



Inducing Better-Facilitated Writing Learning Dynamics with an Enlightenment of Collaborative Writing Strategy

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Abstract

To better help globalized EFL learners withstand a wide variety of stumbling blocks residing in these modern second language writing learning enterprises, writing instructors should devise a learner-oriented learning approach where writers strongly establish more robust collaborative networking to successfully achieve their desired writing learning goals. A collaborative writing strategy plays an indispensable role to attain this coveted writing learning objective where EFL learners can supportively collate their distinctive ideas, perspectives, and strategies to compose more qualified writing compositions. This currently-initiated qualitative study was in support of an annotated bibliography approach to ascertain the credibility, relevancy, and applicability of the particularly-attained research results. To that end, the researcher utilized a document analysis and an open-coding approach to thematically categorize each identical research result generated by 10 already-published collaborative writing strategy journal articles conducted worldwide. The thematically-analyzed research results highly advised globalized second language writing instructors to incorporate a collaborative writing strategy at the inception of regular writing learning dynamics as it functioned as one of the propelling forces for EFL learners to gradually transform into more skilled, enthusiastic, confident, optimistic, and proactive target language writers.

Keywords: EFL writing; collaborative writing strategy; annotated bibliography; document analysis

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INTRODUCTION

In addition to speaking competencies, EFL writing skills immensely pose a wide variety of formidable obstructions for our second language learners to endure. Practically speaking, second language writers oftentimes undergo intensive hardships while enacting their original writing compositions due to the linguistics, cognitive, and sociocultural barriers requiring them to communicate their particular conceptions clearly to worldwide readers. The aforementioned hurdle is relevant to Valizadeh (2022) revealing that the majority of university EFL learners halted their existing writing learning journeys as they were not profoundly familiar with the targeted-writing learning demands to be fulfilled. A similar situation is more likely to be experienced by second language writing instructors aiming to bring about more positively-sound and less-anxious writing learning circumstances where EFL learners can elevate their writing proficiency levels to the fullest potential. Frankly speaking, fostering EFL learners' writing skills is not an easy mission. As EFL learners participate in various writing classroom surroundings inculcating diverse wide-ranging writing skills, it will become more arduous for second language writing instructors to create one-size-fits-all writing learning activities best

suiting all target language learners' writing learning competencies, needs, and interests. The aforesaid explications are in partnership with Thi and Mai (2023) averring that globalized second language writing instructors were constantly crammed with adverse writing learning situations where the more competent writers could achieve their satisfying writing learning outcomes and other struggling writers who couldn't even produce any single utterances by which it truly reflected that there was no absolute writing learning approach appropriately fitting these distinctive writing learning complexities.

To meaningfully minimize the above-deciphered writing learning obstacles, worldwide second language writing instructors are highly suggested to internalize a collaborative writing strategy at the beginning of their writing learning activities. The most salient benefit potentially promoted by this learner-oriented learning approach is there is no intensive rivalry among the learning community members as they consent to support each other's writing learning competencies development. This underlying principle is in parallel with Soltanpour and Valizadeh (2018) avowing that with the enlightenment of a collaborative writing strategy, EFL learners are more likely to undergo more emotionally-supportive writing learning climates wherein mutual intensive supports are granted by other trusted writing companions. The specific notion of a collaborative writing approach emanated from a sociocultural theory devised by Vygotsky and Cole (1978). This theory strongly believed that more holistic learning achievements can be thoroughly attained by learners since the more proficient learning counterparts are willing to impart positive learning support to other developing learning companions until they can independently accomplish the specifically-assigned learning tasks.

During its actual incorporation, a collaborative writing approach can enable EFL learners to generate more well-organized and qualified writing products by the end of the designated writing learning processes. This commendable writing learning outcome took place since EFL learners have allocated an identical group writing responsibility among the learning community members comprising of brainstorming, outlining, and evaluating steps. Pham (2021) has likewise accentuated the critical role of a collaborative writing strategy where EFL learners infuse a higher level of the tendency to yield more high-quality writing products through exhaustive writing learning steps constituting of combining the shared ideas, drafting well-planned writing outlines, and addressing beneficial feedback for the continual advancement of other members' writing skills development. In a similar vein, EFL learners having been immersed into a collaborative writing strategy instill more robust resilience, persistence, and commitment upon embarking on other pain-staking writing learning journeys. In other words, they tend to possess a more positive mindset on these presently-situated writing learning impediments by which they progressively transfigure into more skillful target language writers. The above-explicated collaborative writing benefit is mutually related to Storch (2019) theorizing that a collaborative writing strategy can be one of the major driving forces for EFL learners to undergo more pleasurable writing learning dynamics in which they broaden other learning counterparts' writing conceptions turning them into more well-rounded, thoughtful, and skilled writers.

