

APPENDICES

Appendix 1: Reviewed Paper

A1. Al-Ahdal, A. A. M. H., & Alharbi, M. A. (2021). MALL in collaborative learning as a vocabulary-enhancing tool for EFL learners: A study across two Universities in Saudi Arabia. *Sage Open*, 11(1), 2-9.

A2. 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.

A3. 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.

A4. Al-Qunayeer, H. S. (2020). Exploring EFL learners' online participation in online peer writing discussions through a Facebook group. *Journal of Information Technology Education: Research*, 19, 671-692.

A5. Angelova, M., & Zhao, Y. (2016). Using an online collaborative project between American and Chinese students to develop ESL teaching skills, cross-cultural awareness and language skills. *Computer Assisted Language Learning*, 29(1), 2-21.

A6. Castillo-Cuesta, L., Ochoa-Cueva, C., & Cabrera-Solano, P. (2022). Virtual workspaces for enhancing collaborative work in EFL Learning: A case study in higher education. *International Journal of Emerging Technologies in Learning (IJET)*, 17(2), 4-18.

A7. Chang, W. J. (2014). Group communication and interaction in project-based learning: The use of facebook in a Taiwanese EFL context. *International Journal of Learning, Teaching and Educational Research*, 1(1), 108-130.

A8. 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.

A9. Cifuentes, L., & Shih, Y. C. D. (2014). Teaching and learning online: A collaboration between US and Taiwanese students. *Journal of Research on Computing in Education*, 33(4), 456-474.

- A10.** Fischer, I. D., & Yang, J. C. (2022). Flipping the flipped class: using online collaboration to enhance EFL students' oral learning skills. *International Journal of Educational Technology in Higher Education*, 19(1), 2-24.
- A11.** Fuchs, C. (2016). "Are you able to access this website at all?"—team negotiations and macro-level challenges in telecollaboration. *Computer Assisted Language Learning*, 29(7), 2-16.
- A12.** 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. *Japan Association for Language Teaching Computer Assisted Language Learning Journal (JALT CALL Journal)*, 16(3), 123-145.
- A13.** Hsu, H. C., & Lo, Y. F. (2018). Using wiki-mediated collaboration to foster L2 writing performance. *Language Learning & Technology*, 22(3), 103-123.
- A14.** 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.
- A15.** Jeong, K. O. (2019). Online collaborative language learning for enhancing learner motivation and classroom engagement. *International Journal of Contents*, 15(4), 89-96.
- A16.** Kitjaroonchai, N., & Suppasetsee, 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.
- A17.** Lázár, I. (2015). EFL learners' intercultural competence development in an international web collaboration project. *The Language Learning Journal*, 43(2), 208-221.
- A18.** Lee, H. C., & Wang, P. L. (2013). Discussing the factors contributing to students' involvement in an EFL collaborative wiki project. *ReCALL*, 25(2), 233-249.
- A19.** Li, Y., Li, X., Su, Y., Peng, Y., & Hu, H. (2020). Exploring the role of EFL learners' online self-regulation profiles in their social regulation of learning in wiki-supported collaborative reading activities. *Journal of Computers in Education*, 7, 575-595.
- A20.** Mali, Y. C. G. (2017). EFL students experiences in learning call through project-based instructions. *Teflin Journal*, 28(2), 170-192.

- A21.** Priego, S., & Liaw, M. L. (2017). Understanding different levels of group functionality: Activity systems analysis of an intercultural telecollaborative multilingual digital storytelling project. *Computer Assisted Language Learning*, 30(5), 368-389.
- A22.** 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*, 35(9), 2627-2674.
- A23.** Selcuk, H., Jones, J., & Vonkova, H. (2021). The emergence and influence of group leaders in web-based collaborative writing: self-reported accounts of EFL learners. *Computer Assisted Language Learning*, 34(8), 1-21.
- A24.** Shahidan, S. N., Ali, Z., & Tilwani, S. A. (2022). Fostering motivation in ESL collaborative online writing through Google Docs. *World Journal of English Language*, 12(7), 166-178.
- A25.** Su, Y., Li, Y., Liang, J. C., & Tsai, C. C. (2019). Moving literature circles into wiki-based environment: the role of online self-regulation in EFL learners' attitude toward collaborative learning. *Computer Assisted Language Learning*, 32(5-6), 556-586.
- A26.** Yunus, M., Setyosari, P., Utaya, S., & Kuswandi, D. (2021). The influence of online project collaborative learning and achievement motivation on problem-solving ability. *European Journal of Educational Research*, 10(2), 813-823.
- A27.** 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.
- A28.** Zhang, Z., Liu, T., & Lee, C. B. (2021). Language learners' enjoyment and emotion regulation in online collaborative learning. *System*, 98, 1-15.
- A29.** 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.
- A30.** Zou, D., Xie, H., & Wang, F. L. (2023). Effects of technology-enhanced peer, teacher and self-feedback on students' collaborative writing, critical thinking tendency and engagement in learning. *Journal of Computing in Higher Education*, 35(1), 166-185.

