

Unlocking EFL Collaboration: Transformative Insights from Google Docs

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ABSTRACT

This research aims to explore the practical application of Google Docs to facilitate collaborative writing within an EFL writing class at Universitas PGRI Jombang. Engaging 22 EFL students enrolled in an English paragraph writing course, the study employed participant observation and structured interviews as data collection methods. While all 22 students used Google Docs for collaborative writing during the participant observation phase, a subset of 10 students were chosen for in-depth structured interviews to uncover their experiences. The findings revealed a positive reception among students toward Google Docs' functionalities, particularly real-time editing, commenting, and auto-saving. These tools significantly eased the exchange of ideas, fostering productive discussions and seamless real-time cooperation. However, the study also identified certain challenges, including uneven participation levels among students and potential distractions within the digital realm. Students' feedback underscored the favorable impact of Google Docs, highlighting the

cultivation of mutual assistance, teamwork, and active engagement. The platform's user-friendliness and accessibility were also noted as strong points. Nonetheless, concerns remained about potential conflicts and the lack of face-to-face interaction in larger group settings. In summary, this investigation provides valuable insights into the optimal use of Google Docs to enhance collaborative writing within EFL classrooms. By elucidating the platform's advantages, potential hurdles, and overall impact on student interactions, this research contributes to the effective incorporation of technology in EFL education.

1. INTRODUCTION

The phenomenon of collaborative writing using Google Docs is an important factor in learning, as found in the research carried out by Woodrich & Fan (2017). This method offers opportunities that may not be possible in a traditional writing class. Collaborative writing using Google Docs motivates students to view and edit documents without waiting for others to finish their parts and allows them to feel comfortable during lectures. The interesting choice of using Google Docs makes students more enthusiastic and challenged to participate in collaborative writing. Students born in the digital era often consider cell phones an extension of themselves. Utilizing technology as a learning medium is very suitable for lecturers to guide students during learning. This approach requires an environment that encourages language acquisition and proficiency through engaging activities. Therefore, Google Docs is very effective in collaborative writing, as it enables students to interact with peers, exchange ideas, and edit writing comfortably without waiting for others to finish their parts.

While collaborative writing and using Google Docs offer significant benefits, they also pose certain challenges. Nykop et al. (2019) argued that common problems arise, such as unequal participation where some members contribute more than others. Additionally, coordinating and managing the collaborative process can be complicated, especially when dealing with conflicting opinions and ideas. To overcome these challenges, it is necessary to establish clear and fair roles in collaborative writing groups to ensure responsible participation from all members. The primary focus of researchers on collaborative writing in schools is investigating the impact of Google Docs through qualitative descriptive analysis, focusing on collaborative writing within specific topics. However, the study's narrow focus is noted, as it often examines only one theme per analysis. Nonetheless, the researchers aim to demonstrate the practical application of Google Docs for teaching collaborative writing within

a single class, albeit with varying topics and group compositions, thus providing insights into its effectiveness across different educational contexts. In contrast, some researchers concentrate on collaborative writing within lecture environments. Employing descriptive qualitative methods, they analyse student opinions and experiences following collaborative writing activities facilitated through Google Docs. Across these studies, a consensus emerges regarding the positive impact of Google Docs on student engagement, feedback generation, and the flexibility of reviewing writing materials anytime and anywhere (Jeong, 2016; Palpanathan, 2017; Sholihah, 2018; Saleh, et al, 2021)

Lastly, recent studies by Valizadeh (2022), Kitjaroonchai and Suppasetserree (2021), Handayani and Amelia (2021) explore collaborative writing within smaller group settings. These studies involve discussions on Google Docs, focusing on two writing assignments within the learning process. Despite variations in specific methodologies, the findings consistently reflected positive attitudes towards interaction within groups and sustained engagement among group members across multiple tasks. From the previous research mentioned, many subjects have been discussed in the context of collaborative writing. However, no prior research has analysed student responses to two collaborative tasks with different group activities. This study identifies a significant gap in existing research on collaborative writing using Google Docs: the lack of studies that analyze student responses to multiple collaborative tasks involving different group activities. This gap highlights the need for a deeper understanding of how students engage with and respond to varying collaborative dynamics. The novelty of this research lies in its focus on digital literacy and active communication, which are critical components for enhancing students' writing skills. By integrating these elements, the study aims to provide a comprehensive examination of their impact within the context of collaborative writing. Furthermore, the research employs Lowry's (2004) collaborative writing theory, specifically the parallel writing approach, where group members work on different parts of an assignment simultaneously. This unique application allows for an in-depth assessment of the effectiveness of Google Docs in facilitating collaborative writing among students in the English Writing course at Universitas PGRI Jombang.

