## **REFERENCES**

- Abrams, Z. I. (2019). Collaborative writing and text quality in Google Docs. *Language Learning & Technology*, 23(2), 22–42.
- Afify, M. K. (2019). The influence of group size in the asynchronous online discussions on the development of critical thinking skills, and on improving students' performance in online discussion forum. *International Journal of Emerging Technologies in Learning*, 14(5), 132-152.
- Alberth (2019). Use of Facebook, students' intrinsic motivation to study writing, writing self-efficacy and writing performance. *Technology, Pedagogy and Education*, 28(1), 21–36.
- Al-Rawahi, L. S., & Al-Mekhlafi, A. M. (2015). The effect of online collaborative project-based learning on English as a foreign language learners' language performance and attitudes. *Learning and Teaching in Higher Education: Gulf Perspectives*, 12(2), 74-91.
- Alsubaie, J., & Ashuraidah, A. (2017). Exploring writing individually and collaboratively using Google Docs in EFL contexts. *English Language Teaching*, 10(10), 10-30.
- Alqasham, F. H. (2022). Investigating English as a foreign language learners' perceptions, emotions, and performance during online collaborative writing. *Frontiers in Psychology*, 13, 1-13.
- Anas, I. (2019). Behind the scene: Student-created videos as a meaning-making process to promote student active learning. *Teaching English with Technology*, 19(4), 37–56.
- Arnold, N., Ducate, L., & Kost, C. (2012). Collaboration or cooperation? Analyzing group dynamics and revision processes in wikis. *CALICO Journal*, 29(3), 431–448.
- Arsanjani, M., & Faghih, E. (2015). The impact of the Web quest instruction system on Iranian intermediate EFL learners' writing performance and perception. *International Journal of Instructional Technology and Distance Learning*, 12(2), 37-47.
- Astalin, P. K. (2013). Qualitative research designs: A conceptual framework. *International Journal of Social Science & Interdisciplinary Research*, 2(1), 118-124.
- Awada, G., Burston, J., & Ghannage, R. (2019). Effect of student team achievement division through WebQuest on EFL students' argumentative

- writing skills and their instructors' perceptions. Computer Assisted Language Learning, 33(3), 2-28.
- Barab, Schatz, S., & Scheckler, R. (2004). Using activity theory to conceptualize online community and using online community to conceptualize activity theory. *Mind, Culture, and Activity, 11*(1), 25–47.
- Bessagnet, M. N., Schlenker, L., & Aiken, R. (2005). Using E-collaboration to improve management education: Three scenarios. *JISTEM-Journal of Information Systems and Technology Management*, 2, 81-94.
- Bianco, S., & Schettini, R. (2018). Unsupervised color coding for visualizing image classification results. *Information Visualization*, 17(2), 161-177.
- Bikowski, D., & Vithanage, R. (2016). Effects of web-based collaborative writing on individual L2 writing development. *Language Learning & Technology*, 20(1), 79-99.
- Brindley, J. E., Blaschke, L. M., & Walti, C. (2009). Creating effective collaborative learning groups in an online environment. *International Review of Research in Open and Distributed Learning*, 10(3), 1-18.
- Brodahl, C., & Hansen, N. K. (2014). Education students' use of collaborative writing tools in collectively reflective essay papers. *Journal of Information Technology Education: Research*, 13(1), 91–120.
- Buchs, C., Filippou, D., Pulfrey, C., & Volpé, Y. (2017). Challenges for cooperative learning implementation: Reports from elementary school teachers. *Journal of Education for Teaching*, 43(3), 296-306.
- Castañeda, D. A., & Cho, M. H. (2013). The role of Wiki writing in learning Spanish grammar. *Computer Assisted Language Learning*, 26(4), 334–349.
- Chang, B., & Kang, H. (2016). Challenges facing group work online. Distance Education, 37(1), 73-88.
- Chen, Y., Chuang, H. H., & Lacaste, A. (2021). A pedagogical framework of cross-cultural online collaborative projects in English as Foreign Language (EFL) classrooms. *Journal of Education and Learning* (EduLearn), 15(2), 223-233.
- Cheung, R., & Vogel, D. (2012). Designing Web 2.0 collaboration tools to support project-based learning: An activity-oriented approach. *International Journal of Systems and Service-Oriented Engineering (IJSSOE)*, 3(2), 1-14.
- Cho, M. H., & Lim, S. (2015). Using regulation activities to improve undergraduate collaborative writing on wikis. *Innovations in Education and Teaching International*, 54(1), 1–9.

