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TESL Trainees' Perceptions towards the Integration of Google Docs in Collaborative Learning during Movement Control Order (MCO)

Maslawati Mohamad, Nasimah Shamsuri, Nor Najihah Mostafa Kamal, Fatin Kamilia Mohd Arif, Bity Salwana Alias

Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia

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Abstract:
This study investigates the perceptions of TESL trainees on the use of Google Docs for collaborative learning during the Movement Control Order (MCO) period. The researchers had carried out a case study approach for this research. Eight TESL trainees volunteered to take part in this study. The data were gained through focus-group interview, open-ended survey, and document analysis. The documents are Google Docs conceptual papers and respondents' WhatsApp conversations. The findings of Research Question 1 are (a) Helpful features that ease the completion of tasks, (b) Easy access to the tool and documents, and (c) Facilitate the users in gaining knowledge and skills. The findings of Research Question 2 are (a) Unfamiliarity of the formatting, (b) Miscommunication among peers, and (c) Disruption of Internet access. TESL trainees would be able to optimize the usage of online tools such as Google Docs to ease the collaborative learning among themselves under the educators' guidance. The quality of collaborative learning among TESL trainees through the integration of Google Docs would be enhanced if the Administrators (i.e., university, faculty), TESL educators, and trainees themselves are aware of their roles and able to execute them properly.

Keywords: collaborative learning, Google Docs, Movement Control Order, perceptions, TESL trainees.

TESL 学员对行动控制令（行动管制令）期间将谷歌文档整合到协作学习中的看法

摘要：本研究调查了TESL学员对在运动控制令（行动管制令）期间使用谷歌文档进行协作学习的看法。研究人员为此研究采用了案例研究方法。八名TESL学员自愿参加这项研究。数据是通过焦点小组访谈、开放式调查和文件分析获得的。这些文件是谷歌文档概念文件和受访者的微信对话。研究问题1的发现是（一种）有助于轻松完成任务的有用功能，（乙）轻松访问工具和文档，以及（c）促进用户获取知识和技能。研究问题2的结果是（一种）不熟悉格式，（乙）同龄人之间的沟通不畅，以及（c）互联网访问中断。TESL学员将能够优化谷歌文档等在线工具的使用，以在教育者的指导下简化他们之间的协作学习。如果管理员（即大学、教职员工）、TESL教育者和受训者自己意识到自己的角色并能够正确执行这些职责，那么通过集成谷歌文档可

以提高 TESL 受训者之间协作学习的质量。

关键词：协作学习、谷歌文档、运动控制令、认知、TESL 学员。

1. Introduction

The current COVID-19 pandemic has affected the whole world. Nevertheless, teaching and learning at the tertiary level have to be continued. Many tertiary students need to return to their hometown and proceed with online learning and online evaluation. In an attempt to mitigate the spread of the COVID-19 pandemic, Pragholapati (2020) stated that most governments worldwide have temporarily closed educational institutions.

Technological devices and online applications are no longer out of the ordinary in tertiary education. Every tertiary student must make the best use of technological tools to ameliorate the quality of the learning experience. Some scholars have shown that both youth and adult students view technology as an important part of their learning process (Jelfs & Richardson, 2013). TESL trainees in Malaysia are also instructed to utilize technology to ensure the continuation of their online learning during the COVID-19 outbreak. An increasing number of studies have concentrated on learning in community settings and, more precisely, on learning during MCO in computer-supported collaborative learning environments. However, very limited studies have been conducted on teaching and learning.

The integration of technology is closely related to what has been established by the Ministry of Higher Education in Malaysia (MOE). According to the Malaysia Education Blueprint (MEB) 2015-2025 (Ministry of Education, 2015), the Ministry prepares the 10 Shifts that would stimulate continued excellence at the level of higher education. The Shift that is aligned to the integration of technology in tertiary education is Shift 9: Globalized Online Learning. The Ministry believes that this Shift puts Malaysia in a good position. It eases the attainment of good quality content, enhances quality teaching and learning, lowers the cost of delivery, and brings Malaysian expertise to the global community. Shift 9 also stresses establishing the necessary cyberinfrastructure and strengthening the academic community's capacity to provide online learning in teaching and learning.

