement.

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Abstract

This research aimed at studying the using of online collaboration and dynamic written corrective feedback (DWCF) to enhance EFL secondary school students' engagement. The participants of this research were (60) first year secondary stage students at Kafr Ghanam, Sinbellawin, Dakahlia, Egypt. The research adopted the quasi- experimental design using two groups: an experimental group (n= 30) and a control one (n= 30). To collect data, the researcher used an engagement scale. The experimental group was taught through the online collaboration and dynamic written corrective feedback, while the control group was taught through the regular method of teaching. Research results revealed that there were statistically significant differences between the mean score of the experimental group and the control group in the engagement scale in favor of the experimental group. Thus, this research recommended using online collaboration with DWCF as a useful strategy in increasing the students' engagement in the English language at different educational stages.

Key words: Online collaboration, DWCF, engagement

Introduction

In the field of educational psychology, the concept of engagement has been a topic of intensive study. One of the most important issues in teaching and learning involves increasing the degree of students' engagement in learning. It refers to a state of heightened attention and active involvement, in which participation is reflected not only in the cognitive dimension, but in social, behavioral, and affective dimension as well, that's why engagement is described as a multidimensional construction (Akbari, et al., 2016). Engagement is the term frequently used to describe learners' interest and participation in an activity.

The twenty- first century has witnessed a greater change in technology. Due to the globalization era, many radical changes are taking place and the influence of the internet is one of them. Through internet, learners can also learn a variety of usages of the written language. In this internet advanced society, the use of online learning has become common

and made a significant difference in teaching and learning of foreign language (Castrillo& Martin, 2016).

The online collaboration allows active English language usage among students. While socializing and working together in online collaboration, many students display a through commitment and a high level of interaction in order to solve problems arising and complete the tasks given. Students have to learn how to make new friends, mentioning their views, accepting different opinions, giving tasks to friends. Students must be more tactful as tasks require extra effort and need to meet virtually for sharing and exchanging and receiving feedback from other members whenever they are free to access to the internet (Shehadeh, 2011).

Collaborative approach believes in active learning strategy. All the students should be engaged in learning process. This approach believes in the fact that everybody has something to contribute in learning process. The learners may be involved in pair work, group work or brainstorming group, project or discussion. The lesson should involve interaction between students and students, students and teacher, students and group. Collaborative approach encourages giving out roles to learners. Like in every group there should be a facilitator, recorder, reporter, material manager, time keeper, and checker (Nnene, et al., 2019).

DWCF has been seen as an effective way to help language learners acquire foreign language competence. DWCF is seen as essential to the multiple- draft process, as it is what pushes the writer through the various drafts and on to the eventual end- product (Wicaksono, 2018). In DWCF, students gain practice in revision using their own authentic texts that may result in increased accuracy. DWCF includes codes for specific error types that may remind students of their prior knowledge and thus may help reinforce grammar rules (Kurzer, 2017).

Therefore, this research adopted the online collaboration with DWCF to enhance students' engagement. Collaborative technologies make engagement more interesting through assisting them in their collaborative project, and the researcher adopted Edmodo as one of the collaborative technologies.

Review of Literature and Related Studies
Engagement

Engagement, as a multi- dimensional factor, has been reported to be associated with students' enjoyment, motivation, confidence, perceived usefulness, performance, and flow perceptions in technology- enhanced

language learning. Various technologies have been adopted in language learning settings to facilitate the learning of students of different proficiency levels, and to increase engagement to overcome this challenge especially in online collaboration learning (Liu, et. al, 2016).

Engagement can be viewed as active participation in the learning process, and contributes to deeper and more meaningful learning. When the learners are involved and interested in meaningful tasks, they learn more effectively, and more likely to retain the information and transfer it to other contexts. For example, if an engaged reader try to comprehend a text it's not only because student can do it, but also student is motivated to do it and may enjoy it.

Active participation discussion is an excellent way to involve and engage students in the learning process. To engage students in active learning and participation; deep interaction of the material can take place, then their techniques to increase student engagement with the material and participation as part of the learning process. Students who are engaged, are involved and interested in course material and learning. They are active members of the class and more likely to participate both in class and outside of it which may lead to greater academic success (Mackenzie, 2016). Many instructors consider class participation evidence of active learning or engagement that promotes learning, critical thinking, writing, speaking and listening skills, and the ability to engage actively in conversation (Petress, 2006).

