

The Impact of the Use of Collaborative Writing on Attitude of EFL Students towards Learning Writing Skills

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ABSTRACT

The main goal of the study was to examine the impact of employing collaborative writing on students' attitude towards learning EFL writing skills. To this end, based on the mean results of the paragraph a writing skills test was administered before the experiment, two sections of Grade 11 students from Felegebirahn Secondary School in Amhara Region, Ethiopia were chosen as participants of the study. These two sections of students were categorized as experimental (n=44) and control (n=44) groups using simple random sampling technique. The experimental group exercised paragraph level writing tasks collaboratively, whereas the control group practiced the identical writing tasks individually for 12 weeks in the 2019 academic year. Questionnaire, which was intended to find out the attitude of EFL students about learning writing skills before and after the training, was the major data collection tool used in the study. A semi-structured interview with a few selected students was also undertaken to validate the data acquired by the questionnaire. In order to examine the significance of the attitude questionnaire mean differences of the participants within as well as between the selected study groups, T-test was conducted. The results of the study showed that students who experienced collaborative writing for over 12 weeks brought positive attitudinal changes on learning EFL writing skills after being introduced to collaborative writing. It was found that they improved their attitude toward learning writing skills more significantly than students who did the writing tasks alone. The majority of respondents in the open-ended questionnaire and interview data agreed that after exposure to collaborative writing, the students eventually enjoyed and were inspired to write in English. It was concluded that practicing writing tasks collaboratively in EFL writing classes can have a favorable impact on EFL students' attitude towards learning writing skills. This, in turn, encourages the students to opportunely exercise writing in English both inside and outside their classes. It is, therefore, recommended that teachers in EFL classes should support the students to practice collaborative writing in EFL writing lessons.

Key words: Attitude, Collaborative Writing, EFL Writing Skills

INTRODUCTION

Background of the Study

It is an unquestionable fact that EFL writing skills is essential for a wide range of purposes in academic, business, tourism, trade and social affairs for both government and non-government organizations in the world. It's nowadays regarded as the best tool of expressing different ideas, issues, feelings, emotions and ideas while also communicating with people or/and institutions from all over the world, regardless of time or location. Writing skill is mainly a vital aspect of the school curriculum, serving as a means of receiving and confirming teaching in a variety of subject areas as well as a crucial learning outcome (MacArthur et al, 2016). Nevertheless, recent studies show that students' English language writing skills around the globe is worsening with time

and requires immediate attention. Based on the data from the National Assessment of Educational Progress, only 27% of final-year students of secondary schools in America scored above proficient on a writing skills test (MacArthur et al., 2016). This implies that majority of the students scored below proficient, and failed to succeed in the exam. They go on to say that students in Europe have a variety of challenges when it comes to writing in both their mother tongue and second language. This is also true in Ethiopia for EFL students' writing abilities. A large number of EFL teachers/instructors and researchers in schools, colleges, and universities frequently express their dissatisfaction with their students' poor EFL writing skills ability, and negative attitude toward learning EFL writing skills.

Many Ethiopian researchers have proven and verified that EFL students are unable to write well in English at the level

required by the Ethiopian English Syllabus as minimal learning capacities. According to some recent Ethiopian studies, such as Asress (2014), Dawit (2013), and Zeleke (2013), students' English writing skills ability is not improving, it is rather rapidly worsening. This is substantiated by Zeleke (2013), who claims that EFL students' writing performance falls far short of what is required of them.

Similarly, Italo (1999) and Alamiraw (2005) found out that EFL students in Ethiopia had a variety of major writing challenges. According to Alamirew's (2005) study on high school students' writing performance, the majority of students have weak writing skills ability, and most of them never generate a single accurate sentence. This is supported by Dawit's (2013) research findings, which found that students in EFL writing classes struggled to produce even simple written English texts.