Based on the MEB 2015 - 2025, employers stated that graduates lack the critical thinking, leadership skills, and even the language skills necessary for 21st-century success. The statement above strengthens the fact that it is indispensable for graduates to acquire a firm stance in mastering 21st-century skills such as life and career skills, skills in learning and innovation, knowledge, media, and technology skills. The 21st-century skills can be intensified by integrating Google Docs in the collaborative learning sessions among TESL trainees.

The local government is one of the governments to impose the Movement Control Order (MCO) to encourage social distancing. Despite this unexpected circumstance, the continuation of teaching, learning, and evaluation still needs to be prioritized. According to Daniel (2020), many institutions had intentions to optimize the introduction of technology in education, but the outbreak of COVID-19 forced the improvements to be introduced rapidly, although they were expected to take place over months or years. Therefore, to execute online teaching and learning, the integration of technological devices and the implementation of collaborative learning play a vital role among tertiary students. The normal practice in the tertiary institution is blended learning, flipped learning, and face-to-face learning. The abrupt shift to a total online lesson due to Movement Control Order is still very new, especially in the Malaysian context. Before MCO, the on-campus students could still carry out discussions and collaborative learning via face-to-face. Due to this abrupt change, educators need to think of possible platforms and strategies to enable the students to carry out collaborative learning. The educators need to consider the barriers faced by the students. One of the barriers is studying in isolation, resulting in students losing their motivation to learn (Baticulon et al., 2021). Due to distance learning and social restrictions during MCO, some of the students' stress level is heightened due to loneliness, family expectations, financial constraints, limited Internet and facilities (Maslawati & Shahizan, 2014; Adnan & Anwar, 2020). The students need to carry out collaborative learning to motivate themselves in learning through a learning community, reduce their stress level by sharing their difficulties, foster interactions to complement each other's knowledge, and reinforce understanding of the lessons learned (Maslawati & Shahizan, 2014; Omar et al., 2018). Therefore, this study was carried out to identify the local learners' perceptions towards teaching and learning during MCO, particularly the integration of Google Docs in collaborative learning. Thus far, very few studies have been conducted on this area in Malaysia, especially on integrating Google Docs for collaborative learning during MCO.

As mentioned in the previous paragraph, limited studies have been done on this area in the local context. Therefore, it is hoped that this study could reduce the literature gap. Zaharah et al. (2020) studied the impact of COVID-19 on the education landscape in Indonesia. They studied related literature reviews on this area. Another study was conducted by a group of scholars from China. Huang et al. (2020) highlighted the disrupted and undisrupted learning due to the pandemic. They studied the open educational resources (OER) and open educational practices (OEP) as an effective educational solution to overcome challenges due to MCO. Baticulon et al. (2021) studied the barriers to online learning for medical students in the Philippines. It could be concluded from their findings that there are many barriers due to MCO; however, the shift to online learning and selecting the 'most appropriate platform' is essential to cater to the needs of both parties- educators and students. Therefore, educators should conduct studies on their local context to identify the students' perceptions of the introduced interventions.

Regarding this study, the educators employed Google Docs for online collaborative learning in a course, namely "The Teaching of Writing in an ESL Context". Due to that, this study is expected to bring relevance to the future TESL trainees, educators, and also the administrators (i.e., universities). The research questions of this study are (1) What are the TESL trainees' positive perceptions on the integration of Google Docs in their collaborative learning? (2) What are the TESL trainees' negative perceptions of integrating Google Docs in their collaborative learning?

It is hoped that the findings could provide some insights towards the educators on measures that they could take in integrating Google Docs to promote collaborative learning due to MCO. The findings could help the relevant authorities to prepare better facilities and training to help equip the educators and students on Google Docs. It is still unknown when this pandemic will reach its end, and MCO could be discontinued; therefore, the findings could prepare educators for challenges due to prolong COVID-19 pandemic, other types of pandemics, or war in the future.

