



Article

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The Benefits of Google Docs Based Collaborative Writing Activities in EFL College Writing Dynamics

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Abstract

It is critically important for second language educationalists to equip EFL (English as a Foreign Language) learners with effective online collaborative writing platforms, enabling them to enhance writing skills and competencies through the dissemination of mutual group sharing dynamics. This small-scale literature review study aimed to investigate the benefits of Google Docs-based collaborative writing activities in EFL college writing dynamics context. Thus, the researcher employed a thematic analysis approach when analyzing the findings of 30 prior Google Docs-based collaborative writing activities to ensure the credibility, sound, and relevant results. The thematically categorized findings unveiled that Google Docs collaborative writing activities serves as a rewarding technological platform that should be further incorporated and integrated into modern EFL college writing learning process or in the curricula level, fostering second language learners' gradual transformation into more proficient and motivated writers.

Keywords

Collaborative writing, Google Docs, college writing, literature review study, thematic analysis.

Introduction

English is a global language determining university EFL learners' academic and prospective career success. Hence, second language educationalists need to embed well-developed English language skills at the onset of their regular teaching-learning activities. Demmisie et al., (2025) strongly advocated that global second language educators arm their learners with the prolific cultivation of English language proficiency, by which university EFL learners can eventually relish their fruitful academic and professional achievements. Of the four major English language competencies, writing is deemed one of the challenging skills to be fully mastered by university EFL learners. This may be due to its task complexity, where language learners are constantly required to generate plausible thoughts with the supportive endorsement of suitable target language expressions. This basic writing groundwork is closely interlinked to Hiluf et al. (2024), avowing that most target language learners decide to make an early departure from their personal writing learning enterprises owing to their inability to express their specific ideas accordingly to the targeted readers' contexts. Contrary to the aforementioned conceptions, second language educators are still dwelling in their comfort zones upon commissioning university EFL learners to commence their writing learning enterprises.

The majority of second language educationalists still rely on conventional writing pedagogical approaches, rigorously emphasizing product-oriented results. Prayoga and Pramono (2021) asserted that it is crucial for second language educators to innovate their writing learning activities with more sophisticated writing strategies, through which university EFL learners start to compose their writing texts accordingly.

Furthermore, it is pivotal to immerse university EFL learners into a wide variety of moderately challenging, interactive, and contextualized writing learning enterprises. By doing so, university EFL learners will gain in-depth consciousness concerning important elements needed to be internalized in their particular writing compositions. This suggested advice is mutually interlinked to Yulianawati et al. (2022), who prompted worldwide second language educationalists to be more insightful, critical, and conscientious in devising a series of writing activities appropriate for university EFL learners' current writing needs, levels, and conditions. In the same vein, Lumbangaol et al. (2024) believed that it will be rewarding for second language teachers to involve university EFL learners in real-time writing learning activities where they progressively learn to navigate their specific thoughts, ideas, and conceptions in the form of well-structured compositions.

Thus, second language teachers ought to prioritize the importance of internalizing proper digital technological assistance upon activating the precise use of collaborative writing activities. With the supportive accompaniment of suitable technologically-driven learning tools, university EFL learners are more prone to transform into more effective problem solvers and prudent decision makers as they are acclimated to stipulate the most feasible writing learning pathways working best for them. This advantageous value aligns with Wang's (2023) postulating that collaborative writing strategy can be maximized to its utmost benefits when it is integrated with the supportive assistance of digital learning applications, where university EFL learners acquire more advanced higher-order thinking aspects, such as creativity, critical thinking, problem solving, and decision-making skills. Anchoring on this essentialism, second language educators should be selective, conscientious, and judicious while selecting the most doable digital technological tools that fit most compatibly with collaborative writing activities. Sembiring and Sakhyya (2025) adduced that it is becoming progressively essential for English language teachers to embark on their daily collaborative writing enterprises with the supervision of supportive technological learning assistances in order to maximize fruitful academic outcomes attained by university EFL learners.

