

## **ENGAGING WITH LANGUAGE, PEERS, AND EMOTIONS: MIGRANT LEARNERS' COLLABORATIVE WRITING IN A GREEK RECEPTION CLASS**

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### **ABSTRACT**

This study explores migrant learners' engagement during collaborative writing (CW) tasks conducted in a Greek reception class. Adopting a multidimensional framework (Zhang, 2025), the analysis focused on cognitive, social, and affective engagement. Two pairs of primary school migrant learners with an advanced B1 level of proficiency in Greek reconstructed two dictogloss texts collaboratively. Using a qualitative approach, audio-recorded peer interactions and follow-up questionnaires were analyzed. The results reveal strong links between engagement dimensions: cognitive engagement was highest when learners socially collaborated through shared control and mutual negotiation. Elaborate language-related episodes (LREs) emerged when learners engaged equally, scaffolding each other's ideas, and successfully resolving linguistic problems. Positive emotions such as enjoyment and excitement were reported during text reconstruction, further sustaining cognitive and social engagement. Conversely, dominant/passive interaction patterns restricted both cognitive elaboration and emotional investment. Limited or dismissed peer contributions resulted in a higher number of unresolved or incorrectly resolved LREs and were associated with frustration, withdrawal, and reduced collaboration. These results highlight that successful engagement during CW tasks depends not only on individual attention to language but on the quality of interaction and learners' emotions towards collaboration. The present study contributes to research on migrant education by emphasizing that fostering equitable peer collaboration and emotional safety is crucial for both linguistic development and social integration. Affective and social dimensions are not peripheral but central to understanding how migrant learners engage and learn in formal educational settings. The present findings reflect the need for structured support of both interactional and emotional processes during collaborative language learning tasks.

**Keywords:** Collaborative Writing, migrant language education, peer interaction, learners' engagement, dictogloss.