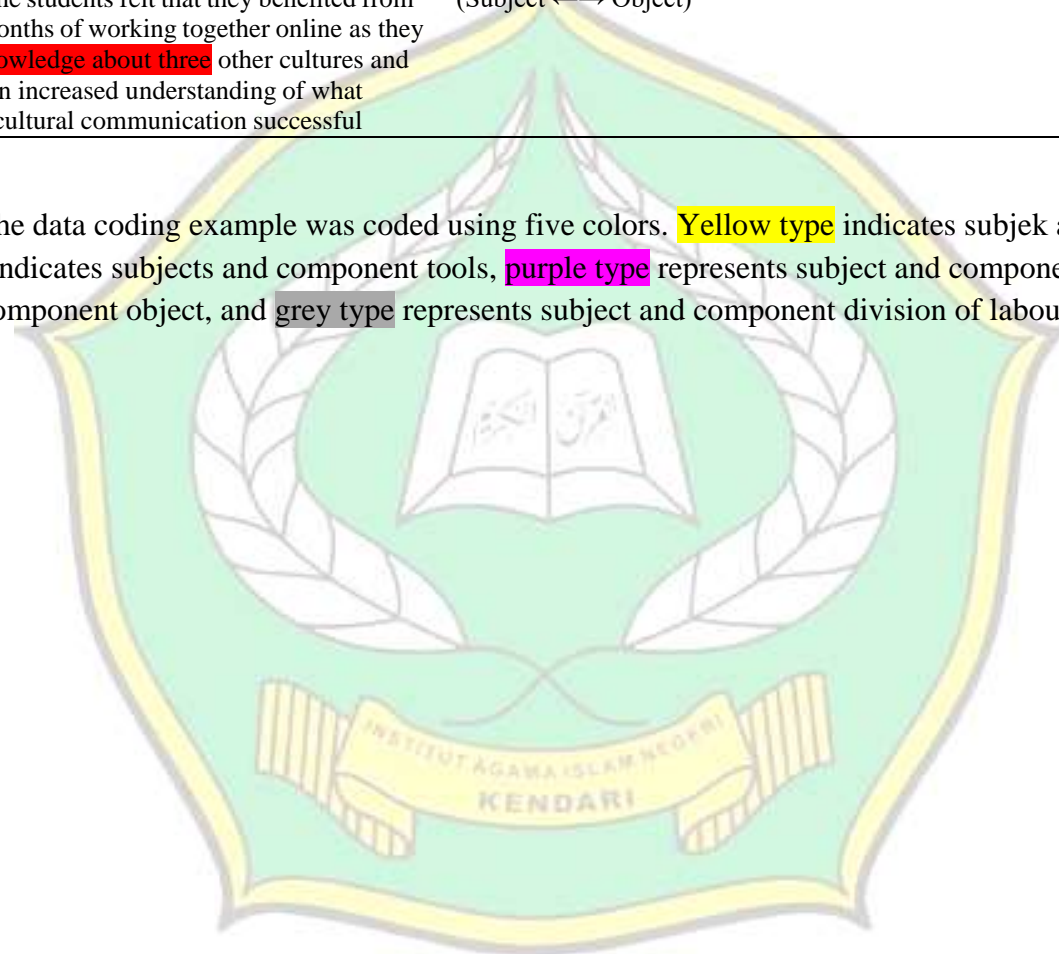
Appendix 2: Example of Coding Procedure

Article Code	Title	Findings (benefits of online collaborative projects)	Components of the activity system	Findings (challenges of online collaborative projects)	Components of the activity system
A1	Discussing the factors contributing to students' involvement in an EFL collaborative wiki project	<p>Research Question 1: How are students engaged in the collaborative project when groups are required to accomplish an online picture book using the wiki tool?</p> <ul style="list-style-type: none"> The information in Table 2 suggests that groups of students devised ways to work with their peers that promoted each other's strengths. <p>Research Question 2: What factors facilitate student engagement in the collaborative project, and what factors hinder it?</p> <ul style="list-style-type: none"> Three factors facilitated their involvement in the project: an even share of the workload, appreciation of different opinions, and constant communication. <p>Research Question 3: What are students' perceptions of the project? Do they enjoy the collaboration?</p> <ul style="list-style-type: none"> The project was the opportunity of working with students from another school. 	Practicing collaboration skills (Subject ↔ Community)	<p>Asynchronous communication</p> <p>Time pressure</p> <p>Personal incapability</p> <p>Roles not taken seriously by the group were the main issues.</p>	<p>a. Delayed or slow response (Subject ↔ Community)</p> <p>b. In-group disagreement (Subject ↔ Rules)</p> <p>c. Incompetence in certain skills (Subject ↔ Object)</p> <p>d. Delays in project finishing and completion (Subject ↔ Division of Labour)</p>
A2	Group communication and interaction in project-based learning: The use of Facebook in a Taiwanese EFL context	<p>Research Question 1: What types of communication interaction behaviors do participants exhibit?</p> <p>The information in Tables 1, 2, and 3 shows that Facebook offers students a space to share and interact with others on topics directly related to their projects and meet their administrative and social needs. Social and emotional support (such as encouraging, reminding, volunteering, caring, praising, and appreciating) shown in this study shows the potential of Facebook in promoting</p>	Supporting appropriate use of tools (features and feasibilities) (Subject ↔ Tools)	-	-

Article Code	Title	Findings (benefits of online collaborative projects)	Components of the activity system	Findings (challenges of online collaborative projects)	Components of the activity system
A3	Teaching and learning online: A collaboration between US and Taiwanese students	social interactions that can be beneficial for the development of knowledge. Taiwanese students valued the opportunity for authentic language learning through writing practice with an American reader who could provide writing models and give feedback. Students benefited from the opportunity for cultural exchange. The Taiwanese students valued the opportunity to study under the direction of a native U.S. speaker and particularly enjoyed learning about the American perspective from a peer.	Conforming to collaborative rules (Subject ↔ Rules)	Participants identified five limitations of online teaching and learning experience: vulnerability to technical failure, e-mail constraints, dependence on an unresponsive partner, and a sense of detachment.	Technical issues in the devices (Subject ↔ Tools)
A4	The effect of online collaborative project-based learning on English as a Foreign Language learners' language performance and attitudes.	<p>1) Writing pre-test and post-test of the experimental group</p> <p>2) Writing post-test of the experimental and control groups</p> <ul style="list-style-type: none"> When students did online collaborative PBL, their writing skills improve more than when they worked individually and offline. <p>3) Overall project scores</p> <ul style="list-style-type: none"> Helped students improve their written projects in the experimental and control groups. <p>4) Learners' opinions about online collaborative PBL</p> <ul style="list-style-type: none"> Online collaborative projects are useful for enhancing communication and interaction with other students. Improving their English skills taught them more about writing mechanisms, vocabulary, and grammar. 	Promoting maximum outcomes (Subject ↔ Object)	Many students found online collaboration time-consuming and frustrating because of time delay and lack of peer responses.	In-group disagreement (Subject ↔ Rules)
A5	EFL learners'	The students' intercultural competence	Promoting maximum	-	-

Article Code	Title	Findings (benefits of online collaborative projects)	Components of the activity system	Findings (challenges of online collaborative projects)	Components of the activity system
	intercultural competence development in an international web collaboration project	development majority of the students felt that they benefited from these five months of working together online as they acquired knowledge about three other cultures and developed an increased understanding of what makes intercultural communication successful	outcomes (Subject \longleftrightarrow Object)		

This table, appendix 2, the data coding example was coded using five colors. **Yellow type** indicates subjek and component community, **green type** indicates subjects and component tools, **purple type** represents subject and component rules, **red type** represents subject and component object, and **grey type** represents subject and component division of labour.