For all these rewarding collaborative writing strategy benefits to truly take place in regular EFL writing learning processes, second language writers should be solidly committed to becoming more proactive idea disseminators upon accomplishing the particularly-imparted writing assignments. It can also be stated that each collaborative writing learning member collectively agreed to take charge of their already-assigned writing responsibilities consisting of planning, drafting, composing, revising, and editing

steps to be succeeded in producing better-quality writing products. The previously-suggested advice is in agreement with Veramuthu and Shah (2020) highlighting the key importance of establishing a culture of more solid collaborative writing networking at the commencement of collaborative writing activities to ascertain that all learning community members have responsibly fulfill their specific responsibilities and obtain gratifying writing learning outcomes as their decent rewards. In the same respect, globalized second language writing instructors are strongly advocated internalizing more interactive, moderately-challenging, and interesting writing learning activities to maximize the utmost potential of a collaborative writing approach through their regular writing classroom surroundings. By actualizing the previously-alluded suggestion, EFL learners can gradually transform into more productive writers who are highly eager to produce a vast variety of qualified writing compositions. The above-explained input strengthened a collaborative writing strategy theory proposed by Pham and Nguyen (2020) contending that it is vitally pivotal for worldwide second language writing instructors to expose EFL learners to more hands-on, sufficiently-challenging, and favorable writing learning dynamics amidst the sustainable implementation of a collaborative writing strategy to enable them to become more vibrant writers willing to generate a wide range of high-quality writing products.

Five previously-related studies have been conducted in conformity with the above-proposed theme forming in this small-scale qualitative investigation. The first study was run by Fadli et al. (2022) unfolding that a great number of Undergraduate Indonesian university EFL learners have outstandingly improved their academic writing skills to the fullest level after receiving various constructive oral feedback imparted by their second language writing instructors. Fatiani et al. (2021) uncovered that a predominant number of Undergraduate Indonesian university EFL learners have terrifically elevated their vocabulary level, grammatical knowledge, and writing competencies after being exposed to more interesting writing learning media manifested in picture cube and story marker activities. In another divergent line of study, Thi and Mai (2023) unveiled that a vast majority of Vietnamese university EFL learners continually experienced more pleasurable writing learning dynamics concerning the sustainable incorporation of a collaborative writing approach where they could provide greater writing learning assistance contributable to the significant advancement of each other's writing proficiency growth.

Valizadeh (2022) highly advised Turkish second language writing instructors to equip EFL learners with the decent utilization of a computer-mediated collaborative writing strategy with the constant support of Google Docs to invoke more holistic, interesting, and anxiety-free writing learning enterprises by which each learning community member can share their critical standpoints to foster other members' writing quality. In the last investigation, Wijaya (2022) strongly prompted Indonesian university EFL educators to cater to their graduate learners' writing learning needs, preferences, and satisfaction with an insistent accompaniment of peer feedback in which they escalated their target language writing proficiency levels to greater development in harmony with the meaningful inputs derived from their classmates. Although all these five prior studies have extensively initiated an in-depth investigation regarding the centrality of varied learner-centered writing learning approaches to be further applied in this modern EFL writing era, none of these studies have cast their profundity to explore the potentiality of inducing better-facilitated writing learning dynamics with the enlightenment of collaborative writing strategy.

To fulfill the void of these previously-conducted studies, the researcher aimed to initiate this small-scale annotated bibliography study by exhaustively discovering the

probable influential impacts brought about by a collaborative writing approach to embody more positively-sound EFL writing learning enterprises through daily-based second language writing enterprises. As a further action to actualize the above-stated study objective, compatible responses to the following research problem were sought: (1) how does the implementation of a collaborative writing strategy invoke better-facilitated EFL writing learning dynamics?

METHOD

The researcher determined to rely on an annotated bibliography approach in this small-scale qualitative investigation to produce well-organized, exhaustive, and comprehensive research results for the targeted fields being explored. To that end, the researcher employed a library analysis methodology before commencing this study to ensure that each newly-founded research data shared a mutual interconnectivity that fulfilled the major topic of this qualitative investigation. To triangulate each scrutinized research result yielded by these two research approaches, the researcher simultaneously utilized an open-coding approach to subsume the most identical research data to be presented under identical research themes. By carrying out this research step, the researcher could generate more trustworthy and appropriate research results. Furthermore, the researcher chose 10 previous collaborative writing strategy journal articles having been published in a vast range of reputable journal article platforms worldwide. The range of these 10 prior scientific articles started from 2020 until the 2022 year.