- Cho, H. (2017). Synchronous web-based collaborative writing: Factors mediating interaction among second-language writers. *Journal Second Language Writing*, *36*, 37–51.
- Clark, K. R., & Buckley, M. B. (2017). Using a synthesis matrix to plan a literature review. *Radiologic Technology*, 88(3), 354-357.
- Crocco, E., & Culasso, F. (2021). Cooperative learning in online accounting education: challenges, benefits, and drawbacks. *In Handbook of Research on Developing a Post-Pandemic Paradigm for Virtual Technologies in Higher Education* (pp. 74-91).
- Dizon, G. (2016). A comparative study of Facebook vs. paper-and-pencil writing toimprove L2 writing skills. *Computer Assisted Language Learning*, 29(8), 1249–1258.
- Donelan, H., & Kear, K. (2018). Creating and collaborating: Students' and tutors' perceptions of an online group project. *International Review of Research in Open and Distributed Learning*, 19(2), 71-90.
- Ebadi, S., & Rahimi, M. (2017). Exploring the impact of online peer-editing using Google Docs on EFL learners' academic writing skills: A mixed methods study. *Computer Assisted Language Learning*, 30(8), 2-29.
- Ebadi, S., & Rahimi, M. (2018). An exploration into the impact of WebQuest-based classroom on EFL learners' critical thinking and academic writing skills: A mixed-methods study. *Computer Assisted Language Learning*, 31(5-6), 1-35.
- 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), 1–29.
- Elola, I., & Oskoz, A. (2017). Writing with 21st century social tools in the L2 classroom: New literacies, genres, and writing practices. *Journal of Second Language Writing*, 36, 52-60.
- Engeström, Y. (1987). Learning by expanding. An activity-theoretical approach to developmental research. Helsinki, Finland: Orienta-Konsultit Oy.
- Engeström, Y. (1993). Developmental studies of work as a testbench of activity theory: The case of primary care medical practice. Cambridge, UK: Cambridge University Press.
- Engeström, Y. (1999). *Activity theory and individual and social transformation*. Cambridge, UK: Cambridge University Press.

- Engeström, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptulization. *Education and Work, 14*(1), 133–156.
- Fathi, J., & Rahimi, M. (2020). Examining the impact of flipped classroom on writing complexity, accuracy, and fluency: A case of EFL students. *Computer Assisted Language Learning*, 35(7), 1–39.
- Ferrari, R. (2015). Writing narrative style literature reviews. *Medical Writing*, 24(4), 230-235.
- García-Valcárcel-Muñoz-Repiso, A., Basilotta-Gómez-Pablos, V., & López-García, C. (2014). ICT in collaborative learning in the classroom of elementary and secondary education. *Comunicar*, *21*(42), 65-74.
- Gillett-Swan, J. (2017). The challenges of online learning: Supporting and engaging the isolated learner. *Journal of Learning Design*, 10(1), 20-30.
- Hsu, H. C. (2019). Wiki-mediated collaboration and its association with L2 writing development: An exploratory study. *Computer Assisted Language Learning*, 32(8), 1–23.
- Hsu, H. C. (2020). The impact of task complexity on patterns of interaction during web-based asynchronous collaborative writing tasks. *System*, *93*, 1-31.
- Hsu, H. C., & Lo, Y. F. (2018). Using wiki-mediated collaboration to foster L2 writing performance. *Language Learning & Technology*, 22(3), 103-123.
- Huang, H. W. (2021). Effects of smartphone-based collaborative vlog projects on EFL learners' speaking performance and learning engagement. *Australasian Journal of Educational Technology*, 37(6), 18-40.
- Jeong, K. O. (2019). Online collaborative language learning for enhancing learner motivation and classroom engagement. *International Journal of Contents*, 15(4), 89-96.
- Jonassen, D. H., & Rohrer-Murphy, L. (1999). Activity theory as a framework for designing constructivist learning environments. *Educational Technology Research and Development*, 47(1), 61-79.
- Kayumova, A. R., & Sadykova, G. V. (2016). Online collaborative cross-cultural learning: students' perspectives. *Journal of Organizational Culture, Communications and Conflict, 20*, 248-255.
- Kear, K., Donelan, H., & Williams, J. (2014). Using wikis for online group projects: Student and tutor perspectives. *International Review of Research in Open and Distributed Learning*, 15(4), 70-90.