Various elements are thought to be contributing to such a severe concern. Many scholars, however, agree that instructional approaches, writing tasks, attitude of students toward the instructional approaches/methods used, and learning writing skills are all important factors that influence students' EFL writing skills performance. For example, according to Westwood (2008, p. 4), poor teaching techniques or methods contribute to students' difficulty learning to write, and the teaching way or approach has recently been strongly demonstrated as a critical component. Alamirew (2005, p. 26) also claims that the methods or techniques used by instructors, as well as the writing topics and tasks, affect the learners' attitude to learn, the success of the writing session and the level of students' writing performance.

Some studies have found that students' writing skills performance, their affective as well as social skills improved when they work collaboratively on writing tasks (Storch, 2013, 2002; Williams, 2008). The findings of Louth et al. (1993) research, which showed that students who practiced collaborative writing wrote better than those who worked alone, supported the use of collaborative writing in EFL classes. Students who collaborated on writing tasks were also shown to be happier with their results than students who worked alone. Thus, it appears that applying collaborative writing in EFL writing skills lessons may be an effective strategy to boost attitude of students toward learning writing skills and, as a consequence, their academic writing skills ability would be improved too.

Collaborative writing not only improves aspects of writing such as fluency, complexity and accuracy, but it also helps students foster a positive learning social and affective atmosphere, which can provide a productive opportunity for students to resolve their writing problems like having unfavorable attitude to learning writing skills. Furthermore, collaborative writing, according to Rollinson (2005), also helped students develop affective and social skills such as stress reduction, time savings, attitudinal impacts, and so on. Although the main purpose of this study is to explore how collaborative writing may assist students of the target language on the affective aspect, it is possible to understand how collaborative writing can benefit the students on both cognitive and affective aspects of EFL writing skills since

writing is both cognitive and emotional activity (McLeod, 1987, as cited in Erkan & Saban, 2011). This latter helps students how to come up with ideas for their writing topic when they write alone.

Despite its many possible benefits in EFL writing instructions, there are few published studies on collaborative writing (Fung, 2006). This simply means that collaborative writing research in second/foreign language instruction is still in its infancy (Storch, 2013). Hence, it has a pivotal role to conduct a study on collaborative writing in EFL classrooms relating to its impact on students' attitudes toward learning EFL writing skills and writing skills performance (Storch, 2013). In this study, the researchers were interested to focus on collaborative writing and its effect on students' attitude towards learning EFL writing skills, and hence tried to investigate how collaborative writing impacts EFL students' attitudes about learning EFL writing skills before and after the use of collaborative writing as intervention in writing lessons.

To the researchers' knowledge, little local research work was carried out at any level of education to examine if collaborative writing has a significant impact on attitude of students about developing EFL writing skills. This indicates that there is still a need for research into the use of collaborative writing and its impact on students' attitude to learning EFL writing skills in Ethiopian education. This is meant that a dearth of empirical studies on the impact of collaborative writing on students' attitudes about learning writing skills in Ethiopian high schools was one of the researchers' motives for conducting the study.

Objective and Hypothesis of the Study

The study's purpose was to examine if students who exercised EFL writing skills through collaborative writing had different attitudes toward learning EFL writing skills than students in the control group.

Accordingly, the study intended to confirm or refute the following alternative hypothesis:

Ha1: There is a significant variation scores between the experimental and control groups when it comes to students' attitudes toward learning EFL writing skills.

LITERATURE REVIEW

Definitions and Concepts of Collaborative Writing

As collaboration means the sharing of labor among group members, the term collaborative writing can be broadly defined as the co-authoring of a written text by two or more students in a writing lesson (Storch, 2013). In such broad point of view, some scholars also believe that all writing is to some extent collaborative though done individually by the writer because all as the writers usually write on a certain topic of discussion taking into account the readers or an audience in mind or seeking help from others at some stage of their writing (Bruffee, 1993).

Collaborative writing can also be defined as a writing which emphasizes the procedure of the writing task by

exercising common and mutually gained efforts of the students (Yong, 2006). The implication here is that collaborative writing gives an opportunity to the students in groups to actively interact throughout the writing process: A to Z. This distinguishes collaborative writing from other forms of group work such as cooperative. That is to say, collaborative writing is unique in its sort since it includes the entire writing process till the written work is completed, as well as its social surroundings among peers who share in the creation of a single written piece (Storch, 2013).