1.1. Collaborative Writing

Collaboration is mostly centred on the exploration or application of subject matter by students working in pairs or groups to learn together. As explained by Golub (1988), collaborative writing refers to a collective effort where people come together to write, edit, and compile documents by combining their ideas and expertise. Zaky (2018) described collaborative writing as an extraordinary approach in which many students collaborate, instead of working individually, to create written works. This approach gives every contributor nearly equal opportunity to actively contribute, modify, or omit content in the written production. It emphasizes the collaborative nature of the process, promoting co-authorship and cooperative learning. Lawrence and Lee (2016) highlighted collaborative writing as an opportunity to work together during the learning process. They defined collaborative writing as a shared and dynamic process in which a group of individuals work together towards a common goal. This process involves negotiation, coordination, and communication among the participants. Based on the definitions previously provided, it can be said that collaborative writing is a joint and dynamic process where a group of individuals work together towards a common goal, involving negotiation, coordination, and communication among group members.

1.2 Google Docs

In general, Google Docs provides standard editing features and excels at collaborative writing. Damayanti, Abdurahman & Wulandari (2020) explained that Google Docs is an application developed by Google for file server needs, especially for office applications ranging from word processing to worksheet processing and presentations. According to Veniri (2022), Google Docs is designed to be user-friendly and simple to use for document collaboration. Google Docs also allows multiple users to work on documents simultaneously, increasing productivity and resulting in higher quality documents (Hidayat, 2022; Metilia & Fitrawati, 2018). The ability to collaborate with fellow students in real-time improves writing skills by facilitating the creation and production of more effective documents. Therefore, the researchers encourage educators and students to consider incorporating Google Docs into their workflows to take advantage of these benefits.

2. METHOD

This research utilized a qualitative method within a case study approach to investigate the experiences in collaborative writing facilitated by Google Docs. According to Yin (2009), case studies are employed as a comprehensive explanation of aspects of a person, group, organization, program, or social situation being studied. A case study is included in descriptive analysis research, which focuses on a particular case to be observed and analysed carefully until it is finished. The subjects of this research are the 22 students in the

Paragraph Writing class using Google Docs at Universitas PGRI Jombang. Data collection methods include observation and interviews. Observation involves directly seeing and monitoring the behaviour, events, or phenomena occurring in the research object. There are three types of observation: systematic observation, participatory observation, and experimental observation. In this study, participatory observation was used because the researchers were directly involved as part of the activities observed from within. Interviews involve collecting data by asking questions directly to informants, whose answers are then recorded. Types of interviews in research include structured interviews, unstructured interviews, semi-structured interviews, and in-depth interviews. In this study, the researchers used in-depth interviews to corroborate findings and encourage openness. The steps for data collection in this study are as follows:

1. The researchers prepared research instruments in the form of observation and interview guides.
2. The researchers asked permission from the lecturer of the Paragraph Writing class to conduct the research.
3. During the observation, the researchers recorded all changes that occurred during the use of Google Docs and took screenshots as evidence of the collaborative writing process.
4. Finally, the researchers created a comfortable atmosphere to ensure that students did not feel intimidated and could answer interview questions without feeling awkward.

3. RESULT AND DISCUSSION

3.1. Result

In the presentation of findings and discussion, the researchers delve into the outcomes of our study, aimed at assessing the influence of integrating Google Docs into the EFL writing class on students' collaborative writing skills. To uphold the rigor and credibility of our research, the researchers implemented the concept of triangulation for data validation. Through the integration of various data sources and methodologies, such as interviews and classroom observations, the researchers endeavoured to validate and reinforce the findings, thereby offering a holistic comprehension of the phenomenon under examination. This approach ensured a robust analysis, allowing for a nuanced understanding of the implications of Google Docs usage in enhancing collaborative writing skills within the EFL context.