Appendix 3. Benefits of Online Collaborative Projects

Benefits of Online Collaborative Projects	Findings	Article(s)
a. Promoting maximum outcomes	<ul style="list-style-type: none"> • Team members strive to create excellent results. • Improve students' English skills and enable them to gain more knowledge about writing mechanics, vocabulary, and grammar. • Acquire knowledge of other cultures. • Students acquire pedagogical skills. • Students stated that the main benefits of the wiki-based literature circle included: engaging them in reading and digesting the text independently, improving their English skills, and motivating them. • Students wrote significantly more fluently and performed better in the posttest of writing narrative essays. • Help students experience the benefits of group work and improve their English. • CW assignments have been shown to improve EFL learners' writing skills at the individual level. • Improve writing self-regulation and writing self-efficacy • Students can improve their speaking performance 	<p>Al-Rawahi & Al-Mekhlafi (2015), Angelova & Zhao (2016), Castillo-Cuesta, Ochoa-Cueva, & Cabrera-Solano (2022), Chang (2014), Chen, Chuang, & Lacaste (2021), Fischer & Yang (2022), Hafour & Al-Rashidy (2020), Hsu & Lo (2018), Huang (2021), Jeong (2019), Kitjaroonchai & Suppasetsee (2021), Lazar (2015), Li, Li, Su, Peng, & Hu (2020), Rahimi & Fathi (2021), Su, Li, Liang, & Tsai (2019), Yunus, Setyosa, Utaya & Kuswandi (2021), Zou, Xie & Wang (2022)</p>
b. Supporting appropriate use of tools (features and feasibilities)	<ul style="list-style-type: none"> • Facebook offers students a space to share and interact with others on topics directly related to their projects. • The use of the Web platform can make a positive contribution to improving students' argumentative discourse writing skills. • Collaborative MALL lessons give them 	<p>Fuchs (2016), Huang (2021), Lee & Wang (2013), Mali (2017), Zhang, Liu & Lee (2021),</p>

Benefits of Online Collaborative Projects	Findings	Article(s)
c. Practicing collaboration skills	<p>much-desired flexibility to interact with peers and teachers outside class time.</p> <ul style="list-style-type: none"> • Technology positively affects the quality of students' co-writing, individual writing development, and perceptions of learning tasks. • Students positively evaluate the platform's technological features that facilitate their learning, reduce stress, and allow them to save time by not having to attend class physically. • Students feel more confident and motivated when interacting with their colleagues through Google Docs. • Students perceive using digital tools (i.e., Google Docs, Wiki) as effective for implementing feedback-assisted collaborative writing. • Students can work together with peers • The project is an opportunity to work with students from other schools. • Students agree that working in teams helps them experience the joy of teamwork and cultivates their responsibility to achieve shared task goals. • Participants engage in joint regulatory processes, including planning, monitoring, and evaluation. • Participants in the Global Team interact regularly and can implement their tasks with their overseas partners. 	Fuchs (2016), Huang (2021), Lee & Wang (2013), Mali (2017), Zhang, Liu & Lee (2021)
d. Conforming to collaborative rules	<ul style="list-style-type: none"> • Taiwanese students value the opportunity for authentic language learning through writing exercises with American readers 	Al Qunayeer (2020), Cifuentes & Shih (2014), Selcuk, Jones, & Vonkov (2019), Zou, Xie, & Wang (2022)

Benefits of Online Collaborative Projects	Findings	Article(s)
e. Offering flexibility in the role assignment	<p>who can provide writing models and provide feedback.</p> <ul style="list-style-type: none"> • Selecting a group leader is based on confidence, ability to lead, and knowledge of the group members' English. • The instructor serves as a basic collaborative or group setting for EFL learners to engage in online group discussions on writing. It guides students through the writing process by instructing them in the steps they need to follow, from planning their writing to revising it. • Taiwanese students value the opportunity to study under a native US speaker and especially enjoy learning about the American perspective from a peer. • Factors that facilitate student engagement in projects are found in the equal distribution of workload. Both parties share the work equally, such as contributing equally in the language section, and students put more effort into project illustrations. • The intensity of participation of EFL students in this online peer review activity increased for three sessions/three months. • These projects also bridge the socio-economic gap as students who cannot afford to go abroad to study can interact with international students through the cross-cultural collaboration aspect of the project. 	Al Qunayeer (2020), Chen, Chuang, & Lacaste (2021), Lee & Wang (2013),

Appendix 4. Challenges of Online Collaborative Projects

Challenges of Online Collaborative Projects	Findings	Articles(s)
a. In-group disagreement	<ul style="list-style-type: none"> • Students think that more time should be allocated to complex online assignments. • The time zone differences often associated with international collaboration interfere with participants' ability to meet in real-time, and online teaching and learning can prove time-consuming for all participants. • Online collaboration is time-consuming and frustrating because of time delay and lack of peer responses. • Group members do not find time to meet and work on assignments together. If one can make it, then others can't. 	Al-Rawahi & Al-Mekhlafi (2015), Cifuentes & Shih (2014), Lee & Wang (2013), Mali (2017)
b. Incompetence in certain skills	<ul style="list-style-type: none"> • Some students stated that they or their group members lacked the artistic talent to create illustrations for online picture books or that their English skills were limited to writing stories. • Collaborative cross-cultural projects can be challenging for non-English speaking students as they need to focus/multiply their efforts on their language skills, such as listening, speaking, reading, and writing, especially when encountering difficulties. • Students find it difficult to choose the appropriate vlog content. • Some students did not understand the ideas conveyed by group members because they had difficulty understanding English, leading to inaccurate language. 	Al-Rawahi & Al-Mekhlafi (2015), Chen, Chuang, & Lacaste (2021), Huang (2021), Lee & Wang (2013)

Challenges of Online Collaborative Projects	Findings	Articles(s)
c. Delays in project finishing and completion	<ul style="list-style-type: none"> • The role of individual members in projects that are not taken seriously also makes some students reluctant to participate in projects actively <p>Some students in their group depend on one particular student who they think is the smartest among them because they are too lazy to think</p>	Lee & Wang (2013), Mali (2017), Priego & Liaw (2017)
d. Technical issues in the devices	<ul style="list-style-type: none"> • There was a lack of Canadian students' participation, while Taiwanese students continued to work on stories steadily. They then face the dilemma of whether to work alone or wait for their Canadian partners to communicate and whether or not to change the storyline • Vulnerability to technical failure, constraints of e-mail • Students cannot follow their peers' instructions because the internet connection is too slow • Connectivity issues 	Alqasham (2022), Cifuentes & Shih (2014), Mali (2017)
e. Delayed or slow response	<ul style="list-style-type: none"> • Delayed communication hinders good teamwork and increases student frustration. • Slow or no response from partner causing frustration. 	Cifuentes & Shih (2014), Lee & Wang (2013)