Collaborative writing entails students working together in a coordinated effort to practice a writing task. Throughout the writing process, all members of the group have a large shared engagement and coordinated effort, and students' roles, duties, and contributions to text production are not divided. Collaborative writing, according to Storch (2013), comprises a regularly discussed and shared decision-making process that might result in a sense of shared ownership over the written text. Storch goes on to say that the goal of collaborative writing should encompass more than just the jointly generated texts; it should also contain information, abilities, and attitudes that students will never have until they work with others.

To sum up, in the context of this study, members of the collaborative writing groups are required to fully and if possible equally participate and involve in the entire writing process from pre-writing to editing stages. That means each and every member of the group should be equally accountable and positively interdependent on each other. There are no specific roles or contributions to be given or left to certain specific members of the group. As a result, all members of the collaborative group have access to the text, whether it is a paragraph, a composition, or a report. It's also worth noting that the jointly created text isn't the only thing that comes out of a collaborative writing project. It's also collective cognition, which includes new word power, improved ways of expressing ideas, certain grammar knowledge, affective changes like attitude and motivation, and so on, that emerges when two or more people reach insights that neither of them could have reached alone, and that can't be traced back to a single individual's contribution (Stahl, 2006).

Benefits of Collaborative Writing

The use of collaborative writing in EFL classes can have many benefits. For example, collaborative writing gives numerous affective benefits for learners such as enhancing students' interaction in the EFL classes, lowering the anxiety associated with completing tasks alone and raising students' self-confidence (Raimes, 1998; Rollinson, 2005). This, in turn is important to improve students' attitude towards learning the target language. Additionally, when poor students collaborate with excellent students, they may be able to learn more productively (Schmitz & Winskel, 2008). Moreover, collaborative writing in EFL classes may assist students in acting socially and cognitively, therefore teachers should encourage students to take part in activities that enhance interaction and knowledge co-construction (Storch, 2002). Furthermore, Nussbaum et al. (2005) discovered that

collaborative writing tasks enabled students to discuss debate, disagree, and teach one another, as well as practice the process approach to writing together with their partners.

Attitude in Foreign Language Learning and Teaching

In learning a second or foreign language, attitude is crucial factor. According to Candline and Mercer (2001), attitude is one of the most important affective factors influencing students' performance in foreign language learning. Attitudes toward the target language, the speaker, teaching techniques/methods, tasks/activities, and the learning situation may all contribute to their success or failure. McLaughlin (1985, p. 186) also indicates the direct relationship between attitude and second/foreign language learning stating that "...more favorable attitudes toward the target language would lead to more successful foreign language learning." In contrast, the foreign language learning would not be effective and successful if students do not have a positive attitude toward the target language.

In order to make the EFL teaching and learning effective and successful, teachers/instructors should be well aware of students' attitudes towards the target language because it plays a key to meet the intended objective. Improved teaching methods/approaches, as well as the classroom and social environment, can help to change negative attitudes. Similarly, Choy (2002) claims that the utilization of suitable resources, teaching methods, and tasks or activities in the foreign language learning process can affect and enhance students' attitude towards learning it.

The Role of Collaborative Writing on EFL Students' Attitude towards Learning Writing Skills

Students in EFL classes often regard writing as the most complex, troublesome and challenging language skill to learn. In response to this Widdowson (1983, p. 4) states that "...writing is usually an irksome activity and an ordeal to be avoided whenever possible." Many EFL students have a negative attitude toward learning writing skills as a result of this. However, because attitudes change over time, a negative or unfavorable attitude toward a particular thing can be changed (Norlina et al., 2009). Unfavorable attitudes can be reduced by factors such as improved instructional methods/approaches, and the classroom and social environment. Similarly, Choy (2002, p. 8) says that attitude can be changed through the learning process such as appropriate materials, teaching methods and tasks. Accordingly, collaborative writing is believed to contribute to the improvement of attitude of students about learning EFL writing skills because students' negotiations and interactions through their engagement at various stages of writing process within the collaborative group might help them develop to favorable attitude toward learning EFL writing skills (Akinsola & Olowojaiye, 2008). As it is studied by some researchers, collaborative writing might have affective benefits for students such as enhancing interactions in the EFL classes, lowering the anxiety associated with completing tasks alone and raising students' self-confidence and