1. *The implementation of Google Docs for collaborative writing class*

In the early stages of the research, before conducting interviews, the researchers observed the conditions of the writing class and the use of Google Docs in collaborative writing among Paragraph Writing students. These observations were based on direct, real-time observations made prior to the interview process. The observations focused on a Paragraph Writing class that utilized Google Docs for collaborative efforts. The findings from these observations were documented with photographs, which would later be used to supplement and enrich the data obtained from the in-depth interviews. Specifically, the observations took place over two meetings in a Paragraph Writing class at Universitas PGRI Jombang, providing a detailed context for the subsequent research discussions.

a. Observation Note-1

- Pre-activity

The lecturer entered the class and opened the session by greeting the students. Then she informed the class that they would focus on "Writing Directions," accessible through SPADA Universitas PGRI Jombang. Following the lecturer's instructions, the students promptly accessed the material. The lecturer requested help from the students to turn on the LCD projector and explained the material by giving directions and using visual cues, emphasizing the importance of markers to guide someone accurately. The lecturer also informed the class collaboratively in groups.

- While-Activity

The lecturer divided the students into several groups, each consisting of three members. Once grouped, the students began discussing their task of giving directions and locations before entering their information into Google Docs. All groups chose to use Google for their assignment themes. The lecturer encouraged them to create their Google Docs. They could focus on their discussions. The students were assigned roles within their groups: one person made the Google Docs file, while the other two combined their different perspectives into a draft, using Google Translate for assistance. As the lecturer circulated to check on their progress, they noticed some students chatting, which could disturb others' concentration.

The lecturer reminded the class to focus on generating ideas rather than perfecting grammar. Students actively took turns writing their directions and locations. Soon after, the lecturer identified errors in conjunction usage in the works of three groups and pointed these out. The groups promptly made the necessary corrections. As the class time was running out, the lecturer informed the groups that any work not yet revised would be reviewed and corrected by the lecturer after class.

- Post-Activity

The lecturer asked the three groups that had received feedback to present their work online. Each group then presented the results of their writing assignments. The lecturer provided insights into the presentations, highlighting the different writing styles among the groups. The first group produced long paragraphs with detailed explanations of directions and locations. In contrast, the second and third groups produced short but clear ones. Some students did not pay full attention during the explanation, as they were still engaged in group work. At the end of the session, the lecturer concluded the meeting.

b. Observation Note-2

- Pre-Activity

The lecturer entered room B 204 and opened the session by greeting to the students. He then explained that the class would continue with meeting 16, focusing on descriptive paragraph writing, specifically describing a person or place. All students promptly ceased unrelated activities, returned the greeting, and attentively listened to the lecturer's explanation. He emphasized that when writing descriptive paragraphs, it is crucial to use an engaging and detailed language style to help the reader vividly imagine the subject. The students remained focused and attentive, fully absorbing the lecturer's guidance without any distractions or side conversations.

- While-Activity

The lecturer announced that the assignment of describing person would be done collaboratively through Google Docs with classmates. He created a file named "Describing People" and distributed the Google Docs link to the class groups, approving each student as they joined while taking attendance. Students discussed the language style and content structure before beginning the task. Syahlul is one of the students who promptly sent a photo, and other students eagerly compiled sentence descriptions. The lecturer monitored their writing and approved the title "Three Musketeers of English class," suggested by Hilman. The class became lively as students actively contributed sentences, though some struggled to keep up with the rapid pace. The lecturer provided further explanations and comments on the writing. As the time ran out, the lecturer did the examination after the lesson ended. Students continued writing and commenting enthusiastically, marking each sentence they created.

- Post-Activity

At the end of the learning session, the lecturer asked if there were any questions about collaborative writing using Google Docs. The students remained silent, indicating that they had enjoyed the learning experience, despite feeling a bit overwhelmed by the competitive nature of the task. Satisfied with the session's progress, the lecturer concluded the class with a friendly greeting and then exited the room.

2. *The result of interview regarding the Google Docs features in collaborative writing*

This finding highlights students' opinions on Google Docs features that facilitate collaborative writing, with 8 out of 10 students expressing a positive view and finding the features useful for this purpose.