Christenson et al. (2012) highlighted the crucial role of engagement as it drives for learning; it requires energy and effort; is affected by multiple contextual influences and can be achieved for all learners. Ainley (2012) assured that if we can understand engagement better, we are better equipped for investigating how to engage all learners. Engagement is a construct closely related to motivation. Indeed, it is described by some as the clear descriptor of motivation.

Descriptions of engagement tend to foster characteristics such as interest, effort, concentration, active participation, and emotional responses. That is, engaged students are not just going through the motions; they expend focused energy and attention, and they are emotionally involved. The interdependence of the dimensions of engagement is a vital characteristic of the construct (Philp& Duchesne, 2016).

In this research engagement is viewed as a student's active involvement in learning so that deep interaction of the course material and

meaningful learning can take place. Modifying instruction is required to increase student engagement with the material and the participation as part of the learning through online collaboration.

Engagement Types

Engagement are categorized in four mainly types. The following examples illustrate a few ways in which student engagement may be addressed in school. **Cognitive engagement** which focuses on deeper learning strategies, involves processes such as sustained attention, learning goals, investment in learning and mental effort, often including self-regulation strategies. Helme& Clarke, (2001) identified a range of indicators of cognitive especially in collaborative activities, including questioning; completing peer work; exchange ideas; making evaluative comments; giving directions, explanations, explanations, or information; justifying an argument; and making gestures and facial expressions.

Behavioral engagement is typically described in terms of time on task or participation. Being on task is synonymous with behavioral engagement (e.g, positive conduct, effort, participation and persistence). Academic engaged time is the amount of time students are actively involved, predicts academic achievement, and engagement is directly related to learning outcomes (Gettinger& Walter, 2012). Behavioral engagement has been measured qualitatively via observation of participation and effort as well as teacher reports and student self- reports or interviews (Fredricks& McColskey, 2012).

Emotional engagement is described as students' feelings of connection or disconnection from their school, and how students feel about where they are in school, the ways and workings of the school, and the people within their school. Emotional engagement (e.g., interest, belonging, and positive attitude about learning) is defined as motivated involvement during learning activities, and they identified enthusiasm, interest, and enjoyment as key indicators of emotional engagement, and at the other end of the scale, anxiety, frustration, and boredom as indicators of (disaffection) negative emotional engagement (Yazzie- Mintz, 2009).

Social engagement is closely related to emotional engagement, particularly among child and adolescent learners where affiliation is a powerful social goal. In recent research on interaction, particularly from a sociocultural perspective, there has been a new emphasis on **collaboration** between peers working on tasks together. Learners are likely to be more effective in language learning when they are socially engaged, listen to one

another, draw from one another's expertise and ideas, and provide feedback to one another (Storch, 2008).

The multidimensional and interdependent nature of components of engagement is seen, for example, in group work, where the participants may be so focused on the procedural aspects of the task (behavioral engagement) that they are not involved cognitively; they approach it in a surface manner, without really trying to understand it. Excitement when working together in a task involving group work (social and emotional engagement) may interfere with or distract learners from cognitive and behavioral engagement. In some situations, the same dimension supports engagement in other dimensions. For example, the power of social engagement in group work is to awaken emotional, cognitive, and behavioral engagement (Philip& Duchesne, 2016).

Significance of Engagement

When students are engaged in class, they learn more. It is vital that teachers create the right classroom for learning: raising student expectations; developing a rapport with students; establishing routines; challenging students to participate and take risks. These all affect how much their students engage and learn (Goss& Sonnemann, 2017). A high level of engagement should be a priority. The more students are engaged, the more they learn, and the more they achieve.

When students are involved in a learning activity, experience is more memorable when affective states are also aroused (McGaugh, 2013). Engaging and well- managed classrooms enhance student behavior and achievement as a necessary condition for effective teaching and learning. The classroom environment is important for teachers. It can have a great impact on the teacher's job satisfaction. Indeed, good teacher- student relationships are the most important influence on teachers' job satisfaction and sense of efficacy (Oliver et al. 2011).

Engagement helps students feel comfortable, be confident in their own abilities, be willing to participate and make mistakes, and be keen to challenge themselves in learning. So the teacher's goal should be a productive class. Because of the digital age, educators should take the advantage of technology to increase student engagement, rather than viewing it as a distraction. To make sure that students are getting the most out of every lesson, the content should be presented in a way that has a clear meaning and immediate value to students (Goss& Sonnemann, 2017).

