

The effects of collaborative writing: a study of EFL secondary students working in pairs and groups of three

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0. ABSTRACT

Several studies have investigated the benefits of collaborative writing. However, research focussing on the different types of groupings (pairs vs. groups) and the advantages that each type might bring to the classroom is still scarce. Hence, the present study seeks to analyse the potential of collaborative writing tasks in a foreign language learning environment by analysing a narrative text produced by 11-12 year-old secondary school EFL learners working individually (n=49), in pairs (n= 9) and in groups of three (n= 12). Participants in the study wrote an individual narration (the pre-test); then pairs and groups were created and they were asked to write down a second narration collaboratively (the experiment). The final narration was once again done individually (the post-test). The texts were analysed for analytic measures (accuracy, fluency and mechanics) and for global-scale measures (adequacy, coherence, cohesion, grammatical accuracy, mechanics and lexical range). Their recorded interactions were scrutinized for LREs and the final questionnaire was analysed to gauge students' perceptions. The findings revealed that, first, overall, when working in pairs and groups students wrote slightly more accurate but equally fluent texts than when they wrote them individually. Second, the improvement was more noticeable when writings were analysed according to the global scale measures. Third, that collaboration seemed to also affect individual writing and students' motivation positively as evidenced in their final writings and the questionnaire. These findings provide further support for the use of collaboration in EFL settings even among low level proficiency learners.

Key words: collaborative writing, foreign language, group and pair work, narrative texts.

1. INTRODUCTION

Over the last two decades, collaborative pair and group work has become one of the most popular practices in many second language classrooms around the world (Fernández Dobao, 2012). In fact, this current view of language learning and teaching, supported by both psycholinguistic and sociocultural theories, emphasizes instruction in which collaborative pair and group work is central to the language classroom (Shehadeh, 2011; Storch, 1999). However, as Fernández Dobao (2012) points out, this

tendency cannot be unquestionably extended to writing classes, where group work has mostly been limited to brainstorming and peer review activities.

Recently, a number of studies have highlighted the benefits of collaborative writing tasks, in which learners are required to work in pairs through the whole writing process, as they push learners to reflect on the language use and work together to solve the linguistic problems they may encounter (Azkarai & García Mayo, 2014; Swain, 2000).

Those studies have mostly focused on analysing pair interactions or dialogues and on comparing pair and individual writing assignments. But still very little attention has been paid to groups of more than two learners. Only a few studies have compared pair and small group interactions as they complete the same writing task (Fernández Dobao, 2012, 2014). In fact, groups have been reported to be more beneficial than pairs.

This is, precisely, the context in which the current research study needs to be framed. This study seeks to enhance our understanding of collaborative dialogue and collaborative writing tasks by comparing the same writing task performed by individuals, pairs and groups of three learners and, in this way, shed new light on the effect that collaboration might have on students' EFL written competence. In addition, we highlight the advantages that collaboration as a learning tool might bring into the secondary classroom with the aim of inspiring secondary teachers and helping them to set aside their scepticism towards group work.

2. LITERATURE REVIEW

The use of pair and group work in second language (L2 hereafter) teaching and learning processes is supported by the constructivist perspective of learning, according to which learning is regarded as a socially constructed phenomenon. In other words, learners construct knowledge in collaboration with more capable individuals (Vygotsky, 1978).

Following this approach, researchers applying sociocultural theory to the study of L2 learning maintain that learners can have a positive impact on each other's development and even achieve a higher level of performance by working in pairs or groups, as they can offer each other scaffolded assistance and even compensate for each other's weaknesses by their strengths (Storch, 2011; Swain, 2000).

Many studies have investigated the benefits of collaborative writing (CW) by comparing both collaborative and individual tasks. The pioneering work by Storch (1999) in the late nineties revealed advantages in favour of collaborating pairs. Participants in her study were given three different tasks: a cloze exercise, a text reconstructions task and a composition task. She concluded that those students working in pairs took longer to complete the tasks and wrote shorter and syntactically less complex texts, but overall produced more accurate texts than those working individually.

These results were confirmed on a later research carried out by the same author. Storch (2005) compared pair and individual performance on a short composition task based on a graphic prompt: the analysis of the oral interactions proved that pair work enabled learners to provide each other with immediate feedback on language.

Along this line, Storch and Wigglesworth (2007) and Wigglesworth and Storch (2009) carried out a study contrasting individuals and pairs writing an argumentative essay. Both studies obtained similar results: texts written in pairs were significantly more accurate than those written individually, but no significant differences were found in terms of complexity (as cited in Fernández Dobao, 2012).

While the above described studies were cross-sectional in nature, Shehadeh (2011) conducted a longitudinal study with his EFL university learners with the aim of testing the extent to which CW boosted learners' general writing skills. In fact, he found out that working collaboratively over a prolonged period of time enhanced the quality of students' writings. Writings were analysed in terms of content, organization, grammar, vocabulary and mechanics, using a writing scale. The results showed that collaborative activities done over a prolonged period of time improved students' writings in content, grammar and vocabulary, even with students at low proficiency levels.

As an increasing body of research pointed to advantages for pairs when compared to individuals, Fernández Dobao (2012) went a step further and contrasted the writing tasks undertaken by individuals, pairs and small groups. With this aim, she investigated the written performance of Spanish learners of Spanish at university who were at an intermediate proficiency level working individually, in pairs and in groups. The analysis revealed that groups wrote the most accurate texts followed by pairs and

then, individuals. It also showed that groups also produced more fluent and complex texts than pairs and individuals.

While the aforementioned studies have mostly focused on the effects of collaborative writing tasks, many studies have gone a step beyond by analysing not only the final product of collaboration, but also the languaging (Swain, 2000) or the dialogue that takes place during that collaborative work. The analysis of those dialogues have allowed researchers to understand how collaboration is beneficial for students, as they can achieve a greater knowledge of the language working together with their peers.

In the last decade, a number of studies have focused on the interaction among students. They have mainly focused on the language-related episodes (LREs), which were defined by Swain and Lapkin as "any part of a dialogue where the students talk about the language they are producing" (1998, p. 326). Some research has provided evidence showing that learners are able to correctly resolve the language-related problems they encounter and also construct new knowledge (e.g., Leiser, 2004; Storch, 2007; Swain & Lapkin, 1998, 2002; Williams, 2001). Some other studies have even confirmed that the knowledge they construct in collaboration tends to be retained by learners (Swain & Lapkin, 1998).

Apart from analysing the final product and the process of CW, many studies have also investigated and stressed the importance of knowing students' perceptions on collaborative writing tasks, which has overall been very positive.

In a study by Storch (2005), the majority of students found collaboration very helpful, especially for grammatical accuracy and vocabulary learning. Shehadeh's research (2011) revealed the same positive perception towards collaboration. Participants in his study not only found the task beneficial, but they also enjoyed working together. The same impression was gathered in a recent study by Fernández Dobao (2013): students working collaboratively enjoyed the experience and had overall a positive attitude towards this type of methodology.

In what follows the research questions and hypotheses entertained will be sketched.

3. RESEARCH QUESTIONS AND HYPOTHESES

As can be seen from the relevant literature reviewed earlier, studies in the field of CW have mainly focused on L2 rather than on FL contexts (Kuiken & Vedder, 2002B; Storch, 2005; Storch & Wigglesworth, 2007). Moreover, most of the aforementioned studies have based on the dictogloss and text reconstruction tasks and not so much on the production of a specific writing genre, the type of writing task typical of any standard EFL secondary classroom. Similarly, very few researches have examined the *linguaging* that takes place during the writing process by recording the dialogues students engage in when encountered with linguistic difficulties while completing a writing task. As regards the effect of the number of students in the collaborative task, only a few studies have examined students working in groups and even less research has been done comparing the results from the different groupings (pairs vs. groups, for instance).

Therefore, the present study seeks to analyse the performance of a writing task by individuals, pairs and groups of three learners. Not only by comparing the written texts they produce, but also by analysing the oral interactions between the groups and the pairs, in order to characterize the process of writing collaboratively with the aim of answering the following questions:

- (1) Does CW enhance the writing skills of early EFL secondary students? And if so, does the number of participants (pairs vs. groups of three) affect the accuracy and fluency of the written texts produced and the overall quality of the composition?
- (2) Do early secondary students generate language-related episodes (LRE)? Can they solve them? What type of LREs do they produce?
- (3) Do individual learners retain the knowledge co-constructed in collaboration with their peers?
- (4) Is CW an effective strategy to increase students' motivation towards writing tasks?