Table 1. The interview about Google Docs features

No	Questions
1.	Do you find it easy to access and use Google Docs when writing collaboratively?
2.	Do the reminder features in Google Docs such as spelling, word count, dictionary, saving changes in Drive, and revision history help you when writing collaboratively?
3.	Does Google Docs make it easy for you to do collaborative writing with a group?

a. *The Students' Positive Responses*

Students found Google Docs to be an incredibly easy and effective tool for collaborative writing. Its accessibility and user-friendly interface make it simple to get started, even for those who may not be very tech-savvy. One of the standout features is the ability to see real-time edits and comments from

classmates, which helps everyone stay on the same page and work more efficiently. This real-time collaboration ensures that all group members can contribute simultaneously without confusion or delay. The automatic saving feature is particularly appreciated as it provides peace of mind, knowing that all work is continuously backed up and nothing will be lost. This feature, combined with the document's integration with Google Drive, ensures that all changes are saved and accessible from any device, at any time. Google Docs also includes several reminder features that enhance the collaborative writing experience. The spelling and grammar check tools ensure that documents are polished and professional, catching errors that might be overlooked during the writing process. The word count feature is invaluable for keeping track of progress and ensuring that any required limits are met. Additionally, the integrated dictionary allows users to find the right words without needing to leave the document, making the writing process more seamless. The revision history feature is another major advantage, as it allows users to track changes made over time and revert to previous versions if necessary. This is particularly useful in a collaborative setting, where multiple edits and contributions are made. It helps maintain a clear record of the document's evolution and provides a way to resolve any issues that might arise from conflicting edits. Overall, students feel that Google Docs makes collaborative writing with a group incredibly easy. The platform's combination of real-time collaboration, automatic saving, helpful writing tools, and comprehensive revision tracking significantly streamlines the writing process. These features collectively ensure that group projects are more organized, efficient, and effective, making Google Docs an indispensable tool for collaborative academic work.

b. The Students' Negative Responses

The students encountered significant challenges when attempting to utilize Google Docs for collaborative writing endeavors. The platform's interface proved cumbersome and unintuitive, posing difficulties in navigation, especially when coordinating with multiple team members. Furthermore, persistent technical issues, including slow loading times and sporadic crashes, consistently disrupted their workflow, eliciting frustration among the group. Despite the potential benefits of features like spelling and grammar checks, word count, and the integrated dictionary, they failed to seamlessly integrate into collaborative projects, with tasks such as saving changes and accessing revision history proving time-consuming and cumbersome, particularly with multiple contributors involved. Consequently, the overall experience with Google Docs for collaborative writing fell short of expectations, with the platform's touted real-time collaboration capabilities failing to mitigate connectivity problems and interface complexities, resulting in inefficiencies and a sense of dissatisfaction within the group. Despite their efforts to leverage the platform's features for collaborative writing, the students found themselves grappling with an array of technical and usability issues, hindering their productivity and compromising the quality of their collaborative efforts. As a result, they were left feeling disillusioned with Google Docs as a collaborative writing tool and sought alternative solutions to facilitate their group work effectively.

3. The Interview result regarding the usage on Google Docs in collaborative writing

This finding explores students' perspectives on the overall use of Google Docs in collaborative writing. 8 out of 10 students describe positive experiences with Google Docs for collaborative writing assignments.

Table 2. The Interview Regarding the Usage of Google Docs

No	Questions
1.	Did Google Docs change you to be more focused on writing?
2.	Can the comments and feedback provide through Google Docs when collaborative writing increases your knowledge?
3.	Can collaborative writing in Google Docs solve your problems in the process of co-writing in groups?

a. The Students' Positive Responses

Google Docs has significantly enhanced the student's focus on writing by providing a user-friendly interface and real-time collaboration features. Its seamless design allows them to delve into the writing process without distractions, ensuring maximum productivity. Moreover, the comments and feedback feature in Google Docs has played a pivotal role in expanding knowledge and improving writing skills. The insights and suggestions provided offer valuable perspectives, aiding in refining the ideas and crafting

more polished compositions. Additionally, collaborative writing on Google Docs has revolutionized group writing processes. With real-time editing and commenting capabilities, the students within their teams communicate and address issues or disagreements, fostering efficient collaboration and problem-solving.

b. The Students' Negative Responses

The students have not found Google Docs to significantly change their focus on writing. While it offers some organizational tools, they still struggled with distractions and maintaining concentration during the writing process. The comments and feedback provided through Google Docs during collaborative writing have not consistently increased their knowledge. Sometimes, the feedback lacked depth or clarity, making it challenging to discern valuable insights from generic comments. Collaborative writing in Google Docs has not consistently solved problems in the process of co-writing in groups. While it facilitated communication, it also introduced new challenges, such as version control issues and disagreements over edits, which hindered progress and cohesion within the group.

4. *The Interview result regarding the effective aspect of Google Docs in collaborative writing.*

This finding explores the affective aspects of using Google Docs for collaborative writing, focusing on the emotional experiences and feelings of students when using the platform. The findings reveal a wide range of responses among participants, with a majority of 8 out of 10 students expressing positive emotions regarding their experience with Google Docs in collaborative writing.