attitude to write (Raimes, 1998 and Rollinson, 2005). As students experience such and the likes advantages of using collaborative writing in the actual classes, they are supposed to gradually develop favorable or positive attitude towards learning writing skills because the intervention might have an impact to minimize the hardship and challenges students often have in the EFL writing classes. This would also impact to change the negative assumptions of writing activity which is regarded as tiresome and suffering activity as noted by Widdowson (1983, p. 34) to an enjoyable and productive one as a result of the potential benefits of collaborative writing.

METHODOLOGY

Research Design

The study's major purpose was to examine the impact of employing collaborative writing in EFL writing skills classes on EFL students' attitudes about learning writing skills. The study was conducted using a mixed methods design since it required the gathering of both quantitative and qualitative data, as well as data analysis and interpretation methods. The fundamental reason for using a mixed-methods strategy was that combining quantitative and qualitative approaches yielded a more comprehensive grasp of a study subject than either way alone (Creswell, 2014). It was an explanatory sequential mixed methods design in which quantitative data were prioritized and collected in the first phase utilizing pre- and post-tests. The qualitative data was then obtained via semi-structured interview at the end of experiment, then analyzed and interpreted in the next step. Because an intervention was carried out in the experimental and control groups of the study in a real classroom environment, the study was classified as a quiz-experimental study.

Setting, Participants and Sampling

The research was conducted in Felegebirhan Secondary and Preparatory School in Amhara Regional Government, Ethiopia in 2019 academic year. The school was chosen as a research site because the researcher's familiarity with the school's administrator and teachers could assist to mitigate some of the study's potential roadblocks. For these and other reasons, the researcher thought the school would be a good place to conduct the experiment. As a consequence, the place was chosen using purposive sampling.

Grade 11 students of the selected school were participants of the study. In all, 184 people took part, with 156 men and 28 women divided into four groups, each with a maximum of 46 people. A pre-test was administered to all students in each section, and two sections of students with relatively comparable paragraph writing test scores were chosen for the research based on the findings of the pre-test. The two sections of students who had already been identified based on the test results were then split into experimental (n=44) and control (n=44) groups using a simple random sampling procedure.

Data Collection Instruments

The major data gathering instrument was an attitude questionnaire. Its purpose was to find out about how collaborative writing influences EFL students' attitude toward learning writing skills. For such purpose, five point- Likert scale was selected and developed because it is claimed that this is the most widely used scale in social science due to its dependability and ease of preparation (Bucci et al., 2003, p. 5).

A semi-structured interview was also used to gather data from some selected students. This was primarily for the aim of getting additional qualitative data and eliciting the students' attitudes on employing collaborative writing in their EFL writing classes. The questions were set in line with the topics raised in the attitude questionnaire, but they were more limited, and the respondents were given unlimited freedom to say anything they wanted on the topic of discussion.

The Writing Tasks

The writing tasks in the Grade 11 English textbook have been revised to address the essential qualities of collaborative writing. The topics for the writing tasks in the textbook were chosen and adjusted to fit the English curriculum. Then, they were assessed by EFL specialists who had experience in teaching EFL writing skills as well as developing academic writing tasks or activities. Amendments to the writing topics and tasks, as well as other procedures included in the instructional material, were made in response to professional feedback. The tasks were also simplified at the level of paragraph development. Students in the experimental group practiced collaborative writing on topics provided for 12 weeks during the first semester of the 2019 academic year. On the other hand, students in the control group worked alone on the same writing topics and tasks, with just the support of their teacher as a guide.