2. Literature Review

2.1. Teaching and Learning Practice during MCO

Malaysia is among the first few countries to report COVID-19 cases outside of China. Since March 18, 2020, the Malaysian government has been enforcing the Movement Control Order (MCO). In the South-East Asia Region, Malaysia is one of the first countries to implement the Movement Control or Restriction Order following the recent worsening of the outbreak. It has affected many sectors, including the educational sector in Malaysia. According to Mohamad Nasri et al. (2020), most local universities have developed online teaching and learning protocols as a key initiative to the traditional face-to-face pedagogical approach. This involves revising the course material, delivery, and assessment methods while retaining the course's objectives.

One of the ways of implementing online teaching and learning during the Movement Control Order (MCO) is through collaborative learning. In a classroom setting, collaborative learning allows students to collaborate in pairs or small groups to accomplish mutual learning objectives (Nor et al., 2012; Maslawati et al., 2015) to enhance learning for themselves and others (Resta & Laferrière, 2007). Yadin and Or-Bach (2010) supported this statement as they mentioned that collaborative learning encouraged activities like elaboration, justification, and argumentation, which can trigger learning mechanisms.

2.2. Online Collaborative Learning

The collaborative learning style is described as a method used by students to collect knowledge, according to Noh and Yusuf (2018). Learners will be encouraged to give and gain support from their peers in the community learning model. This initiative is critical for students to develop trust in resolving different issues within their area of education. Burdett (2003) affirmed that students understood the advantages of collaborating with others, particularly developing skills for the workplace, socializing with others, and developing new networks, while not recognizing all of the learning benefits of collaborative learning.

Comeaux and McKenna-Byington (2003) clarified that the communication and creation of information could be enhanced by digital applications such as web-based technology. Google has become the world's biggest search engine which eventually contributed to the educational sector (Mohamad et al., 2018). According to Al-Samarraie and Saeed (2018), Google Apps is one of the most commonly used cloud tools for collaborative teaching and learning activities in educational institutions. González-Martínez et al. (2015) also revealed that the online productivity tools opened up opportunities for students to collaborate.

2.3. Perceptions on Online Collaborative Learning Platforms

An amount of research has been conducted to study the positive perceptions of the use of online collaborative learning platforms. Firstly, the features were revealed to be useful for the users' collaborative learning. Khalil (2018) stated that integrating an online collaborative platform in grammar lessons enabled users to save all the created documents automatically. The students also indicated that they could cite references and include hyperlinks, making the notes shorter and convincing (Kitchen & McDougall, 1999). Besides that, online collaborative platforms were also reported to be easily accessible. Khalil (2018) stated that the users did not have to rely on memory sticks to access their collaborative work when learning grammar. It also had a user-friendly interface that enabled the users to explore the tool quickly (Chu et al., 2013). Furthermore, online collaborative platforms were also able to assist the users in attaining skills and knowledge. When students write together, they would objectively share opinions to save time constructing the target piece of writing (Yaccob & Yunus, 2019). Research conducted by Ebadi and Rahimi (2017) reported that the learners for an IELTS course agreed that online peer-editing using an online collaborative platform could improve their skills in collaborative writing. The study also stated that students who evaluated other peers' work using the platform had developed a better understanding of the writing activities.

On the other hand, a study conducted by Barker et al. (2002) revealed that users had faced challenges when they integrated online platforms in their collaborative learning. Poor Internet service was one of the negative perceptions in the integration of these platforms. McAlpine (2000) stated that students from rural areas had problems with the quality of telephone lines during the development of a collaborative Master's course. A study by Muuro et al. (2014) also indicated that the students of higher learning institutions had issues with slow internet connectivity when using online collaborative platforms. Apart from that, the integration of the platforms was also reported to lead to communication issues. Koivuniemi et al. (2018), who studied a didactic math course, indicated that the students had faced challenges in communicating and solving problems with group members. An online collaborative platform was also revealed to limit the users' interactions and had caused frustrations among the users (Gillett-Swan, 2017). Lastly, the users had also faced challenges in getting used to the interface of the platforms. Khalil (2018) reported that some of the participants in the online collaboration forum were unfamiliar with the procedures of engagement. Gillett-Swan (2017) also indicated that the users might favor non-technological mediums and have differing degrees of maturity and capability for online platforms.

