

# A Systematic Review of the Principles of Collaborative Writing (CW) and Its Effects on ESL Learners.

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- **Abstract:** There have been abundant studies on the three main writing approaches: the process, product, and genre approach. However, apart from these three well-established methods, there are some lesser known strategies for writing that could be very well worth considering: the collaborative writing (CW) approach. This paper aims to provide a systematic literature review on the principles of CW and its effects in English as a Second Language (ESL) classrooms. The papers used in this study were published from 2000 until 2020. A systematic review of literature proposed in this paper employs the exploratory approach for identifying and evaluating twenty-five articles published in authentic journals. The review themes are divided into two categories: the principles of collaborative writing and the effects of employing the approach in ESL classrooms. The review signifies collaborative writing, which stems from the communicative approach to language teaching, gaining its place in L2 teaching. Along with technological advancements, collaborative writing is rapidly gaining prominence in L2 classrooms with the integration of online platforms. In conclusion, the review signifies that collaborative writing, with its defining features and principles, has numerous benefits to the L2 learners in terms of language and the development of the learners as individuals.
- **Keywords:** Collaborative writing, ESL, Technological advancements