**Google Docs Document Analysis**

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| **Studies** | **Research Results** |
| 1. Akoto, M. (2021). Collaborative multimodal writing via Google Docs: Perceptions of French FL learners. Languages, 6(3), 140. | It was proved that under the guidance of a collaborative multimodal writing activity through Google Docs, French university EFL learners have ingrained a higher level of collaborative networking with others by practicing their existing writing skills to the utmost level and insistently assisting their struggling writing learning companions. |
| 2. Aldossary, K. (2022). EFL Students' Perceptions of Google Docs as an Interactive Tool for Learning Writing. International Journal of English Linguistics, 12(2), 60-72. | It was evinced that a great number of Saudi EFL learners have strongly inculcated more robust writing learning motivation after being immersed into a collaborative writing activity via Google Docs in which they constructed a more solid teamwork with each other in an attempt to achieve more fruitful writing learning outcomes. |
| 3. Alwahoub, H. M., Azmi, M. N. L., & Halabieh, M. (2020). COMPUTER-ASSISTED COLLABORATIVE WRITING AND STUDENTS’PERCEPTIONS OF GOOGLE DOCS AND WIKIS: A REVIEW PAPER. Language Literacy: Journal of Linguistics, Literature, and Language Teaching, 4(1), 15-27. | A ceaseless utilization of a collaborative writing approach supported by Google Docs was evidenced to alleviate Malaysian university EFL learners’ excessive writing anxiety by which they mutually supported each other’s writing skills, products, and experiences development in the presence of various beneficial constructive feedback. |
| 4. Alwahoub, H. M., Jomaa, N. J., & Azmi, M. N. L. (2022). The impact of synchronous collaborative writing and Google Docs collaborative features on enhancing students’ individual writing performance. Indonesian Journal of Applied Linguistics, 12(1), 113-123. | With an incessant enlightenment of a collaborative writing strategy manifested in Google Docs, a predominant number of Turkish university EFL learners began to experience a higher degree of writing enjoyment as they acquired a wide array of rewarding writing knowledge, skills, and strategies imparted by their entrusted learning counterparts. |
| 5. Asih, H. K., Degeng, P. D. D., & Hamamah, H. (2022). Exploring EFL students’ perspectives towards Google Docs in writing. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10(1), 984-1000. | With the sustainable accompaniment of Google Docs, a vast majority of Indonesian university EFL learners have successfully fostered their collaborative writing skills to greater potential since they extensively learned how to structure their specific ideas, thoughts, and conceptions in more well-organized sentence structure. |
| 6. Damayanti, I. L., Abdurahman, N. H., & Wulandari, L. (2021, April). Collaborative writing and peer feedback practices using Google Docs. In Thirteenth Conference on Applied Linguistics (CONAPLIN 2020) (pp. 225-232). Atlantis Press. | An overwhelming majority of senior high school students in Indonesian highly supported the constant incorporation of a collaborative writing approach conducted via Google Docs as they could easily express their intended writing ideas, compose well-structured writing products, and generate more comprehensible sentences. |
| 7. Ebadi, S., & Rahimi, M. (2019). Mediating EFL learners’ academic writing skills in online dynamic assessment using Google Docs. Computer Assisted Language Learning, 32(5-6), 527-555. | In the support of Google Docs integration, second language academic writing instructors could supportively address more supportive collaborative writing supports for Iranian university EFL learners where they were flexibly allowed to take part in the designated writing learning processes based on their current writing situations, proficiency, and interests. As a result of this writing support embodiment, these learners have meaningfully elevated their academic writing competencies to greater potential. |
| 8. Farahian, M., & Noori, T. (2023). The Effectiveness of Peer Feedback through Google Docs for Improving EFL Students’ Classroom Engagement and Writing Achievement. International Journal of Research in English Education, 8(1), 105-122. | It was unfolded that with the proper internalization of Google Docs, Iranian university EFL learners continually underwent a more collaborative, supportive, and constructive writing learning enterprises where they were committed to provide a wide range of beneficial feedback for the further advancement of their learning counterparts’ writing quality. Resultantly, they have noticed their particular drawbacks forming in their writing compositions to be revised efficiently. |
| 9. Hafour, M. F., & Al-Rashidy, A. S. M. (2020). Storyboarding-Based Collaborative Narratives on Google Docs: Fostering EFL Learners' Writing Fluency, Syntactic Complexity, and Overall Performance. Jalt Call Journal, 16(3), 123-145. | It was uncovered that the majority of Egyptian university EFL learners highly appreciated the further internalization of a story-boarding-based collaborative narrative writing strategy epitomized by Google Docs since they did not experience an intensive competitive writing atmosphere among their learning community members and embarked to erect more harmonious collaborative writing teamwork, which enabled them to become more fluent, confident, and skillful writers. |
| 10. Hidayat, F. (2020). Exploring students’ view of using Google Docs in writing class. Journal of English Education and Teaching, 4(2), 184-194. | It was showcased that most undergraduate Indonesian university EFL learners infused positive perceptions on an incessant integration of Google Docs amidst the collaborative writing learning enterprises they are enduring since they could successfully established more meaningful, efficient, and extensive communication with their lecturers along with learning companions in a further attempt to improve the desired writing contents. |
| 11. Hoa, N. T. N., & Lap, T. Q. (2021). INVESTIGATING THE IMPACT OF PEER FFEDBACK AND TEACHER FEEDBACK USING GOOGLE DOCS ON EFL STUDENTS’WRITING PERFORMANCE. European Journal of Education Studies, 8(10). | It is worth suggesting for globalized second language writing instructors to implement Google Docs as one of the accompanying learning tools at the inception of their daily writing learning enterprises in order to terrifically increase EFL learners’ writing motivation in which interchangeably and interactively disseminated various useful feedback for the betterment of their writing compositions. |