The major motivation that encouraged the researcher to make the utmost prioritization of these recently-published journal articles was to bring about more credible, applicable, and suitable research results contributable to the maximization of collaborative writing strategy in these ever-changing EFL writing learning enterprises. The researcher stipulated to concatenate an open coding and a thematic analysis methodology in this small-scale annotated bibliography study to unearth more reliable, compatible, and applicable research results, which are beneficial to be continuously incorporated by globalized second language writing instructors. These promising research outlooks occurred since the researcher iteratively conducted in-depth data analysis on each scrutinized research data to discern clearer linen connecting these subcategorized research results to meet the main topic proposed in this study. All these useful research features are also in line with the perspective of Klassen et al. (2012) articulating that under the limelight of an open coding and a thematic analysis approach, the researcher has wider chances to attain more trustworthy research results as the particularly-discovered research results were intensively analyzed to minimize an unintended incongruence among the thematically-categorized research themes.

Accordingly, the researcher clustered the most salient, essential, and relevant research results generated by 10 collaborative writing strategy studies into some major-specific themes as the general overviews in the subsequent parts forming this qualitative study. By actualizing this research action, the designated ELT stakeholders will easily begin to inculcate a more comprehensive understanding of how collaborative writing strategy can rejuvenate the commonly-used writing learning activities intended for the terrific advancement of our learners' writing desire, quality, and proficiency. Approaching the data delineations processes, the researcher descriptively reported the specifically-applied methodologies and particularly-generated research results derived from prior 10 collaborative writing strategy journal articles. Additionally speaking, the researcher depicted each research result in harmony with the research outcomes

provoked by these 10 collaborative writing studies to preserve the originality and believability of each single research result.

RESULTS AND DISCUSSION

Five following themes have been generated after the researcher initiated an exhaustive thematic analysis namely: (1) collaborative writing strategy allowed EFL learners to write more purposefully, (2) collaborative writing strategy enabled EFL learners to become more highly-motivated writers, (3) collaborative writing strategy elevated EFL learners' writing proficiency levels, (4) collaborative writing strategy transformed EFL learners into more proactive writers, and (5) collaborative writing strategy assisted EFL learners to construct more qualified writing products. More comprehensive research results descriptions concerning these five specifically-subdivided themes can be seen in the following lines.

Study 1: Charoenchaikorn, V. (2022). Effects of Post-Task Anticipation during Online Collaborative Writing in L2. *PASAA: Journal of Language Teaching and Learning in Thailand*, 64, 68-98.

The researcher commenced this quantitative descriptive study to profoundly investigate the immediate effects of an online collaborative writing strategy technique in improving Thailand university EFL learners' writing skills. To fulfill this major study objective, the researcher gathered the intended data from 98 first-year Thailand university EFL learners majoring in an English Education Study Program. 50 Thailand university EFL learners were assigned to take part in a control group while other 48 learning companions participated in an experimental group. The huge discrepancy between these two specifically-subdivided groups is the research participants residing in a control group merely received conventional writing strategies. Contrarily, other research participants dwelling in an experimental group are immensely exposed to an online collaborative writing strategy. Online questionnaire items, pre-writing tests, and post-writing tests were administered after the researcher participants were immersed into distinctive writing learning treatments to discover the particular writing skills transformation endured by these groups of learners. The research results revealed that an overwhelming majority of Thailand university EFL learners in an experimental group have progressively elevated their writing competencies in the light of a collaborative writing strategy where they could collate their insightful ideas to undergo more purposeful writing processes.

Study 2: Chen, W. (2021). Understanding students' motivation in L2 collaborative writing. *ELT Journal*, 75(4), 442-450.