Data Collection Procedure

A paragraph writing test on the topic "Benefits of Learning English Language" was given to all sections of Grade 11 students at the school before the commencement of experiment. The pre-test was given with the objective of identifying two groups of students having a relatively similar level of paragraph writing performance. Based on the students results of this test, two sections of students were identified as experimental and control groups. The students in these groups were then asked to complete a questionnaire on their attitudes about developing EFL writing skills. After this, some selected students were also interviewed to obtain further information about their attitude of learning EFL writing skills before the study begun. Concurrently, an EFL teacher chosen for the research received refresher training on how to teach writing and the attributes of a good paragraph, as well as how to use collaborative writing activities. The teacher was coached to inspire students in the experimental group to write the paragraphs collaboratively at each stage of the writing process. Whereas he was instructed to encourage the students in the control group to write the paragraphs on the same topics

as the experimental groups individually for 12 weeks in the first semester of the 2019 academic year.

After the completion of the experiment, the post-test on the same writing topic used at the start of the training was administered to the sample students. The students were then asked to complete the similar attitude questionnaire that they had completed before to the start of the experiment in order to assess their attitude toward learning EFL writing skills following the training. Finally, a semi-structured interview with a few selected students from the experimental group was conducted.

Data Analysis

T-tests were conducted in order to analyze the data gathered through attitude questionnaire before and after the intervention. Independent –sample T-test was computed on the SPSS version 24 to examine if there is a statistically significant difference between the experiment and control groups regarding the attitude of students to learning EFL writing skills. The statistical significance of the mean scores before and after the intervention in both groups with relation to the attitude of students toward learning EFL writing skills was also determined using the Paired-Samples T-Test in SPSS version 24, and the data was interpreted accordingly.

The data gathered through semi-structured interviews were transcribed, edited and grouped thematically. The main findings were then examined in light of the primary data obtained, and conclusions were drawn based on the majority of interview participants, as well as the data received via the questionnaire.

RESULTS AND DISCUSSIONS

Results

Independent–sample T-Test of EFL Students’ attitude towards learning writing skills in the pre and post-trainings

Independent-Samples T-Test was conducted on the SPSS version 24 to find out if the students in both the experimental and the control groups experience similar attitude about learning EFL writing skills before the experiment, and to find out if there was a statistically significant difference between the mean scores of the EFL students in both groups regarding their attitude towards learning writing skills in EFL classroom after the intervention. Table 1 demonstrates the results.

Table 1 above demonstrates pre training mean scores (M=60.43, SD=8.14) of the experimental group, and pre-training mean scores (M=59.52, SD= 6.71) of the control group regarding their attitude towards learning EFL

writing skills. This displays that there is not a statistically significant variation between the pre-training mean scores of the students in both groups with regard to their attitude towards learning writing skills in EFL classroom (df =43, p-value > 0.05). This entails that the students in both groups showed relatively similar attitude to learning EFL writing skills before the intervention. From this we can understand that it is possible to examine the impact of the use of collaborative writing on students’ attitude towards learning EFL writing as there are no differences seen before the intervention among students of both groups.

The above table also shows the post-training mean score (M=71.04, SD=10.33) of the experimental group, and (M=61.31, SD=7.36) of the control group regarding EFL students’ attitude towards learning EFL writing skills. This portrays that there is a statistically significant variation between the post-training mean scores of students in the experimental and the control groups about their attitude towards learning EFL writing skills (df =43, p-value < 0.05). Thus, the alternative hypothesis can be accepted. That implies that, after the training, there is a statistically significant variation between the experimental and the control groups regarding their attitude towards learning writing skills in EFL classes (df =86, p-value < 0.05). This finding is inconsistent with the results of the interview in which most of the interviewees responded that they enjoyed and were motivated a lot during practicing the writing lessons through collaborative writing in the course of the study. They also confirmed that after practicing writing tasks in their collaborative groups, they felt that writing is an enjoyable task, and as a result; they developed a positive attitude towards learning writing skills inside the classroom. Most of the respondents justified that most of the challenges they experienced before while doing writing tasks were shared and resolved to some extent by their collaborators, and thus they felt stress free and tried to avoid the habit of anxiety they had while they write alone.