Hypotheses:

1) Following previous research (Fernández Dobao, 2012; Kim, 2008; Kuiken & Vedder, 2002; Shehadeh, 2011; Storch, 2005; Storch & Wigglesworth, 2007; Wigglesworth & Storch, 2009; Swain & Lapkin, 2001), it is expected that students working in pairs and in groups will produce shorter but more accurate text than individuals. The results may also show that texts written in groups contain fewer errors than texts written in pairs (Fernández Dobao, 2012) and that collaboration improves the global quality of the writings (Shehadeh, 2011).

2) Participants are also expected to generate and correctly resolve most language-related problems they face. Moreover, following previous studies (e.g., Leeser, 2004; Storch, 2007; Swain & Lapkin, 1998, 2002; Williams, 2001), learners might retain and construct new knowledge in collaboration with their partners.

3) Some studies have also provided evidence that students tend to stick with the knowledge acquired during the collaborative task and also consolidate already existing knowledge (Swain & Lapkin, 1998, 2002). Therefore, participants in the study may obtain better results in the second individual writing (post-test) undertaken after the collaborative writing task than in the first individual writing (pre-test), before any collaboration takes place.

4) As confirmed in previous research (Fernández Dobao, 2012; Shehadeh, 2011; Storch, 2005) participants in the study are also expected to be positive about the collaborative writing activity and to enjoy more the not-so-popular writing activities.

4. METHODOLOGY

The following section describes all the details of the study as regards participants, instruments, procedure, data coding and analysis.

4.1. Participants

The study was conducted in an EFL learning setting. Participants were 56 Basque-Spanish early bilinguals (30= females and 26= males). They belonged to two different classes studying the first year of compulsory secondary education (11-12 years-old) at a private Basque Secondary School in Navarre.

Students belonged to three different classes (A, B and C). At this level, the distribution of students into the classes is made at random. There are two English teachers and they both follow the same syllabus, materials from the EKI project (Ikastolen Elkartea, n.d.), which have been specifically designed for all the Ikastolas as well as the same teaching and evaluation materials. However, according to the teachers, classes A and B had a parallel English level (A1) while the third group (C) was considered by the teachers as remarkably more proficient in English. As the purpose of this research is to compare writings done by individuals, pairs and groups, and see whether the effect of the collaborative writing task enhances their writing skills, these two parallel groups, classes A and B, were chosen for the study.

Both groups, A and B, consisted of 28 students. However, it must be noted that a total of 7 participants were excluded from the present study because: a) did not attend the pre and post-test session (1 participant); b) did not do the CW activity (2 participants); c) were not in class the day of the post-test activity (3 participants); d) the writing was not comprehensible due to illegible handwriting (1 participant).

In both classes, participants worked individually (for the pre- and the post-test) and also in pairs and in groups of three. In total, 18 students worked in pairs and 36 students worked in groups of three. The distribution in pairs and groups was done at random. Therefore, 9 pairs and 12 groups were arranged to perform the experimental task.

4.2. Instruments

Data was collected by means of six different instruments: 1) a Cambridge English Placement Test; 2) a background questionnaire; 3) a pre-test: an individual narrative text; 4) an experimental task: a second narrative essay written either in pairs or in groups of three; 5) a post-test: a third narrative text written individually; 6) a survey to obtain students' attitudes and perceptions on the collaborative writing task.

4.2.1. Cambridge English Placement Test

Students took an independent English placement, the online Cambridge English Placement (UCLE, 2017) in order to have an independent measure of their English level at the outset of the experiment. According to the results obtained in the test and as

confirmed by both teachers, the majority of students (36) proved to have a beginner level (A1), 9 students had a Pre A1 level and a similar number of students, 8, had an elementary level (A2). There were also two students who had a B1 level according to the test, and it was also confirmed by the teacher. The results allowed the researcher to create parallel level pairs and groups, as research on CW has reported that collaborative situations are more likely to happen among same-level students (Storch, 2005; Swain, 1999). The suitability of the groupings, however, was confirmed with the results of the first writing and they were further adjusted following the criteria of the two original teachers of the class. In fact, in the case of one of the classes the groupings were almost totally rearranged following the suggestions of the teacher, who thought that some of the groups would work better and be more efficient if rearranged (always according to their level).

4.2.2. *Writing tasks*

Students carried out a total of three writing tasks (two of them individually, the pre-test and the post-test, and another one collaboratively, the experimental task.), all of them related to a specific type of text: the narrative. The main reason for choosing this type of text was the fact that they had already seen this type of text in the previous semester and that they were required to use the past simple tense, as well as some linkers, connectors they have been studying in class throughout the school year. Furthermore, both teachers suggested choosing this type of text for the study, as they have been practicing this type of text all through primary.

The topics for the three writings were specifically designed for the purposes of this study and their suitability was again confirmed by both teachers (see [Appendix I](#)). They were topics about personal experiences, with a very similar structure and similar instructions, which were set on purpose in order to avoid students having more trouble with the topic itself rather than with syntax, spelling, grammar or vocabulary. These were the topics chosen for the writings: (1) *Write about something funny that happened to you last summer* was the prompt in the pre-test; (2) *Write about the scariest moment in your life for the experimental task*; (3) *Write about a trip that included something unexpected or surprising* was the prompt for the post-test.

4.2.3. Questionnaires

Similarly, students completed two questionnaires: The first questionnaire, which consisted of 18 questions both in English and in Basque, was administered right in the first session in order to obtain relevant information about their attitude and interest towards the English language. The questions mainly targeted their earlier and out-of-school exposure with English. Some of the questions included were: *Do you regularly watch series or films in English?; Do you often listen to English music?; Do you read books in English at home?* (see [Appendix II](#) for the complete questionnaire). This was mainly used as a variable to understand the possible differences that could be found in terms of proficiency among students in the same classroom. It also aimed to account for the contact they have with English outside school, with questions like: *Do you attend or have you ever attended English classes outside school? When?; How many hours per week?; Have you ever participated in an English summer camp?*. However, the results from the questionnaire were not considered essential for the study, as the majority of students claimed not to have much contact with English outside school.

The second questionnaire was a digital questionnaire in Google Forms administered in the last session, in order to elicit participants' attitudes and perceptions on the collaborative writing task (see [Appendix III](#) for a paper version of it).

The use of Google Forms was preferred over the traditional pen-and-pencil questionnaire form as a way of making this presumably boring task easier and more enjoyable, since they were required to explain their answers as detailed as possible. All the questions were written in English and in Basque, to ensure that students would understand the questions perfectly, as the aim was not to measure their English level but to know their opinion on the collaborative task. Moreover, participants in this study were given the chance to answer either in English or in Basque, as according to Shehadeh participants in her study "might have been more able to give more detailed and potentially interesting responses if they had written in their first language" (2011, p. 298). This second questionnaire consisted of 17 questions which were retrieved and adapted from the relevant literature on the field (Fernández Dobao & Blum, 2013; Shehadeh, 2011; Storch, 2013). Questions were related to different aspects of the collaborative writing task, except for the first one which addressed participants' overall attitudes towards writing in general; some examples are: *Did you like the experience of*

writing the text in pairs or in groups? What was the most difficult part of writing the story together with one or two classmates? Do you think it was easier to do the writing in groups than individually?

4.3. Procedure

The procedure involved seven different sessions, which were carried out during 4 weeks.

Table 1. Procedure for data collection.

Session N.	Data	Task	Max. time allowed
1	16th March	Language background questionnaire	20 min.
2	17th March	Cambridge Placement Test	30 min.
3	21st March	Narrative revision activity	35 min.
4	23rd March	Pre-test	30 min.
5	31st March	Experimental task	40 min.
6	6th April	Post-test	30 min.
7	7th April	Questionnaire about students' perceptions	20 min.

In the first session, students were asked to complete the language background questionnaire (see [Appendix III](#)). In the second session, participants took the Cambridge English Placement Test. Following previous research (Aldosari, 2008; Storch & Aldosari, 2010), the scores were taken into account for the pairings and the groupings in the collaborative writing task, as those studies have shown that collaboration tends to occur mainly among parallel level pairs.

In session three, prior to the first individual writing assignment, learners received a 35-minute review lesson which revised the structure, grammar and content of narrative texts. Since according to both teachers students were already familiar with the structure and content of this type of texts, a dynamic and enjoyable exercise was designed to orient learners' attention to the past tense and linkers needed to complete the writing task successfully (see [Appendix IV](#)). The exercise (or the game) consisted on having all students standing up until each one of them answered correctly to a question related to the characteristics of a narrative text, such as the type of tense predominantly used or the different parts of a story. Once a student guessed the answer,

that person could take a sit and wait until the rest did so. Collaboration was also promoted through this game, as students who were still standing up could help the rest.