3. Methodology

This study employed a qualitative approach. A qualitative design approach is used in teaching interaction among the participants, as it depends on the comments, perceptions, views, opinions, and ideas coming from the participants. Hammarberg et al. (2016) indicated that qualitative approaches address questions about perception, meaning, and context, most often from the participant's point of view. The research instruments used in this study are semi-structured focus-group interview, open-ended survey, and document analysis.

3.1. The Setting

The outbreak of COVID-19 had become a problem for the local TESL trainees to proceed with their teaching and learning in physical settings. Due to the Movement Control Order (MCO), the tertiary students were encouraged to study from home to teach social distancing. For the course Teaching of Writing in an ESL Context, students were expected to work collaboratively in small groups. During the MCO period, they could not see each other face-to-face and discuss their assignments. Thus, collaborative learning via the use of Google Docs took place.

3.2. The Respondents

The respondents of this research were TESL trainees who had enrolled in the course, namely "The Teaching of Writing in an ESL Context". To abide by the research ethics, the researchers could only collect data from those who volunteered to participate in the study. Only eight out of the 44 TESL trainees from one class volunteered to participate in this study. The eight respondents also agreed to participate throughout the whole process of collecting data for this study.

3.3. Course Objectives

"The Teaching of Writing in an ESL Context" intends to educate learners with effective writing strategies for the successful teaching of writing in English. By the end of this course, TESL trainees should be able to:

1. Understand the theories and approaches required for effective teaching of writing;
2. Teach students to write grammatically correct English;
3. Utilize appropriate writing techniques essential for the teaching of ESL writing.

In this course, the students were assigned to produce a conceptual paper collaboratively in groups of seven. In the respective conceptual paper, TESL trainees must include the effective writing techniques that could be implemented in the teaching of writing.

3.4. Research Instruments

There are three instruments used to obtain the perceptions of the TESL trainees regarding the integration of Google Docs in their collaborative learning. The instruments include semi-structured focus-group interview, open-ended survey, and document analysis.

The interview questions were referred to an expert to be checked before the focus-group interviews. The expert is a TESL lecturer who has experience of teaching TESL trainees for ten years. After the focus-group interviews were conducted, all the interview responses were transcribed verbatim. The transcripts were returned to the respondents to review the contents and make amendments.

The open-ended survey consists of eight questions that the same expert reviewed. After the respondents had completed answering the open-ended survey, they were given a copy of their answers to countercheck the contents and make amendments.

The researchers had also analyzed two types of documents regarding the integration of Google Docs in the respondents' collaborative learning. The documents are the Google Docs of the respondents' conceptual papers and their WhatsApp conversations.

Triangulation of the three research instruments was done to ensure validity and reliability. The data collected were then analyzed using Burnard's stages of analysis. For abiding by the research ethics, pseudonyms were given to the respondents to ensure confidentiality. They were labeled as R1 - R8. These participants were briefed about the objectives of the study, research instruments, procedure, and publication. They were also given a consent form for them to pen down their signature. They were also given the liberty to pull out from the study anytime they wish.

4. Findings and Discussion

4.1. Respondents' Background Information on the Use of the Internet and Online Tools

Figure 1 shows the background information of the respondents on the usage of the Internet and online tools. Due to geographical factors, only 38% of the respondents have connection and access to the Internet at home; meanwhile, 62% do not have access to the Internet. Apart from that, 100% of the respondents are frequent Internet users. All the respondents use the Internet for more than six hours daily. They are also familiar with how to utilize the Internet. Besides that, 100% of the respondents have the basic skills of using online tools such as Google Docs. It can be deduced that all respondents are already familiar with the usage of Google Docs for collaborative learning purposes.

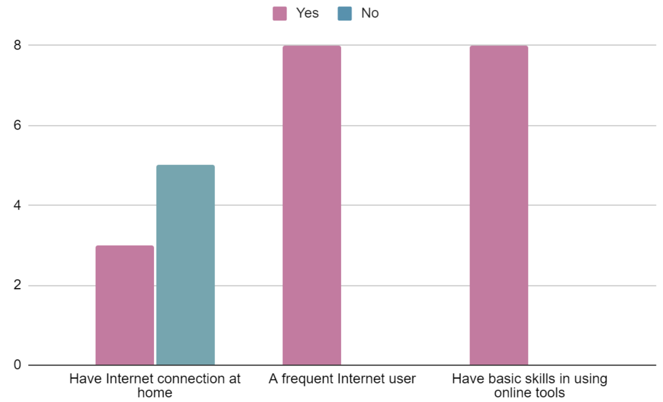

Figure 1. Respondents' use of the Internet and online tools

4.2. What Are the Perceptions of TESL Trainees on the Use of Google Docs for Collaborative Learning during the Movement Control Order (MCO)?