One of the promising technological learning tools English language educators can implement in their regular writing classroom circumstances is Google Docs. Google Docs is helpful for elevating university EFL learners' writing text quality as they rigorously partake in peer feedback, peer editing, and the peer evaluation process. With these collaborative writing practices, university EFL learners can improve their writing quality since they are skilled at internalizing proper target language expressions, contents, and organization. Alwahoub et al., (2022) argued that second language educators should concatenate collaborative writing activities with the effective utilization of Google Docs, by which university EFL learners gain a comprehensive understanding of essential writing elements to be further implemented in their specifically-made compositions. Google Docs-based collaborative writing activities are beneficial for addressing timely, positive, constructive feedback for the significant betterment of university EFL learners' writing quality. As a result, they are skilled at conducting more efficient text revisions since they have gained expansive consciousness toward their specific writing strengths and weaknesses.

Further, Hemati and Farahian (2024) confirmed that in the support of Google Docs-based collaborative writing activities, university EFL learners are skilled at enforcing meaningful composition revision as they learn not to repeat similar writing mistakes in their forthcoming text composition process. When implemented properly, Google Docs-based collaborative writing activities can potentially cultivate robust writing resilience and persistence among university EFL learners. It can be said so because college second language learners endure less-anxious writing learning climates as they will be adequately assisted by their supportive companions, particularly while encountering taxing writing difficulties. Fathi et al. (2021) avouched that Google Docs-based collaborative writing activities pave a rewarding trajectory for university

EFL learners to be more motivated, courageous, and confident writers due to the extensive writing supports imparted by their fellow counterparts.

The researcher initiated this moderate library investigation to explore the benefits of Google Docs-based collaborative writing activities in EFL college writing dynamics. Previous researchers merely focused on discovering the specific writing learning procedures, such as online peer feedback and online writing conferences, through which Google Docs-based collaborative writing activities can be maximized to reach their utmost fruition (Damayanti et al., 2021; Andrade & Roshay, 2024). Nevertheless, these three aforementioned studies have not attempted any exhaustive investigations on certain advantageous benefits Google Docs-based collaborative writing activities can potentially promote in modern writing classroom circumstances. In a simpler word, these prior research results have not provided a comprehensive understanding regarding the specific utilities of online-based collaborative writing activities in modern EFL college writing classroom dynamics. Some researchers have already delved more exhaustively into the importance of promoting more emotionally-supportive and positively-sound group cooperation dynamics to optimize the utmost benefits of Google Docs-based collaborative writing activities (Tri et al., 2023; Nguyen & Oanh, 2025). Nevertheless, these studies have not made any further attempts to extend these technologically-oriented investigations to explore the positive impacts of Google Docs-based collaborative writing activities in modern EFL college writing enterprises. For instances, Tri et al. (2023) merely heeded more in-depth exploration on the ways Google Docs-based collaborative writing activities facilitated second language university educationalists to address more positive, meaningful, and constructive commentaries to their learning community members. In another study, Nguyen and Oanh (2025) investigated the meritorious value promoted by cooperative learning method on which Vietnamese university EFL learners insistently transformed into more confident, active, and self-reliant writers.

These two aforesaid gaps prompted the researcher to undertake this small-scale library investigation in order to scientifically prove whether identical or divergent writing learning benefits are attained with the incorporation of Google Docs-based collaborative writing activities in the context of EFL college writing dynamics. Swales (2004) articulated that the integration of digital technologies into second language writing instruction has attracted increasing scholarly attention, particularly in relation to collaborative writing practices that foster interaction, feedback, and learner autonomy. Among these technologies, Google Docs has been widely recognized for its potential to facilitate real-time collaboration and co-construction of texts; however, empirical evidence demonstrating how such tools can be systematically leveraged to enhance the quality of L2 writing remains limited and context-dependent. To address this gap, the present study investigates the implementation of Google Docs-mediated collaborative writing as a pedagogical trajectory for optimizing L2 writing learning processes. By actualizing this research action, the study seeks to contribute to global second language education by strengthening educationalists' perspectives, confidence, motivation, and commitment to integrating meaningful technology-supported collaboration in order to promote high-quality writing learning enterprises across diverse L2 learning communities. To fulfil the aforesaid study objective, the researcher made an attempt to address plausible responses to this single research inquiry: What are the benefits of Google Docs-based collaborative writing activities in EFL college writing dynamics?