The importance of connecting instruction to learners' experiences and needs in order to promote engagement and learning is increasing. When instruction is planned with learners' needs and goals in mind, actively involves students in learning from one another, taps into their life experiences, and is challenging at learners' varying levels, learner engagement is likely to be strong (Miller, 2010). For example, when students collaborate in pairs on specific tasks, they tend to adapt the activities to the areas they want and need to learn.

Technology in the classroom allows students to gain deeper understanding of topics that interest them, collaborate with other, and direct their learning. A list of some of the interesting ways a teacher can incorporate technology into classroom to increase student engagement.

So the biggest single improvement students could make to learning is to keep looking for ways that have them be more engaged. That can only happen over time, if their skills and confidence keep improving. They go hand in hand. The environment of online learning and teaching may be expected to bring positive results by increasing engagement. So the importance of any educational strategy is highlighted if it can increase students' engagement.

Challenges of Engagement

Many students are consistently disengaged in class. The main problem is not aggressive and anti- social behavior. The more prevalent and stressful for teacher are minor disruptions, such as students talking back. Nor it just about noise: while new teachers struggle with behavioral problems, experienced teacher struggle too. These problems do not simply disappear when a teacher gains more experience.

Students' disengagement could be problems at home or subject matter that is too hard or too easy, or poor quality teaching also reduces how much students learn (Goss& Sonnemann, 2017). So, offering induction program for all beginning teachers is vital to give all teachers regular opportunities to collaborate with their colleagues to give and receive feedback on how to improve the classroom atmosphere for learning.

One third of all teachers are highly stressed by the challenges of engaging and re- engaging students in class. Poor student behavior is considered a leading cause of teacher stress. Students are disengaged when students are being bored or finding work too difficult. Unproductive students perform much worse than their peers in the same class. The top reasons were boredom, attention- seeking, and work- related difficulties (as

students didn't believe they could do it, so they didn't try), as well as teacher- student misunderstanding and students' negative attitudes towards school (Lewis et al. 2013). So, practical tools should be used to help teachers engage their classes, such as student response cards.

A lack of engagement through student silence or inactivity in the language classroom can leave the instructor confused and frustrated. Perhaps students do not understand the materials or simply do not know to engage in active learning. Silent students deprive themselves and classmates from the benefit of their knowledge, their insights. The passive student is less likely to apply, extend, or transfer what is learned than are engagement students. **So**, students are expected to actively engage in exchanges with their peers. They are given time alone to read and inspect the assigned tasks and ask questions about unknown vocab and concepts in small groups (Mackenzie, 2016).

Student who is disconnected with other group members, and thus socially disengaged may also be behaviorally off- task, not listening to responses of the other members, not contributing to the interaction. They are unlikely to invest efforts in effective ways to be cognitively engaged, or even to fully complete the task to be behaviorally engaged (Philip& Duchesne, 2016). Teachers can identify triggers for disengagement so they can adapt and improve their approaches.

As a solution to engagement problem, teachers must be clear and consistent about what students are expected to do, as well as teaching them how to do it. Teachers have the opportunity to create an effective learning environment. The quality of the classroom environment matters to both student well- being and academic learning. Teacher behaviors, expectations, and interaction in the classroom all affect how well the students learn. A range of classroom environmental factors significantly improve student engagement and learning (Wilkinson, 2002).

Teachers can encourage positive student to student relationships in various ways, for example through the use of group work and student feedback for interactions with others in class. Student participation is a critical part of effective teaching and learning, without opportunities to work with others, students may quietly disengage. So, the more opportunities students have to respond in class, the more they are to learn well (Simonsen, 2008).

Teachers put considerable effort into attracting students' attention and engaging their interest so that they can access and process academic

content. Teachers must maintain a balance between mediating their instruction to meet both instructional goals and standards, as well as making the content personally relevant to students. For example, when students choose an option that is engaging to them, they must feel safe and supported in their learning. So they can express what they know (Eichhorn, 2019).

Create opportunities for the learners to engage with their learning not only at a behavioral, emotionally and cognitively levels. Educate learners to use more strategies inside and outside of the classroom and encourage them to connect what they have previously learned. As well, helping students focus their attention indirectly to foster positive outcomes (Dincer et al., 2019).

A good learning environment raises student expectations, encourages them to participate. It is clear that when classroom environment are not as good as they should be, students don't engage in learning. It can be difficult for teachers to continually re- engage students when their attention is regularly lost. Students become dependent on teacher to provide the answers for them instead of actively engaging in learning the language. And they frequently use their first language instead of immersing themselves in the language they're supposed to be learning.