This section covered the findings of RQ:

1) Positive perceptions of TESL trainees on the use of Google Docs for collaborative learning during MCO and RQ;

2) Negative perceptions of the TESL trainees on the same matter.

The findings are summarized in the form of paragraphs as below.

4.2.1. Positive Perceptions

The research questions are divided into three categories; (a) Helpful features that ease the completion of tasks, (b) Easy access to the tool and documents, and (c) Facilitate the users in gaining knowledge and skills.

(a) Helpful features that ease the completion of tasks

Google Docs is a powerful toolkit for language learning as it allows a single account to access large numbers of free accessible tools (Abrams, 2019). Some respondents agreed that the auto-saving mode eased them to complete the collaborative writing without worrying about losing it. The statement is supported by the open-ended survey responses from R1: "*It has a feature that allows your work to be automatically saved. So, that eased us a lot.*"

Some respondents also indicated that the features of Google Docs had enabled them to review and edit their collaborative writing project in real time. Their collaboration can improve their writing ability, such as improper vocabulary usage, misspellings, incorrect mechanics, incomprehensible text, and illogical structure (Suwantarathip & Wichadee, 2014). These statements are supported by the open-ended survey responses from R2: "*Google Docs enables us to observe everyone's work; hence it helps in terms of ensuring us to submit our best works as we will proofread, edit, and only submit when all the group members are satisfied with the outcomes.*" R7 also highlighted the grammar-checking feature, which she claimed was useful in completing the task: "*I like Google Docs because it enables us to use the grammar setting app, as well. It's really helpful.*"

Besides that, the researcher had analyzed the comment sections of the respondents' conceptual paper documents and figured out that the respondents made use of the comment section to improve the quality of their collaborative writing. Alsubaie and Ashuraidah (2017) indicated that students could gain more feedback through the comment section compared to face-to-face feedback. The comments in the conceptual paper document by R2 and her group members are as follows.

"*The citation for this part has been added.*" (R2)

"*I suggest that you elaborate more on IT because it's still vague.*" (R2's group member)

"*Alright, noted. Do check the other parts I'm doing too. I have checked yours.*" (R2)

Figure 2 shows the evidence taken from the comment section in the Google Docs document by R2 and her group members.

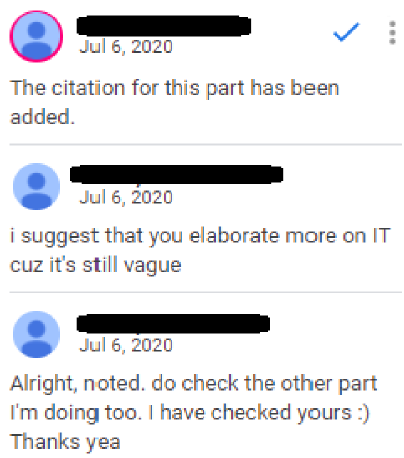

Figure 2. Comment section in R2's Google Docs document

These findings have proven that the features of Google Docs had alleviated the completion of the respondents' conceptual paper. The researchers could deduce that the features of Google Docs were optimized to ensure the production of a high-quality conceptual paper.

(b) Easy access to the tool and documents

Google Docs is an easy-to-use and freely available tool with various features designed to meet users' needs (Woodrich & Fan, 2017). The respondents indicated that they did not have to install any software on their laptops to use Google Docs. Instead, they can use it via their Internet browsers. The evidence to support this statement is taken from the interview responses by R5: "*It helps us to do collaborative work together without installing anything on the computer because it connects to our Google account.*" Due to that, the respondents were also able to save their device storage. R7 supported this statement in her open-ended survey responses: "*It also helps me to save a lot of space on my laptop as we don't have to install it on our laptop.*" This is in line with Jayasena and Song's (2017) analysis that found that the responsibility for storage and computing power falls on the network, not on the actual owner of the computer.

