

## **The Impact of Three Different Types of Mediation Artifact on EFL Learners' Writing Fluency**

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The present study was an attempt to investigate the significance of environmental changes in the development of writing in EFL context, and compared the impacts of collaboration, asynchronous computer mediation (ACM), and individual learning on the writing fluency of EFL learners. To this end, four intact writing classes were designated as Collaborative Face-to-Face, Asynchronous Computer Mediation, Individual Face-to-Face, and Control groups. The three experimental groups received scaffolding instructions on narrative essays. The three mentioned groups went through pair work (CFFG), asynchronous work through a researcher-designed website (ACMG), and individual work in a conventional classroom setting (IFFG). The results showed that CFFG improved in terms of fluency and positive impact of collaborative approach over the ACMG and IFFG. The findings emphasized the benefits of pair work and showed that learners working in pairs were more fluent in their writing.

**Key words:** Asynchronous Computer Mediation, Collaboration, Fluency, Mediating Artifact, Scaffolding Instruction, Writing Performance.

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