APPENDIX 5. Synthesis Matrix

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A1	Discussing the factors contributing to students' involvement in an EFL collaborative wiki project	2013	Lee & Wang	This study sought to determine what factors helped or impeded student collaboration when 103 Taiwanese students from two universities participated in an online project to create picture books utilizing wiki media.	Quantitative and qualitative	College students /103 Taiwanese students from two universities	Questionnaire and interviews	Online picture book	-	<p>Research Question 1: How are students engaged in the collaborative project when groups of students are required to accomplish an online picture book using the wiki tool?</p> <ul style="list-style-type: none"> The information revealed in Table 2 suggests that groups of students came up with ways to work with their peers that promoted each other's strengths <p>Research Question 2: What factors facilitate student engagement in the collaborative project and what factors hinder it?</p> <ul style="list-style-type: none"> Three factors facilitated their involvement in the project: an even share of workload, appreciation of different opinions, and constant communication <p>Research Question 3: What are students' perceptions of the project? Do they enjoy the collaboration?</p> <ul style="list-style-type: none"> The project was the opportunity of working with students

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
										from another school.
										<p>Research Question 4: Is there a significant relationship between students' posting frequency and their perceptions of the project?</p> <ul style="list-style-type: none"> As Table 4 shows, there was no significant correlation between student engagement (in terms of how many entries they made on the wiki pages) and their perceptions of the project (in terms of their opinions on the group collaboration, the use of wikis, and the benefits the project brought to them). <p>Challenges of online collaborative project</p> <ul style="list-style-type: none"> Asynchronous communication Time pressure Personal incapability Roles not taken seriously by the group were the main issues.
A2	Group communication and interaction in	2014	Chang	The study demonstrates how Facebook's interactive and	Case study	EFL undergraduates/Six undergraduates studying Applied	Observation	Project-based learning	-	<p>Research Question 1: What types of communication interaction behaviors do participants exhibit?</p>



Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
	project-based learning: The use of facebook in a Taiwanese EFL context			collaborative capabilities can aid academics studying English as a Foreign Language (EFL) in processing and reassembling data about project-based learning.		English in Central Taiwan.				<p>The information shown in Tables 1, 2, and 3 shows that Facebook offers students a space to share and interact with others on topics directly related to their projects, and meet their administrative and social needs. Social and emotional support (such as encouraging, reminding, volunteering, caring, praising, and appreciating) shown in this study shows the potential of Facebook in promoting social interactions that can be beneficial for the development of knowledge.</p> <p>Research Question 2: How do participants behave at various stages?</p> <p>Research Question 3: How do student collaborations on Facebook help them process and reconstruct knowledge about the EFL project?</p> <p>#Solving Problems by Using Technologies</p> <p>#Solving Problems Related to Contacting with Native</p> <p>#Solving Problems Related to Academic Knowledge.</p> <p>Because the participating students were not proficient at English,</p>



Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A3	Teaching and learning online: A collaboration between US and Taiwanese students	2014	Cifuentes & Shih	This research explores documentation of the online teaching and learning experience to identify benefits and limitations of online teaching and learning, online teaching strategies, and cultural aspects associated with cross-cultural collaboration.	Ethnographic methods	Thirty-seven American university	1. printouts of the correspondences , 2. PST's formative evabations 3. PST's reflective journal entries, and 4. surveys of Taiwanese parmers.	-	-	they decided to first discuss the thesis content in Mandarin Chinese, and each team member was subsequently responsible for part of the translation. The finished translation was posted on Facebook and team members conducted proofreading for each other before handing in to the instructor. Thus, learning occurred in the social context and students took advantage of team member expertise. Students reconstructed knowledge by learning new knowledge through collaborating and building on their previous experience Benefits of Online Education First, emphasized the importance of telecommunications as a means of having experiences teachers and learners cannot have otherwise. In addition to experiencing online teaching, the correspondence allowed to be responsive to an individual learner's needs. Third, the Taiwanese students valued the Opportunity for authentic language learning through writing practice with an American reader who could provide writing models and give feedback. Fourth,



Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A4	The effect of online collaborative project-based learning on English as a Foreign Language learners' language performance and attitudes.	2015	Al-Rawahi & Al-Mekhlafi	The purpose of this study was to determine whether the use of online collaborative PBL methods had a favorable effect on language performance and student attitudes toward learning as compared to the	Quantitative and qualitative data	The population of the study consisted of all the 255 intermediate level students (level A) who were taking the Academic English foundation course in Nizwa College of Applied Sciences. The sample consisted of four intact classes	Quantitative data were collected through a language test containing reading and writing questions To obtain qualitative data for this study,	Collaborative project-based learning	-	<p>students benefited from the opportunity for cultural exchange. The Taiwanese students valued the opportunity to study under the direction of a native U.S. speaker and particularly enjoyed learning about the American perspective from a peer.</p> <p>Limitations of Online Education Participants identified five limitations associated with the online teaching and learning experience: vulnerability to technical failure, constraints of e-mail, dependence on an unresponsive partner, sense of detachment</p> <p>1)Writing pre-test and post-test of the experimental group 2)Writing post-test of the experimental and control groups</p> <ul style="list-style-type: none"> When students use online collaborative PBL, their writing skills improve more than when they work individually and offline. <p>3)Reading test</p>

Article code	Title of articles	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
				usage of traditional approaches (offline, individual). Additionally, it attempts to learn more about how students view online cooperation for project-related tasks by asking them about the advantages and disadvantages of doing so.		(93 students: 20 males and 73 females); two classes were assigned to the experimental group (46 students: 10 males, 36 females) and the other two classes were assigned to the control group (47 students: 10 males, 37 females). The classes were not segregated by gender.	messages' transcripts of individual and focused group discussions were analyzed to answer the fifth research question.			<p>4) Overall project scores</p> <ul style="list-style-type: none"> Helped students to improve their written projects in both the experimental and control group. <p>5) English language attitudes</p> <p>6) Learners' opinions about online collaborative PBL</p> <ul style="list-style-type: none"> Online collaborative projects as a useful means in enhancing communication and interaction with other students. To improve their English skills and it allowed them to gain more knowledge about writing mechanisms, vocabulary and grammar. <p>The challenges that students faced in this study match challenges mentioned by Changwachai (2006). In that study, the researcher also reported that many students found online collaboration time-consuming and frustrating because of time delay and lack of responses from peers.</p>