Literature Review

Google Docs and Collaborative Writing

Google Docs is considered one of the most rewarding technological learning platforms, responding to the complexities of academic writing tasks confronted by university EFL learners. This feasibility stems from its accessibility and flexibility, in which classroom community members can establish robust, mutual, and supportive group collaboration in commenting on the designated writing contents. Fathi and Rahimi (2024) emphasized the paramount role of arming global university EFL learners with the supportive accompaniment

of Google Docs-based collaborative writing dynamics, by which they will be more accountable for others' writing proficiency growth with the impartation of sound, meaningful, and beneficial group supports.

Google Docs is also responsible for promoting a more convivial and less daunting writing learning atmosphere to university EFL learners. This positive writing learning outcome can potentially occur since language learners tend to embody more self-initiated actions in planning, drafting, creating, monitoring, and evaluating their personalized writing text compositions. The above-elucidated conception concurs with [O'Dowd and Dooly \(2020\)](#), pinpointing that it is necessary to introduce university EFL learners to the meritorious values of activating Google Docs in their collaborative writing activities, through which they progressively learn to be analytical evaluators of their writing learning progress. To maximize the utmost utilities of Google Docs in collaborative writing activities, second language educators should devise more well-organized, practical, and comprehensible digital writing learning guidelines. With the realization of this action, university EFL learners are more liable to stay on their right writing learning tracks since they have enriched their writing knowledge, skills, and experiences based on the comprehensive writing suggestions put forward by the teacher and classmates. [Dinh and Huong \(2023\)](#) found that the predominant number of Vietnamese universities EFL learners consistently showcase satisfying performances in their academic writing course amidst the implementation of Google Docs, with which they advance their writing compositions with the endorsement of suitable writing inputs.

Peer Feedback and Learner Autonomy

In relation to the above-mentioned benefits, target language educationalists ought to conduct one-on-one writing conferences with university EFL learners after the accomplishment of Google Docs-based collaborative writing activities. Although it is an online-based writing learning dynamic, second language educators still need to enforce mutual, meaningful, and critical discussions with university EFL learners concerning a particular number of writing aspects they have to constantly improve in their compositions. By doing so, college EFL learners will not experience constant bewilderment while being requested to revise readily-marked drawbacks forming in their texts. [Maheswari \(2024\)](#) encouraged English language teachers to involve university EFL learners in a series of direct academic writing consultations after finishing their Google Docs-based collaborative writing activities, by which they obtain a more comprehensive understanding of particular writing shortcomings that must be further revised.

Emotional Support and Writing Engagement

Lastly, speaking, Google Docs is a pivotal catalyst for second language educators to cultivate a higher degree of proactive, productive, and collaborative writing learning engagement among university EFL learners. Instead of experiencing stressful and demanding writing activities, Google Docs reinforces university EFL learners' intellectual empowerment since they are committed to conducting deeper topical knowledge exploration after attaining a richer array of novel target language expressions and vocabulary from their teacher and entrusted learning counterparts. This significant degree of benefit is in agreement with [Kitjaroonchai and Suppasetseeree \(2021\)](#) contending that Google Docs based collaborative writing activities allow a positive trajectory for university EFL learners to continuously entrench a higher level of proactive, productive, and supportive academic writing learning engagement, through which they begin to inculcate robust intellectual inquisitiveness upon obtaining novel writing conceptions shared in their online writing files.

This small-scale library study is worth doing due to three specific reasons. First, the implementation of technological-based writing learning models can promote more conducive and student-friendly classroom climates to EFL learners as they constantly construct better understanding of their writing topics. Second, digital writing dynamics simultaneously support second language educators to address more effective classroom instructions to the entire learning community members. This may happen since they

make flexible pedagogical adjustments in accord with their learners' writing conditions. Lastly, Google Docs based collaborative writing activities may preclude EFL learners from experiencing stress and emotionally-constrained text composition process as mutual collaboration among group members is the mainstay of this teaching approach to run optimally.

Method

Research Design and Rationale

This study employed a qualitative library-based research design to systematically synthesize and interpret existing empirical evidence on Google Docs-mediated collaborative writing in EFL higher education contexts. According to Klassen et al. (2012), a library analysis approach is particularly appropriate for examining well-established yet methodologically diverse research domains, as it enables researchers to generate theoretically grounded, evidence-informed insights through rigorous cross-study comparison. Given the rapid expansion of technology-enhanced collaborative writing research, a qualitative synthesis allows for deeper conceptual understanding beyond isolated findings reported in individual studies. The importance of conducting this study lies in its potential to consolidate fragmented empirical knowledge, identify recurring pedagogical patterns, and provide research-informed guidance for second language educators and curriculum designers seeking to integrate collaborative digital writing tools effectively. Popay et al. (2006) pinpointed that a great number of prior technologically-oriented studies often focused on investigating the ways conventional and modern pedagogical approaches are concatenated to promote better-facilitated writing learning enterprises in confined classroom circumstances.

