

Collaborative Story Construction via the Exquisite Corpse Game to Improve EFL Narrative Writing Performance

Author Name(s): Asbar¹, Ismail¹, Sri Rosmiana¹, Hasan¹, Elihami

Publication details, including author guidelines

URL : <https://jurnal2.unimen.cloud/index.php/majesty>

Editor : Dr. Umiyati Jabri, M.Pd.

Article History

Received : 09 May 2026

Revised : 26 May 2026

Accepted : 21 June 2026

How to cite this article (APA)

Asbar, A., Ismail, I., Rosmiana, S., Hasan, H., & Elihami, E. (2026). Collaborative Story Construction via the Exquisite Corpse Game to Improve EFL Narrative Writing Performance. *Majesty Journal*, 8(1), 59–75. <https://doi.org/10.33487/majesty.v8i1.159>

The readers can link to article via <https://doi.org/10.33487/majesty.v8i1.159>

SCROLL DOWN TO READ THIS ARTICLE



Maspul Journal of English Studies (MAJESTY), published by Universitas Muhammadiyah Enrekang, makes every effort to ensure the accuracy of all information (the "Content") contained in its publications. However, the publisher makes no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are those of the authors and do not necessarily reflect the views of or are endorsed by the publisher.

The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Maspul Journal of English Studies (MAJESTY) and its publisher shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, or other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the Content.

Maspul Journal of English Studies (MAJESTY) is committed to upholding the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. This journal may also contain links to websites operated by other parties, which are provided solely for academic and educational purposes.



All articles published in Majesty Journal are licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Asbar¹, Ismail, Sri Rosmiana, Hasan, Elihami (2026).

The author(s) declare that they have no financial or non-financial conflicts of interest related to this manuscript.

Plagiarism Declaration. This manuscript is original, has not been published elsewhere, and all sources have been properly cited in accordance with academic standards.

AI Ethics Statement. Any use of AI tools was limited to language assistance and does not replace the authors' intellectual contribution. All content remains the responsibility of the authors. All authors confirm that the information presented in this article is true and correct.

Maspul Journal of English Studies (Majesty)

ISSN 2657-0157 (Electronic)





Collaborative Story Construction via the Exquisite Corpse Game to Improve EFL Narrative Writing Performance

Asbar¹, Ismail¹, Sri Rosmiana¹, Hasan¹, Elihami²

¹Universitas Muhammadiyah Enrekang, Indonesia

²Universiti Muhammadiyah Malaysia, Malaysia



Article History:

Received: May 2026

Revised: May 2026

Accepted: June 2026

Correspondence Author:

Ismail

ismail@unimen.ac.id

Universitas Muhammadiyah
Enrekang, Indonesia

CITATION:

Asbar, A., Ismail, I., Rosmiana, S., Hasan, H., & Elihami, E. (2026). Collaborative Story Construction via the Exquisite Corpse Game to Improve EFL Narrative Writing Performance. *Majesty Journal*, 8(1), 59–75.

<https://doi.org/10.33487/majesty.v8i1.159>

COPYRIGHT:

This is an open-access article distributed under the terms of the [Creative Commons Attribution-ShareAlike 4.0 International License \(CC BY-SA\)](#).



ABSTRACT

Background. Writing skill is a crucial component in English as a Foreign Language (EFL) learning, particularly in narrative text writing, which requires learners to integrate idea generation, organization, and linguistic accuracy. However, many EFL students still experience difficulties in developing coherent narratives, elaborating ideas, and maintaining plot unity, indicating the need for more interactive and collaborative learning approaches.

Purpose. This study aims to investigate the implementation of collaborative story construction through the Exquisite Corpse game and to examine its effectiveness in improving students' narrative writing performance and their learning responses.

Methods. This research employed an embedded mixed-methods design with a one-group pretest-posttest approach. The participants were 30 fourth-semester students of the English Education Study Program at Universitas Muhammadiyah Enrekang. Data were collected through narrative writing tests, classroom observations, field notes, and questionnaires. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed thematically.

Results. The findings revealed a significant improvement in students' narrative writing performance, with mean scores increasing from 50.40 in the pretest to 73.47 in the posttest. The improvement was supported by a very large effect size (Cohen's $d = 3.49$). All aspects of the narrative writing rubric showed improvement, particularly coherence and unity of plot. Observation data indicated active student participation, idea negotiation, and collaborative revision during the learning process. Questionnaire results further showed that students responded positively to the intervention, especially in terms of engagement, creativity, and narrative awareness.

Conclusion. Collaborative story construction through the Exquisite Corpse game is an effective pedagogical strategy for enhancing EFL students' narrative writing skills and fostering positive learning engagement in higher education contexts.

KEYWORDS

Collaborative writing; Exquisite Corpse game; narrative writing; EFL; game-based learning

OPEN ACCESS

INTRODUCTION

Writing remains one of the most demanding skills in English as a Foreign Language (EFL)

education because it requires learners to coordinate linguistic knowledge, idea generation, organization, audience awareness, and revision at the same time.

Within EFL classrooms, narrative writing is especially challenging because students are expected not only to produce grammatically acceptable sentences but also to build a coherent plot, develop characters, manage conflict, and maintain textual flow. Recent studies continue to show that EFL learners frequently experience difficulties in generating ideas, organizing events, using vocabulary and grammar accurately, and revising their texts effectively. These recurring problems suggest that narrative writing instruction still requires pedagogical approaches that can support both creativity and textual control in a more integrated way (Chen & Zhang, 2019; Falihah et al., 2022; Nabilla & Fithriani, 2023).

Because of these challenges, contemporary EFL writing pedagogy has increasingly moved away from purely individual, product-oriented instruction toward more interactive and process-oriented approaches. One of the most widely discussed alternatives is collaborative writing, in which learners jointly plan, draft, negotiate, revise, and complete a shared text. Collaborative writing is pedagogically important because it creates opportunities for peer scaffolding, shared responsibility, language-related discussion, and co-construction of meaning. Recent research has shown that collaborative writing can enhance writing quality, improve individual writing performance, strengthen writing motivation and self-efficacy, and support more meaningful engagement with the writing process when implemented with appropriate instructional support (Elabdali, 2021; Jiang & Eslami, 2022; Li, 2023; Rahimi & Fathi, 2022).

The growing interest in collaborative writing has also broadened the field's understanding of writing as a social and situated activity rather than a purely solitary act. Recent scholarship has emphasized that collaborative writing should not be examined only in terms of product scores, but also in relation to the wider writing environment, learner interaction, and classroom implementation. Studies have shown that collaborative writing can support idea generation, language-related episodes,

and learner participation, yet its pedagogical realization depends on how the activity is designed, how students interact, and how teachers frame the task in actual classrooms (Fogal, 2024; Lázaro-Ibarrola & Hidalgo, 2024; Zheng et al., 2021). This perspective is particularly relevant for writing instruction because it suggests that effective pedagogy is not simply about asking students to work together, but about structuring collaborative activity in ways that promote meaningful textual development.

