



| Author | Journal | Year |
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KEY TERMS

Computer-mediated collaborative writing (CMCW)

The practice of writing through collaboration using Web 2.0 technological tools in a synchronous or asynchronous way

WHAT EVIDENCE IS SUMMARISED?

113 studies

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

- What are the affordances of CMCW?

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers can use the same tasks for F2F collaborative writing tasks for CMCW tasks.
- Teachers should consider the familiarity of students with technology before assigning a CMCW task.
- Teachers can have more creativity in assigning CMCW tasks and genres.
- Teachers can use the technological tool that is available in the context.

WHAT DOES IT FIND?

- CMCW can be used for beyond-the-classroom assignments with smaller groups of students.
- The technological tools that are used in collaborative learning approaches (e.g. Wiki, Google Docs, etc.) can be used in CMCW as well.
- Employing technological tools can enable teachers to assign a different range of writing tasks with more multimodality such as poster designing tasks, graphic writing, and brochure designing.
- CMCW can result in a better development of digital literacies and collaborative writing skills.
- CMCW tasks can be influenced by task features (task type, task approach) and learners' features (the level of proficiency, age, etc.).
- CMCW tasks are more about the content rather than language forms.
- Collaborative writing might disturb the discourse of writing, affecting the coherence and the cohesion of the text.
- CMCW can be suitable for different instructional needs and goals.