Data Sources

The primary data sources consisted of 30 peer-reviewed empirical studies focusing on Google Docs-based collaborative writing in EFL or ESL higher education settings. The reviewed studies were retrieved from reputable academic databases, including *Scopus*, *Web of Science*, *ERIC*, and *Google Scholar*, to ensure the credibility and scholarly rigor of the selected literature. Only full-text journal articles were included to allow comprehensive examination of research design, instructional procedures, and reported outcomes. Restricting the dataset to 30 studies enabled the researcher to conduct in-depth open coding, cross-study comparison, and rigorous thematic validation. All these matters are essential for maintaining credibility, transparency, and dependability in qualitative library research. Thus, the decision to include 30 studies paves an enlightening pathway for the researcher to address more sound data representative rigors to the designated research stakeholders concerning the utilities of the specific pedagogical approach investigated in this library study.

Sampling Technique and Selection Criteria

A purposive sampling technique was adopted to select studies that were most relevant to the research objectives (Creswell & Poth, 2016). Prior to data selection, the researcher established four inclusion and exclusion criteria to ensure analytical precision and relevance. These three criteria guided the selection of 30 empirical studies that were explicitly examined. Firstly, the researcher selected prior investigations delving deeply on the utilities of Google Docs based collaborative writing activities in EFL college writing dynamics. Secondly, empirical scientific works are the topmost priorities in this library study to increase the novelty and believability of each respective finding assuring second language educational stakeholders to capitalize on this pedagogical method. Lastly, any kinds of conference papers, scientific work reviews, and book chapters are excluded from this library investigation to eliminate unintended bias among the reviewed data.

Data Analysis Framework

To analyze the selected studies systematically, this research employed thematic analysis as the primary analytical framework. Braun and Clarke (2022) testified that Thematic analysis is widely recognized as a flexible yet rigorous qualitative method for identifying, analyzing, and reporting recurring patterns across datasets. This approach was particularly suitable for synthesizing findings across multiple studies with varying methodological orientations. Through thematic analysis, the researcher was able to cluster comparable findings into overarching themes that reflect shared pedagogical affordances, instructional challenges, and learning outcomes associated with Google Docs-based collaborative writing.

Coding Procedures

An open-coding approach was utilized during the initial stage of data analysis to allow themes to emerge inductively from the reviewed studies rather than being imposed a priori. Nowell et al. (2017) theorized that an open coding enabled the researcher to iteratively examine reported findings, instructional features, and learner responses, thereby minimizing premature categorization and analytical bias. The coding process involved repeated reading of the selected articles, initial labeling of meaningful units, and constant comparison across studies to refine thematic boundaries. Saldana and Omasta (2016) articulated that this iterative process contributed to the credibility, dependability, and coherence of the generated themes, as recommended in qualitative research synthesis.

Data Presentation and Interpretation

Consistent with the nature of qualitative library research, the findings were presented descriptively and analytically, without the incorporation of the researcher's personal opinions or evaluative judgments. This approach was adopted to preserve the authenticity, neutrality, and interpretive integrity of the synthesized findings (Creswell & Poth, 2016). Nevertheless, the descriptive results were contextualized and substantiated through relevant theoretical frameworks and prior empirical evidence on collaborative writing and digital literacy development. By grounding interpretations in established scholarship, the study ensures that its conclusions are robust, transferable, and pedagogically meaningful for second language educational stakeholders.

Ethical Considerations

Formal ethical approval was not required for this study because it relied exclusively on secondary data derived from publicly accessible, peer-reviewed publications. No human participants were directly involved, and no personal or identifiable data were collected. Nevertheless, ethical research conduct was maintained by ensuring accurate citation, faithful representation of original findings, and avoidance of data misinterpretation or plagiarism.