In the fourth session, participants wrote a narrative essay individually (pre-test); a short text of about 100 words about something funny that had happened to them last summer. This individual essay would serve as a pre-test against which to compare the results from the collaborative writing activity and observe whether collaboration had any effect on the writing of the learners.

In session five, a week later, students were asked to write a second narrative essay on a similar topic: *Write about the scariest moment in your life*. As this was the experimental task, students were explained that some of them would do the writing task in pairs and some others in groups of three. This time, students were given 40 minutes to compose their writings (10 minutes more than for the individual writing tasks) based on the finding that pairs take usually longer to complete tasks than individuals and groups (Fernández Dobao, 2012; Storch, 1999, 2005). Participants' voices were recorded using self-phones while they performed the aforementioned task. The recordings (a total of 184 minutes) were later transcribed verbatim to examine learner-learner interactions focusing on language-related episodes (LREs) and on their abilities to confront the linguistic problems faced (e.g., Leaser, 2004; Storch, 2007; Swain & Lapkin, 1998, 2002; Williams, 2001).

One week after the experimental task, students were instructed to write a third narrative text individually. This last writing served as a post-test; it allowed us to analyse whether students have internalized the knowledge they have acquired during the collaborative writing task, as “many researchers have found that there is a strong tendency for students to stick with the knowledge that they have constructed collaboratively” (Shehadeh, 2011, p. 287).

Finally, in the seventh and last session, one day after the post-test writing assignment, participants were asked to complete an online survey about their perceptions of the advantages and/or disadvantages of collaboration.

4.4. Data coding and analysis

The data gathered in this study included: 1) 98 individual texts, 9 texts written in pairs and 12 texts written in groups of three, 2) the oral interactions that took place between 7 pairs and 6 groups while they were completing the experimental task, and 3) 52 questionnaires about students' perceptions on the CW task.

4.4.1. Analysis of the texts

Following similar previous research and their criteria (Fernández Dobao, 2012; Storch, 2005; Storch & Wigglesworth, 2007; Wigglesworth & Storch, 2009), individual and group writings were analysed in terms of fluency and accuracy. Those investigations have also targeted lexical and syntactic complexity, an idea which was discarded due to two main reasons: firstly, because as suggested by Palotti (2009) the fact that the communicative goal of the three writing tasks was the same might have resulted in similar complexity rates; and secondly, due to length restrictions, as they were expected to express their ideas in very few words and that didn't allow much room for complexity.

Fluency was measured by the total number of words produced in each text; whereas linguistic accuracy of the texts was analysed by focusing on grammatical, lexical and mechanical errors. As regards grammatical accuracy, most previous research has only focused on grammatical and lexical errors, ignoring spelling and punctuation problems. However, since the study of LREs has proven that learners working collaboratively discuss not only grammatical and vocabulary problems but also mechanical problems (e.g., Storch, 2007; Storch & Wigglesworth, 2007; Wigglesworth & Storch, 2009), for the present study all three types of errors were identified: (1) Grammatical errors include syntactical errors (errors in word order and missing elements) and morphological errors (verb tense, subject-verb agreement and errors in use of articles and prepositions); (2) Lexical errors include confusion of word choice (words from other languages or borrowings); (3) Mechanical errors include spelling, punctuation and capitalization. Totals, means and the standard deviations were calculated for the analysis of the error types. The examples below illustrate the described error types. Throughout the paper, the following abbreviations will be used: I for individual, G for groups and P for pairs.

Example 1. Errors in word order:

I29: *we forgot in the Paynball the dog.* [We forgot the dog at the Paintball.]

Example 2. Missing elements:

I41: *And in this day was going to lunch.* [And in that day I was going to have lunch.]

Example 3: Errors in verb tense

I30: *When the party finish we go to home.* [When the party finished we went home.]

Example 4. Errors in subject-verb agreement:

I16: *They was very long.* [They were very long (speaking about some toboggans)].

Example 5. Errors in prepositions:

I9: *The big car was with fire.* [The big car was on fire.]

Example 6. Errors in articles:

I21: *In a summer of 2016...* [In the summer of 2016...]

Example 7. Other language errors:

I49: *Later I go to the atracción...*[Later I went on a ride in the fairground.]

Example 8. Borrowings:

I8: *Messi was marked 3 goals.*[Messi scored 3 goals.]

Example 9. Spelling errors:

I42: *I saw old of accuarium (...)* [I saw all the aquarium.]

Example 10. Punctuation errors:

I20: *we have to go to Drogheda at 8 o'clock when it was 7:55 we were to the bus (...)* [we had to go to Drogheda at 8 o'clock. At 7:55 we went to the bus (...).]

Example 11. Capitalization:

I5: *In last summer i went to a very big beach (...)*[Last summer I went to a very big beach (...).]

Finally, a qualitative evaluation of the written texts considered holistic measures of adequacy, coherence, cohesion, grammatical accuracy, lexical range and mechanics. An analytic rubric using a three-point scale was used to assess the writings, 3 being good, 2 average and 1 poor (see [Appendix V](#) for the full rubric). The rubric was created

by the researcher, based on a rubric used to assess writings at school and following some of the measures which were taken into consideration for the writing scale adapted by Hedgcock and Lefkowitz (1992). Adequacy assessed the coverage of the topics, the organization of the text and the appropriateness of the length of the texts; coherence reviewed the clarity of the texts and the clarity in the statement of ideas; cohesion dealt with the sequencing and development of ideas; grammatical accuracy was measured taking into account the accuracy and correctness in the use of agreement, number, tense, word order, pronouns, articles, prepositions and negation; mechanics assessed the conventions on spelling, punctuation and capitalization; and lexical range dealt with the range of vocabulary and the mastery of word forms.

4.4.2. Analysis of the language-related episodes

Due to technical problems with the audio files, not all the dialogues could be analysed. A total of 13 of the 21 dialogues were analysed (184 minutes in total: 95:61 minutes from the groups and 88:39 minutes from the pairs) for the number and type of errors students discussed and focused on while they were composing their essays in a collaborative way.

Following Swain and Lapkin (1998), an LRE was identified whenever students explicitly focused their attention on language, questioning their language use or correcting themselves or others. These LREs were classified as form-focused (grammar), lexis-focused (vocabulary) and mechanics-focused (spelling, punctuation). Examples 12, 13 and 14 below illustrate those types of LREs.

Example 12. Form-focused LRE:

G4.1.: on the lunch we went to a restaurant.

G4.2.: okay.

G4.1.: and...we went to the restaurant and a *camarerer* [meaning waiter]...

G4.3.: to a restaurant or to the? To a restaurant.

G4.2.: to a restaurant, because the restaurant is when you have to go e *aldi gehiagotan* [more than once]

G4.1.: To a restaurant and we...

Example 13. Lexis-focused LRE:

P4.1.: by the... *nola esaten da 'ventana'*? [how do you say "window"?]

P4.2.: by the window.

Example 14. Mechanics-focused LRE:

G2.1.: *nola idazten da Halloween?* [how do you spell Halloween?]

G2.2.: *con dos e.* [with double e]

G2.3.: *h-rekin.* [with h]

G2.2.: *no sin h.*[no without h]

G2.3.: *con h.*[with h]

The LREs were also classified according to their outcome as correctly resolved, incorrectly resolved and unresolved. An incorrectly resolved LRE was considered each time students agreed on a solution which was incorrect, while an LRE was identified as unresolved whenever the question or doubt raised by any of the students was ignored or when they couldn't reach a solution. As in the examples below:

Example 15. Correctly resolved LRE:

G3.1.: a lot of gums.

G3.2.: no, gum is *chicle* [meaning gum].

G3.1.: with a lot of *goxokiak* [meaning sweets]!

G3.2.: sweets!

Example 16. Incorrectly resolved LRE:

G2.2.: no, in her house, *porque hemos puesto aquí...*[because here we've written...]

G2.1.: there in her house...

G2.3.: no, no! In shes house.

G2.1.: in shes house. Shes o she?

G2.3.: shes.

Example 17. Unresolved LRE:

G1.1.: *jarri entre paréntesis 'entreplanta' que ez dakigu nola esaten da, eta ya está.* [write 'entreplanta' in brackets, because we don't know how to say it in English...]

G1.2.: entreplant.

G1.1.: *no, Oier, 'entreplant' ez da esaten.* [no, Oier, it is not 'entreplant']

4.4.3. Analysis of the questionnaires

Both qualitative and quantitative measures were used to undertake the analysis of the questionnaires. The background questionnaire was mainly used for the pairings and groupings, and therefore, no detailed analysis was done. However, the questionnaire about students' perceptions was deeply analysed in order to have a good understanding of their impressions. Following Roothoof and Breeze (2016), some patterns were identified and responses were grouped into themes in order to interpret the data.