The respondents also highlighted that creating and sharing a Google Docs document with their peers was effortless as they could edit the sharing access how they wanted to. R4 supported this statement in the interview responses: "*The security access is not something to be worried about because we can edit it… who can access the file and who cannot.*" The respondents were also able to use various devices to access their Google Docs documents. The statement is based on the analysis of WhatsApp conversations by R6 and her group members:

"*I did the corrections. Are you on your laptop? Can you check?*" (R6's group member)

"*It's ok. I access using my phone.*" (R6)

Figure 3 shows the WhatsApp thread of R6 and her group members.

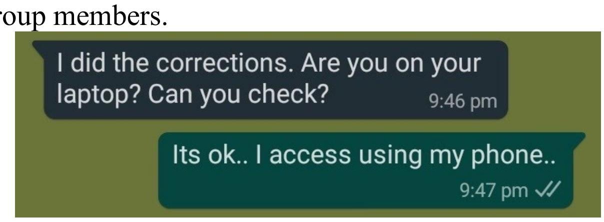

Figure 3. WhatsApp thread of R6 and her group member

The perception is parallel with one of the principles from the connectivism theory; learning may reside in non-human appliances (Siemens, 2007). Tan and Kim (2011) also found that Internet-based app users with different computers, wired or wireless, have flexible access to the necessary services. Thus, it is safe to conclude that the respondents had positive experiences using Google Docs because of its convenient characteristics.

(c) Facilitate the users in gaining knowledge and skills

The respondents accepted that the integration of Google Docs had allowed them to develop new insights and skills in their collective writing. When they were not certain about what to write, they would refer to their peers' work to get an idea of how to elaborate on their parts. Viewing the work of others is a valuable source of information, as students were provided with an alternative way to understand or review their products, which was by contrasting them with other products (Ishtaiwa & Aburezeq, 2015). These statements are supported by the open-ended survey responses by R1: "*I can read my friends' work, and that helps me to understand what I need to do for my part.*"

Besides that, the respondents indicated that the use of Google Docs had strengthened their collaborative, organizational, and communications skills. When the respondents wrote collaboratively, they would have to manage and organize their write-up to ensure its cohesiveness and relevancy (Liu & Lan, 2016). Therefore, organizing the subtopics before writing helped the respondents with the flow of the write-up and got the other group members updated with their progress. R3 supported this statement in her interview responses: "*It helps us to organize our contents better and stay updated about the progress of the assignment.*" Reyna (2010) revealed that the Google Docs application appeared to include collaborative development tools that would result in organized, synchronous activities.

Some respondents also agreed that Google Docs had also encouraged them to practice effective communication skills at an optimum level. They would interact and communicate with their peers during live conferences or discussions via WhatsApp. From the discussions, they were able to clear any confusion concerning the contents of the conceptual paper. This is in line with Vygotsky's (1980) social constructivist theory, which stated that learners could construct knowledge better in a group setting. The statement is supported by R8 in her open-ended survey responses: "*I have the opportunity to gain collaborative skills, get feedback in real time, collaborate, and brainstorm as a team.*" Khairul Azam and Yamat (2019) revealed that learners noted that their arguments had been deeper and better over the initial brainstorming tasks because it helped other learners to challenge the other to think more seriously about the subject.

Apart from that, the analysis on the WhatsApp conversations showed that R7 had interacted with her peers to construct knowledge on the definition of atmosphere writing which was their topic for the conceptual paper. From the interaction, they managed to have a better understanding of the matter. The excerpts taken from the conversations are as follows:

"*Is my definition for atmosphere writing correct? Atmosphere Writing is one of the techniques a student can use to write a narrative essay as a descriptive paragraph which depicts the theme, mood or emotion of a scene using parallel actions.*" (R7)

"*Correct already, I think. But I think it's applied in poems too, not just essays.*" (R7's group member)

Figure 4 shows the analysis evidence, which is the WhatsApp thread of R7 and a member in her group.