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A5	EFL learners' intercultural competence development in an international web collaboration project	2015	Lazar	The purpose is to investigate how participating students are growing in their intercultural competence and how they view the value of their online collaboration in this area.	Qualitative	Intermediate level English learners/54 respondents (19 Bulgarian, 19 Hungarian, 9 Italian and 7 Turkish students),	The data used for analysis in the present article come from the contributions of the students in forums, wikis, journals and questionnaires on the online platform as well as lesson observations and two group interviews with five Hungarian	International web collaboration project	-	<p>The students' intercultural competence development</p> <p>majority of the students felt that they benefited from these five months of working together online as they acquired knowledge about three other cultures and developed an increased understanding of what makes intercultural communication successful</p>
A6	Using an online collaborative project between American and Chinese students to develop ESL teaching skills, cross-cultural awareness and language skills.	2016	Angelova & Zhao	This study's goal was to investigate how computer-mediated communication (CMC) tools could help students learn a second language and hone their cultural sensitivity and teaching abilities for English as a second language (ESL). In this paper, students	Qualitative	<p>EFL Students university/ US Students Twenty-three students participated in this study. Of these 21 were graduate and 2 were undergraduate students</p> <p>Chinese Students Twenty-six Chinese first-year college students majoring in English and teaching partici-</p>	Interview	Essay	-	<p>1) Improving grammar-instruction skills through tutoring non-native speakers</p> <ul style="list-style-type: none"> • First of all the experience helped them improve their content knowledge in English grammar. • This project seemed to have benefited the future teachers as gaining pedagogical skills for teaching grammar. <p>2) Developing cross-cultural awareness</p> <ul style="list-style-type: none"> • The project helped both

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A7	Are you able to access this website at all?" – team negotiations and macro-level challenges in telecollaboration	2016	Fuchs	from China and the United States discuss their online collaboration project. The study investigates how English as a second language (ESL) student teachers in the US and English as a Foreign Language (EFL) student teachers in Turkey negotiated the design, implementation, and evaluation of technology-based English language learning tasks.	Ethnographic case study	Participants included 10 STs enrolled in a three-credit-bearing course called "Technology-Based Language Teaching and Materials Design" at a private American graduate institution on the East Coast, and five EFL STs in the elective course "Educational Technology in English Language Education" in a public graduate institution in Turkey	Questionnaire, weekly telecollaboration log, and final reflection	-	-	groups gain an increased intercultural awareness 3)Improvement in the use of English With regard to Research Question 1 (how language STs perceived their interactions with Local and Global Teams when engaging in collaborative tasks), participants in Global Team 2 interacted regularly, had mirror collaborative tasks, and were able to implement their tasks with their overseas partners With regard to Research Question 2 (the types of negotiation Global Teams engaged in when collaboratively designing tasks), results showed that Global Team 2 displayed a high number of procedural negotiation instances, which suggests a high degree of task-orientation.
A8	EFL students' experiences in learning call through project-based instructions.	2017	Mali	This qualitative study investigates students' perceptions on the use of project-based learning	Qualitative	EFL Students university/Thirty students	Reflective notes	Technological workshops, lesson plans	In a group of three to four students.	1) Advantages of the PBL Activities in Learning CALL <ul style="list-style-type: none"> • practicing to be an open-minded person • learning from each other

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
				(PBL) activities in the Introduction to Computer-Assisted Language Learning (ICALL) course in response to these problems.						<ul style="list-style-type: none"> practicing cooperation skills. <p>2) Preferable Parts of the Course The presentations helped them to learn new things about technology</p> <p>1) Challenges of the PBL Activities in Learning CALL</p> <ul style="list-style-type: none"> Poor Internet connection Time arrangement Students' negative attitudes Lacking guidance and feedback from the teacher <p>2) Challenging Parts of the Course They considered integrating technology into a lesson plan and creating a lesson plan to be challenging</p>
A9	Understanding different levels of group functionality: Activity systems analysis of an intercultural	2017	Priego & Liaw	In this explore the different levels of group functionalities in a telecollaborative project by employing Activity Theory		This study involved pre-service French-as-a-second-language (FSL) teachers in Canada and university-level EFL students in Taiwan.	Interviews and surveys	Digital storytelling project	-	There was a paucity in the Canadian students' participation, whereas the Taiwanese students continued working steadily on the story. They then faced a dilemma with regards to whether to work alone or wait for their Canadian partners to communicate and

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A10	Using wiki-mediated collaboration to foster L2 writing performance.	2018	Hsu & Lo	to look into the tensions and contradictions occurred during multilingual digital storytelling co-constructions, also analyzed the strategies employed by intercultural collaborative group members to resolve these tensions or contradictions. This study investigates the effect of wiki-mediated collaborative writing on learners' individual writing development in a second language (L2).	Quantitative	University Students/ A total of 52 students (16 males and 36 females), between 20 and 21 years old	Pre- and post-test	Collaborative writing	-	<p>whether or not change the storyline</p> <p>1). Content Quality and Organization of L2 Individual Writing</p> <ul style="list-style-type: none"> wiki collaborative writing group was significantly better than that produced by the individual writing group <p>2). Linguistic Complexity and Accuracy of L2 Individual Writing</p> <ul style="list-style-type: none"> wiki collaborative writing group produced both syntactically more complex and lexically more varied language

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A11	Online collaborative language learning for enhancing learner motivation and classroom engagement	2019	Jeong	In order to increase learner motivation and classroom engagement in university English teaching, this study investigates the effects of online collaborative English learning.		EFL students university/64 Korean university students in the middle part of Korea	Questionnaire survey and semi-structured focus group interviews.	Collaborative language learning	-	positive and motivating learning experience. The collaborative language learning experience based on the ARCS motivational model had positive effect on improving the accomplishment of EFL university students' language learning.
A12	The emergence and influence of group leaders in web-based collaborative writing: self-reported accounts of EFL learners.	2019	Selcuk, Jones, & Vonkov	The goal of the study was to examine self-reported reports by EFL high school students from Turkey who received assistance from group leaders during online CW activities.	Qualitative	High school EFL learners /Six Turkish public high school EFL learners ((16 years old, 4 females, 2 males)	(1) group interviews, (2) online written F-P chats and (3) Facebook discussion boards.	Collaborative writing	-	<p>1) Selection of group leaders Some participants reported that their decision to choose a group leader was based on the confidence and chairing capability as well as their group member's knowledge of English as, according to them</p> <p>2) Leading in a group With regard to the 'group leaders' decision-making facilitating the prewriting stage of the CW process</p> <p>3) Facilitating in a group By way of evidence regarding the finding that 'group members gain knowledge from their group leaders</p>

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
13	Moving literature circles into wiki-based environment: the role of online self-regulation in EFL learners' attitude toward collaborative learning	2019	Su, Li, Liang, & Tsai	This study examined the under researched relationship between learners' online self-regulation and their attitude toward learning through wiki-based literature circles activities.	Mixed method	This research involved 285 second-year undergraduate students (around 18–19 years old) enrolled at the university	This study conducted a survey including two instruments, Online Self-regulated English Learning (OSEL) questionnaire and AWLC questionnaire. After the questionnaire survey, focus	-	-	<p>4) Group leaders as affective domain supporters Group leaders praised (e.g. well done!) their group members when they managed to achieve a task during the writing exercise and they used motivational phrases</p> <p>5) Providing praise and motivational phrases</p> <p>The participants who commented that receiving praise was motivational for writing in English claimed that this per se had a positive influence on their mood and therefore, galvanised them into performing better.</p> <p>1) Factor analysis of the OSEL questionnaire</p> <ul style="list-style-type: none"> The reliability coefficient for each scale in this study ranged from 0.66 to 0.91, with an overall reliability of 0.93. The results show the satisfactory reliability for measuring language learners' online self-regulation. <p>2) Factor analysis of the AWLC questionnaires</p>