Table 3. Interview of the Affective Aspects of Google Docs

No	Questions
1.	Does using Google Docs make you feel happy and interactive when doing collaborative writing with a group?
2.	"Do you find enjoyment in working and collaborating using Google Docs for group writing assignments?"
3.	"Does Google Docs instil confidence in you when engaging in collaborative writing?"

a. The Students' Positive Responses

The utilization of Google Docs by students undoubtedly enhances their collaborative writing experience, fostering a sense of happiness and interactivity within the group. The platform's real-time editing and commenting features facilitate dynamic discussions, ensuring that each student's input is valued and integrated into the collective work. As a result, students feel actively engaged in the writing process, leading to a more enjoyable and interactive collaboration. Moreover, students derive great enjoyment from working and collaborating using Google Docs for group writing assignments. The platform's streamlined interface simplifies the collaborative process, enabling seamless communication and coordination among team members. Additionally, Google Docs' functionality allows for easy tracking of changes and contributions, providing students with a clear overview of their collaborative efforts. This efficiency enhances the overall enjoyment of the collaborative writing experience, as students can focus their energy on generating quality content rather than grappling with logistical challenges. Furthermore, Google Docs instills confidence in students when engaging in collaborative writing. The platform's user-friendly interface and real-time updates offer a sense of security, alleviating concerns about potential data loss and enabling students to concentrate fully on their contributions to the group project. Additionally, the automatic saving feature provides peace of mind, ensuring that students' work is always protected and accessible. Overall, the combination of Google Docs' collaborative features and intuitive design empowers students to collaborate effectively, ultimately enhancing their confidence and satisfaction with the collaborative writing process.

b. The Students' Negative Responses

When it comes to collaborative writing with Google Docs, the experience is not always as positive as one might hope. The platform does offer collaborative features, but students often find them challenging to use effectively. Navigating the interface can be cumbersome, leading to difficulties in coordinating edits and communicating with peers. This can result in confusion and disagreements within the group, detracting from the collaborative process. Additionally, while Google Docs is convenient for sharing documents, students frequently encounter technical glitches that disrupt their workflow and cause frustration. Managing multiple edits and comments from group members can also be overwhelming, diminishing the enjoyment of working together. Furthermore, Google Docs fails to inspire confidence in students when it comes to collaborative writing. Concerns about data loss and version control linger in the background, making it hard to fully immerse themselves in the

task at hand. Overall, the experience with Google Docs for collaborative writing falls short of expectations, leaving students hesitant to rely on the platform for their collaborative projects.

c. The Students' Mixed Responses

While using Google Docs for collaborative writing has its perks, it also presents some challenges. On the positive side, the platform offers convenient features for real-time editing and commenting, which can foster productive discussions and ensure everyone's input is valued. However, navigating the interface and coordinating edits can sometimes be cumbersome, leading to confusion and disagreements within the group. Additionally, while Google Docs streamlines the collaborative process, technical glitches and connectivity issues can disrupt workflow and cause frustration. Despite these challenges, the platform's auto-saving feature provides peace of mind, ensuring that work is always backed up. Overall, while Google Docs facilitates collaboration to some extent, there are areas where improvements could enhance the user experience.

3.2. Discussion

Regarding from Veniri (2022) Google Docs' design emphasizes its user-friendly nature and simplicity, particularly for document collaboration. This sentiment is echoed by many users who appreciate the platform's intuitive interface and its ability to streamline collaborative writing projects. Google Docs' integration with other Google services, such as Google Drive and Gmail, further enhances its appeal, making it a preferred choice for collaborative endeavors in educational, professional, and personal settings alike. However, while Veniri's observation underscores the strengths of Google Docs in facilitating collaboration, it is essential to explore the nuances of collaborative writing within different group settings. This is where the studies by Valizadeh (2022) Kitjaroonchai & Suppasetsee (2021), Handayani, and Amelia (2021) come into play. By focusing on collaborative writing within smaller group settings, these studies provide valuable insights into the dynamics and challenges of working closely with a limited number of peers.

