

## عنوان مقاله:

Impact of Etherpad-based Collaborative Writing Instruction on EFL Learners' Writing Performance, Writing Self-efficacy, and Attribution: A Mixed-Method Approach

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## خلاصه مقاله:

The present study examined the comparative effects of Etherpad-based writing instruction and face-to-face writing instruction on EFL learners' writing quality and writing self-efficacy. It also aimed at finding the learners' attitude towards the influence of Etherpad and their reason for success/ failure in this writing course. To this end, ninety students were selected through convenience sampling and randomly assigned to one of the two instruction groups. In addition to an IELTS writing task, Self-efficacy in Writing Scale (SWS) was administered. During the course, the students received instruction on writing an argumentative essay. After the treatment, the SWS and another IELTS writing task were given. Subsequently, a semi-structured interview was conducted with twenty Etherpad-based learners to find their attitudes towards the reason for their success/ failure and the effectiveness of Etherpad. The results revealed that the Etherpad-based group significantly outperformed the face-to-face group in the writing posttest and demonstrated a higher level of writing self-efficacy. The interview data showed that the students attributed their success to both internal and external factors. Whereas, they ascribed their failure to internal factors rather than external ones. It was also revealed that the students found Etherpad as a predictor of their success in writing performance.

## کلمات کلیدی:

Etherpad, Writing Performance, Writing Self-efficacy, Perceived Attribution

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