- Kessler, G., Bikowski, D., & Boggs, J. (2012). Collaborative writing among second language learners in academic web-based projects. *Language Learning & Technology*, 16(1), 91-109.
- Kitjaroonchai, N., & Suppasetseree, S. (2021). Online collaborative writing via Google Docs: Case studies in the EFL classroom. *Journal of Language Teaching and Research*, 12(6), 922-934.
- Krishnan, J., Black, R. W., & Olson, C. B. (2020). The power of context: Exploring teachers' formative assessment for online collaborative writing. *Reading & Writing Quarterly*, 37(3), 1–20.
- Krishnan, J., Yim, S., Wolters, A., & Cusimano, A. (2019). Supporting online synchronous collaborative writing in the secondary classroom. *Journal of Adolescent & Adult Literacy*, 63(2), 135-145.
- Kukulska Hulme, A., & Viberg, O. (2018). Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 49(2), 207-218.
- Kuutti, K. (1996.) Activity theory as a potential framework for human-computer interaction research. In B. Nardi (Eds.), *Context and consciousness: Activity theory and human computer interaction* (pp. 17–44). Cambridge: MIT Press.
- Kuo, Y. C., Chu, H. C., & Huang, C. H. (2015). A learning style-based grouping collaborative learning approach to improve EFL students' performance in English courses. *Journal of Educational Technology & Society*, 18(2), 284-298.
- Kyndt, E., Raes, E., Lismont, B., Timmers, F., Cascallar, E., & Dochy, F. (2013). A metaanalysis of the effects of face-to-face cooperative learning. Do recent studies falsify or verify earlier findings? *Educational Research Review*, 10, 133–149.
- Lai, C., Lei, C., & Liu, Y. (2016). The nature of collaboration and perceived learning in wiki-based collaborative writing. *Australasian Journal of Educational Technology*, 32(3), 80-95.

KENDARI

- Lee, D., Huh, Y., & Reigeluth, C. M. (2015). Collaboration, intragroup conflict, and social skills in project-based learning. *Instructional Science*, 43(5), 561–590.
- Lee, L., & Markey, A. (2014). A study of learners' perceptions of online intercultural exchange through Web 2.0 technologies. *ReCALL*, 26(3), 281-297.

- Li, M. (2018). Computer-mediated collaborative writing in L2 contexts: An analysis of empirical research. *Computer Assisted Language Learning*, 31(8), 882-904.
- Li, M., & Kim, D. (2016). One Wiki, two groups: Dynamic interactions across ESL collaborative writing tasks. *Journal of Second Language Writing*, 31, 25–42.
- Li, M., & Zhu, W. (2017). Good or bad collaborative wiki writing: Exploring links between group interactions and writing products. *Journal of Second Language Writing*, 35, 38–53.
- Lin, C. Y., & Reigeluth, C. M. (2016). Scaffolding wiki supported collaborative learning for small group projects and whole class collaborative knowledge building. *Journal of Computer Assisted Learning*, 32(6), 1-19.
- Lubis, N., Lubis, A., & Purba, N. B. (2020). Project-based learning collaborated with digital media for Indonesian EFL learners' self-confidence and communication skill. *Jurnal Pendidikan dan Pembelajaran Terpadu* (*JPPT*), 2(1), 10-18.
- Ma, Q. (2020). Examining the role of inter-group peer online feedback on Wiki writing in an EAP context. Computer Assisted Language Learning, 33(3), 197-216.
- MacNeill, H., Telner, D., Sparaggis-Agaliotis, A., N Hanna, E. (2014). All for one and one for all: Understanding health professionals' experience in individual versus collaborative online learning. *Journal of Continuing Education in the Health Professions*, 34, 102–111.
- Mali, Y. C. G. (2017). EFL students experiences in learning call through project-based instructions. *Teflin Journal*, 28(2), 170-192.
- Miyake, N., & Kirschner, P. (2014). The social and interactive dimensions in collaborative learning. In R. K. Sawyer (Eds.), *The Cambridge handbook of learning sciences* (pp. 418-438). Cambridge, MA: Cambridge University Press.
- Mohammed, Q. A., Naidu, V. R., Al Harthi, M. S. A., Babiker, S., Al Balushi, Q., Al Rawahi, M. Y., & Al Riyami, N. H. S. (2020). Role of online collaborative platform in higher education context. *IJAEDU-International E-Journal of Advances in Education*, 6(17), 220-227.
- Mwanza, D., & Engeström, Y. (2003). Pedagogical adeptness in the design of elearning environments: Experiences from the Lab@ Future project. *In E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1344-1347). Association for the Advancement of Computing in Education (AACE).