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							group interviews were conducted to further explore students' AWLC and examine the possible reasons for the quantitative findings			<ul style="list-style-type: none"> The reliability coefficients (Cronbach's alpha) ranged from 0.83 to 0.86, with an overall alpha of 0.93, suggesting that the internal consistency was sufficient and the four scales were adequately reliable to evaluate students' AWLC activities. Results shows that in general students hold positive attitude toward this learning activity (mean^{1/4} 3.81–4.06) <p>3) Correlations between the factors of OSEL and AWLC</p> <ul style="list-style-type: none"> The result suggested that students' engagement in the learning activities might be related to their ability of using task strategies in online learning environments <p>4) Stepwise regression analysis of predicting students' AWLC based on OSEL</p> <ul style="list-style-type: none"> It could be inferred that students with higher self-



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										<p>evaluation capacity in online English learning environment will be likely to possess more favorable feelings toward wiki-based literature circles activities, and have higher level of participation in the learning activities.</p> <p>5) Interview analysis The students in the interview indicated that wiki-based literature circles activities have positive impact on their learning. They also showed a positive feeling about the learning activity. The students expressed that the main benefits of wiki-based literature circles included: engaging them in reading and digesting the text by themselves, enhancing their English ability, and motivating them to accumulate their English vocabularies. Interestingly, some students did not attach much importance to other self-regulatory strategies like help seeking, time management and environmental structuring in the learning activity, and the students</p>



Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A14	Exploring EFL learners' online participation in online peer writing discussions through a facebook group.	2020	Al Qunayeer	The purpose of the study was to examine the online participation of nine Arabic as a Language (EFL) English students in group writing discussions via Facebook groups during the three-month study period and to investigate how EFL students viewed the role of Facebook-facilitated peer review activities in promoting their online participation.	case study	Nine EFL university learners	1.Learners' comments/interactions on their peer review posts 2.Their reflections on their experience through online call interviews.	-	-	expressed that they rarely use them during their learning 1) Patterns of learners' interactional comments in online discussions <ul style="list-style-type: none"> The EFL learners' intensity of participation in these online peer review activities increased over the three sessions/three months 2) Instructor's role in facilitating learners' online participation 3) Learners' views on the role of facebook-facilitated peer writing activities in promoting online participation Enhancing their writing skill in English in the Facebook group.
A15	Storyboarding -based collaborative narratives on Google Docs: Fostering EFL learners'	2020	Hafour, & Al-Rashidy	This study investigates the effects of collaborative storyboarding-based writing on EFL learners'	Qualitative and quantitative	30 EFL college learners	Pretest posttest quasi-experimental	-	-	(Quantitative results) Students significantly wrote more fluently and performed better in the narrative essay writing posttest. (Qualitative results)

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
	writing fluency, syntactic complexity, and overall performance			writing fluency, syntactic complexity, and overall performance.						<p>1). Analysis of the participants' pretest and posttest essays on each writing component</p> <ul style="list-style-type: none"> • student performance on each component of writing that develops <p>2) Analysis of the participants' responses in the cloud-based reflection form</p> <ul style="list-style-type: none"> • Students attributed their enjoyment during intervention <p>3). Analysis of the participants' responses in the cloud-based evaluation forms</p>
A16	Exploring the role of EFL learners' online self-regulation profiles in their social regulation of learning in wiki-supported collaborative reading activities	2020	Li, Li, Su, Peng, & Hu	This study investigates the function of English language learners' online self-regulation in the application of social control techniques during collaborative processes.	Quantitative	EFL Students university/95 Chinese second-year EFL learners (mean age =19.2 years, SD = 0.6; 65% males, 35% females)	Questionnaire	collaborative reading	-	<p>1). Self-regulated learning profiles</p> <p>2) Difference between the profiles in terms of the types of social regulation strategies</p> <p>3) Diference between the profiles in terms of the foci of social regulation strategies</p>
A17	Collaborative	2020	Zioga &	The aim of this		Primary	Pre-post	-	-	The use of a Web platform may



Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
	writing using Google docs in primary education: development of argumentative discourse		Bikos	study was to examine the efficiency of collaborative writing using the Google Docs web collaborative writing tool for the creation of argumentative discourse in the teaching text of Modern Greek in Grade 5 Primary School.		Education./23 Year 5 pupils (11 boys and 12 girls) who randomly selected from an Experimental State school in Northern Greece	intervention evaluation			positively contribute towards the enhancement of argumentative discourse writing skills of pupils in Year 5 of Primary Education.
18	MALL in Collaborative Learning as a Vocabulary-Enhancing Tool for EFL Learners: A Study Across Two Universities in Saudi Arabia	2021	Al-Ahdal & Alharbi	This study was conceived to suggest means of improving critical knowledge application.	Mixed-method	80 participants from two Universities students at Majmaah University and Qassim University in KSA; both control group (CG) and experimental group (EG) had an equal number of male and female learners (male = 40, female = 40, 20 each from the two Universities).	Pre-posttest	-	-	All through the 3 months, learner motivation was high with record attendance in the classes, and there was great cooperation and collaboration toward improved learning helping the peers learn. On being asked to report on their experience at the end of the study period, in the EG, 26 females said that collaborative MALL lessons offered them the much desired flexibility to interact with their peers and the teacher outside the class time; 33 females reported to finding an improved motivation to learn; and 39 females were of the view that MALL-based collaborative learning ought to be adopted for their other subjects

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A19	A pedagogical framework of cross-cultural online collaborative projects in English as Foreign Language (EFL) classrooms	2021	Chen, Chuang, & Lacaste	In order to close the gap between theory and practice, this study suggests a pedagogical framework created for cross-cultural collaborative projects in EFL classrooms. It then demonstrates how the framework directs the instructional design of each case, addresses design implementation, and identifies	Qualitative	Senior High School / Taiwanese, Philippines, Japanese, Russian, and American students.	Observations	The digital stories are their project products in the doing stage. There are three cross-cultural cases discussed in this research namely the Cyber Academy, Global Issues and Global Forest Link/ writing and		too. On the same questionnaire, 31 male learners confirmed that what they found the most remarkable was the autonomy that MALL-based CL offered them in terms of time and space. Nevertheless, 39 of them reported that, in the previous lesson structure, they found the idea of speaking up before their peers the most confounding and preferred to miss their classes for fear of being laughed at Benefits of online collaborative projects 1. Enhanced their teamwork, and English writing and speaking skills 2. They learned to communicate with their peers 3. Critical thinking skills 4. Bridging socio-economic gaps Challenges of online collaborative projects 1. Time zones 2. collaborative projects can be challenging for students who are non-