At the same time, recent EFL research has shown strong interest in storytelling-oriented and game-based approaches for improving writing instruction. Digital storytelling, in particular, has been associated with gains in writing performance, creativity, engagement, and multimodal participation. Likewise, game-based learning has been found to promote higher engagement and more active classroom participation in higher education. These developments indicate that narrative-writing pedagogy benefits when learners are given tasks that combine imagination, participation, and meaningful communication. However, the recent literature has been dominated by technology-enhanced models such as online collaborative writing, digital storytelling, and platform-based feedback systems, while comparatively less attention has been given to low-tech but interaction-rich classroom activities that can stimulate collaborative story development without relying heavily on digital infrastructure (Ajabshir, 2024; Chen & Yeh, 2025; Ochoa-Cueva et al., 2023; Zou et al., 2023).

This pattern is significant for EFL contexts such as Indonesian higher education, where lecturers often need instructional techniques that are pedagogically rich but still feasible within ordinary classroom conditions. For fourth-semester students in the English Education Study Program at Universitas Muhammadiyah Enrekang, narrative writing is an important area of learning because students at this stage are expected to move beyond sentence-level production toward stronger control of discourse organization, idea development, and communicative

expression. Yet these students may still encounter common EFL writing difficulties, particularly in generating ideas, sustaining plot development, and creating coherent texts. In such a context, a collaborative story-construction technique may help bridge the gap between creativity and structure by allowing students to generate ideas collectively while simultaneously negotiating coherence, character roles, and event sequencing. This contextual need makes the present locus academically relevant rather than merely convenient.

One potentially valuable technique is the *Exquisite Corpse* game, a collaborative story-construction activity in which students contribute to a text sequentially, often with only partial access to what previous writers have produced. As a pedagogical strategy, this game is relevant to narrative writing because it can stimulate idea generation, reduce the burden of writing alone, encourage negotiation of meaning, and create a natural need for revision once the collaboratively produced story is reviewed as a whole. Conceptually, the technique aligns with sociocultural and social constructivist views of learning, in which knowledge develops through interaction, mediation, and shared problem solving. In writing pedagogy, such a perspective implies that students can develop writing ability not only through individual practice but also through collaborative meaning-making, peer support, and revision-based reflection (Li, 2023; Zheng et al., 2021).

Although collaborative writing has been widely researched and storytelling-based instruction has gained increasing attention, a clear gap remains in relation to the specific use of the *Exquisite Corpse* game for teaching narrative text writing in EFL classrooms. Existing studies have provided important evidence on online collaborative writing, wiki-mediated writing, computer-mediated collaboration, digital storytelling, and collaborative digital storytelling, but these strands do not directly address how a low-tech, sequential, game-based collaborative writing task functions in a face-to-face tertiary EFL setting. In other words, the field has generated substantial knowledge about

collaborative writing and storytelling, yet much of that knowledge comes from digitally mediated environments rather than from classroom-based collaborative story games that foreground unpredictability, joint authorship, and post hoc textual negotiation. This unresolved area constitutes the central research gap addressed by the present study (Chen & Yeh, 2025; Jiang & Eslami, 2022; Rahimi & Fathi, 2022; Wang et al., 2025).

Responding to that gap, this study investigates the use of collaborative story construction through the *Exquisite Corpse* game in teaching narrative text writing to fourth-semester students of the English Education Study Program at Universitas Muhammadiyah Enrekang. The study is intended to contribute to EFL writing pedagogy by examining whether a low-tech collaborative story game can function as a serious instructional strategy rather than merely as an entertaining classroom activity. More specifically, the study seeks to explore how the technique is implemented in classroom practice, how it supports students' narrative writing development, and how students respond to the learning experience. By addressing these issues, the study aims to contribute both to the theoretical discussion on collaborative writing as socially mediated learning and to the practical need for accessible narrative-writing pedagogy in higher education EFL settings.

Accordingly, this study addresses the following research questions: RQ1: How is collaborative story construction through the *Exquisite Corpse* game implemented in teaching narrative text writing to fourth-semester EFL students? RQ2: To what extent does collaborative story construction through the *Exquisite Corpse* game support students' narrative text writing development? RQ3: How do students respond to the use of the *Exquisite Corpse* game in narrative-writing instruction? This placement is consistent with the Majesty template, which requires research questions to appear explicitly in a separate paragraph at the end of the Introduction.

The novelty of this study lies in its pedagogical, contextual, and methodological contribution. Pedagogically, it extends collaborative writing research by examining the *Exquisite Corpse* game as a structured narrative-writing strategy rather than a purely recreational activity. Contextually, it provides evidence from an Indonesian tertiary EFL teacher-education setting, namely fourth-semester students of the English Education Study Program at Universitas Muhammadiyah Enrekang, a context that remains underrepresented in recent collaborative-writing scholarship. Methodologically, the study shifts attention from the technology-dominant trend in collaborative writing and storytelling research toward a low-tech, interaction-rich classroom model that is potentially more accessible for resource-variable settings. In this way, the study does not simply replicate earlier work on collaborative writing or storytelling; it extends that body of knowledge by testing how sequential collaborative story construction can support narrative writing in a specific and still underexplored EFL context.

LITERATURE REVIEW

Collaborative Writing in EFL Contexts

Collaborative writing has been widely recognized as a socially mediated approach to second and foreign language writing in which learners jointly generate ideas, negotiate language choices, organize content, and revise texts together. In contrast to traditional individual writing, collaborative writing positions composing as an interactive process that enables learners to share responsibility for meaning-making while simultaneously supporting one another's linguistic and rhetorical development. Recent reviews and empirical studies suggest that collaborative writing can contribute positively to writing quality, language accuracy, learner motivation, and writing self-efficacy when the task structure and classroom guidance are well designed (Elabdali, 2021; Li, 2023; Pardede, 2024a; Rahimi & Fathi, 2022).

Recent scholarship has also expanded the understanding of collaborative writing beyond the final written product. Fogal (2024) argues that collaborative writing should be understood within a broader writing ecology in which learners orient themselves to writing spaces, classroom expectations, and interactional opportunities. Similarly, studies on co-regulated learning and regulated learning strategies show that collaborative writing requires learners not only to write together but also to monitor, negotiate, and regulate their shared activity across planning, drafting, and revising stages (Fogal, 2024; Stell & Iwashita, 2024). This perspective is important because it suggests that the effectiveness of collaborative writing depends on how learners manage interaction and how the task invites productive co-construction rather than simple division of labor.