This case study was projected to profoundly investigate high-proficiency EFL learners' motivation while being immersed in a collaborative writing approach. To comply with the aforementioned research purpose, the researcher conducted this case study in a critical reading and writing course consisting of 20 experienced American university EFL learners. Irrespective of their identical writing proficiency levels, the researcher was still expecting that these groups of skilled learners posed distinctive writing learning attitudes, motivation, and perspectives as some of them came from other foreign countries; China, Japan, and Saudi Arabia, and half of them were eligible to enroll at this critical reading and writing course due to their meetly-expected entrance

reading and writing scores. To yield more credible and insightful research results, the researcher carried out this case study for seven-week periods with the assistance of pair talk, interview questions, and reflective writing journals. Two trustworthy research participants were inquired to participate in the follow-up interview sessions with the support of a purposive sampling technique since these two chosen EFL learners were deemed to possess a more robust writing endeavor compared to other remaining learning counterparts. The triangulated research results unraveled that with the continual support of a collaborative writing strategy, American university EFL learners have succeeded in composing qualified writing products since their already-made writing products were read, corrected, and commented on by supportive writing learning companions.

Study 3: Coffin, P. (2020). Implementing collaborative writing in EFL classrooms: Teachers and students' perspectives. *LEARN Journal: Language Education and Acquisition Research Network*, 13(1), 178-194.

This descriptive qualitative investigation was embarked to specifically explore the collaborative writing processes conducted in daily-based EFL writing classroom vicinities to broaden ELT stakeholders' perceptions toward the potential utilities of incorporating this learner-oriented learning approach through their academic learning contexts. All the intended data collection processes were triangulated from manifold and variegated research instruments namely a document analysis, classroom observation, video-based framework, questionnaire items, and interview questions. To ascertain the relevancy and credibility of research results, the researcher involved 128 Thailand university EFL learners and 3 second language writing instructors to fill out the closed-ended questionnaire items addressed at the commencement of writing learning activities to exhaustively know their specific understanding of the collaborative writing strategy in nowadays EFL writing learning contexts. After selecting the most appropriate research sampling populations, 70 out of 128 Thailand university EFL learners and 2 second language writing instructors were welcomed to take their forthcoming participation in this descriptive qualitative study. Both Thailand university EFL learners and 2 second language writing instructors agreed upon sustainable cultivation of a collaborative writing strategy in their writing daily basis as writers could elevate their collaborative skills, communication competencies, and problem-solving capabilities while confronting arduous writing barriers.

Study 4: Elabdali, R. (2021). Are two heads really better than one? A meta-analysis of the L2 learning benefits of collaborative writing. *Journal of Second Language Writing*, 52, 100788.

The researcher framed this large-scale qualitative study with the accompaniment of a systematic-library analysis approach where 254 relevant and reliable collaborative writing scientific articles were sourced from a wide variety of credible journal article platforms such as ERIC, LLBA, ProQuest, and PsycInfo. After obtaining the trustworthy collaborative writing literature to be further analyzed, the researcher concurrently employed a meta-analysis approach to critically examine globalized EFL learners' perspectives on the integration of a collaborative writing strategy and obtain more comprehensible empirical research results emanated from the reputable journal articles. A predominant number of research results taken from these ample collaborative writing investigations deduced that with the proper incorporation of a collaborative writing strategy, worldwide EFL learners could produce more accurate expressions,

grammatical structure, and expansive vocabulary amounts in their writing compositions resulting in the terrific enhancement of their writing learning achievements.

Study 5: Jiang, W., & Eslami, Z. R. (2022). Effects of computer-mediated collaborative writing on individual EFL writing performance. *Computer Assisted Language Learning*, 35(9), 2701-2730.

This large-scale quantitative descriptive study attempted to exhaustively investigate the potential influences of a computer-mediated collaborative writing method on Chinese university EFL learners' writing performances. Anchored on the above-deciphered study purpose, the researchers utilized a convenient sampling method to invite 135 non-native Chinese university EFL learners and 45 native Chinese university EFL learners. During the data gathering processes, the researchers administered 2 online writing tasks in the Dyad application for eight-week writing learning periods to be accomplished by the research participants. The main aim of assigning these 2 online writing assignments was to assess the research participants' writing fluency, accuracy, and performance transformation after being introduced to a collaborative writing approach. The specifically-attained research results prompted second language writing instructors to embark on their targeted writing learning processes with the robust endorsement of a computer-mediated writing approach wherein EFL learners are strongly motivated to forge their writing existing proficiency levels to the utmost growth.

Study 6: Pham, V. P. H. (2021). The effects of collaborative writing on students' writing fluency: An efficient framework for collaborative writing. *Sage Open*, 11(1), 2158244021998363.