Online Collaboration

The new generation of the students seems to be digital natives feeling quite comfortable using technological devices and tools, especially when it comes to social networks, blogs, and Wikis (Jabbari, et al., 2017). Among the many evolving approaches, technology enhanced collaborative tools have taken writing instruction into new and exciting era. Collaborative writing refers to an activity where there is a shared and negotiated decision-making process and a shared responsibility for the production of a single text (Storch, 2013).

Collaborative technology evolves students' use of technology for learning to change, and teachers' use of technology (as they guide learning) needs to change as well. Teachers note increased opportunities for flexibility in the composing and writing process, opportunities for simultaneous many-to- many writing in varied locations and time, and increased attention to the collaborative process (Bikowski& Vithanage, 2016).

Collaborative learning entails that students working together to achieve common learning goals. This means that learners should confront and come to term with the conflicts between individual needs and group need, both in social and procedural terms. Collaborative approach

encourages learner to learn about learning and to learn better. It increase the learner's awareness about language self and about learning. The collaborative approach of assessment for learning controls errors as it provides the students with immediate feedback on students' success (Nnene et al., 2014).

In this study online collaboration was used to support development of social skills through dividing roles among learners to accomplish the assigned tasks. It was used to foster positive interdependence and more engagement. Students must feel that they need each other to complete the group's task; whereas collaborative technologies make learning more engaging for them.

Importance of Online Collaboration

Collaboration is a platform with plenty of benefits for students such as making use of a fruitful combination of knowledge and skills. Nnene et al. (2019) showed that Collaborative learning has many advantages. Among these are:

- Creation of environment of active involved exploratory learning.
- Development of interpersonal relationship by establishing an atmosphere of cooperation.
- Promotion of student- student and teacher- student interactions. This stimulates critical thinking among students and helps in clarification of ideas.
- It encourages acknowledgement of individual differences.
- Provides more opportunities for personal feedback.
- Promotes more heterogeneous relationship and celebration of diversity.

Online collaborative learning can lead to deep academic learning or transformative learning. The asynchronous and recorded affordances of online learning more than compensate for the lack of physical aspects of face to face discussions. Online collaborative learning as a result can also directly support the development of a range of high level intellectual skills, such as critical thinking, analytical thinking, synthesis, and evaluation, which are key requirements for learners in a digital age (Bates, 2015).

In other words, collaboration and interaction are more likely to take place in environments where learners have authority over their learning activities and are socially engaged in a collaborative learning environment.

New technologies are likely to facilitate this online interactive collaborative learning environment (Farrah, 2015).

Students learn in less stressful environments where learners collaborate with each other and support each other. They learn, reflect, teach, share and question. They learn from other students in a friendly atmosphere, they feel like playing a game; not like an English course for them. In this atmosphere, anxiety is reduced as learners interact with each other to solve tasks, and work on tasks collaboratively. Learners negotiate the meaning with real audience and authentic tasks and experiences. They get feedback from their peers and respond to this feedback (Farrah, 2011).

DWCF

DWCF was designed to help learners improve the accuracy of writing by ensuring that instruction, practice, and feedback are manageable, meaningful, timely, and constant. DWCF can be implemented using a comprehensive coding system that addresses all major errors categories (Hartshorn& Evans, 2012). In the DWCF approach, a teacher codes errors, but typically leaves the students to revise on their own. Students also track their errors across the term, helping them see areas that require further attention as well as improvement, which may, in turn, lead to increased automatization of accurate language production (DeKeyser, 2001).

In DWCF, students gain practice in revision using their own authentic texts that may result in increased accuracy. DWCF includes codes for specific error types that may remind students of their prior knowledge and thus may help reinforce grammar rules (Kurzer, 2017).

The growth of DWCF, was designed, developed and refined by Evans years prior to Bitchener and Knoch's article in 2010. However, it wasn't given official recognition in the academic world until researched, tested and given a name in Hartshorn's dissertation (Hartshorn, 2008; Lee, 2009). As a part of its development, DWCF was used in applied grammar classes with the purpose of improving academic writing. Presently, there are many schools which implement advanced writing courses with the objective of helping learners prepare for writing in academic environments. If instructors were to accept one simple perspective regarding academic level writing, which has become part of DWCF's core, it could have a large impact on how they approach instruction in the classroom (Shelly, 2014).