Evidence from recent intervention studies further supports the pedagogical value of collaborative writing for EFL learners. Li (2023) found that online collaborative writing instruction enhanced writing performance, writing motivation, and writing self-efficacy. Jiang and Eslami (2022) similarly reported beneficial effects of computer-mediated collaborative writing on individual EFL writing performance, while Wang et al. (2025) showed that metacognitive instruction can further improve the effectiveness of collaborative writing by helping learners engage more strategically in shared writing processes. Taken together, these findings indicate that collaborative writing is not merely an alternative grouping format, but a pedagogical approach with substantial potential for supporting both linguistic and motivational aspects of EFL writing development.

Narrative Text Writing in EFL

Narrative writing remains a central genre in EFL instruction because it requires learners to integrate language form, discourse organization, and creative expression. To write an effective narrative, students must manage setting, character, conflict, event

sequence, and resolution in a coherent and engaging way. However, EFL learners often struggle to develop original ideas, maintain plot continuity, elaborate details, and produce linguistically accurate texts at the same time. Research on EFL narrative writing continues to show that learners frequently face challenges in idea generation, text organization, grammar, and revision, which makes narrative writing a productive site for pedagogical intervention (Chen & Zhang, 2019; Faliyah et al., 2022; Nabilla & Fithriani, 2023; Prihandani, 2023).

Recent work has emphasized that narrative writing instruction becomes more effective when students are supported through process-oriented and creativity-sensitive approaches. Studies on writing pedagogy increasingly argue that narrative development is strengthened when learners are given scaffolds for planning, opportunities for collaborative idea building, and tasks that encourage sustained attention to audience, coherence, and textual shaping. In related EFL writing research, project-based and process-based approaches have also been found to support writing development by engaging learners in extended meaning-making rather than isolated sentence production (Cahyono et al., 2024). This is especially relevant to narrative writing because the genre depends not only on linguistic control but also on the learner's ability to sustain a meaningful sequence of events and relationships across a whole text.

Narrative writing is therefore particularly compatible with collaborative pedagogies. When students co-construct a story, they are required to discuss character actions, negotiate the order of events, and evaluate whether the developing narrative remains coherent. These collaborative processes can help externalize thinking that may otherwise remain implicit in individual writing. For this reason, narrative writing provides a useful arena for examining how collaborative learning can support writing development in EFL classrooms, especially in contexts where learners still need support in transforming ideas into coherent, engaging texts.

Storytelling, Digital Storytelling, and Game-Based Learning

A substantial portion of recent literature on narrative-oriented writing pedagogy has focused on storytelling and digital storytelling. This research generally suggests that storytelling-based tasks can improve engagement, support creativity, and provide meaningful contexts for language use. Ajabshir (2024), for example, found that digital storytelling positively affected EFL learners' writing performance and multidimensional engagement, while Chubko et al. (2020) described digital storytelling as a useful disciplinary literacy enhancement tool. Other recent studies and reviews have similarly indicated that storytelling-oriented tasks can support writing development by combining language production with imagination, multimodal expression, and learner investment in meaning-making (Alemi et al., 2022; Andhini & Santosa, 2025; Chen & Yeh, 2025).

At the same time, game-based learning has gained increased attention as a way to improve participation and motivation in EFL classrooms. Recent evidence suggests that game-based learning can strengthen students' enjoyment, engagement, and intrinsic motivation, including in higher education and secondary language-learning settings (Ochoa-Cueva et al., 2023; Zhou, 2024). Systematic review evidence also points to the motivational benefits of game-based learning in EFL settings, especially when games are aligned with pedagogical goals rather than used solely for entertainment. These findings are relevant to narrative writing because game-based tasks can lower affective barriers, invite experimentation, and foster active participation in text construction.

Despite these advances, much of the recent work on storytelling and collaborative writing has centered on digital platforms, robot-assisted storytelling, wiki-mediated collaboration, and other technology-enhanced environments (Chen Hsieh & Lee, 2023; Ferdiansyah, 2024; Rahimi & Fathi, 2022; Zou et al., 2023). This concentration has enriched the field, but it has also created

an imbalance: less is known about low-tech, face-to-face collaborative story-construction tasks that may be more feasible in many classroom settings. In particular, there is limited recent empirical attention to game-like collaborative writing activities in which stories are built sequentially, unpredictably, and collectively before being revised into a more coherent narrative. This pattern suggests a need to investigate forms of collaborative storytelling that are interaction-rich yet not dependent on extensive technological infrastructure.

Exquisite Corpse as Collaborative Story Construction

Within that underexplored space, the *Exquisite Corpse* game can be conceptualized as a collaborative story-construction technique that combines sequential contribution, partial textual knowledge, unpredictability, and collective revision. Although direct recent EFL journal evidence on this exact technique remains limited, adjacent research provides a strong conceptual basis for examining it as a writing pedagogy. First, collaborative writing research shows that students benefit from interaction, negotiation, and shared authorship. Second, storytelling research indicates that narrative tasks become more meaningful when they engage learners' creativity and participation. Third, game-based learning research suggests that playful task structures can strengthen motivation and classroom involvement. When these strands are brought together, the *Exquisite Corpse* game can be understood as a low-tech pedagogical format that potentially mobilizes the core affordances identified across these bodies of literature.

In practical terms, this kind of story-construction task may support narrative writing by helping learners generate ideas more freely, respond to unexpected developments, and revisit the jointly produced text for coherence, character consistency, and conflict development. That potential is especially relevant in EFL teacher-education contexts, where students need not only language practice but also exposure to classroom techniques that are

creative, collaborative, and adaptable to varied teaching conditions. Since the present study is situated in the fourth semester of the English Education Study Program at Universitas Muhammadiyah Enrekang, the technique is pedagogically meaningful as both a learning tool and a model of future classroom practice for prospective English teachers. The present study therefore treats the *Exquisite Corpse* game as a structured form of collaborative story construction rather than as a recreational diversion. This positioning is consistent with recent calls to view collaborative writing as a context-sensitive pedagogical practice shaped by interaction, strategy use, and instructional design (Fogal, 2024; Ruth, 2024; Wang et al., 2025).

METHOD

Design

This research adopted an embedded mixed-methods intervention framework in a classroom setting, integrating both quantitative and qualitative strands within a single study design. The primary orientation of the study was quantitative, employing a one-group pretest-posttest structure to evaluate the impact of collaborative narrative construction using the *Exquisite Corpse* technique on students' writing achievement. Qualitative data were incorporated to complement and deepen the interpretation of classroom processes and learner experiences. The selection of this design was based on its suitability for addressing three interconnected focuses of the study, namely instructional implementation, development of writing performance, and student responses toward the learning process. By combining test scores, observational records, and questionnaire data, the study achieved methodological triangulation that strengthened the credibility of findings in an authentic educational context.