The researcher started this quantitative study by exploring the impacts of a collaborative writing strategy on Vietnamese EFL learners' writing fluency. To achieve the above-mentioned study objective, the researcher involved 62 sophomore Vietnamese university EFL learners studying at a particular university resided in Hoh Chi Minh City. The researcher clustered these 62 research participants in an experimental and control group consisting of 35 and 27 learners for each. 35 Vietnamese university EFL learners in an experimental group were commissioned to compose their argumentative writing essays collaboratively. In reverse, 27 Vietnamese university EFL learners in a control group were asked to create their argumentative writing essay compositions individually. After receiving differing writing learning exposure from the researcher, pre, and post-writing tests were addressed to these research participants to know the effects of a collaborative writing approach on Vietnamese university EFL learners' writing fluency. The particularly-attained research results unearthed that Vietnamese university EFL learners having been equipped with a collaborative writing strategy were more capable of expounding their intended ideas fluently represented in well-structured writing compositions since they broadly enriched each other's writing ideas, acquired meritorious writing styles from others, and determined clearer writing goals prior commencing the real-time writing activities.

Study 7: Zhai, M. (2021). Collaborative writing in a Chinese as a foreign language classroom: Learners' perceptions and motivations. *Journal of Second Language Writing*, 53, 100836.

Foregrounded by classroom action research this large-scale qualitative investigation was an actual initiative embodied by the researcher to profoundly discover Chinese university EFL learners' particular perceptions and motivations toward the implementation of a collaborative writing strategy in their habitual writing classroom circumstances. To meet this standardized research objective, the researcher adopted his role as a teacher-researcher to obtain richer, contextual, and thoughtful research results. To increase the reliability of this classroom action research, the researcher gathered multifarious data over ten weeks amidst the constant employment of a collaborative writing strategy. By relying on these triangulation data processes, the researcher could extensively discern the distinctive kinds of Chinese university EFL learners' perceptions of collaborative writing strategy incorporation through varied lenses.

Speaking specifically, this classroom action research was initiated in a third-year Chinese university EFL learners' academic writing course located in the southwestern part of the United States. The total number of these research participants was 14. A predominant number of these invited research participants have inculcated intermediate and advanced academic writing skills and have already undergone collaborative writing enterprises during their prior study experiences. Both pre and post-collaborative writing surveys were administered to the research participants to find the specific development of Chinese university EFL learners' perceptions and motivations after being armed with a collaborative writing strategy. The already-obtained research results highly advised globalized second language writing instructors to embark on their writing teaching-learning activities with the continual supervision of a collaborative writing strategy by which they successfully nurtured their robust writing efforts, perseverance, and commitment turning them into highly-achieving writers.

Study 8: Zhang, M., & Crawford, W. J. (2022). Attention to form in collaborative writing: language-related episodes in L1 and L2 use conditions. *Language awareness*, 31(2), 194-212.

With the supportive assistance of a biographic survey, the researchers embarked on this large-scale quantitative study by inviting 35 Chinese university EFL learners studying at a state university to periodically notice their writing competencies escalation with the presence of a collaborative writing strategy. Most Chinese University EFL learners were considered as seasoned and proficient writers since they have already taken part in a vast array of writing learning enterprises for approximately 10 years and obtained B1 and B2 levels for the Common European Framework of Reference for Languages department. To enhance the credibility of this quantitative investigation, the researchers made use of two argumentative writing prompts for the researcher participants to accomplish their collaborative writing projects. These two argumentative writing themes delved more profoundly into the further usage of cell phones in modern classroom settings and financial support from the parents after graduating from the universities. Before entering the data analysis stage, the researchers concatenated the further usage of Shapiro-Wilk and Wilcoxon Signed Rank tests to stipulate the notable differences experienced by 35 Chinese university EFL learners before and after being introduced to a collaborative writing strategy. It was evinced that with the continual support of collaborative writing strategy, Chinese university EFL learners have greatly

geared their profound awareness, motivation, and commitment to continue practicing their writing competencies outside of the formal writing classroom contexts as a non-threatening writing learning atmosphere fostered their confidence to become life-long writers.

Study 9: Zhang, M., & Plonsky, L. (2020). Collaborative writing in face-to-face settings: A substantive and methodological review. *Journal of Second Language Writing*, 49, 100753.