- Ng, C., & Hung, D. (2003). Conceptualizing a framework for design of online communities. *International Journal on E-Learning*, 4, 60–71.
- Rahayu, R. A. P. (2021). Effect of collaborative writing combined with blog online learning on Indonesian EFL learners' writing skill across motivation. *SALEE: Study of Applied Linguistics and English Education*, 2(1), 87-98.
- Rahimi, M., & Fathi, J. (2021). Exploring the impact of wiki-mediated collaborative writing on EFL students' writing performance, writing self-regulation, and writing self-efficacy: A mixed methods study. *Computer Assisted Language Learning*, 34(1-2), 1-48.
- Rao, P. S. (2019). Collaborative learning in English language classrooms. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(2), 5.
- Rasyid, M. A. I., & Khoirunnisa, F. (2021). The Effect of project-based learning on collaboration skills of high school students. *Jurnal Pendidikan Sains (Jps)*, 9(1), 113.
- Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. *Language Teaching*, 52(1), 1–39.
- Rojabi, A. R. (2020). Exploring EFL students' perception of online learning via Microsoft Teams: University level in Indonesia. *English Language Teaching Educational Journal*, 3(2), 163-173.
- Russell, D. R. (2002). Looking beyond the interface: Activity theory and distributed learning. London: Routledge Falmer.
- Sa'diyah, H., & Nabhan, S. (2021). Collaborative writing using google docs in an EFL classroom: Voices from high school students. *VELES: Voices of English Language Education Society*, 5(2), 156-166.
- Said, M. N. H. M, Hassan, J., Idris, A. R., Zahiri, M. A., Forret, M., Eames, C. (2013). Technology-enhanced classroom learning community for promoting tertiary ICT education learning in Malaysia. In K. M. Yusof, M. Arsat, M. T. Borhan, E. de Graff, A. Kolmos, and F. A. Phang (Eds.), *PBL across cultures* (pp. 326-334). Aalborg University Press.
- Schultz, P. L., & Quinn, A. S. (2013). Lights, camera, action! Learning about management with student produced video assignments. *Journal of Management Education*, 38(2), 234–258.
- Stahl, G., Koschmann, T., & Suthers, D. (2006). Computer-supported collaborative learning: An historical perspective. In R. K. Sawyer (Ed.),

- Cambridge handbook of the learning sciences (pp. 409–426). Cambridge, UK: Cambridge University Press.
- Suwantarathip, O., & Wichadee, S. (2014). The effects of collaborative writing activity using Google Docs on students' writing abilities. *Turkish Online Journal of Educational Technology-TOJET*, 13(2), 148-156.
- Vygotsky, L. S. (1978) *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wang, L. (2019). The impact of computer-mediated contexts on interaction pattern of ESL learners in collaborative writing. *Technology, Pedagogy and Education*, 28(5), 1-16.
- Wang, Q. (2010). Using online shared workspaces to support group collaborative learning. *Computers & Education*, 55(3), 1270-1276.
- Wang, Y. (2015). Promoting collaborative writing through wikis: A new approach for advancing innovative and active learning in an ESP context. *Computer Assisted Language Learning*, 28(6), 499–512.
- Wang, Y. C. (2014). Using wikis to facilitate interaction and collaboration among EFL learners: A social constructivist approach to language teaching. *System*, 42, 383-390.
- Widyastuti, D. E. (2021). The use of project-based learning and peer assessment to improve students'speaking skill for young learners. *Journal of Economics, Management, Entrepreneurship, and Business (JEMEB), 1*(1), 66-71.
- Wongdaeng, M., & Hajihama, S. (2018). Perceptions of project-based learning on promoting 21 st century skills and learning motivation in a Thai EFL setting. *JSEL*, *13*(2), 158–190.
- Yim, S., & Warschauer, M. (2017). Web-based collaborative writing in L2 contexts: Methodological insights from text mining. Language Learning Technology, 21(1), 146–165.
- Zhang, R., & Zou, D. (2021). Types, features, and effectiveness of technologies in collaborative writing for second language learning. *Computer Assisted Language Learning*, 35(9),1-31.
- Zhu, C. (2012). Student satisfaction, performance, and knowledge construction in online collaborative learning. *Journal of Educational Technology & Society*, 15(1), 127-136.
- Zioga, C., & Bikos, K. (2020). Collaborative writing using Google docs in primary education: development of argumentative discourse. *Turkish Online Journal of Distance Education*, 21(1), 133-142.