Participants

The study involved 24 students enrolled in the fourth semester of the English Education Study Program at Universitas Muhammadiyah Enrekang. Participants

were drawn from a single intact class taking the Creative Writing course, which includes prose, short story, drama, and poetry writing. This course was considered appropriate for examining collaborative narrative development due to its emphasis on creative expression and textual production. All registered students in the selected class who agreed to participate were included. Because the research was conducted in a naturally occurring classroom environment, no random assignment was applied. The use of intact group sampling aligns with classroom-based research practices where ecological validity and instructional authenticity are prioritized.

Instruments

Narrative Writing Test

Table 1. Analytic Rubric for Narrative Writing Assessment

Aspect	Score 5	Score 4	Score 3	Score 2	Score 1
Originality of ideas	The ideas are highly creative, unique, fresh, and engaging; they show strong novelty.	The ideas are fairly creative and interesting; some novelty is evident.	The ideas are adequate but still common or partly clichéd.	The ideas are underdeveloped and tend to be ordinary.	The ideas are very common, highly clichéd, or show almost no creativity.
Flexibility of story development	The story develops very smoothly, flexibly, and naturally from beginning to end.	The story develops well and fairly smoothly.	The story develops sufficiently clearly, although it is somewhat rigid.	The story development is limited and lacks fluency.	The story does not develop well and appears fragmented.
Elaboration of details	Details are very rich and strongly support the atmosphere, setting, actions, and events.	Details are fairly numerous and support the story well.	Some details are present, but they do not consistently strengthen the story.	Details are very limited.	There are almost no supporting details.
Development of character and conflict	Characters are clear, and the conflict is strong, logical, and engaging.	Characters are fairly clear, and the conflict is present and develops reasonably well.	Characters and conflict are present, but they are not yet developed in depth.	Characters are unclear, and the conflict is weak or insufficiently developed.	Characters are unclear, and the conflict is almost absent.
Coherence and unity of plot	The plot is highly coherent, unified, logical, and easy to follow.	The plot is fairly coherent and unified.	The plot is understandable, although some parts are not smooth.	The plot is insufficiently coherent, and some parts are confusing.	The plot is incoherent and difficult to understand.

Students' writing ability was measured using a pretest and posttest design. In both phases, participants were asked to independently compose a narrative text based on comparable prompts designed by the researcher to ensure equivalent difficulty levels. Assessment was carried out using an analytic scoring rubric consisting of five dimensions: idea originality, narrative flexibility, elaboration of details, character and conflict development, and overall coherence. Each dimension was rated on a five-level scale, producing a maximum possible score of 25. To enhance scoring reliability, two independent raters evaluated all scripts using identical criteria. The instrument had previously undergone expert validation to ensure content appropriateness.

Observation and Field Notes

Classroom observation was conducted throughout the intervention to document instructional implementation. The observation framework included indicators such as instructional delivery, learner participation, peer interaction, idea exchange, sequential writing processes, and collaborative revision activities. Field notes were systematically recorded during each session to capture dynamic classroom events, interactional patterns among students, teacher facilitation strategies, and challenges encountered during implementation.

Questionnaire

To examine students' perceptions, a structured questionnaire consisting of 20 Likert-scale items was administered after the intervention. The instrument measured engagement, ease of task execution, collaborative interaction, creativity in idea generation, and perceived contribution to writing improvement. Responses were collected using a four-point agreement scale. Both positively and negatively phrased items were included to minimize response bias. The questionnaire was validated by experts, and reliability analysis was conducted using Cronbach's alpha to confirm internal consistency.

Data Collection Procedure

The research process began with obtaining institutional approval and informing participants about the study objectives, voluntary participation, and confidentiality assurance. A pretest was then administered to determine baseline writing proficiency. The intervention was implemented over eight instructional meetings. Initial sessions introduced narrative elements such as setting, character, conflict, plot structure, climax, and resolution. Subsequently, students engaged in collaborative storytelling using the Exquisite Corpse method in small groups of three to four members. Each participant contributed a segment of the story sequentially, often without full visibility of preceding text,

creating a dynamic and unpredictable narrative construction process. After drafting, groups revisited the complete story and performed collaborative revisions to improve coherence, character consistency, and narrative flow. The lecturer functioned as facilitator throughout the process.

Data Analysis

Quantitative data from writing tests were analyzed using descriptive and inferential statistical procedures. Each writing sample was scored based on the rubric and converted into a standardized 100-point scale using a proportional formula.

$$\text{Final Score} = \frac{\text{Obtained Score}}{25} \times 100$$

Descriptive statistics included mean scores, standard deviation, and score distribution. Inferential testing involved assessing data normality prior to applying a paired-samples t-test. When assumptions were violated, a non-parametric alternative was considered. Effect size analysis was also conducted to determine the magnitude of improvement. Questionnaire data were processed using frequency distributions, percentages, and mean values, with reverse scoring applied to negatively worded items. Reliability was examined through Cronbach's alpha. Qualitative data from observation sheets and field notes were analyzed thematically through iterative coding, focusing on patterns of participation, collaboration, narrative development, and revision behavior.

RESULTS

Implementation of Collaborative Story Construction through the Exquisite Corpse Game

The first research question examined how collaborative story construction through the Exquisite Corpse game was implemented in teaching narrative text writing. The classroom observation and field notes showed that the intervention was implemented through a structured sequence of activities across eight meetings. The early meetings focused on introducing narrative

elements, including setting, character, conflict, plot development, climax, and resolution. After students had been introduced to these elements, the lecturer guided them in understanding the procedure of the Exquisite Corpse game and demonstrated how a story could be developed collaboratively through sequential contributions.

During the main implementation stage, students worked in small groups and constructed stories by writing different parts of a narrative in turn. Each student continued the story based on limited access to the previous contribution, which encouraged them to respond creatively to the evolving text. Observation data indicated that students were actively involved in generating ideas, continuing their peers' storylines, negotiating possible developments of the plot, and discussing how characters and conflicts should be developed. The activity created a classroom situation in which narrative writing was not treated as an individual task only, but as a shared process of idea construction, textual continuation, and collaborative revision.

The observation also showed that the lecturer played an important facilitative role.

The lecturer explained the objectives of the activity, clarified the steps of the game, monitored group interaction, and provided guidance when students faced difficulty continuing the story. In the revision stage, groups reread their complete stories and discussed how to improve coherence, strengthen conflict, clarify character roles, and make the plot more unified. Overall, the implementation of the Exquisite Corpse game followed three major phases: preparation and explanation of narrative elements, sequential collaborative story construction, and collaborative revision of the completed narrative text.