Paired–Sample T-Test of EFL students’ attitude towards learning writing skills

Paired Samples T-Test was conducted on the SPSS version 24 to find out if there is statistically significant difference between the pre and post-training mean scores of the experimental and the control groups with regard to their attitude towards learning EFL writing skills. Table 2 displays the results.

Table 2 describes the results of the Paired -Samples T-Test of the experimental and the control groups with regard to their attitude towards learning writing skills in EFL classes. The table depicts the pre-training mean score (M=60.43,

Table 1. The independent-samples t-test of efl students’ attitude towards learning writing skills in the pre and post-trainings

	Experimental Group			Control Group			df	t-value	p-value
	n	M	SD	n	M	SD			
Pre-training	44	60.43	8.14	44	59.52	6.71	43	0.57	0.56
Post-training	44	71.04	10.33	44	61.31	7.36	43	5.08	0.00

Table 2. Paired -samples t-test of efl students' attitude towards learning writing skills

	Pre-training			Post-training			df	t-value	p-value
	n	M	SD	n	M	SD			
Experimental Group	44	60.43	8.14	44	71.04	10.33	43	6.08	0.00
Control Group	44	59.52	7.36	44	61.31	6.71	43	1.65	0.09

SD=8.14), and the post-training mean scores (M=71.04, SD=10.33) of the experimental group. The data in the table also shows that difference between the pre and post-experiment average results of the students is statistically significant (df=43, $p < 0.05$). This shows that EFL students' attitude towards learning writing skills significantly improved after the training in which collaborative writing was used as intervention. From this one can learn that using collaborative writing in EFL writing classes can positively influence students' attitude towards learning EFL writing skills.

As indicated in Table 2, the control group has pre-training average results (M=59.52, SD= 7.36), and post training average results (M= 61.31, SD= 7.36). The data from the table also tell us difference between the pre and post-training average results of the students in the control group is not statistically significant (df=43, $p > 0.05$). That is to say, after the training, the students did not bring a statistically significant improvement towards their attitude of learning EFL writing skills.

Discussions

As we can see, after the intervention of the collaborative writing, the attitude of EFL students towards learning writing skills in the experimental group brought a statistically significant improvement. However, the attitude of EFL students in the control group did not show significant changes although there was a mean difference of 1.84 in the post-training mean scores when it was compared with that of the average results before the training. This infers that the intervention of collaborative writing in EFL writing classes helped the students in cultivating the students' attitude with regard to learning EFL writing skills. This is similar with the research results of many scholars. They indicate that the students' communications and social dialogues in collaborative writing can assist EFL students not only to boost their writing performance, but also to impact affective factors like attitude positively for them. According to Ramies (1987) and Rollinson (2005), carrying out writing tasks collaboratively would possibly provide students with a variety of emotional advantages like reducing stress and pressure to write in EFL, lowering anxiety associated with doing a writing work alone, and increasing self-confidence and attitude to write in the target language. Hence, it is possible to conclude that the positive attitude changes the students have shown after the experiment might be impacted by the intervention of the collaborative writing as it is believed that the students can get a room to experience the earlier mentioned advantages of collaborative writing.

It was also supported by the data obtained from student interviews that many of the respondents showed a favorable