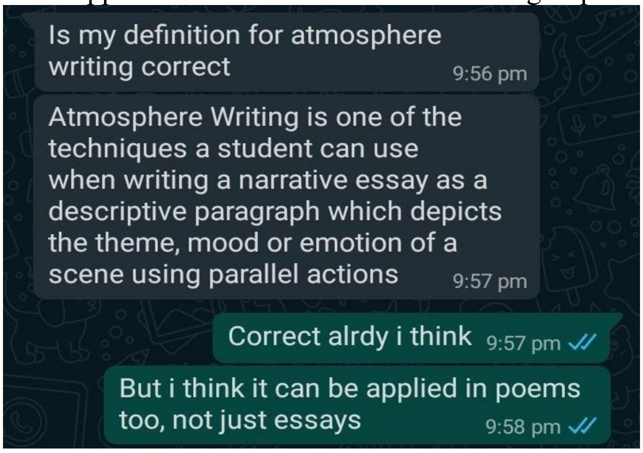

Figure 4. WhatsApp thread of R7 and her group member

The findings are parallel with a study conducted by Rashid et al. (2019), which indicated that the learners feel a sense of accomplishment when using the target language outside of the classroom. Therefore, the researchers could deduce that Google Docs had enabled the respondents to construct knowledge and strengthen important skills.

4.2.2. Negative Perceptions

The negative perceptions are divided into three categories: (a) Unfamiliarity of the formatting, (b) Miscommunication among peers, and (c) Disruption of Internet access. However, the issue regarding Internet access is not discussed in the section below as it is a common perception of the users towards the use of technological tools. The findings for this section are summarized in the form of paragraphs as below.

(a) The unfamiliarity of the formatting

Some respondents agreed that they had issues with getting used to the formatting of Google Docs because they would normally use Microsoft Word to work on their individual writing tasks. The analysis of the conceptual paper documents figured out that some respondents formatted their write-up manually rather than using the features provided on the tool. R5 supported the analysis in her open-ended survey responses that she had troubles with the table formatting on Google Docs: "*The challenges might be because of the format. Sometimes the table format in Google Docs is not the same as the one I am always familiar with in Microsoft Word.*" R8 also agreed on the same matter as she mentioned in her interview responses that "*When I downloaded the Google Docs document in my laptop, in the form of Microsoft Word document, it did not turn out like how I wanted it to be.*" Suwantarathip and Wichadee (2014) mentioned that documents containing highly formatted elements are normally stripped of a significant amount of formatting to accommodate the reduced feature set available in Google Docs.

There was also a problem with the unfamiliarity of the usage of Google Docs as a whole. Although Google Docs is reported as a platform that teaches collaborative learning (Nithya & Selvi, 2017), R4 indicated that she felt inferior when using it because she had yet mastered the tool. The interview responses by R4: "*Since we have to do a lot of assignments using Google Docs, I acknowledge that it is easier, but there are some parts that make me feel less brilliant because I feel like I still have a lot to learn, and I don't know a lot of things.*" This is in line with a study conducted by Henriksen et al. (2019), which claimed that although digital technologies are spread into every nook and cranny of our lives, it is inevitable for some users to face difficulties in adapting to the fast pace of change.

Therefore, it is safe to conclude that the users had also faced unfamiliarity with the formatting and some features of Google Docs throughout the completion of the conceptual paper. Eventually, it caused them to feel inferior as they could not utilize the features and formatting proficiently.

(b) Miscommunication among peers

Online collaborative learning can cause confusion and miscommunication among the learners (Malmberg et al., 2019). The respondents agreed that they had experienced miscommunication among their peers throughout the completion of their collaborative tasks. Most respondents revealed that their group members had encountered problems during the initiation period of creating the conceptual paper. The respondents and their peers had misinterpreted the instructions because they were only able to interact online. Thus, they had difficulties in organizing the subtopics in the beginning. These statements are supported by R1 in her interview responses, as she mentioned that her group members had different interpretations of the instructions regarding the conceptual paper due to their limitations to interact with each other: "*It's a bit confusing because there's no face-to-face interaction, so sometimes we have different interpretations of what we need to do for the assignments.*" R2 agreed on the same matter in her interview responses that "*It is very hard to address certain issues and conflicts when you're not interacting face to face.*"

Maslawati and Shahizan (2014) indicated that the users could misconceive and misinterpret some ideas, terminologies, and themes when sharing ideas. Based on the researchers' analysis of the Google Docs documents by respondents, it is shown that miscommunication also happened when they wrote collaboratively on the platform. The problem occurred when a member in R8's group did not take further action to improve her parts, although R8 had addressed the mistakes in the comment section two times on different dates. Figure 5 shows the evidence of the comment section taken from R8's group's Google Docs document.