The next section includes the results from the various tasks students carried out.

5. RESULTS

The following section includes the results of the quantitative and qualitative analyses conducted in relation to the research questions that guided the study. (1) Does CW enhance the writing skills of early EFL secondary students? And if so, does the number of participants in the group (pairs vs. groups of three) affect the accuracy and fluency of the written texts produced and the overall quality of the compositions?; (2) Do early secondary students generate language-related episodes (LRE)? Can they solve them? What type of LREs do they produce?; (3) Do individual learners retain the knowledge co-constructed in collaboration with their peers?; (4) Is CW an effective strategy to increase students' motivation towards writing tasks?

5.1. Research question 1

The first question aimed to analyse whether collaborative writing activities enhance students' writing skills. In order to answer to the first research question, the pre-test and the collaborative writings done in pairs and groups were analysed and compared in terms of fluency and also in a more global way with the help of the writing scale.

5.1.1. *Individual writing vs. pairs*

This section presents the results of the accuracy and fluency analysis of the first individual texts written by the 49 participants and the second texts written by 9 pairs.

As regards accuracy, contrary to expectations, the analysis (Figure 1) revealed no significant differences between the writings done individually and those written in pairs. Both individuals and pairs obtained almost the same scores on grammatical and lexical measures: individuals made 14.3 grammatical errors and 3.6 lexical errors on average, and pairs made 14.2 grammatical and 3.6 lexical errors. As regards vocabulary, the average number of errors committed by both groups was identical: 3.6. However, with respect to mechanics, individuals performed better than pairs: students writing individually made 8.1 errors on average, whereas this number increased when students worked in pairs on the collaborative task (9.2). Further details on the results obtained in each of the writings can be seen in [Appendix VI](#).

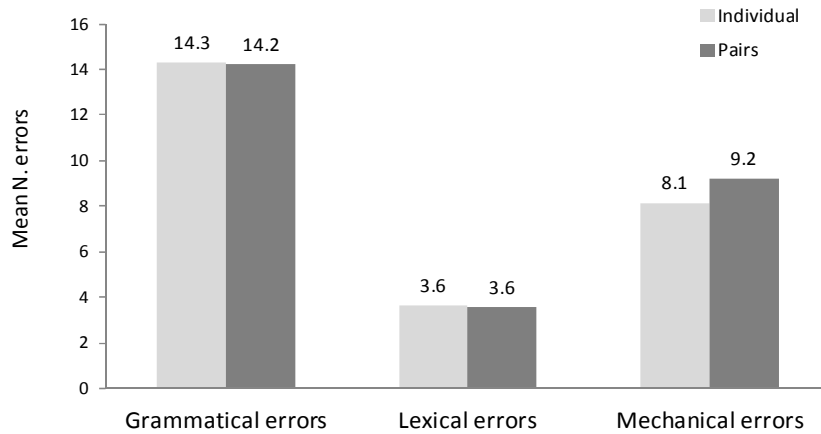


Figure 1. Mean accuracy errors for individuals and pairs.

In terms of fluency, the average number of words per writing was higher in the collaborative writing task (103.9) than in the individual one (90.4) (Figure 2).

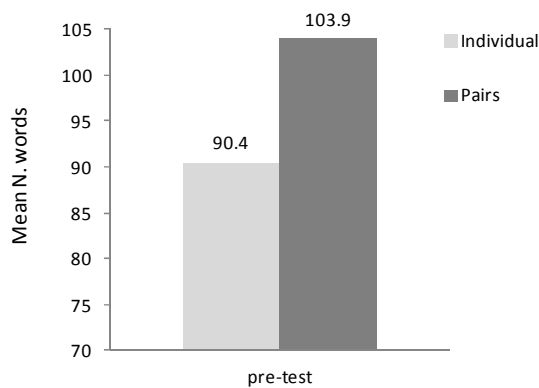


Figure 2. Mean number of words for individuals and pairs.

On the contrary, the results obtained from the global analysis (Figure 3) showed that pairs performed remarkably better than individuals in all the areas except for mechanics, where the mean global measure was 1.7 in both individuals and pairs. It is particularly interesting to see how the marks for the adequacy, coherence and vocabulary categories raised when students worked in pairs (0.6 points on average). See [Appendix VII](#) for detailed results on each of the writings.

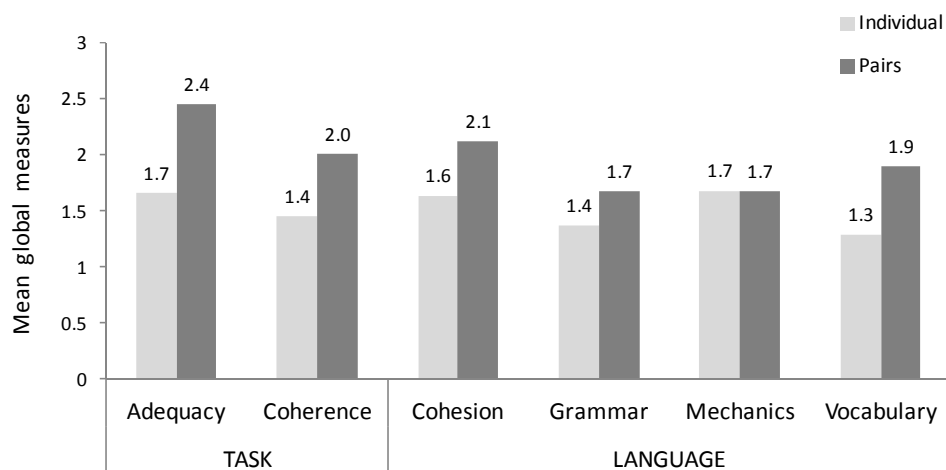


Figure 3. Global measures for individuals and pairs.

In short, with the exception of mechanical errors, accuracy results did not show differences between individual and pair writings. However, the global analysis indicated that students working in pairs outperformed those working individually, particularly in adequacy, coherence and vocabulary.

5.1.2. Individual writing vs. groups

The results of the accuracy and fluency analyses of the first 49 individual texts and the collaborative task done by 12 groups of three students are now presented.

Regarding accuracy, and more specifically as for grammatical errors, the analysis showed some differences between the writings done individually and those written in groups of three students (Figure 4); students working collaboratively performed slightly better than when they worked individually: individuals made 14.3 grammatical errors on average, whereas students working in groups of three made 13.7 errors. However, no noteworthy differences were observed as for the number of lexical and mechanical scores: individuals made 0.1 more mechanical errors than groups and groups made 0.2 more grammatical errors than individuals on average.

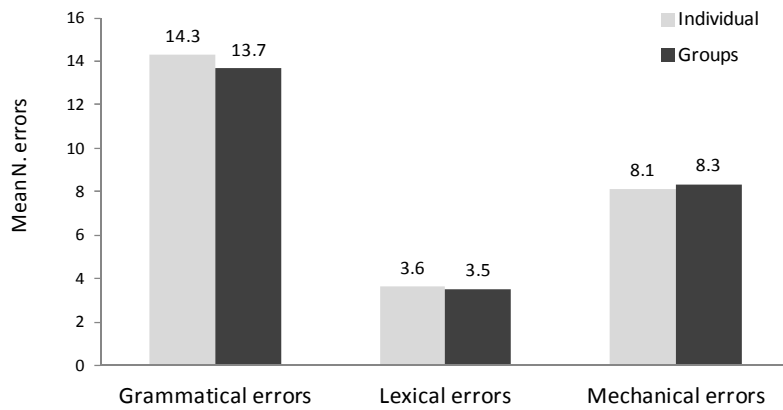


Figure 4. Mean accuracy errors for individuals and groups.

In terms of fluency, both individuals and groups wrote an average of 90 words in the text (Figure 5).

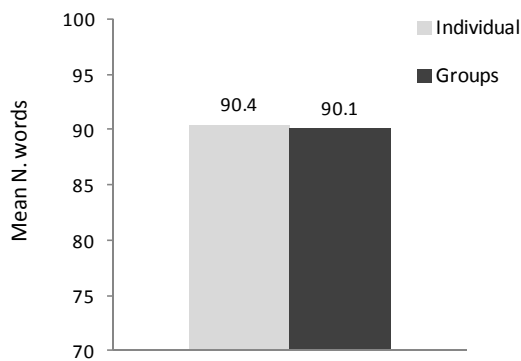


Figure 5. Mean number of words for individuals and groups.