attitude about learning EFL writing skills following the implementation of collaborative writing in the writing classes. It was found that majority of the students loved and enjoyed exercising collaborative writing because they felt that most of the difficulties and obstacles like stress and anxiety they often experience in EFL writing classes were shared among the members of their collaborative group, and they came up with some solutions collectively. They believed that collaborative writing helped them about how to generate and identify relevant ideas on the writing topic, as well as to learn from one another different methods of sharing opinions on a specific topic. This means that if students have a suitable platform to exercise writing with their friends in a class, they may avoid stress and enjoy participating in writing tasks. This would greatly assist students in improving their writing skills. These findings are consistent with those of Louth et al. (1993) and Mulligan and Garofalo (2011), who found that students in EFL writing classes had a positive attitude toward collaborative writing after they were exposed to it. Interestingly, the findings of this study matched to those of Roskam's study, which was cited by Storch (2013). It was discovered that the majority of students in the longitudinal research chose to collaborate on writing tasks rather than to work alone. The students' argument was that their partners' opinions and recommendations enabled them to better the written material, and that working with their peers provided them with more experience than working alone. Scholars such as Storch (2013), on the other hand, have suggested that more research be done on the attitude of students regarding collaborative writing to gain a better understanding of students' observed behaviors and language learning outcomes from collaborative writing because attitudes are not stable, and study results on collaborative writing are varied.

CONCLUSION AND RECOMMENDATION

The study's major purpose was to see if students in the experimental group who performed writing tasks collaboratively differed from those in the control group who practiced writing alone in terms of changing their attitude toward learning EFL writing skills. T-Test was employed to see if there was any significant mean variance between the two groups in order to achieve the set purpose.

To this effect, the researchers attempted to verify or deny the following alternative hypothesis:

Ha1: There is a significant variation on the experimental and control groups' mean scores when it comes to their attitude toward learning EFL writing skills.

The Independent-Samples T-Test calculated on EFL students' attitudes about learning writing skills revealed

that students in the experimental groups relatively had similar attitudes toward learning writing skills before the experiment. It was also shown that there was a statistically significant difference between the groups in terms of their attitude toward learning EFL writing skills after the experiment. Additionally, the Paired-Samples T-Test demonstrated that there was a statistically significant mean difference in attitude toward learning EFL writing skills among students in the experimental group ($df=43$, $p<0.05$). This demonstrates that employing collaborative writing in EFL lessons enhanced EFL students' attitudes about learning writing skills.

However, a Paired-Samples T-Test demonstrated that there is no statistically significant mean difference in attitude toward learning EFL writing skills among students in the control group ($df=43$, $p> 0.05$). This shows EFL students in the control groups did not significantly change their attitude toward learning writing skills after the training. This implies that there is a substantial variance in attitude toward learning EFL writing skills between students in the experimental and control groups. Thus, the study accepted the alternative hypothesis, which stated that there is a significant difference in the mean scores of EFL students in the experimental group and the control group regarding their attitude toward learning writing skills, based on the results of the inferential statistics presented. Data acquired through interviews with a few selected students from the experimental group also revealed that accomplishing writing tasks jointly enabled them to relieve the tension and worry they felt while writing in English, and therefore they believed it boosted their willingness to write in English. This backs up the results of the test analysis. Almost everyone who responded said they liked writing collaboratively because it provided them with the opportunity to talk about the writing issue, think about it, and generate ideas and produce the text with their peers. This, at the end, supports the students to develop a favorable attitude towards learning writing skills because it is believed that the students' exposure to collaborative writing help them cope up with the varied challenges they might experience while they write individually in English.

It is possible to infer, based on the study's key findings, that practicing EFL writing skills through collaborative writing plays an important role in boosting EFL students' attitudes toward learning writing skills. The assumption is that after being exposed to collaborative writing, students' attitudes toward learning EFL writing skills increased. This better mindset would allow them to be less stressed, allowing them to focus pleasantly on improving their writing skills. All of this came about as a result of the collaborative writing process. As a result, textbook authors should think about including a lot of collaborative writing projects that inspire students to participate at every level of the writing process. Most significantly, EFL teachers should encourage students to practice collaborative writing at every stage of the writing process in their writing lessons. Support for both teachers and students may be critical in ensuring that such writing practices in the classroom are effective and meaningful.

Providing various trainings on how to use collaborative writing effectively in EFL writing classes might be of use. As a result, collaborative writing may be used in the classroom as an innovative approach for groups of students to collaborate on a writing task. This might subsequently be seen as a fun way to improve EFL students' attitudes toward learning writing skills, leading to improved confidence and performance in the writing classroom.

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