Students' Narrative Writing Development

The second research question examined the extent to which collaborative story construction through the Exquisite Corpse game supported students' narrative text writing development. Students' narrative writing was assessed through pretest and posttest using an analytic rubric covering five aspects: originality of ideas, flexibility of story development, elaboration of details, development of character and conflict, and coherence and unity of plot. The total score was converted into a 100-point scale.

Table 1. *Descriptive Statistics of Students' Narrative Writing Scores*

Score	N	Mean	SD	Min	Max
Pretest	30	50.40	10.74	28.00	84.00
Posttest	30	73.47	10.32	48.00	96.00
Gain Score	30	23.07	6.62	12.00	36.00
N-Gain	30	0.48	0.14	0.28	0.75

Note. N = number of students; SD = standard deviation.

As shown in Table 1, the mean score increased from 50.40 in the pretest to 73.47 in the posttest. The mean gain score was 23.07 points, indicating that students' narrative writing scores improved after the implementation of collaborative story construction through the Exquisite Corpse game. The mean N-Gain score was 0.48, which falls into the medium improvement category.

Before conducting inferential analysis, the normality of the difference scores was

examined using the Shapiro-Wilk test. The result showed that the difference scores did not significantly deviate from normality, $W = .933$, $p = .058$. Therefore, a paired-samples t -test was conducted. The test showed a statistically significant difference between students' pretest and posttest scores, $t(29) = 19.09$, $p < .001$. The mean difference was 23.07, with a 95% confidence interval ranging from 20.60 to 25.54. The effect size was very large, Cohen's $d_z = 3.49$, indicating a strong magnitude of improvement in

students' narrative writing performance after the intervention.

Table 2. Paired-Samples *t*-Test of Pretest and Posttest Scores

Comparison	Mean Difference	SD Difference	t	df	p	Cohen's dz
Posttest – Pretest	23.07	6.62	19.09	29	< .001	3.49

The improvement was also visible across all five dimensions of the analytic rubric.

Table 3. Mean Scores of Narrative Writing Aspects Before and After the Intervention

Rubric Aspect	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Mean Gain
Originality of Ideas	2.53	0.68	3.53	0.78	1.00
Flexibility of Story Development	2.70	0.88	3.93	0.98	1.23
Elaboration of Details	2.33	0.55	3.47	0.86	1.13
Character and Conflict	2.57	0.68	3.60	0.86	1.03
Coherence and Unity of Plot	2.47	0.73	3.83	0.79	1.37

All aspects improved after the intervention. The highest gain was in coherence and unity of plot (mean increase = 1.37), followed by flexibility of story development (1.23) and elaboration of details (1.13). Originality of ideas and character and conflict also improved (1.00 and 1.03 respectively), indicating that the Exquisite Corpse game enhanced students' creativity, narrative organization, and coherence.

elaboration, confirming the quantitative gains reported in Table 2.

In terms of N-Gain distribution, 2 students reached the high improvement category, 26 students were in the medium category, and 2 students were in the low category.

Table 4. Distribution of Students' N-Gain Categories

N-Gain Category	Frequency	Percentage
High	2	6.67%
Medium	26	86.67%
Low	2	6.67%
Total	30	100%

The distribution shows that most students experienced medium-level improvement in narrative writing after the implementation of the Exquisite Corpse game.

Students' Responses to the Exquisite Corpse Game

The third research question examined students' responses to the use of the Exquisite Corpse game in narrative-writing instruction. The questionnaire consisted of 20 Likert-scale items with four response options. Negatively worded items were reverse-coded before analysis. The

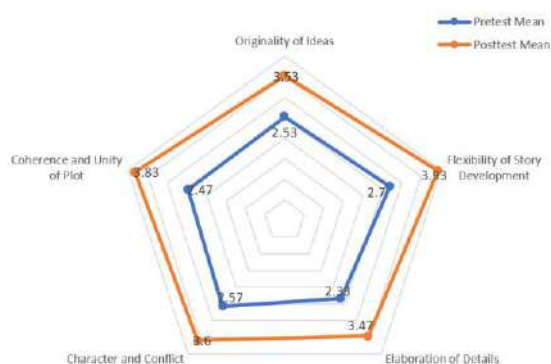


Figure 2. Comparison of Narrative Writing Rubric Aspects

The radar chart shows that posttest scores (blue) consistently exceed pretest scores (red) across all five rubric dimensions. The greatest improvement is in coherence and unity of plot, followed by flexibility and

reliability analysis showed a Cronbach's alpha value of .65, indicating moderate internal consistency for the questionnaire data.

Table 5. *Descriptive Statistics of Students' Questionnaire Responses*

Variable	N	Mean	SD	Min	Max
Total Score	30	64.43	3.99	55.00	72.00
Percentage Score	30	80.54	4.99	68.75	90.00

The mean questionnaire percentage was 80.54%, indicating that students generally responded positively to the use of the Exquisite Corpse game. The lowest percentage score was 68.75%, while the highest was 90.00%, showing that all students' responses remained within the positive range.

Table 6. *Categories of Students' Responses*

Response Category	Frequency	Percentage
Very Positive	14	46.67%
Positive	16	53.33%
Fairly Positive	0	0.00%
Less Positive	0	0.00%
Very Less Positive	0	0.00%
Total	30	100%

Table 6 shows that 14 students gave very positive responses and 16 students gave positive responses. No students were categorized as fairly positive, less positive, or very less positive. This result indicates that the Exquisite Corpse game was well received by the students as a narrative-writing activity. Further analysis of questionnaire dimensions showed that students responded positively across all measured aspects.

Table 7. *Mean Scores of Questionnaire Dimensions*

Questionnaire Dimension	Mean	SD
Narrative Awareness	3.28	0.34
Ease of Implementation	3.23	0.27
Engagement and Enjoyment	3.22	0.24
Idea Generation and Creativity	3.18	0.40
Collaboration and Peer Support	3.13	0.35

The highest mean was found in narrative awareness, indicating that students perceived the activity as useful for helping them pay attention to plot, narrative structure, character, conflict, and overall story development. Engagement and enjoyment also received a high mean score, showing that the activity made the writing class more interesting and participatory. The positive mean scores for idea generation and collaboration further indicate that students viewed the Exquisite Corpse game as helpful for generating story ideas and working with peers during the writing process.