The analysis of the global measures (Figure 6) revealed that groups performed better than individuals in all the areas. However, these gains were not equally distributed among the criteria. Groups were most advantageous for adequacy (0.7 gains) followed by coherence and vocabulary measures (0.4 gains), while grammar and mechanics showed the smallest gains (0.1).

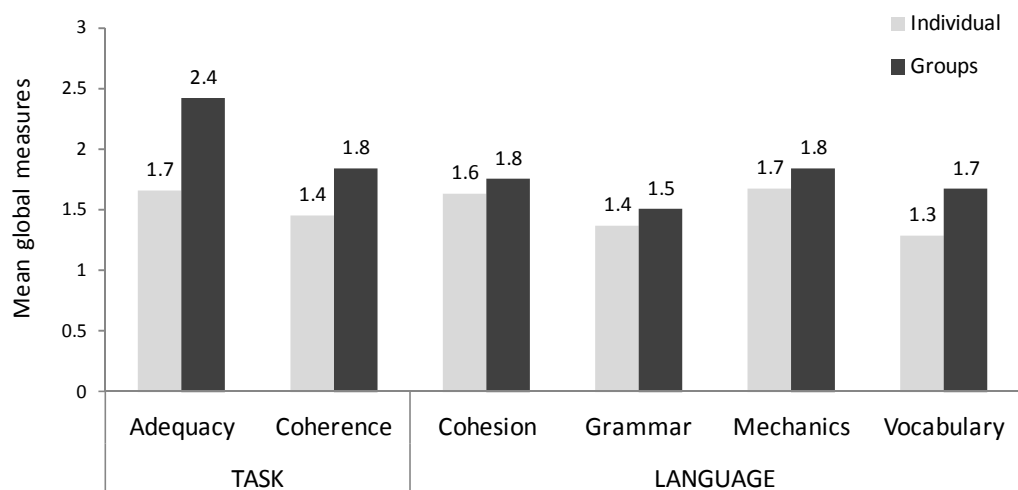


Figure 6. Global measures for individuals and groups.

Taken together, these results indicated that accuracy slightly improved in the texts written by groups in terms of grammar. Yet, in terms of lexical and mechanical scores the differences were not remarkable. In contrast, the analysis of the global measures showed more advantages towards the groups, in every single area, but especially in adequacy, coherence and cohesion.

5.1.3. Individual writing vs. pairs vs. groups

A comparison of the results obtained by individuals, pairs and groups (see Figures 7 to 9) revealed that in terms of accuracy, writings done in groups, pairs and individually were alike. Similarly, with regard to fluency (Figure 8) no differences were found between individuals and groups. The texts written in pairs were notably longer, although they were less accurate than those written individually as regards mechanics. However, the results of the global measures (Figure 9) showed that both pairs and groups were better than individuals, especially in terms of adequacy, coherence and vocabulary, and that pairs were better than groups in most analysed criteria, with the exception of mechanics and adequacy.

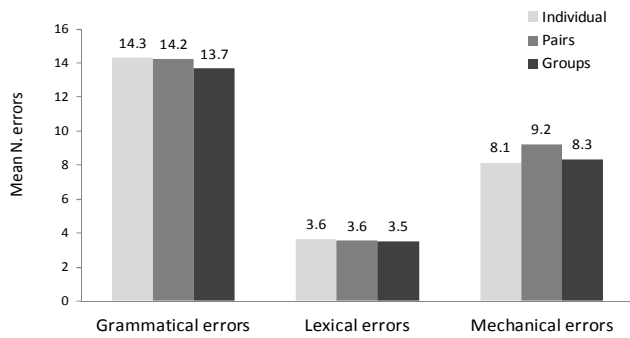


Figure 7. Mean number of errors of individuals, pairs and groups.

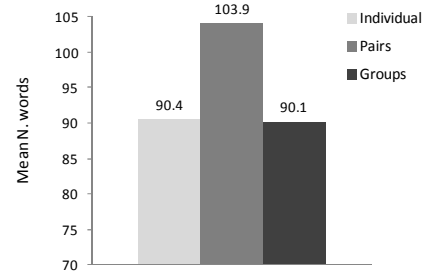


Figure 8. Mean number of words of individuals, pairs and groups.

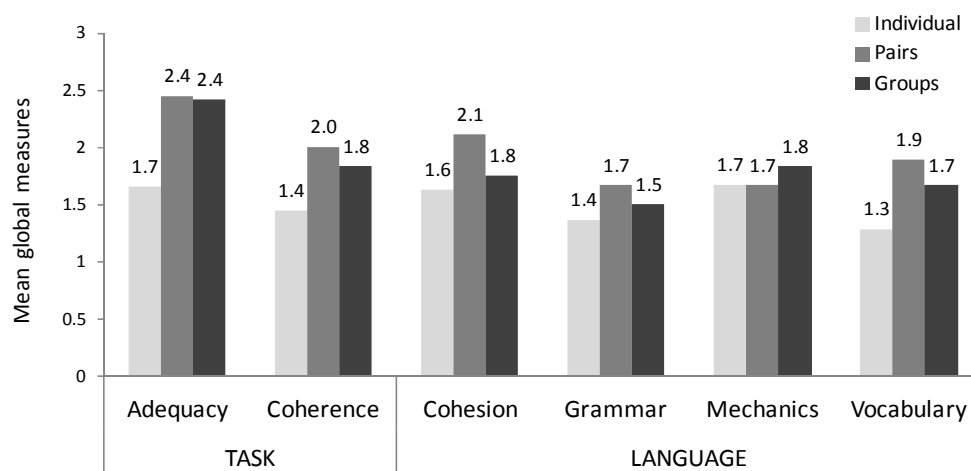


Figure 9. Mean global measures.

To sum up, the results revealed that while student's writings when writing in pairs, groups and individually were overall similar in terms of accuracy and fluency, the writings composed both in pairs and groups were noteworthy better than those written individually according to the global scales, especially in content and organization dimensions.

5.2. Research question 2

To answer the second question of the study, the oral interactions between 7 pairs and 6 groups were transcribed and analysed for frequency, focus (grammar, vocabulary, mechanics) and outcome of the LREs (correctly resolved, incorrectly resolved, unresolved). The results of the groupings were compared in order to see which one could be said to be more beneficial for students.

As seen in Table 2, pairs produced 12.6 LREs on average and 89 in total, which were mainly lexical (37), followed by mechanical (27) and grammatical or form-focused ones (24). Even if the amount of LREs was quite small for the time participants took to complete the task, the most interesting aspect is that most of the grammatical and mechanical doubts were correctly resolved (87.5% and 81.5%, respectively). However, regarding lexis, the number of correctly resolved LREs decreased if we compare it to the rest, as there were 10 LREs out of 37 (27%) which could not be solved by the participants. See [Appendix VIII](#) for detailed results on the LREs produced by each pair and group.

Table 2. Types, frequency and outcomes of LREs in pairs and groups.

		Grammatical				Lexical				Mechanical				TOTAL			
		Total	√	X	?	Total	√	X	?	Total	√	X	?	Total	√	X	?
PAIRS (n = 7)	Total	24	21	3	0	37	20	8	10	27	22	5	0	89	63	16	10
	Mean	3.4	3	0.4	0	5.3	2.9	1.1	1.4	3.9	3.1	0.7	0	12.7	9	2.3	1.4
	SD	2.4	1.5	1.1	0	2.8	3	0.7	1.5	3.4	2.9	0.8	0	4.5	4.2	1.6	1.5
	%	100%	87.5%	12.5%	0%	100%	54.1%	21.6%	27%	100%	81.5%	18.5%	0%	100%	70.8%	18%	11.2%
<hr/>																	
GROUPS (n = 6)	Total	39	31	8	0	36	16	6	14	23	18	5	0	98	65	19	14
	Mean	6.5	5.2	1.3	0	6	2.7	1	2.3	3.8	3	0.8	0	16.3	10.8	3.2	2.3
	SD	3.8	2.6	1.4	0	3.2	2.2	0.9	1.8	3.4	3.1	1.2	0	8.2	6.1	2.4	1.8
	%	100%	79.5%	20.5%	0%	100%	44.4%	16.7%	38.9%	100%	78.3%	21.7%	0%	100%	66.3%	19.4%	14.3%

(√ = Correctly resolved LREs; X = Incorrectly resolved LREs; ? = Unresolved LREs)

As regards groups, participants produced a total of 98 language-related episodes (an average of 16.3) and they focused their attention on lexis (mean 6 and 36 episodes in total) and grammar (mean 6.5 and 39 episodes) rather than on mechanics (a group mean of 3.8 and 23 episodes); yet, a 38.9% out of the lexis-focused LREs remained unresolved.

