

Exploring writers' engagement in computer-supported collaborative L2 writing - a mixed-methods study

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In collaborative writing tasks, students are engaged in joint problem solving and knowledge building. As knowledge building is mediated by language use, it is thought to support language learning as it is likely to promote learners' engagement with language. To date, most studies researching learners' engagement in peer interaction have focused on the analysis of language-related episodes (LREs), to identify instances of noticing language forms (see Philp & Duchesne, 2016) or coding levels of engagement within LREs (Storch, 2008). In recent years, however, a growing number of researchers have started to combine cognitive and social approaches to gain a more holistic understanding of language learning in peer interaction (Sato & Ballinger, 2017).

The present study explored learners' engagement during computer-supported collaborative writing (CSCW) by combining data from eye-tracking, stimulated recall interviews, written texts and chat logs. Learners' engagement was operationalised using Svalberg's (2012) model of *Engagement With Language* (EWL), which in addition to the cognitive perspective, also considers the social and affective dimensions of engagement in interaction. Four advanced EFL learner dyads completed two collaborative academic writing tasks, with a duration of 30 minutes. Both tasks required participants to write a joint statement on a topic, based on provided research data. Participants completed the tasks sitting in separate rooms, using Google Docs for writing and communicating with each other. Each participants' eye-movements were recorded using a Tobii eye-tracking system. After the final task, participants were shown a video replay of their performance, and were asked to comment on their thoughts during the task in a stimulated recall interview (SR).

Chats and written texts were analysed for learners' individual contribution and collaborative revision behaviour. SRs were analysed using Atlas.ti, to identify instances of affective, social and cognitive engagement throughout the task. The recording of the learner's eye-gaze behaviour provided insights into participants' social and cognitive engagement. Results will be discussed in the context of the methodological contribution of triangulating a range of different data sources for investigating EWL in computer-supported collaborative writing tasks.