Principles of DWCF

Based on the need for practice that is both frequent and authentic, the term DWCF can be used, which has two essential elements: feedback

that reflects what the individual learners needs most and a principle approach to pedagogy that ensure that writing task and feedback are meaningful, timely, and manageable (Harston, et al., 2010).

DWCF depends on four main principles, insisting that this method be meaningful, timely, constant, and manageable. The element of feedback being meaningful is based on the learner's ability to understand and utilize the feedback given. If the learner either doesn't understand the feedback or doesn't use it to further his learning, the feedback becomes meaningless. They suggested that the symbols used to refer to the errors should be clearly explained. If students cannot understand what the teacher means by the symbols he or she writes, it would be difficult for the students to recognize the error. They suggested that the best way of giving feedback is through continued repeated feedback (Altamimi, 2014).

Studies Related to Developing Engagement

Many studies were conducted to describe influences of the Internet on enhancing students' engagement. Dincer, et. al (2019) explored the impacts of the perceptions of classroom engagement and examined the antecedents and outcomes of classroom engagement of EFL, grounded on self- determination theory. Mixed- methods design of quantitative (scale application) and qualitative design (one- 0n- one interview). Participants of the quantitative phase were 412 freshmen EFL university level students in Turkey. Participants for the qualitative phase were 18 students who volunteered to participate in one- on- one interviews. The results concluded that engagement is important through the long- term dynamics in EFL classrooms and engagement predicted achievement within English courses.

Akbari et al. (2016) explored student engagement and foreign language learning through online social networks. The sample consisted of 40 Iranian PhD students. These students were then divided into two groups of 20: the first group (the experimental group, which used Facebook for language learning) and the second group (the control group, which attended face- to- face meetings for language learning). The experimental group was involved in the English Language Course for 1 h a day, during 1 month through 20 formal teaching on- line sessions via a group page, created in Facebook as well as Skype. Students had to interact and perform different assignments on the group's wall on Facebook. Each student had to write a short paragraph on daily basis, on a specific subject, and then to post it on the group's wall. For the purposes of this experiment, the following instruments are used: TOEFL pretest and posttest, questionnaire and

interview. The results displayed that students in the Facebook group report significantly higher levels of engagement, compared to students in the face-to- face group. Engagement was related to learning outcomes in the Facebook group, but not in the face to face group.

Castrillo& Martin (2016) examined the effectiveness of students' engagement in online language learning through short video lessons. The participants were 74 students of English for professional purposes. The data collection was done using a mixed- method approach, using quantitative techniques (student tracking in the virtual course) and qualitative ones (questionnaires before and after the project). The results of the qualitative study showed that short video lessons can impact positively in online students' engagement progress.

According to the previous studies, it is clear that engagement is an integral part of developing quality education. Therefore, significant literature recommends online learning tools as an effective and crucial element in the enhancement of engagement. Teachers have to foster peer collaboration and communication to provide support for sustained engagement. The technological advancement can be applied in order to achieve better learing outcomes. There is a necessity to examine the engagement of the learners in online collaborative learning and DWCF.

Statement of the Problem

Based on reviewing the related literature, the pilot study and the researcher's experience as an EFL teacher for 10 years, the problem of the research can be stated as follows:

First year secondary school students lack engagement in learning in general and learning EFL writing skills in particular. This lack of engagement may discourage them from exerting enough efforts to learn and write well. The researcher proposed using online collaboration and dynamic written corrective feedback to enhance EFL secondary school students' engagement.

Questions of the Research

The present research attempts to answer the main following question.

"To what extent will dynamic written corrective feedback through online collaboration activities be effective in developing EFL secondary students' engagement?"

Purpose of the Research

The research aimed at:

1. Preparing online collaboration activities to enhance the engagement of the first secondary stage students.
2. Examining the effectiveness of Dynamic Written Feedback through online collaboration activities in developing the engagement of first year secondary stage students.

Significance of the Research

It was hoped that the present research would contribute to:

1. Directing the attention of EFL researchers, teachers, learners, course designer and language specialists to the importance of using DWCF during online collaboration activities to develop the students' engagement.
2. Reducing students' difficulties in learning throughout the implementation of online collaboration activities and dynamic written corrective feedback.
3. Preparing a Teacher's guide that contains online collaboration activities.
4. Paving the way for further studies to use online collaboration activities to develop other language skills.