If we now compare the LREs generated by both pairs and groups, table 2 reveals that groups of three created more LREs than pairs (16.3 episodes on average, compared to the 12.7 episodes produced by pairs). In addition, both groups reached a parallel amount of correct solutions: groups resolved correctly 66.3% of the episodes, while pairs did it for the 70.8% of the total LREs. Likewise, the percentage of incorrectly resolved LREs (21.34% for groups and 17.97% for pairs) and unresolved LREs (14.3% for groups and 11.2% for pairs) was similar for the groups and pairs.

In sum, it can be concluded that students did actually speak about language. Interestingly, both groups reached a parallel amount of correct solutions, although these were not equally distributed in terms of focus: groups generated more grammatical LREs, whereas in the case of pairs lexical LREs were more frequent, followed by mechanical LREs.

5.3. Research question 3

The third question aimed at analysing whether individuals retain the knowledge constructed in collaboration with their peers, by comparing the pre- and the post-test writing activities in terms of accuracy and fluency, on the one hand, and regarding global measures, on the other hand.

As regards accuracy, results revealed that overall students performed remarkably better in the post-test than in the pre-test (Figure 10). Only 13 out of the 49 participants made more errors on the post-test (see [Appendix VI](#)). The results showed an improvement in the three areas; though the extent of the improvement was largely area-specific. The most remarkable result to emerge from this data is that the number of grammatical errors decreased in the post-test (2.9 errors less on average). It is interesting to note that with respect to mechanical errors, students performed slightly better after the collaborative writing task (in the post-test) and even better than in the collaborative task (see Figure 7 above), as they made 0.7 errors less than in the pre-test task. The same trend can be seen with regard to lexis: the number of errors decreased 0.8 points on average in the post-test.

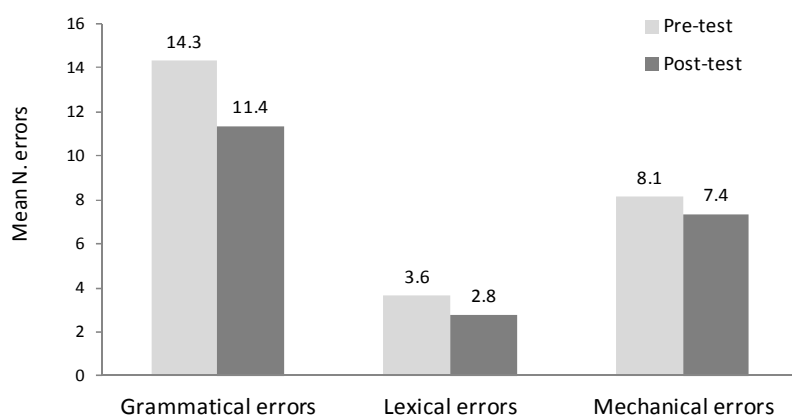


Figure 10. Mean number of errors on the pre- and post-tests.

On the contrary, as regards fluency, the average number of words per writing decreased from writing 1 (the pre-test) to writing 3 (the post-test) (Figure 11).

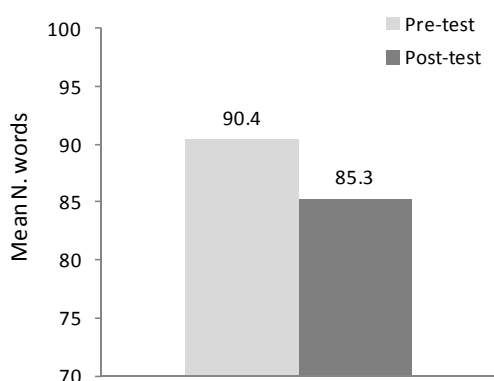


Figure 11. Mean number of words on the pre- and post-tests.

The global measures obtained through the qualitative analysis also indicate that students performed better on the post-test writing task (Figure 12). Even if the scores reveal a poor performance on both writing tasks, there was a remarkable difference between the mean scores obtained from the sum of each category (adequacy, coherence, cohesion, etc.) on the first individual writing (9.06 out of 18) and those obtained on the post-test writing tasks (11.06 out of 18).

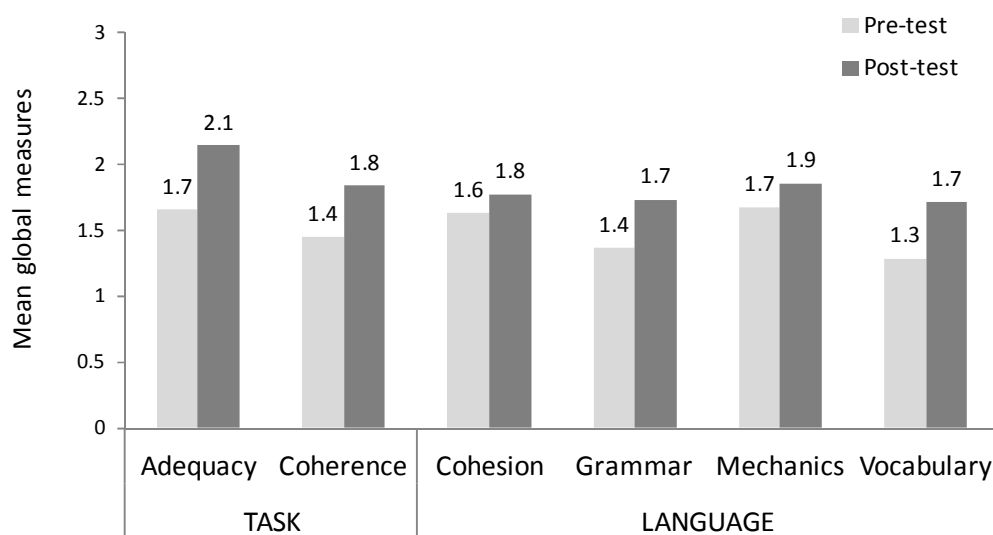


Figure 12. Mean global measures on the pre- and post-tests.

All in all, despite the fact that no remarkable improvement was observed in terms of fluency, participants in this study seem to have acquired the knowledge they

gained during the collaborative writing task, as they outperformed the results from the pre-test as revealed in the analyses of accuracy and global measures. It seems, then, that working collaboratively is somehow advantageous for the writing skill and that the benefits it brings about are likely to be transferred into the learners' on-going language.

5.4. Research question 4

The last question sought to gather information on the perceptions' that students have towards activities done in collaboration with their classmates.

The results of the survey indicated that most students (44 of 51 students) were supportive of the activity and found it useful in several aspects. Only seven students expressed that they did not like the activity for several reasons: i.e. *oso aspergarria iruditu zaidalako* [I found it really boring], *nahiago dudalako egin bakarrik* [I prefer to do it individually], *denak ez gaudelako ados* [we couldn't reach an agreement], *because my friends no do work good* [meaning that there were differences on the engagement level of participants in the task].

Among students who were supportive of the collaborative task, the predominant reason put forward (24 students) was that it provided them with the opportunity to help each other. They claimed that it was easier for them to work together with one or two classmates, because the result was better and they could share ideas. As explained by some of the students: *errazago delako lana egitea eta hobetu ulertzen dudalako taldea laguntzen didalako* [because it is easier to work together with other people, as they help me and I understand things better]; *ez duzulako dena zuk bakarrik egin behar eta zuk itz bat ez badakizu bestea lagundu ditzakezu* [because you don't have to do everything on your own and when you don't know a word your partner can help you].

Similarly, 9 students also noted that CW was a novel and fun activity, as can be seen in their answers: *oso ongi pasatu nuelako* [I had a great time], *because it's funnier than in only one person* [meaning that it is funnier than doing it individually].

Students were also asked to reflect on the impact of collaboration on the accuracy of their written texts. 38 out of 51 students (74.5%) reported that they thought that the writing done collaboratively was overall better than the first writing done individually. The reasons stated were similar to those in the first question: *in pairs you*

have more ideas, Esaten duten bezala "tres cabezas son mejor que una" [As the saying goes, three heads are better than one].

In the same way, students were asked about the potential long-term learning benefits of collaboration in the writing tasks. The majority of students (32/51, 62.7%) seemed really positive about its learning effects. Only 6 participants (11.7%) thought that they would not get better in writing if they continued working collaboratively and 13 students (25.5%) stated that they were not sure.

Likewise, 36 students (70.6%) stated that they had learnt more English doing the writing together with one or two classmates, but not more than with the English teacher.

Finally, as for their grouping preferences, more than half of students showed a preference for groups of three students (28 students, 54.9%), whereas 17 participants (33.3%) stated that they would rather do it in pairs, and only 5 students (9.8%) said that they would prefer to do it individually.