DISCUSSION

Collaborative Writing and Narrative Development in EFL Contexts

The findings of this study demonstrate that collaborative story construction through the Exquisite Corpse game significantly improves students' narrative writing performance. This result is strongly supported by research indicating that collaborative writing enhances learners' writing accuracy, fluency, and complexity through interaction and shared meaning-making processes (Abdeta et al., 2026; Anggraini et al., 2020; Villarreal & Gil-Sarratea, 2020). In the present study, students jointly constructed narratives through sequential contributions, which required them to continuously negotiate meaning, respond to peers' ideas, and maintain textual coherence.

From a sociocultural perspective, this process aligns with Vygotsky's (1978) theory, which emphasizes that learning occurs through social interaction within the Zone of Proximal Development. Similarly, Swain's (2000) Output Hypothesis explains

that language production facilitates deeper cognitive processing and noticing of linguistic gaps. The collaborative structure of the Exquisite Corpse game provided repeated opportunities for output generation, peer scaffolding, and meaning negotiation, which collectively contributed to improved narrative writing performance.

Narrative Writing Development and Cognitive Processing

The improvement observed across all rubric dimensions, particularly in coherence and unity of plot, flexibility, and elaboration, suggests that collaborative writing supports higher-order cognitive processing in L2 writing development. Hyland (2019) emphasizes that writing is a recursive process involving planning, drafting, and revising, all of which were embedded in the collaborative tasks in this study.

Furthermore, Lucas (2020) highlights the importance of integrating reading and writing processes in L2 literacy development. In this study, students were required to read partial narratives produced by peers and extend them logically, which strengthened their ability to connect ideas and maintain narrative continuity. This interactive process enhanced their awareness of textual organization and improved overall narrative coherence.

The findings are also consistent with Chen et al. (2020) and Li and Zhang (2021), who argue that collaborative writing research consistently demonstrates positive effects on L2 writing development, particularly in terms of idea generation, text organization, and content development.

Digital Storytelling, Game-Based Learning, and Engagement

The positive effects of the Exquisite Corpse game also reflect broader findings on game-based learning and digital storytelling in language education. Gee (2003) argues that games create learning environments that promote active engagement, problem-solving, and identity formation in learning processes. Similarly, gamified learning

environments have been shown to increase motivation, engagement, and academic performance in language learning contexts (Eltahir et al., 2021; Pinto et al., 2021).

In addition, digital storytelling has been widely recognized as an effective approach to enhancing creativity and narrative competence in language learning (Moradi & Chen, 2019; Yu & Wang, 2025; Chen & Yeh, 2025). Although the present study used a low-technology format of storytelling, the underlying principle remains similar: learners construct meaning through narrative sequencing, creative contribution, and collaborative authorship.

The playful and unpredictable nature of the Exquisite Corpse game created a learning environment that encouraged students to engage more deeply in narrative construction while reducing writing anxiety and increasing intrinsic motivation.

Learner Engagement, Control, and Text Quality

The findings of this study also demonstrate that students showed strong engagement and active control over narrative content during collaborative writing activities. This is consistent with Phan and Dao (2023), who found that learner engagement and control of task content significantly influence text quality in collaborative writing contexts.

Students in this study actively negotiated plot direction, revised character development, and collaboratively refined story coherence. This aligns with Ismail (2025), who emphasizes that peer feedback and collaborative editing enhance writing quality in EFL contexts by encouraging critical reflection and textual revision.

The high level of student engagement observed also supports the findings of Chen and Yeh (2025), who argue that collaborative digital storytelling enhances creativity and strengthens learners' sense of ownership over written texts.

Game-Based Collaboration and Writing Performance

The effectiveness of the Exquisite Corpse game can also be explained through the broader literature on game-based learning and collaborative pedagogy. Systematic reviews indicate that gamification and game-based approaches in language learning significantly improve learner motivation, engagement, and academic performance (Pinto et al., 2021; Eltahir et al., 2021). In this study, the game structure transformed writing from an individual and often challenging task into a collaborative and enjoyable activity.

Moreover, meta-analytic evidence confirms that technology-enhanced and collaborative approaches consistently yield positive effects on EFL writing performance (Seyyedrezaei et al., 2024; Chen et al., 2020). Although the Exquisite Corpse game used in this study was non-digital, its collaborative and interactive nature aligns with the pedagogical principles identified in these studies.

Theoretical Integration: Sociocultural and Output Perspectives

The findings can be theoretically interpreted through the integration of sociocultural theory (Vygotsky, 1978) and the Output Hypothesis (Swain, 2000). From a sociocultural perspective, learning is mediated through social interaction, which was evident in students' collaborative narrative construction. From the output perspective, the requirement for continuous written production pushed learners to process language more deeply and refine their linguistic output.

Additionally, Schmid (2023) emphasizes the importance of sustained language engagement to prevent attrition and promote long-term development. The collaborative and repetitive nature of storytelling in this study provided sustained engagement with language use, which may contribute to more durable writing competence development.

Pedagogical Implications

The findings suggest several pedagogical implications for EFL writing instruction. First, collaborative writing activities such as the Exquisite Corpse game should be integrated into narrative writing instruction to enhance engagement and textual development. Second, structured peer interaction and revision stages are essential for improving coherence and narrative quality.

Third, incorporating game-based and playful learning strategies can reduce writing anxiety and increase learner motivation. Finally, teachers should act as facilitators who guide interaction rather than sole knowledge providers, allowing students to actively co-construct knowledge and develop autonomy in writing.

Limitations and Future Research

Despite its contributions, this study has limitations. It was conducted in a single classroom setting with a relatively small sample size, which may limit generalizability. Additionally, the intervention period was limited, preventing analysis of long-term effects on writing development.

Future research should investigate longitudinal effects of collaborative storytelling, compare digital and non-digital game-based writing interventions, and explore variations across proficiency levels. Further studies may also integrate AI-supported writing tools or digital storytelling platforms to extend the collaborative writing framework.

CONCLUSION

This study examined the implementation and effectiveness of collaborative story construction through the Exquisite Corpse game in enhancing EFL students' narrative writing skills. Based on the findings, it can be concluded that the intervention was implemented successfully through a structured sequence of narrative instruction, sequential collaborative writing,

and collaborative revision. Classroom observations indicated that students actively participated in the writing process, engaged in meaningful peer interaction, and collaboratively negotiated narrative development, supported by the lecturer's facilitative role.

In terms of learning outcomes, the results revealed a significant improvement in students' narrative writing performance from pretest to posttest. All aspects of the analytic rubric, including originality, flexibility, elaboration, character and conflict development, and coherence and unity of plot, showed measurable gains, with the most notable improvement observed in narrative coherence. These findings indicate that the Exquisite Corpse game effectively supports students in organizing ideas, developing narrative structure, and producing more coherent and elaborated texts.