Hypotheses of the Study

1- There is a statistically significant difference at the 0.5 level between the mean score of the control group and that of the experimental group on the post administration of the engagement scale in favor of the experimental group.
2- There is a statistically significant difference at the 0.5 between the mean score of the experimental group pre- post administration of the engagement scale in favor of the post administration.

Methodology

Methodology of the current research comprises the sample, instruments, design, and the procedures followed to carry out the study.

Participants

The participants of the research consisted of first year EFL students at Kafr Ghanam Secondary School whose total number come to be sixty. One class of 30 students comprises the experimental group and receives DWCF through collaboration activities. The other class of 30 students serves as a control group and receives only traditional teaching.

Instruments and Materials

The present research made use of the following instrument, which was developed by the researcher and validated by the jury members:

1. An engagement learning scale.
2. Online collaboration and dynamic written corrective treatment.

Definitions of terms

Online Collaboration

For the purpose of this research, online collaboration was defined as using online activities to enhance students' engagement by engaging them to write, reducing stress in writing, and cultivating positive attitude towards writing. Students have opportunities to review homework assignment, collaborate, and share ideas through pair and group work, plan and complete group projects, and write essays, emails, blogs, and short stories.

Dynamic Written Corrective Feedback

The researcher defines DWCF as a flexible instruction to be used in teaching writing, where the role of the teacher is to act as a facilitator through correcting their own errors directly and indirectly. Teacher can use DWCF to help students understand their learning content and help them improve their academic skills.

Engagement

Dincer, et al. (2019) say active participation is an excellent way to involve and engage students in the learning process. When students feel a sense of ownership over their learning they become more engaged and motivated in it. Students are working in a collaborative setting together to reach common goals that benefit all the members of the group. Students become engaged in discussion and are required to clarify their own and others' ideas which can, in turn, lead to the development of critical thinking in the learning process.

The researcher defines engagement as a student's active involvement in learning so that deep interaction of the course material and meaningful learning can take place. Modifying instruction is required to increase student engagement with the material and the participation as part of the learning through online collaboration. Students are expected to actively engage with their peers in class and outside of it, and that may lead to greater academic success.

Results and Discussion

The results of the research are statistically analyzed in terms of its hypotheses and they are discussed in the light of the theoretical background and related studies. Research results were reported as follows:

Verifying the first hypothesis

The first hypothesis stated that "There is a statistically significant difference at the .05 level between the mean score of the control group and that of the experimental group on the post administration of the engagement scale in favor of the experimental group".

Table (1)

Comparing the control and the experimental groups on the EFL writing engagement Scale

	The group	N.of cases	Mean	S.D	Df	t.Value	Sig.
Total score of the Scale	Control	30	74.4	9.66	58	-12.9	0.01 Sig.
	Experimental	30	105.8	9.09			

Table (1) shows that the level of the experimental group students in the engagement scale was higher than the control group. Also, the estimated t- value is significant at .01 (t= 12.9) and (df= 58). This indicates that there is a statistically significant difference between the experimental and the control in the total score on the post- administration of the engagement scale in favor of the experimental group which has the highest mean= 105.8. In other words, the experimental group outperformed the control group in their engagement scale due to using online collaboration with DWCF through Edmodo. Consequently, the second hypothesis is accepted. This can be illustrated in the following figure:

Figure (1)

The mean scores of the experimental and the control groups of the engagement scale in writing

Total degree of the Scale
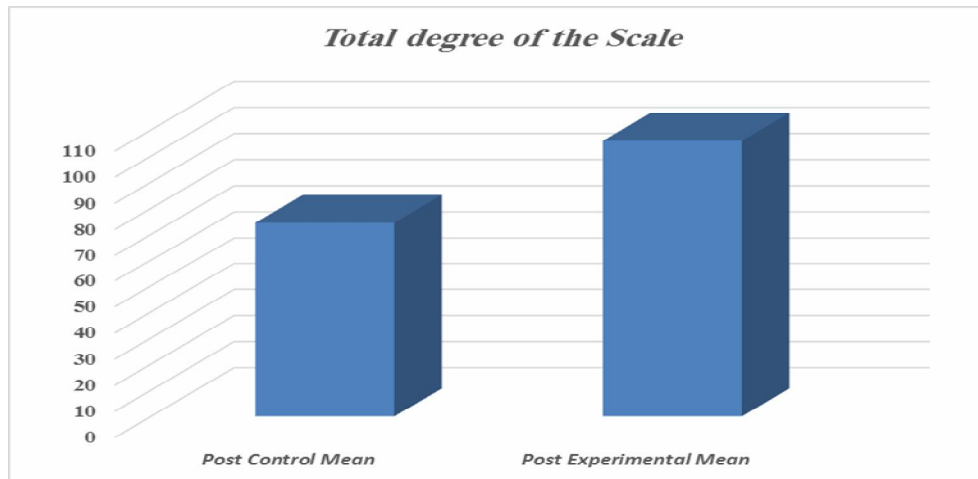
The increase in the engagement in writing is clearly due to implementing some specific Edmodo features and activities such as (videos, online websites, discussion board, assignments, announcements, thinking routines for working collaboratively). Also Edmodo attracts the students' attention and increases their engagement towards writing and expressing their thoughts. Results reported above reiterated in studies of, Dincer et al. (2019); and Akbari et al. (2016) as they all stated that engagement is an integral part of developing quality learning. Also, teachers have to foster collaboration to provide support for engagement.