Overall, the results from the questionnaire indicated that participants were supportive of the collaborative activity, as they considered that this type of activity had been and could continue to be a very effective tool to help them improve their writings, mainly because as was aptly pointed out by one of the participants: "three heads are better than one". But apart from the one already mentioned, the most interesting and positive aspect of the data gathered in this questionnaire is that participants recognized that the activity was fun and enjoyable, and that they had all learnt much more than when they did it individually.

6. DISCUSSION

The first question addressed in the present study analysed the relationship between the number of participants in the task and the accuracy and fluency of the written texts produced.

Contrary to our expectations, the comparative analysis of the first individual text (pre-test) and the writings done in pairs and in groups of three showed no big differences in terms of accuracy and fluency. With respect to fluency, in contrast to findings in previous research (Fernández Dobao, 2012; Kim, 2008; Kuiken & Vedder, 2002; Shehadeh, 2011; Storch, 2005; Storch & Wigglesworth, 2007; Swain & Lapkin,

2001; Wigglesworth & Storch, 2009), students working in pairs produced markedly longer texts than those written in groups or individually. Similarly, with regard to accuracy (measured by the number of errors made), only groups performed slightly better than pairs and individuals. These results might indicate that these learners were not able to fully assist each other with the knowledge needed due to their low proficiency level in English (Alegría de la Colina & García Mayo, 2007; Shehadeh, 2011, Storch, 1999). These students were young A1 and A2 learners and the accuracy is not the main focus of such low level courses which tend to focus more on the communicative competence. Therefore, and following Storch (2005) it could be argued that with respect to accuracy low-proficiency students may not benefit from collaborative tasks.

Notwithstanding this, the global measures showed that CW (both in pairs and in groups of three) had an overall advantageous effect on students' writings. The effect was remarkably important in the areas of adequacy, coherence, cohesion and vocabulary, but not so much in grammar or in mechanics. In the latter, the mean results for the first individual writing and the one completed in pairs was exactly the same, and almost the same in the case of the texts written in groups. Hence, in line with previous research (Shehadeh, 2011) the results revealed that the quality of the writings produced improved when measured by the global scales: students working collaboratively produced texts with a clearer structure and organization of ideas and more specific and adequate vocabulary. As suggested by Shehadeh, it might be that in the case of global scales, "the criteria are based on the rater's judgement of the students' performance on a particular component or area of the text" such as coherence, cohesion or adequacy (2011, p. 296). In fact, such types of measures are used at schools, as they are perceived as the most objective tool to measure the linguistic competence of students, which is evaluated not only in terms of grammar, but also taking into consideration other general aspects which are really important to bear in mind when assessing the writing competence of students: the register, the division of ideas into paragraphs, the use of connectors and linking devices, etc.

With regard to mechanics, "a possible explanation for this lack of significance is that the mechanics of writing are more straight forward (...) and can be more easily dealt with and mastered by all students in all three conditions" (Shehadeh, 2011, p. 295). In line with previous research (Fernández Dobao, 2012; Villarreal & Gil-Sarratea, 2017),

another possible explanation might be that the scribe made most of the punctuation and spelling decisions.

Yet, overall, it can be argued that CW has a noticeable effect even at low proficiency levels, as participants benefited from collaboration according to the global measures analysed in this study. In addition, the results seem to suggest that it is not the number of students what makes the difference in the writings, but collaboration itself. That is, the results seem to support the idea that it is not a matter of the number of collaborating students, but what's essential is that there is collaboration and that they discuss and comment on different ideas.

In order to give a further explanation to these results, and conclude whether a specific type of grouping is more beneficial for students, the number and type of LREs that students generated when working collaboratively was analysed. The analysis of the LREs generated by groups and pairs revealed that in line with previous research (Fernández Dobao, 2012) the LREs were more frequent in small group interaction than in pairs. However, both groups and pairs reached a similar number of correctly resolved LREs. The frequency of LREs produced is likely to be related to the number of participants in the activity, due to the fact that three students will have the chance to assist each other and discuss about their linguistic production more often than two students.

Moreover, the analyses of the audio files and the LREs have shown the activity to be a good way of practicing not only written language but also oral English, as students have spent about 20 minutes on average deliberating over the FL. Therefore, it could be concluded that CW is not only a good strategy to improve writing but also it is beneficial to make students speak in English in a very natural way.

Similarly, in an attempt to provide new insights into the field and with a special focus on the school activities, this research aimed at analysing whether learners retain the knowledge co-constructed in collaboration with their peers. To see it the individual texts produced at the beginning (pre-test) and at the end (post-test) were contrasted. Students performed significantly better in the post-test than in the pre-test in terms of accuracy and global measures of writing. The results from these two writings provided evidence that students not only tend to stick with the knowledge acquired (Shehadeh, 2011), but also consolidate already existing knowledge (Swain & Lapkin, 1998), "as

metatalk can help learners understand the relation between form and meaning, and positively affect acquisition" (Fernández Dobao, 2011, p. 288). However, with regard to fluency, no significant improvement was found. In fact, the average number of words per writing decreased from writing 1 to writing 3. One possible explanation might be that students become more efficient writers; that is, they were more concentrated on the task and spent more time thinking what they will say and how they will organise their ideas (adequacy), and therefore, they outperformed the results of the first writing for other measures but not for fluency (Tsakiridou, & Nihoritou, 2009).

The investigation also analysed the perceptions of the participants after they had completed the third writing task in order to conclude whether CW is an effective strategy to increase students' motivation towards writing tasks. The results of the quantitative and qualitative analysis of the data gathered in the online questionnaire confirmed those obtained in previous research (Storch, 2005; Shehadeh, 2011; Fernández Dobao, 2013): participants were positive about the collaborative writing activity. As many of them stated, it helped them to perform better in the writing activity and they found it a fun activity. Therefore, it could be suggested that collaborative writing activities are an effective tool to increase students' motivation as regards writing tasks.

7. CONCLUSIONS

This investigation was motivated by the evident need for changing the negative perception that lie behind writing tasks. It could be stated that overall students are not very keen on writing activities, and that at the same time, teachers are also many times overwhelmed with all the work that implies correcting so many writings. Thus, this study aimed at analysing the potential effects of collaboration in the writing competence of students in order to ascertain the possible pedagogical implications that this type of methodology might have both for teachers and students.

The main goal of the present study was to examine the performance of a writing task done individually, in pairs and in groups of three learners, not only by comparing the written texts, but also by analysing the oral interactions between the groups and the pairs, in order to characterize the process of writing collaboratively. More specifically, the aim was to determine the extent to which collaborative writing activities boost the

writing skills of early secondary students as for accuracy and fluency, and the global-scale measures of adequacy, coherence, grammar, vocabulary. Additionally, we intended to analyse whether these low EFL proficiency students retain and make use of the knowledge co-constructed in collaboration. The study was also designed to investigate if early secondary students generate LREs. And the last aim was to analyse students' perceptions on CW in order to determine whether it can be an efficient methodology to increase students' motivation towards writing tasks in general.

One of the most important findings to emerge from this study is that even at a beginner level (as was the case of the participants), students overall clearly benefit from collaboration, both in pairs and in groups, given that the analysis of the global measures from the pre-test and the experimental task revealed a progress in students' writings. Moreover, this research confirmed that the improvement in the writings was not only evident in the comparison of the individual and collaborative writings, but also in the individual pre- and post-tests, which means that students do retain and resort to the knowledge co-constructed in collaboration.

The second major finding was that collaboration does not only improve students' writings, but it also makes them discuss and think about the language itself through the LREs and it has proven to be a good opportunity for them to practice the spoken language in more informal context.

This research has also confirmed that students enjoy working collaboratively, especially when it comes to writing tasks, which are usually regarded as boring. The analysis of the questionnaire revealed that the majority of the students really enjoyed the activity and stated that they learnt a lot working together with their peers.

Notwithstanding the limited time to prove the effects of collaboration, the findings of this investigation complement those of earlier studies and they strengthen the idea that CW is beneficial even for those students at low levels. Moreover, the study has proven that students are also aware of the benefits that this type of methodology has for them and that they have a really positive perception about it. It is unfortunate that the study did not include the audio recordings of all the groups and pairs (due to technical problems), nor did it evaluate the use of L1 and L2 during the collaborative dialogues. This issue could be usefully explored in further investigations and produce interesting findings for the field.

The most important limitation of this study, however, lies in the short time during which the study was carried out, as all the data was gathered in a month. Even if the three writing tasks were set in three different weeks, more research is required to gather longitudinal data and thus determine the efficacy of collaboration in the long run.