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
				challenges and opportunities along the way.				speaking skills		English speakers because they need to focus/double up efforts on their language skills such as listening speaking, reading and writing, especially when they encounter obstacles.
A20	Effects of smartphone-based collaborative vlog projects on EFL learners' speaking performance and learning engagement	2021	Huang	In this study, Chinese English as a Foreign Language (EFL) learners' speaking abilities and learning engagement in blended learning are examined in relation to collaborative smartphone-based video projects.	Qualitative and quantitative	EFL College Students / The participants (N = 65; 56 females and 9 males) were translation major sophomores (aged 20–21 years)	Pretest-posttest, questionnaire, reflections, interview	Collaborative vlog projects	-	<p>1). Are there any significant differences between the pretest and post-test speaking test results?</p> <ul style="list-style-type: none"> Students' speaking performance improved from a pretest mean score 57.62 to a posttest mean score 67.54. <p>2). What are students' perceptions of group collaboration in the smartphone-based collaborative vlog projects?</p> <ul style="list-style-type: none"> Students enjoyed the collaborative vlog projects. Improve self-confidence <p>3). How do the students perceive the learning experiences of smartphone-based collaborative vlog projects in their final</p>

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A21	A case study of ASEAN EFL learners' collaborative writing and small group interaction patterns in google docs	2021	Kitjaroonchai & Suppasetseree	The study looked at how six EFL ASEAN students interacted with one another while collaborating in small groups to write argumentative and descriptive essays.	Case study	ASEAN EFL university students/The participants involved 10 males and seven females. They were from nine Asian countries, namely, Cambodia (1), China (1), Indonesia (1), Laos (3), Malaysia (1), Myanmar (1), Taiwan (1), Thailand (7), and Vietnam (1). The participants' ages ranged from 18 to	pre- and posttest writing, pre- and post-task questionnaires, participants' work on essays, their reflections, observations, and semi-structured interviews.	Collaborative writing	-	<p>reflections?</p> <ul style="list-style-type: none"> • Students agreed that working in teams helped them experience the joy of group collaboration and cultivate their responsibility to reach the common goals of the tasks <p>The result show that the interviewees found choosing appropriate vlog content difficult.</p> <ol style="list-style-type: none"> 1) . Analysis of DocuViz and CW Styles 2) Analysis of Writing Change Functions 3) Analysis of Language Functions 4) Analysis of Writing Performance 5) Explaining Dynamic Goals of Individual Members

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A22	Exploring the impact of wiki-mediated collaborative writing on EFL students' writing performance, writing self-regulation, and writing self-efficacy: A mixed methods study	2021	Rahimi & Fathi	This study intends to investigate how students' writing performance in English as a foreign language (EFL), self-regulatory writing, and writing self-efficacy are affected by wiki-mediated collaborative writing.	Mixed-methods	21 at the time the study took place. EFL students university /67 students (28 males and 39 females) studying TEFL (teaching English as a foreign language) at University of Kurdistan, Sanandaj, Iran. The participating EFL students, who were in the 20 to 25 age range, were in two intact classes.	Semi-structured interview	Collaborative writing	-	Improve writing self-regulation, and writing self-efficacy
A23	The Influence of Online Project Collaborative Learning and Achievement Motivation on Problem-Solving Ability.	2021	Yunus, Setyosa, Utaya, & Kuswandi	This study sought to understand how problem-solving skills in the area of citizenship were impacted by collaborative learning, online projects, and	Quasi-experimental	Students of higher education/71 students of higher education; consist of 36 students as the experimental group and 35 students as the control group.	Data of problem-solving ability is obtained by using an essay test, while data of achievement motivation is obtained by using a questionnaire	Project Collaborative Learning	-	<p>1) The influence of online project collaborative learning strategy on problem-solving ability</p> <ul style="list-style-type: none"> Online project collaborative strategy has a significant influence on problem-solving ability. <p>2)The influence of achievement motivation on problem-solving ability</p> <ul style="list-style-type: none"> it can be concluded that achievement motivation influences problem-

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
										solving ability
24	Language learners' enjoyment and emotion regulation in online collaborative learning	2021	Zhang, Liu & Lee	This study explores how language learners' enjoyment and emotion regulation manifest themselves in online collaborative learning.	Mixed methods design	Six Chinese undergraduate EFL learners	Semi-structured interviews and video recordings of the online group conversation	-	-	<p>3)Interaction of learning strategy and achievement motivation on problem-solving ability</p> <p>The findings documented the dynamic evolution of enjoyment within and across individuals during the collaboration tasks. Participants used different but mutually supported types of regulation such as self-, co-, and socially shared regulation to achieve group-level enjoyment. Within the interplay of these regulation types, participants mostly engaged in shared regulation processes including joint planning, monitoring, and evaluating. The study also revealed that participants adopted emojis, together with words, to realize emotion regulation in online collaborative settings.</p>
A25	Types, features, and effectiveness of technologies in collaborative writing for second	2021	Zhang & Zou	This study intends to assist in the selection of appropriate technology and the implementation of collaborative writing both	In-depth review	336 articles	Document type: article SSCI from Web of science	Collaborative writing	-	<p>Technologies had overall positive effects on students' joint writing qualities, individual writing development, and perceptions of learning tasks. Advantages include prompting group interactions, helping students reflect on their work and identify errors and weakness, boosting</p>

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A26	language learning Investigating English as a foreign language learners' perceptions, emotions, and performance during online collaborative writing	2022	Alqasham	inside and outside of the classroom by assisting researchers and educators in understanding the elements that lead to effective technology improving collaborative writing. This study intends to investigate how EFL students perceive collaborative writing and the role of students' emotions as factors impacting their face-to-face collaboration and academic success as well as the use of Blackboard Chat boxes in EFL classrooms.	A mixed-methods	Undergraduate students /58 male students enrolled in writing courses at three levels (Levels 1–3) at the Department of English Language and Translation, Qassim University.	Semi-structured interview Questionnaire learners' overall performance	Collaborative writing	-	learner motivation and confidence, facilitating writing, encouraging students to learn from others, and making the learning process enjoyable. 1) Blackboard (Positive perceptions) <ul style="list-style-type: none"> Students positively evaluated the platform's technological features that facilitated their learning, reduced pressure, and allowed them to save time through not having to physically attend classes 2) Blackboard (Negative perceptions) <ul style="list-style-type: none"> Common complaints related to ignorance with the platform Connectivity issues Platform is boring, and its use can be annoying.