Furthermore, students demonstrated highly positive responses toward the use of the Exquisite Corpse game. The activity was perceived as engaging, enjoyable, and helpful in generating ideas and improving motivation in writing. It also fostered collaboration, creativity, and confidence in narrative production, highlighting its affective and pedagogical benefits.

Overall, the study concludes that collaborative story construction through the Exquisite Corpse game is an effective instructional strategy for improving narrative writing in EFL contexts. It not only enhances cognitive aspects of writing performance but also promotes social interaction, learner engagement, and positive learning experiences. Therefore, this approach can be recommended as an alternative pedagogical model for teaching narrative writing in higher education settings. Future research is encouraged to explore its long-term impact, integration with digital platforms, and application across different proficiency levels and learning environments.

Acknowledgment

Acknowledgements, funding information, and declaration of competing interests have been removed for blind review.

Conflict of Interest

The authors declare that they have no conflict of interest.

Author Contributions

All authors contributed significantly to the study and manuscript preparation. The first author was responsible for conceptualizing the research, conducting data collection and analysis, and drafting the manuscript. The second author contributed to the literature review, interpretation of findings, and critical revision of the manuscript. The third author assisted with data validation, statistical analysis, and manuscript editing. All authors approved the final version of the manuscript and are jointly accountable for all aspects of the work.

References

- [1] Abdeta, M. T., Olamo, T. G., & Woldeyes, K. M. (2026). Effects of collaborative writing on EFL learners' writing accuracy, fluency, and complexity: Secondary school in focus. *SAGE Open*, 16(1). <https://doi.org/10.1177/21582440251413940>
- [2] Ajabshir, Z. F. (2024). Empowering EFL writing through digital storytelling: A quasi-experimental assessment of CALF measures and multidimensional engagement. *Acta Psychologica*, 250, 104564. <https://doi.org/10.1016/j.actpsy.2024.104564>
- [3] Alemi, M., Givi, S. S., & Rezanejad, A. (2022). The role of digital storytelling in EFL students' writing skill and motivation. *Language Teaching Research Quarterly*, 32, 16–35. <https://doi.org/10.32038/ltrq.2022.32.02>
- [4] Andhini, N. P. W. S., & Santosa, M. H. (2025). A systematic review on the use of digital storytelling to improve students' writing skills using SPAR-4-SLR protocol. *JET (Journal of English Teaching)*, 11(2), 138–149.

- <https://doi.org/10.33541/jet.v11i2.6771>
- [5] Anggraini, R., Rozimela, Y., & Anwar, D. (2020). The effects of collaborative writing on EFL learners' writing skills and their perception of the strategy. *Journal of Language Teaching and Research*, 11(2), 335–341. <http://dx.doi.org/10.17507/jltr.1102.25>
- [6] Bllaca, N., & Dalton-Puffer, C. (2024). The effect of collaboration on the adolescent EFL learners' writing performance. *The Language Learning Journal*. Advance online publication. <https://doi.org/10.1080/09571736.2024.2403478>
- [7] Cahyono, B. Y., Irawati, R., Amalia, S. N., & Hidayat, L. E. (2024). Project-based learning in EFL educational settings: A meta-analysis study in EFL/ESL writing. *Journal of Writing Research*, 16(1), 105–127. <https://doi.org/10.17239/jowr-2024.16.01.04>
- [8] Chen Hsieh, J., & Lee, J. S. (2023). Digital storytelling outcomes, emotions, grit, and perceptions among EFL middle school learners: Robot-assisted versus PowerPoint-assisted presentations. *Computer Assisted Language Learning*, 36(5–6), 1088–1115. <https://doi.org/10.1080/09588221.2021.1969410>
- [9] Chen, C. H., & Yeh, H. C. (2025). Scripted synergy: Elevating EFL writing and creativity through collaborative digital storytelling. *Technology, Pedagogy and Education*, 34(1), 91–104. <https://doi.org/10.1080/1475939X.2024.2382970>
- [10] Chen, C.-H., & Yeh, H.-C. (2025). Scripted synergy: Elevating EFL writing and creativity through collaborative digital storytelling. *Technology, Pedagogy and Education*, 34(1), 91–104. <https://doi.org/10.1080/1475939X.2024.2382970>
- [11] Chen, J., & Zhang, L. J. (2019). Assessing student-writers' self-efficacy beliefs about text revision in EFL writing. *Assessing Writing*, 40, 27–41. <https://doi.org/10.1016/j.asw.2019.03.002>
- [12] Chen, X., Wang, Y., & Wu, Z. (2020). Collaborative writing in EFL contexts: A meta-analysis. *System*, 91, 102243.
- [13] Chubko, N., Morris, J. E., McKinnon, D. H., Slater, E. V., & Lummis, G. W. (2020). Digital storytelling as a disciplinary literacy enhancement tool for EFL students. *Educational Technology Research and Development*, 68, 3587–3604. <https://doi.org/10.1007/s11423-020-09833-x>
- [14] Elabdali, R. (2021). Are two heads really better than one? A meta-analysis of the L2 learning benefits of collaborative writing. *Journal of Second Language Writing*, 52, 100788. <https://doi.org/10.1016/j.jslw.2020.100788>
- [15] Eltahir, M. E., Alsahhi, N. R., Al-Qatawneh, S., et al. (2021). The impact of game-based learning (GBL) on students' motivation, engagement and academic performance on an Arabic language grammar course in higher education. *Education and Information Technologies*, 26, 3251–3278. <https://doi.org/10.1007/s10639-020-10396-w>
- [16] Emerson, N. (2024). AI-enhanced collaborative story writing in the EFL classroom. *Technology in Language Teaching & Learning*, 6(3), 1764. <https://doi.org/10.29140/tltl.v6n3.1764>
- [17] Falihah, N., Rahmawati, E., & Baihaqi, A. (2022). EFL students' difficulties in writing narrative text. *Journal of English Language Teaching and Cultural Studies*, 5(1), 77–90. <https://doi.org/10.48181/jelts.v5i1.15026>
- [18] Ferdiansyah, S. (2024). Collaborative genre-based digital storytelling of English as a foreign language: A case of an Indonesian primary school. *Education* 3–13, 52(8), 1594–1601. <https://doi.org/10.1080/03004279.2023.2205437>
- [19] Fogal, G. (2024). Expanding the collaborative writing research framework: A longitudinal analysis of how collaborative and independent writers orient to writing spaces. *Journal of Second Language Writing*, 63, 101096. <https://doi.org/10.1016/j.jslw.2024.101096>
- [20] Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.
- [21] Hidayati, L., & Maisarah, I. (2024). Students' perception of the use of digital storytelling in teaching reading narrative text. *Journal of English for*