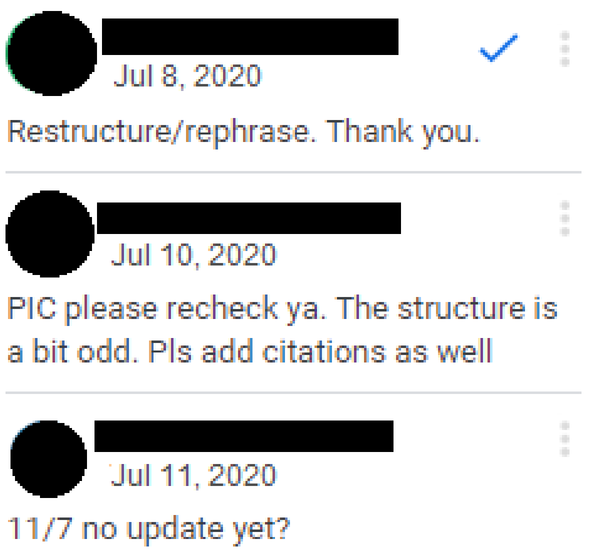

Figure 5. Comment section in R8's Google Docs document

Based on the findings, the researchers could conclude that the respondents had faced miscommunication throughout the completion of the conceptual paper. These findings are in line with a study conducted by Fernández-Dobao (2020) which revealed that learners often faced miscommunication between group members when writing collaboratively due to the members' different interpretations of instructions.

5. Conclusion

As emphasized in the study, Google Docs is widely used in collaborative learning for group tasks purposes among TESL trainees. In this context, Google Docs is more than just an online collaborative platform. It is an alternative for the students to construct knowledge while connecting with their peers virtually, especially throughout the implementation of MCO. Therefore, the researchers had identified TESL trainees' positive perceptions towards integrating Google Docs in the writing of their conceptual paper. The positive perceptions include the useful features for the completion of tasks, easy access of the tool and documents, and facilitation that it had provided in gaining knowledge and skills. On the other hand, the researchers had identified the TESL trainees' negative perceptions on the same matter. In this situation, the negative perceptions identified are the disruption of Internet access, miscommunication among peers, and unfamiliarity with the formatting of Google Docs.

The scientific novelty of the study is that the findings could provide some valuable ideas for educators on measures that they could take in integrating Google Docs to promote collaborative learning due to MCO, particularly on writing a conceptual paper. The findings could prepare relevant parties, namely authorities, in conducting relevant training and provide sufficient assistance to facilitate educators and students in developing their skills and knowledge. In addition, this study could reduce the existing literature gap, especially on the measures to help tertiary students use technology to enhance learning and reduce their difficulties due to MCO.

6. Limitations and Further Study

In conclusion, the results of the qualitative approach were consistent. They reflected the positive and negative perceptions on the integration of Google Docs as regarded by TESL trainees of higher education institutions, specifically Universiti Kebangsaan Malaysia. In an ESL background, this specific study only employed the teaching of writing, specifically the collaborative writing task of a conceptual paper. Therefore, the scope of the article results could only be applied to students of similar characteristics mentioned in this study. These findings could not be generalized to the general population. This research might be unable to disclose other collaborative learning situations that use Google Docs as a part of their learning and assessments. Furthermore, all respondents were only selected among TESL students. Thus, research should be carried out with many students from other courses and universities to generalize the results. By conducting a similar study on other groups of students from different domains, education levels, and institutions, the findings could differ due to students' age, education level, gender, socio-economic background, and geographical location.

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Authors' Contributions

Nasimah Shamsuri and Nor Najihah Mostafa Kamal were responsible for collecting the data and writing the article.

Maslawati Mohamad, Fatin Kamilia Mohd Arif, Bity Salwana Alias were responsible for finding references, writing, and editing.

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