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A27	Virtual workspaces for enhancing collaborative work in EFL Learning: A case study in higher education.	2022	Castillo-Cuesta, Ochoa-Cueva, & Cabrera-Solano	In order to promote collaborative work in higher education, this study sought to understand how students felt about using virtual workspaces.	A mixed-method approach	EFL Students university/122 students, 72 graduate and 50 postgraduate TEFL learners participated in this research.	A diagnostic questionnaire, a perceptions questionnaire, a semi-structured interview, and observation check- lists were administered as instruments.	Collaborative work	-	<p>3)Blackboard Chat Box</p> <ul style="list-style-type: none"> More interestingly, one of the participants mentioned that using BBCB enhanced his motivation to study and engage in enhancing his writing skills <p>The results of this survey revealed that 72% of the students indicated that their skills for collaborative work were excellent and very good</p>
A28	Flipping the flipped class: using online collaboration to enhance EFL students' oral learning skills	2022	Fischer& Yang	The aim of this study was to improve the out-of-class component of the FCA, this empirical study proposes flipping asynchronous sessions outside the current classroom and applying a more synchronous/collaborative	Flipped classroom approach	Students university/ 54 undergraduate business students from a university in Taiwan participated in the study	(1) Pre- and (2) Post-oral tests scores; (3) Online quiz scores, and (4) final course grades.	International English Language Testing System (IELTS)	All three groups — TC/RFG/PFG	<p>1) Oral English learning performance</p> <ul style="list-style-type: none"> These results suggested that students in both PFG and TC significantly improved their oral English learning performance <p>2) PFG and RFG online learning behaviors and objective performances</p> <p>3) Correlations between online learning behaviors</p>

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A29	Fostering Motivation in ESL Collaborative Online Writing Through Google Docs.	2022	Shahidan, Ali, & Tilwani	The goal of this study was to ascertain students' writing motivation when they worked with classmates, teachers, and lecturers in writing classes utilizing Google Documents.	Quantitative and qualitative data	University Students/ Eighty (80) students from University Teknologi Mara (UiTM) Kampus Johor Cawangan Segamat were involved in the study. Specifically, 30 of them are males and 50 of	Questionnaire	Collaborative writing	-	<p>and objective performances</p> <p>1). Students' Motivation for Using Google Docs to Collaborate with Peers</p> <ul style="list-style-type: none"> • They feel more confident and motivated when engaging with their peers via Google Docs <p>2). Results on Students' Motivation and Collaboration with the Lecturer</p> <ul style="list-style-type: none"> • The finding revealed that

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
A30	Effects of technology enhanced peer, teacher and self-feedback on students' collaborative writing, critical thinking tendency and engagement in learning.	2022	Zou, Xie, & Wang	In college English writing courses, the use of peers, teachers, and self-feedback has become commonplace. However, few studies have examined how technology can be used to enable the potential for feedback in project-based collaborative learning or how peer, teacher, and technology-enhanced self-feedback can help students write, encourage their critical thinking tendencies, or increase their		University students/ A total of 90 students, 30 in each group, participated in it.	Questionnaire Semi-structured interview	collaborative writing		all items; Item 1, Item 2, Item 3, Item 4 and Item 5, scored high mean scores in this study, proving that students had high motivation. 1). Effectiveness in assisting collaborative writing 2) Effectiveness in promoting critical thinking tendency 3) Effectiveness in enhancing behavioral, cognitive, and emotional engagement in learning 4) Learner perceptions of the technology enhanced feedback-assisted collaborative writing <ul style="list-style-type: none"> • Most students regarded the use of digital tools (i.e., Google Docs and Flipgrid) effective for the implementation of feedback-assisted collaborative writing • Teacher feedback helped them realize the limitations of their writing.

Article code	Title of article	Year	Authors	Focus/Aim of Study	Design of Study	Context/Participants	Instruments	Project	Group	Finding
				engagement in learning, which is the focus of this study.						



Appendix 6. Surat Izin Balitbang

**PEMERINTAH PROVINSI SULAWESI TENGGARA**
BADAN PENELITIAN DAN PENGEMBANGAN
Jl. Mayjend S. Parman No. 03 Kendari 93121
Website : balitbang.sulawesitenggara.prov.go.id Email: badan.litbang.sultra01@gmail.com

Kendari, 06 Januari 2023

K e p a d a
Yth. Rektor IAIN Kendari
Di -
KENDARI

Nomor : 070/ 77 / 1 /2023
Sifat : -
Lampiran : -
Perihal : IZIN PENELITIAN.

Berdasarkan Surat Dekan FTIK IAIN Kendari Nomor : 0055/In.23/FTIK/TL.00/01/2023 tanggal 05 Januari 2023 perihal tersebut diatas; Mahasiswa dibawah ini :

Nama : WILDA FATMAYUNI
NIM : 180101106004
Prog. Studi : TBI
Pekerjaan : Mahasiswa
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi diatas, dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

"EFL STUDENTS' EXPERIENCES IN ONLINE COLLABORATIVE PROJECTS: A NARRATIVE REVIEW".

Yang akan dilaksanakan dari tanggal : 06 Januari 2023 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
KEPALA BADAN PENELITIAN & PENGEMBANGAN
PROVINSI SULAWESI TENGGARA
SEKRETARIS


GUNAWAN LALIASA, STP., MM.
Pembina, F.I.I, Gol. IV/b
NIP. 19660809 200312 1 002

T e m b u a n :
1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FATIK IAIN Kendari di Kendari;
3. Ketua Prodi TBI FATIK IAIN Kendari di Kendari;
4. Mahasiswa yang bersangkutan.

Appendix 7. Curriculum Vitae (CV)

CURRICULUM VITAE

PERSONAL DATA

1. Name : Wilda Fatmayuni
2. Place/Date of Birth : Mowewe, 13th November 2000
3. Gender : Female
4. Status : Student
5. Religion : Islam
6. Phone Number : 082290114517
7. Address : BTN SPP Ranomeeto Regency IV Blok E No. 3
8. E-mail : wildafatmayuni@gmail.com



PARENTAL DATA

1. Name of Parents
 - a. Name of Father : Mando
 - b. Name of Mother : Wati
2. Name of Sisters : 1. Warnida
2. Wahida
3. Wanda

EDUCATIONAL BACKGROUND

1. SD : SDN 3 Batuputih
2. SMP : SMPN 10 Poleang Selatan
3. SMA : SMAN 07 Bombana
4. College : Institut Agama Islam Negeri (IAIN) Kendari

Kendari, 15th May, 2023
The Writer


Wilda Fatmayuni
NIM. 19010106004