| 12. Kitjaroonchai, N., & Suppasetseree, S. (2021). A Case Study of ASEAN EFL Learners' Collaborative Writing and Small Group Interaction Patterns in Google Docs. English Language Teaching, 14(5), 89-108. | It was uncovered that with the actual presence of Google Docs in the midst of collaborative writing activities, second language writing instructors had broader opportunities to intensively monitor each writing groups’ writing learning progress, which in deemed effective to decrease free-rider writing learning issue commonly happened in group learning activities. |
| 13. Moonma, J. (2021). Comparing Collaborative Writing Activity in EFL Classroom: Face-to-Face Collaborative Writing versus Online Collaborative Writing Using Google Docs. Asian Journal of Education and Training, 7(4), 204-215. | In agreement with the specifically-obtained research results, collaborative writing enterprises initiated with the profound support of Google Docs have brought about a significant degree of writing learning benefits for Thailand university EFL learners. The majority of them were more capable of employing more accurate grammar, vocabulary, dictions, punctuations, and capitalizations usage since they could flexibly access various kinds of feedback given by their classmates anytime and anywhere. |
| 14. Nguyen, T. H. N., & Thi Thuy Hue, N. (2022). Use of google docs in teaching and learning english online to improve students’ writing performance. Nguyen, THN, & Nguyen, TTH (2022). Use of Google Docs in Teaching and Learning English Online to Improve Students’ Writing Performance. International Journal of TESOL & Education, 2(2), 186-200. | A more collaborative writing nuance can be potentially ensured after an intensive exposure of Google Docs wherein EFL learners have become more skilled at comprehending and grasping a vast range of beneficial feedback addressed by other learning counterparts resulting in an outstanding enhancement of their writing performances and skills. |
| 15. Putri, D. P., & Trisusana, A. (2022). Using Google Docs as A Collaborative Writing Medium For Empowering Senior High School Students' Writing Skills. EDUCAFL: Journal of Education of English as Foreign Language, 5(2). | It was discovered that an overwhelming majority of senior high school students taking part in IGCSE examinations have immensely elevate their academic writing performances, skills, and strategies to the fullest growth after being equipped with a collaborative writing approach mediated through Google Docs. The aforesaid positive writing learning outcome matters most as these students are highly desirous to continue their academic writing learning journeys with the nurturance of robust writing learning endeavor. |
| 16. Ali, F. S., & Sarok, S. (2022). Students’ awareness towards using google docs in promoting writing skills in EFL classes: TIU-Northern Iraq. Canadian Journal of Language and Literature Studies, 2(2), 39-51. | It was unearthed that a great number of Iraq university EFL learners positively supported the further usage of Google Docs in the sustenance of their collaborative writing competencies by which they imparted varied meaningful, supportive, and constructive feedback to other learning counterparts. As a result of the aforementioned writing learning action, second language learners have extensively broadened their current perspective concerning how to compose high-quality writing products. |
| 17. Saleh, N. W. I., Alhodairy, Y. H., & Mare, Z. A. (2021). Using Google Docs to Enhance Collaborative Writing and Peer Feedback Practice of Libyan EFL Learners. Translation Studies, 9(04). | With the precise internalization of Google Docs and collaborative writing approach, Libyan EFL learners started to develop their critical and analytical thinking skills to more advanced development since the feedback imparters were strongly encouraged to address more appropriate, beneficial, and facilitative suggestions while evaluating their classmates’ particular writing compositions and the designated feedback receivers need to exhaustively ponder on the already-obtained writing feedback whether they fit with their writing contexts or not. |
| 18. Shahidan, S. N., Ali, Z., & Bakar, N. A. (2022). Motivational Impacts of the Google Docs Integration to Support Collaborative Writing: A Review Approach. International Journal of Advances in Social Sciences and Humanities, 1(3), 166-171. | Anchored on the particularly-attained research results, worldwide second language writing instructors were highly advised to start prioritizing the use of Google Docs in the reinforcement of a collaborative writing strategy by which EFL learners experience a more positively-sound and an emotionally-supportive writing learning atmosphere resulting in the successful attainment of more fruitful writing learning outcomes. |
| 19. Valizadeh, M. (2022). Collaborative Writing on Google Docs: Effects on EFL Learners' Descriptive Paragraphs. Indonesian Journal of English Language Teaching and Applied Linguistics, 6(2), 277-287. | It is worth accentuating that the constant combination between collaborative writing approach with Google Docs can pave a more promising writing learning pathway for globalized EFL learners wherein they meaningfully negotiate some unfamiliar words, written expressions, and writing conventions with their trusted learning companions. What is more that worldwide EFL learners can progressively transfigure into more fluent and efficient writers since they have widely discovered ample writing ideas through the solid collaborative networking they constructed before. |
| 20. Yaccob, N. S., & Yunus, M. M. (2019). A review: ESL learners’ critical thinking and active learning through collaborative online writing activity (google docs). Jurnal Penyelidikan Sains Sosial (JOSSR), 2(3), 35-42. | The deployment of collaborative writing activities and Google Docs were proved to be one of the propelling forces for Malaysian university EFL learners to gradually become more critical, proactive, and optimistic writers. The above-said influential writing learning outcome took place as EFL learners have stipulated a more robust commitment to emphatically supervise each other’s writing learning progressions in order to greatly diminish anxiety-evoking writing learning environments they oftentimes found in their individual writing activities. |