

## *EFL learners' beliefs towards online collaborative writing amid a pandemic*

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The Covid-19 pandemic has forced many EFL teachers to change their methodology to a full online or bimodal (face-to-face and online) approach. Unlike most L2 learners, EFL learners do not have as many opportunities to practice their target language outside the classroom, which is the setting that allows for its practice and development (García Mayo & García Lecumberri, 2003). Thus, if EFL learners do not attend classes, these opportunities could decrease because of the impossibility to work together with other classmates, and interact with them, a practice that has been shown to be beneficial for L2 learning (Long, 1996; Mackey, 2020). This study presents a preliminary analysis of the beliefs of 30 Spanish EFL university students (age=19) towards online EFL collaborative writing. The data were collected from October to December 2020 in the same English course. They completed a Likert-type questionnaire twice, before and after carrying out three essays in three different modes: face-to-face, online using only a chat to exchange ideas, and online using their microphones to interact. The questionnaire focused on their thoughts about EFL writing, collaborative work, L1 use in the EFL classroom, corrective feedback, and online learning. The comparison of the questionnaire replies before and after doing the essays indicated that: they showed a neutral attitude towards collaborative work and online learning; their beliefs towards corrective feedback and EFL writing were high, and increased significantly after doing the essays; and that they were reluctant to use the L1 in the EFL classroom, but after they did the essays, their responses indicated that they were more open to its use in EFL classrooms. These findings aim to provide EFL teachers with more insight about the impact of the pandemic in EFL collaborative writing activities, and will be discussed considering the importance of collaborative work in EFL development.