Findings & Discussion

The researcher stipulated two major research themes derived from the thematic analysis procedure alluded to in the previous section: (1) Google Docs-based collaborative writing activities enabled university EFL learners to be more proficient writers, and (2) Google Docs-based collaborative writing activities invigorated university EFL learners' writing motivation. More comprehensive and in-depth data explications are discerned in the ensuing lines. Speaking specifically, the above-mentioned thematically-based findings are reliable enough to represent the entire comprehensiveness of this library study as these previously-

selected 30 investigations have amply expounded the benefits of Google Docs based collaborative writing activities in EFL college writing dynamics in terms of the progressive growth of language learners' writing proficiency and motivation.

Google Docs based Collaborative Writing Activities Enabled University EFL Learners to be More Proficient Writers

The synthesis of the reviewed literature demonstrates that Google Docs–based collaborative writing consistently contributes to the development of university EFL learners' writing proficiency across diverse instructional contexts. Rather than serving merely as a digital writing platform, Google Docs facilitates sustained peer interaction, joint meaning-making, and iterative revision processes, which collectively enhance learners' writing fluency, accuracy, coherence, and cohesion (Demissie et al., 2025; Valizadeh, 2022). These improvements emerge from learners' opportunities to share linguistic resources, negotiate ideas, and manage textual organization collaboratively, thereby mitigating common writing difficulties such as idea fragmentation and writer's block (Hemati & Farahian, 2024).

Table 1. Theme 1

Theme I	Studies
Google Docs based collaborative writing activities enabled university EFL learners to be more proficient writers	Moonma (2021); Valizadeh (2022); Hemati and Farahian (2024); Demissie et al. (2025); Fathi et al. (2021); Alharbi (2020); Nasri et al. (2022); Fitriani and Irawati (2024); Saleh et al. (2021); Akoto (2021); Cheraghpour et al. (2024); Sivakami and Gunasekaran (2025); Andrade and Roshay (2024); Purwaningtyas et al. (2023); Kitjaroonchai and Suppasetserree (2022); Dehghanzadeh et al. (2024); Nissa et al. (2023); Zioga and Bikos (2020).

From a sociocultural perspective, these findings reinforce the view that second language writing development is socially mediated through interaction and scaffolding. Google Docs operationalizes this theoretical principle by enabling learners to co-construct texts and internalize effective writing strategies through real-time and asynchronous collaboration (Alharbi, 2020). Across studies, the continuous provision of peer and instructor feedback was identified as a key mechanism supporting strategic writing behaviors, including planning, revising, and problem-solving. As learners became more adept at selecting appropriate strategies for specific writing tasks, they demonstrated greater control over the writing process and improved text quality.

In addition to linguistic gains, the literature highlights positive affective outcomes associated with Google Docs–mediated collaboration. Reduced writing anxiety, increased confidence, and stronger learner autonomy were recurrent themes, particularly when collaborative writing extended beyond classroom boundaries (Fitriani & Irawati, 2024). These affective benefits are pedagogically significant, as they foster sustained engagement and encourage learners to participate more actively in writing practices. Overall, the synthesized evidence suggests that Google Docs–based collaborative writing not only enhances textual outcomes but also promotes strategic awareness and learner agency, positioning it as an effective pedagogical approach for EFL writing development in higher education.

Google Docs based Collaborative Writing Activities Invigorated University EFL Learners' Writing Motivation

The synthesized findings indicate that Google Docs–based collaborative writing plays a significant role in enhancing university EFL learners' writing motivation by creating a supportive and low-anxiety learning environment. Across studies, learners reported reduced intimidation toward writing tasks when collaborative writing was mediated through Google Docs, largely due to the presence of reciprocal peer support and constructive feedback practices (Nissa et al., 2023). The collaborative nature of the platform encourages learners to contribute meaningfully to shared texts, thereby fostering a sense of responsibility and sustained engagement in the writing process.

Table 2. Theme 2

Theme 2	Studies
Google Docs based collaborative writing activities invigorated university EFL learners' writing motivation	Sa'diyah and Nabhan (2021); Kitjaroonchai and Suppasetserree (2022); Nissa et al. (2023); Ningsih (2023); Damayanti et al. (2021); Hoang and Hoang (2024); Aldossary (2022); Alwahoub et al. (2022); Sembiring and Sakhiyya (2025); Nguyen and Su (2025); Li (2023); Shahidan et al. (2022).