3. Verifying the second hypothesis:

The second hypothesis stated that "There is a statistically significant difference at the .05 level between the mean score of the experimental group pre- post administration of the engagement scale in favor of the post administration".

The engagement scale level of students before and after implementing online collaboration and DWCF through Edmodo was measured through using the t- test.

Table (2)

Comparing the engagement level of the experimental group on the pre and post- administration of the EFL writing engagement Scale

	The group	N.of cases	Mean	S.D	Df	t.Value	Sig.
Total score of the Scale	pre – test	30	69.7	13.2	29	-11.4	0.01 Sig.
	post – test	30	105.8	9.09			

According to table (2), it is clear that there is a difference in the students' percentage in the pre and post engagement scale in favor of the experimental group post administration as this group has got a higher mean score (105.8). t- value (11.4) and df (29) indicate the significant difference between the pre- post administration of the experimental group at 0.01 level. Consequently, the fourth hypothesis of the research is accepted. This can be illustrated as follows:

Figure (2)

The mean score of the experimental pre- post administration and the EFL writing engagement scale
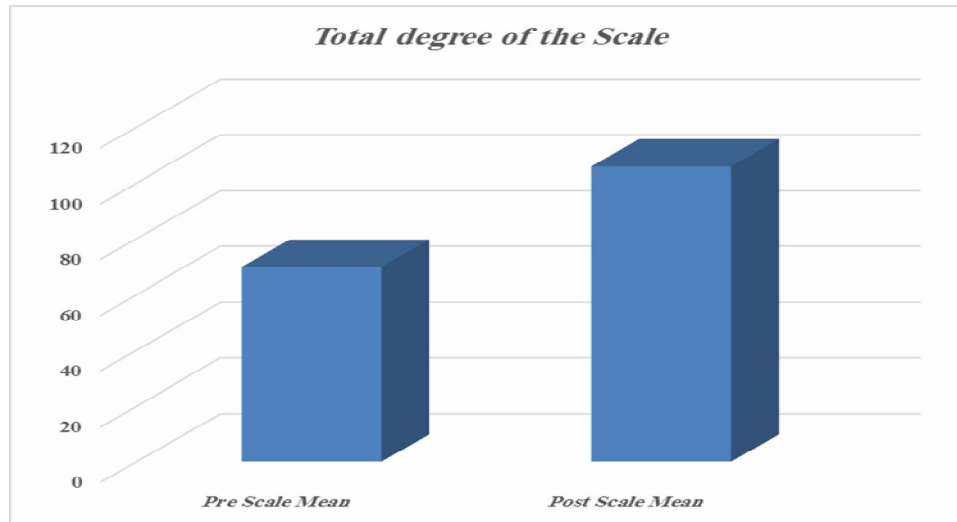
Results reported above are reiterated in studies of Dincer, et.al (2019), Goss& Sonnemann (2017), Akbari et al. (2016), and Castrillo& Martin (2016). Some of these studies involved different samples; however they all stated that there is a necessity to examine the engagement of the learners through using the Internet to enhance students' engagement. Using Edmodo through online collaboration with DWCF is a technological advancement that can be applied in order to achieve highly writing outcomes with a great engagement. Students were highly engaged during using Edmodo because of attending an online collaboration classroom outside the school searching online, watching videos, using links , practicing discussion, posting their questions and comments, and receiving DWCF.

