



School of Humanities

The Teaching of English as a Foreign/International Language

Postgraduate Dissertation

**Using Google Docs in the EFL classroom: An Action Research study
exploring learners' L2 Motivational Self System in writing**

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Patras, Greece, June 2024

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Abstract

The current study aims to explore the effects of using Google Docs on 6 Greek adolescent learners' L2 Motivational Self System (L2MSS) (Dörnyei, 2009a) in writing. In order to investigate the impact of this free web-based Web 2.0 tool (Suwantarathip & Wichadee, 2014) and answer the research questions, this study employed the action research method to explore the views of the learners regarding their motivation in writing participation as well as their perceptions on their writing skills. The study employed a qualitative research analysis and the data gathered from the learners before, during and after the intervention, meaning the Google Docs writing lessons, indicated that the use of this Web 2.0 tool could positively influence certain aspects of the learners' L2MSS, such as their engagement in the learning experience as well as their self-confidence and their attitudes towards L2 writing. In addition, the learners commented on the development of their writing skills as well, both in terms of writing strategies and of word count. This study concludes with teaching implications of such findings as well as with suggestions for further research.

Keywords: L2MSS motivation, writing skills, Google Docs, adolescents

Περίληψη:

Η τρέχουσα μελέτη αποσκοπεί στο να εξερευνήσει την επίδραση της χρήσης των Google Docs στο κίνητρο 6 εφήβων Ελλήνων/ίδων μαθητών/τριών αναφορικά με τον γραπτό λόγο. Για να διερευνηθεί η επίδραση αυτού του ελεύθερου διαδικτυακού εργαλείου (Suwantarathip & Wichadee, 2014) και να απαντηθούν τα ερευνητικά ερωτήματα, η μελέτη αυτή χρησιμοποίησε την μέθοδο έρευνα δράσης για να διερευνήσει τις απόψεις των μαθητών αναφορικά με το κίνητρο συμμετοχής τους στον γραπτό λόγο καθώς και τις αντιλήψεις τους σχετικά με τις ικανότητές τους στον γραπτό λόγο. Η μελέτη αυτή υιοθέτησε ποιοτική ερευνητική ανάλυση και τα δεδομένα που συλλέχθηκαν από τους μαθητές πριν, κατά τη διάρκεια και ύστερα από την παρέμβαση (τα μαθήματα γραπτού λόγου με την χρήση των Google Docs), έδειξαν πως η χρήση του συγκεκριμένου διαδικτυακού εργαλείου μπορεί πιθανώς να έχει θετική επίδραση στο κίνητρο των μαθητών όσον αφορά την εμπλοκή τους στην μαθησιακή εμπειρία καθώς και στην αυτοπεποίθησή τους και στην στάση τους απέναντι στον γραπτό λόγο στην Δεύτερη Γλώσσα. Επιπρόσθετα, οι μαθητές σχολίασαν την ανάπτυξη των ικανοτήτων τους στον γραπτό λόγο και σε επίπεδο στρατηγικών στον γραπτό λόγο αλλά και στην καταμέτρηση λέξεων. Η μελέτη καταλήγει σε κάποιες προτάσεις σχετικά με το πώς τα ευρήματα μπορούν να χρησιμοποιηθούν πρακτικά σε ένα εκπαιδευτικό πλαίσιο και γίνονται προτάσεις για μελλοντικές έρευνες.

Λέξεις-Κλειδιά: κίνητρο, ικανότητες στον γραπτό λόγο, Google Docs, έφηβοι

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