- Specific Purposes in Indonesia*, 3(2), 90–103.
<https://doi.org/10.33369/espindonesia.v3i2.31932>
- [22] Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.
- [23] Ismail, I. (2025). Collaborative Learning through Digital Writing: Peer Editing and Feedback in EFL Contexts. *Majesty Journal*, 7(1) 1-17.
- [24] Ismail, I. (2025). Collaborative learning through digital writing: Peer editing and feedback in EFL contexts. *MAJESTY Journal*, 7(1), 1–17.
- [25] Jiang, W., & Eslami, Z. R. (2022). Effects of computer-mediated collaborative writing on individual EFL writing performance. *Computer Assisted Language Learning*, 35(9), 2701–2730.
<https://doi.org/10.1080/09588221.2021.1893753>
- [26] Lázaro-Ibarrola, A., & Hidalgo, M. Á. (2024). Collaborative writing among young EFL learners in a school context: Product and process. *The Language Learning Journal*, 52(3), 285–300.
<https://doi.org/10.1080/09571736.2022.2141828>
- [27] Li, Y. (2023). The effect of online collaborative writing instruction on enhancing writing performance, writing motivation, and writing self-efficacy of Chinese EFL learners. *Frontiers in Psychology*, 14, 1165221.
<https://doi.org/10.3389/fpsyg.2023.1165221>
- [28] Liang, J.-C., & Hwang, G.-J. (2023). A robot-based digital storytelling approach to enhancing EFL learners' multimodal storytelling ability and narrative engagement. *Computers & Education*, 201, 104827.
<https://doi.org/10.1016/j.compedu.2023.104827>
- [29] Lucas, C. (2020). The reading and writing connections in developing overall L2 literacy: A case study. *Languages*, 5(4), 69.
<https://doi.org/10.3390/languages5040069>
- [30] Moradi, H., & Chen, H. (2019). Digital storytelling in language education. *Behavioral Sciences*, 9(12), 147.
<https://doi.org/10.3390/bs9120147>
- [31] Nabilla, E. V., & Fithriani, R. (2023). Generating ideas to write narrative through illustrated poem: Indonesian EFL students' experiences. *Tell-Us Journal*, 9(1).
<https://doi.org/10.22202/tus.2023.v9i1.6591>
- [32] Ochoa-Cueva, C., Castillo-Cuesta, L., & Cabrera-Solano, P. (2023). Engaging English as a Foreign Language (EFL) students through the game-based learning approach in higher education. *International Journal of Learning, Teaching and Educational Research*, 22(7), 517–534.
<https://doi.org/10.26803/ijlter.22.7.27>
- [33] Pardede, P. (2024a). Collaborative writing in EFL settings: A review. *JET (Journal of English Teaching)*, 10(1), 92–109.
<https://doi.org/10.33541/jet.v10i1.5631>
- [34] Pardede, P. (2024b). The strands and findings of recent research on technology-enhanced collaborative writing in EFL settings: A systematic review. *JET (Journal of English Teaching)*, 10(2), 170–182.
<https://doi.org/10.33541/jet.v10i2.6035>
- [35] Phan, H. L. T., & Dao, P. (2023). Engagement in collaborative writing: Exploring learners' control of task content and text quality. *International Journal of Applied Linguistics*, 33, 242–259.
<https://doi.org/10.1111/ijal.12462>
- [36] Pinto, R. D., Peixoto, B., Melo, M., Cabral, L., & Bessa, M. (2021). Foreign language learning gamification using virtual reality—A systematic review of empirical research. *Education Sciences*, 11(5), 222.
<https://doi.org/10.3390/educsci11050222>
- [37] Prihandani, A. M. (2023). An analysis of students' grammatical errors in writing narrative texts. *International Journal of Language and Literature*, 7(2), 60–66.
<https://doi.org/10.23887/ijll.v7i2.29453>
- [38] Rahimi, M., & Fathi, J. (2022). 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.
<https://doi.org/10.1080/09588221.2021.1888753>

- [39] Ruth, E. (2024). EFL teacher beliefs about collaborative writing at Swedish primary school. *Education Inquiry*. Advance online publication. <https://doi.org/10.1080/20004508.2024.2408938>
- [40] Schmid, M. S. (2023). The final frontier? Why we have been ignoring second language attrition, and why it is time we stopped. *Language Teaching*, 56(1), 73–93. <https://doi.org/10.1017/S0261444822000301>
- [41] Sembiring, S. S., Yuliaty, & Sakhiyya, Z. (2024). Exploring the use of Google Docs for collaborative narrative writing: A sequential exploratory study in EFL classroom. *ETERNAL (English Teaching Journal)*, 16(2). <https://doi.org/10.26877/eternal.v16i2.1543>
- [42] Seyyedrezaei, M. S., Amiryousefi, M., Gimeno-Sanz, A., & Tavakoli, M. (2024). A meta-analysis of the relative effectiveness of technology-enhanced language learning on ESL/EFL writing performance: Retrospect and prospect. *Computer Assisted Language Learning*, 37(7), 1771–1805. <https://doi.org/10.1080/09588221.2022.2118782>
- [43] Storch, N. (2013). *Collaborative writing in L2 classrooms*. Multilingual Matters.
- [44] Swain, M. (2000). The output hypothesis and beyond. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97–114). Oxford University Press.
- [45] Villarreal, I., & Gil-Sarratea, N. (2020). The effect of collaborative writing in an EFL secondary setting. *Language Teaching Research*, 24(6), 874–897. <https://doi.org/10.1177/136216881982901>
- [46] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- [47] Wang, K., Zhang, L. J., & Cooper, M. (2025). Metacognitive instruction for improving the effectiveness of collaborative writing for EFL learners' writing development. *The Asia-Pacific Education Researcher*, 34, 661–673. <https://doi.org/10.1007/s40299-024-00886-7>
- [48] Yu, B., & Wang, W. (2025). Using digital storytelling to promote language learning, digital skills and digital collaboration among English pre-service teachers. *System*, 129, 103577. <https://doi.org/10.1016/j.system.2024.103577>
- [49] Zheng, Y., Yu, S., & Lee, I. (2021). Implementing collaborative writing in Chinese EFL classrooms: Voices from tertiary teachers. *Frontiers in Psychology*, 12, 631561. <https://doi.org/10.3389/fpsyg.2021.631561>
- [50] 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, 166–185. <https://doi.org/10.1007/s12528-022-09337-y>

Submit Your Manuscript to *Majesty Journal* 
and Enjoy the Following Benefits:

- ✓ Easy online submission process
- ✓ Thorough peer review
- ✓ Immediate publication upon acceptance
- ✓ Open access: articles freely available online
- ✓ Increased visibility within the field
- ✓ Retaining the copyright to your article

Submit your manuscript now at: ➔

<https://jurnal2.unimen.cloud/index.php/majesty/index>