The effect size of the online collaboration with DWCF through Edmodo on developing engagement of the experimental group was measured through estimating the value of eta square. The results are as follows:

Table (3)

Values of (η^2) and the effect size of the treatment on the EFL writing engagement

	η^2	Effect size
Total score of the Scale	81.9 %	**High**

Table (3) explains that the experimental group percentage in the post- administration of the engagement scale is higher than that in the pre administration concerning the positive items due to using the online collaboration with DWCF through Edmodo. All of the eta square values were statistically significant for the overall engagement items in favor of the post- administration ($\eta^2 = 81.9$). Consequently, the second hypothesis can be accepted. The results are illustrated as follows:

Figure (3)

Values of (η^2) and the effect size of the treatment on the EFL engagement scale in writing
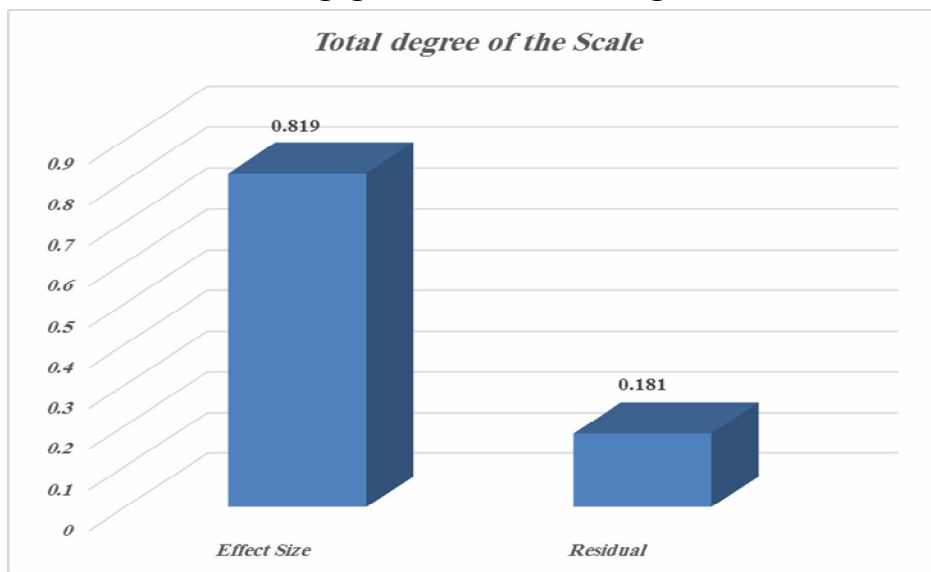
Discussion of Results

Results reported above reveal that there is a significant statistical difference between the two groups favoring the experimental one and indicating an obvious improvement in the experimental group students' engagement on the post administration. These results can be attributed to the

effect of the experimental treatment. Using Edmodo provides an opportunity to the students by engaging them in an online collaboration with DWCF.

The proposed program of online collaboration with DWCF through using Edmodo resulted in improving writing skills and students' engagement. This could be for the following reasons:

- Edmodo gave the students the opportunities to practice discussion, search online, receive DWCF, answer questions and make suggestions. The students got benefit through collaboration and exchanging ideas with their group members and through searching for information themselves.

- The students were curious about Edmodo and the topics of writing. They were interested in Edmodo especially the organization of its features as if they were in a real class but through the internet.

- Using Edmodo as a new experience for the students gave them opportunities to organize and convey their thoughts more quickly. Using Edmodo features helped them to gather new ideas and practice writing actively.

- Students had to use resources such as videos and inks in order to complete the learning assignment in addition to use dictionaries during writing activities.

- After the students watched the attached presentation and posted their questions and comments, the teacher answered their questions and gave them advice. Sometimes, the teacher made a discussion from the students' notes. Most of them began to respond actively to the discussions and questions in order to take notes especially in front of their colleagues.

- Students were highly engaged during using Edmodo because of attending an online collaboration classroom outside the school and exchanging ideas with their colleagues in addition to take responsibility of their learning and search for online information to enrich their writing. The activities that increased engagement were; attending an online collaboration classroom outside the school searching online, watching videos, using links , practicing discussion, posting their questions and comments, and receiving DWCF,

Results of this study add up to those of the previous studies of Luquin& Mayo(2020); Uzun& Koksal (2020); Choi, et al.(2020); Kim& Emeliyanova (2019); Gharehbag et al. (2019); Rezeki (2017); Gedera (2011) that online

collaboration with DWCF develops students' writing. Dincer et al. (2019); Goss& Sonneman (2017); Akbari et al. (2016); Castrillo& Martin (2016) assure that online collaboration with DWCF is a successful way to increase students' engagement

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