In smaller group settings, communication and coordination may be more straightforward compared to larger groups, allowing for more focused collaboration and clearer articulation of ideas. This environment can be conducive to leveraging Google Docs' collaborative features effectively, as group members have a better understanding of each other's roles and contributions. Moreover, the intimate nature of smaller groups fosters a sense of camaraderie and shared responsibility, leading to more cohesive and productive collaboration. However, its crucial to acknowledge that the effectiveness of Google Docs in facilitating collaborative writing is not solely determined by its user-friendly design or the size of the group. Various factors, such as group dynamics, communication skills, and project management, also play significant roles in determining the success of collaborative writing endeavours. Additionally, while Google Docs may offer a conducive environment for collaboration, not all users may find it equally intuitive or easy to navigate, particularly those less familiar with technology or collaborative writing practices. In light of these considerations, educators, researchers, and users alike should take a nuanced approach to understanding and harnessing the potential of Google Docs for collaborative writing. By considering both Veniri's observation and the insights from studies focusing on smaller group settings, stakeholders can gain a more comprehensive understanding of how to effectively leverage Google Docs to support collaborative writing endeavours across various contexts. This includes providing training and support to users, fostering effective communication and teamwork within groups, and continuously exploring ways to optimize the platform's collaborative features for enhanced productivity and creativity.

Lowry's collaborative writing theory, particularly the concept of parallel writing, offers valuable insights into the dynamics of collaborative writing processes. According to Lowry & Curtis (2004), parallel writing involves group members working on different parts of an assignment simultaneously, allowing for parallel progress and collaboration. This theory suggests that dividing tasks among group members can enhance efficiency and productivity in collaborative writing projects. In the context of collaborative writing using Google Docs, Lowry's theory of parallel writing can be applied to optimize group collaboration and maximize productivity. By assigning specific sections or tasks to different group members, teams can work concurrently on various aspects of the assignment, accelerating the overall writing process. This approach leverages Google Docs' real-time editing capabilities, allowing group members to view and contribute to the document simultaneously.

However, while parallel writing offers the potential for increased efficiency, its successful implementation relies on effective coordination and communication among group members. Without clear guidelines and communication channels, parallel writing can lead to inconsistencies in tone, style, and content across different sections of the document. Additionally, managing multiple contributions in real-time can pose challenges in maintaining version control and ensuring cohesiveness in the final product. To address these challenges and maximize the benefits of parallel writing in collaborative writing projects, several strategies can be employed. Firstly, establishing clear roles and responsibilities for each group member ensures that tasks are distributed effectively and that everyone understands their contribution to the overall project. Secondly, maintaining open

lines of communication through regular check-ins, virtual meetings, or collaborative platforms fosters collaboration and allows for the resolution of any discrepancies or conflicts that may arise during the writing process. Furthermore, leveraging Google Docs' features such as comments and revision history can facilitate communication and collaboration among group members. Comments allow for feedback and discussion on specific sections of the document, while revision history provides a record of changes made by each contributor, aiding in version control and accountability.

4. CONCLUSION AND RECOMMENDATION

In conclusion, the integration of Google Docs into EFL writing classes for collaborative writing purposes has proven to be a transformative tool with significant implications for the learning process. Google Docs not only provides a user-friendly and efficient platform for real-time collaboration among students but also fosters a collaborative learning environment where active engagement and contribution are encouraged. Through collaborative writing activities facilitated by Google Docs, students have the opportunity to enhance their writing skills, receive timely feedback from peers, and engage in critical thinking and self-reflection. Furthermore, educators benefit from the platform's ability to support innovative teaching strategies, promote active learning, and gain insights into students' writing processes and progress. Despite the benefits, challenges such as version control issues and uneven participation may arise, necessitating careful planning and ongoing support from instructors. Overall, the application of Google Docs in EFL writing classes offers a myriad of opportunities to enhance student learning and engagement, empowering them to develop essential writing skills and succeed academically.

Based on the study's findings regarding the use of Google Docs for collaborative writing in EFL classes, several recommendations emerge to enhance collaborative writing tasks and improve student learning experiences. Educators are advised to integrate Google Docs-based collaborative writing assignments into the curriculum, fostering dynamic learning environments that encourage student engagement and participation. Clear guidelines should be provided to ensure students understand their roles within the group. Additionally, instructors should offer training on Google Docs features and effective collaboration strategies, empowering students to utilize the platform confidently. Creating a supportive and inclusive classroom atmosphere where open communication and constructive feedback are encouraged is essential. Regular monitoring and assessment of student progress will ensure collaborative writing tasks are conducted efficiently and effectively. These recommendations aim to equip educators with strategies for leveraging Google Docs to enhance collaborative writing experiences and promote student engagement and proficiency.

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