A recurring pattern in the literature highlights the importance of dialogic interaction, particularly through open-ended writing conferences involving peers and instructors. These interactive exchanges enable learners to develop clearer awareness of their writing strengths and areas for improvement, which in turn strengthens motivational orientation toward revision and improvement (Aldossary, 2022). Rather than perceiving feedback as evaluative or punitive, learners tend to interpret it as developmental, which contributes to greater persistence in completing complex writing tasks.

Moreover, Google Docs–mediated collaboration appears to promote adaptive writing behaviors that are closely linked to motivational resilience. Learners are encouraged to adjust strategies flexibly when encountering writing difficulties, rather than relying rigidly on a single approach (Alwahoub et al., 2022). This strategic adaptability supports learners' confidence in managing challenging writing demands and contributes to more proactive writing engagement.

Finally, the literature suggests that heightened motivation is associated with increased writing productivity and goal-oriented behavior. When learners operate within a safe and collaborative writing space, they are more willing to articulate challenges, seek assistance, and set achievable writing goals, which supports sustained effort over time (Sembiring & Sakhiyya, 2025; Nguyen & Su, 2025). Overall, the reviewed evidence indicates that Google Docs–based collaborative writing not only enhances learners' motivational dispositions but also supports purposeful engagement and self-regulated writing practices in EFL higher education contexts.

Conclusion

Reflecting on the thematically-subsumed research results forming in this modest library investigation, Google Docs-based collaborative writing activities can serve as a critical determinant for university EFL learners to progressively transform into more proficient and motivated writers. It is well-reasoned to acknowledge that the significant escalation of university EFL learners' writing skills is leveraged by the supportive, mutual, solid, and dependable group assistance forming in Google Docs-based collaborative

writing activities. This series of online collaborative writing learning enterprises acts as one continuum for university EFL learners to actualize more self-initiated actions in planning, drafting, composing, monitoring, and evaluating their text composition process. Resultantly, they subconsciously hone their target language writing competencies to the greatest growth as they carry out their persistent attempts to apply the newly-acquired writing conceptions in their independent texts.

Given the fact that Google Docs-based collaborative writing activities constantly promote a stress-free writing classroom atmosphere, university EFL learners will be more skillful at internalizing more adjustable writing strategies, helping them to withstand a vast range of formidable writing hindrances. This positive writing learning outcome is more likely to take place since university EFL learners have enjoyed a significant degree of improvement in their writing self-confidence, motivation, resilience, and persistence. With the burgeoning development of a more positive writing learning mindset, university EFL learners are committed to enforcing more independent writing practices as they have already instilled clear end goals in their minds upon commencing a wide variety of complex text composition processes.

The above-elucidated findings are beneficial for providing a robust foundation for second language educational parties aspiring to promote meaningful, enjoyable, interactive, innovative, and transformative writing learning enterprises to the entire EFL college classroom community members. This can be done as Google Docs-based collaborative writing activities pave an expedient pathway for university EFL learners to consolidate each other's writing knowledge, skills, and performances with the impartation of mutual group sharing sessions.

To ensure the full embodiment of this constructive writing practice, it is imperative for second language educationalists to galvanize university EFL learners in a consecutive series of moderately challenging collaborative learning dynamics. By doing so, university EFL learners do not solely elevate their writing proficiency levels but also improve their digital literacy as well as social skills since they will be accustomed to establishing effective means of communication trajectories with multifarious classroom community members.

Apart from these promising research results, several inescapable shortfalls in this moderate library investigation need to be pointed out. Instead of replicating this current small-scale library study model, prospective researchers are encouraged to conduct more comprehensive investigations concerning the advantages of Google Docs-based collaborative writing activities in EFL college writing dynamics. This further research action is of foremost importance to be executed since more generalizable research results are going to be generated due to the empirical data evidence phrased by these action-based studies.

To a lesser extent, it will be a crucial step for future researchers to conduct more exhaustive investigations on university EFL learners' perspectives regarding the meritorious values of Google Docs-based collaborative writing activities in elevating their writing knowledge, skills, performances, achievements, motivation, and confidence. This suggested advice plays a necessary role in promoting more meaningful, enjoyable, interactive, innovative, and transformative writing learning enterprises to heterogeneous writing learning community members. This is affected by second language educational stakeholders' robust commitment to designing a wider range of contextualized writing activities, materials, and topics that are closely intertwined with university EFL learners' personalized writing needs, preferences, and levels.

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