

Examining learners' affective engagement and interaction mindsets as mediating factors in computer-supported collaborative L2 writing

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Collaborative writing research has highlighted the potential impact of L2 learners' affective states on their interactional behaviours, examining mediating factors such as learners' perception of partners and interaction (Storch, 2004; Watanabe, 2008). The influence of learners' affective engagement on interaction has also been shown in the context of online learning settings (Baralt, Gurzynski-Weiss, & Kim, 2016). Recent research on the role of affective states in L2 learning has identified learners' interaction mindsets as potential predictors of collaborative interaction (Sato, 2017). The present study explores how learners' affective engagement and interaction mindsets mediate learners' interaction and writing products in the context of computer-supported collaborative writing, extending the research on collaborative writing in digital environments. Eight advanced EFL learners participated in the study. All participants first completed a questionnaire on their views on peer interaction and peer feedback. Participants then completed two collaborative academic writing tasks working in dyads, with a duration of 30 minutes. Both tasks required participants to write a joint statement on a topic, based on provided research data in the form of graphs and figures. Participants completed the tasks sitting in separate rooms, using Google Docs for writing and communicating via text-chat. For each task, participants worked with a different partner. After the second task, interviews were conducted with all participants, targeting learners' perceptions of the collaboration, their interaction, as well as their roles during the collaborative writing process. Chat logs of both tasks were analysed for contribution and affective engagement. Revision behaviour in both tasks was compared using DocuViz (Wang, 2016). The writing products of both tasks were analysed using CAF measures. Findings will be discussed in light of the role of affective engagement in computer-supported collaborative L2 writing. Pedagogical implications for facilitating collaborative writing activities conducive to L2 development in digital context will be highlighted.