To provide a clearer enlightenment on how to maximize the utmost utilization of a collaborative writing strategy in authentic writing learning circumstances, the researchers conducted this present qualitative study with the enlightenment of a systematic library review approach. The consented objective of this systematic library investigation was to critically review the research design, research methodologies, data analysis, and particularly-related research results corresponding with the major topics forming in each study. To meaningfully relieve an unintended research bias upon conducting this systematic library review study, the researchers stipulated four main research criteria as follows: (1) all collaborative writing studies have been published around the 2018 year at the latest, (2) all collaborative writing investigations widely employed a robust quantitative research methodology, (3) actual collaborative writing approach implementation was released in every single conducted study, and (4) English is the main language focus amidst the incorporation of a collaborative writing technique. Through the means of a collaborative writing approach, a vast number of globalized EFL learners were more capable of overcoming a wide variety of taxing writing learning impediments as they continuously established a more solid collaborative writing networking with their trusted writing counterparts and acquired a more insightful understanding of how to compose qualified writing products.

Study 10: Zheng, Y., Yu, S., & Lee, I. (2021). Implementing collaborative writing in Chinese EFL classrooms: Voices from tertiary teachers. *Frontiers in Psychology*, 12, 631561.

With real-time support from a demographic research approach, this qualitative research project attempted to investigate Chinese second-language writing instructors' perspectives on the further internalization of a collaborative writing strategy in their habitual writing classroom settings. To meet the above-indicated study objective, the researchers recruited 31 experienced Chinese second language writing instructors working at 13 tertiary English language institutions located in a wide range of China mainland. A purposive sampling methodology was synchronously employed to select the most compatible research participants best fitting the specific scope constructed in this qualitative study. Semi-structured interview protocols were made used to attain a more in-depth portrayal concerning the meritorious values, nature, and strategies undergone by Chinese second language writing instructors while expanding the optimal usage of a collaborative writing approach through their habitual writing learning activities. Three critical inquiry frameworks were designed to ensure the trustworthiness of each data-gathering process via semi-structured interview sessions namely: (1) the comprehensive understanding instilled by Chinese second language writing instructors regarding the nature, purposes, and suitable contexts of collaborative writing strategy incorporation, (2) the extent Chinese second language writing instructors believed the particular benefits of collaborative writing approach could bring about a significant

degree of writing learning improvements for their learners, and (3) the significant writing teaching-learning periods when Chinese second language writing instructors harnessed collaborative writing technique to provide a more supportive writing learning assistance for language learners. In conformance with the already-obtained research results, Chinese second language writing instructors working in a vast array of tertiary English language institutions strongly advocated applying a collaborative writing strategy at the outset of ever-changing writing learning dynamics in this modern age where EFL learners could immensely escalate their responsible and proactive behaviors enabling them to forge their targeted writing skills in more favorable, authentic, meaningful, and interactive writing learning environments.

CONCLUSION

All in all, it is worth pinpointing that with the constant internalization of a collaborative writing strategy, globalized EFL learners have become more succeeded in escalating their desired writing learning competencies to a more advanced development since they established a more mutual interaction with other trusted learning companions in terms of exchanging insightful writing ideas, addressing various constructive feedback for the striking advancement of writing quality, and acquiring rewarding writing strategies worth applying in their prospective writing enterprises. In the same vein, through the proper utilization of a collaborative writing strategy, worldwide EFL learners have progressively transfigured into more confident, active, and strongly-motivated writers by which they pleasantly participate in a wide variety of presently-conducted writing learning processes without feeling pressurized in confronting their existing writing obstructions. To successfully actualize the aforementioned collaborative writing strategy benefits, second language writing instructors need to promote more interactive, meaningful, moderately-challenging, and stress-free writing learning dynamics where EFL learners have broader opportunities to fine-tune their collaborative writing processes to collectively attain a significant degree of writing learning outcomes as one solid team.

RECOMMENDATIONS

Notwithstanding the promising research results proffered above, there existed some limitations concerning the research results interpretation and generalizability of the findings implementations. Regarding the data interpretation results, it is worth considering for the prospective researchers to employ more variegated and closely-related research instruments that can potentially diminish the research bias namely a systematic library analysis and a demographic approach. With the enlightenment of these two research instruments, future researchers can triangulate the data with the robust support of more credible research results evidence. Resultantly, these forthcoming research results will potentially increase ELT stakeholders' assuredness upon implementing a novel learning approach in their daily teaching realms. Furthermore, it is simultaneously worth advising future researchers to increase the number of collaborative writing strategy scientific articles to generate more representative and richer research results contributable to the sustainable advancement of EFL writing learning dynamics conducted worldwide. Although restricted in terms of its research design, analysis, and results, the foregoing research results have so far collectively supported a paramount idea for globalized second language writing instructors intending to erect a more emotionally supportive and a positively-sound writing learning enterprises with the constant assistance of a collaborative writing strategy.

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