The issue of the type of task is also an intriguing one which could be usefully explored in further research. A greater focus on the performance of students on a variety of tasks could also provide interesting findings and with further pedagogical implications, in order to determine whether the type of task has any influence on the effects of collaboration.

Yet the findings of this study have a number of important pedagogical implications for teachers working at secondary EFL settings. Above all, they lend more support to the importance of making room for collaboration in a language skill which has always been regarded as a solitary act: writing. In fact, by doing so teachers will further reinforce one of the key competences of the educational curriculum, the social and civic competence, which is considered an essential strategy to develop any other key competences (learning to learn, and autonomy and initiative, for instance).

In addition, this research should provide new insights on the conditions that secondary teachers need to create in the classroom, as the study suggests that collaboration is highly effective in terms of the quality of the texts produced. Thus, collaboration in class should not be restricted to pair work; on the contrary, parallel level groups of three students should be now and then arranged, as results suggest that this type of grouping is slightly more beneficial than pairs for a simple reason: students working in small groups have more opportunities to assist each other and hence they might achieve a higher level of competence than what they might have been able to achieve when working in pairs and individually.

Another important and practical implication is that by working collaboratively the teacher will be less overwhelmed by the work that implies correcting 28 writings. But more importantly, the English class could become more student-centred, since when working collaboratively many of the doubts raised by students will be resolved by other members in the group. Besides, collaboration will make room for more student speaking time, which is generally scarce, due to the number of students in the same class (28 on average).

Finally, the results of the findings have once again proven that the implementation of collaborative writing tasks would raise students' motivation towards writing tasks, contributing to a more positive atmosphere in the classroom.

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APPENDIX I: Topics for the writing tasks

Individual writing task (pre-test)

1) Write about a **funny incident that happened to you** last summer. Include the following information:

- when and where the story happened
- who you were with
- what happened
- how it ended

Collaborative writing task

2) Write about the **scariest moment in your life**. Include the following information:

- when and where the story happened
- who you were with
- what happened
- how it ended

Individual writing task (post-test)

3) Write about a **trip that included something unexpected or surprising**. Include the following information:

- when and where the story happened
- who you were with
- what happened
- how it ended

APPENDIX II: Language background questionnaire

Name:..... Surname:..... Group:.....

PLEASE, ANSWER THE FOLLOWING QUESTIONS:

1. When did you start learning English? *Zenbat urterekin hasi zinen ingelesa ikasten?*

When I was years old. (..... urte nituenean).

2. Apart from English, have you been taught any other subject in English?

Ingelesaz aparte, beste ikasgairen bat izan al duzu ingelesez?

Which one(s)? *Zein(tzuk)?*

.....

3. Do you attend or have you ever attended English classes outside school? *Ingelesa eskolaz kanpo ere ikasten duzu edo inoiz ikasi al duzu?*

Yes (*bai*) Never (*inoiz ez*)

4. When? (specify the year) *Noiz? (esan zein urtetan)*

.....

5. How many hours per week? *Astean zenbat orduz?*

.....

6. Have you ever been to an English speaking country? *Ingelesez hitz egiten den herrialderen batean egon al zara inoiz?*

Yes (*bai*) No (*ez*)

(If you answered **no**, go to question **number 13**. **Ez** erantzun baduzu, joan **13**. **galderara**).

7. When? *Noiz?*

.....

8. For how long? *Zenbat denbora egon zinen bertan?*

.....

9. Did you go on holidays with your family? *Oporretan joan zinen familiarekin?*

Yes (*bai*) No (*ez*)

10. Did you stay with a host family? *Bertako familia baten etxean geratu zinen?*

Yes (*bai*) No (*ez*)

11. Did you attend English classes? *Ingeleseko klaseak jaso al zenituen?*

Yes (*bai*) No (*ez*)

12. If you did, how many hours a day? *Egunean zenbat orduz?*

.....

13. Have you ever participated in an English summer camp? *Ingelesa ikasteko kanpalekuren batean egon al zara inoiz?*

Yes (*bai*) No (*ez*)

14. When? *Noiz?*

.....

15. For how long? *Zenbat denbora egon zinen bertan?*

.....

16. Do you regularly watch series or films in English? *Telesailak edo pelikulak ingelesez ikusten al dituzu normalean?*

Yes (*bai*) No (*ez*)

17. Do you often listen to English music? *Musika ingelesez entzuten duzu maiz?*

Yes (*bai*) No (*ez*)

18. Do you read books in English at home? (Apart from the ones you must read for school). *Ingelesezko liburuak irakurtzen al dituzu etxean? (klaserako derrigorrezkoak direnez gain).*

Yes (*bai*) No (*ez*)

Adapted from Villarreal (2011) and Ardaiz (2014).

APPENDIX III: Questionnaire about students' perceptions

Dear Students.

Thank you for participating in this research study. You have worked very hard in the three writing activities and I know that you have also done a great effort to complete the test and the background questionnaire. I am really grateful for all that.

Now, I have one last favour to ask you: I would appreciate it if you could answer some questions in relation to the three writing activities you have done as part of this research. I would like to know your personal opinion about the activities. So please, give your personal **HONEST** opinion and provide as much detail as you can (only this will guarantee the success of my research).

You can access the survey by clicking on the link below. Note that your answers will be kept **anonymous** and will only be used for research purposes.

All the questions are in English and have also been translated into Basque. in order to avoid any possible misunderstanding. I want you to feel comfortable when answering the questions. so **FEEL FREE** to answer them in **BASQUE**.

(Fernández Dobao & Blum, 2013; Shehadeh, 2011; Storch, 2013).

SCALE:

Strongly disagree / Disagree / Agree /Strongly agree

1 – 2 – 3 – 4

QUESTIONS:

1. Do you like writing in English? Why? *Ingelesez idaztea gustatzen al zaizu? Zergatik?*

1 – 2 – 3 – 4

.....
2. How did you complete the writing last week: in pairs or in a group of 3 students? *Nola egin zenuen lehengo asteko idazlana: binaka edo hirunaka?*

In pairs (binaka)/ In a group of three students (hirunaka)

3. Did you like the experience of writing in pairs or in groups? Why? *Idazlana binaka edo taldeka egitearena gustatu zitzazun? Zergatik?*

1 – 2 – 3 – 4

.....

4. Did your group work well? Did you all participate equally? Explain your answer. *Taldeko lana egokia izan zen? Denek neurri berean parte hartu zenuten taldearen barruan? Azaldu zure erantzuna.*

1 – 2 – 3 – 4

.....

5. What was the most difficult part of writing the story together with one or two classmates? *Zein izan zen binaka edo hirunaka idazterakoan izan zenuen zailtasunik handiena?*

.....

6. Do you think it was easier to do the writing in groups than individually? Why? *Idazlana taldeka edo binaka egitea banaka egitea baino errazagoa iruditu zitzazun? Arrazoitu zure erantzuna.*

1 – 2 – 3 – 4

.....

7. Do you think that the writing you did in pairs and in groups was overall better than the first one you did individually? Why? *Uste duzu taldeka egin zenuen idazlana. oro har. bakarka egin zenuen lehenengoa baino hobeto dagoela? Zergatik?*

1 – 2 – 3 – 4

.....

8. Did the pair or group writing activity help you resolve any grammar, vocabulary, structure or spelling doubts you had? How? Give an example. *Uste al duzu binaka edo hirunaka idazteak gramatika, hiztegi, egitura edo ortografia mailako zalantzak argitzen lagundu zizula? Nola? Jarri adibide bat.*

1 – 2 – 3 – 4

.....

9. Did the pair and group writing activity help you improve any other language skills (e.g. speaking, listening, reading...)? Please, specify which skills and say why. *Binaka edo hirunaka egindako idazlanak beste hizkuntz gaitasunen bat (adb. ahozkoa, entzumena, irakurmena) hobetzen lagundu al zizun? Esan zeintzuk. Zergatik?*

.....

10. If you had written the text individually instead of in a group or a pair. how do you think its content (structure. number of sentences. topic) would have been? In which aspects? *Testua banaka idatzi izan bazenu. eduki aldetik (egitura. esaldi kopurua. gaia) emaitza nolakoa izango zela uste duzu? Zein alderditan?*

Better (hobea) / Similar (antzekoa) / Worse (okerragoa)

11. If you had written the text individually instead of in a group or a pair. how do you think its vocabulary would have been? Explain your answer. *Testua banaka idatzi izan bazenu. hiztegi aldetik emaitza nolakoa izango zela uste duzu? Azaldu zure erantzuna.*

Better (hobea) / Similar (antzekoa) / Worse (okerragoa)

12. If you had written the text individually instead of in a group or a pair. how do you think its grammar would have been? *Testua banaka idatzi izan bazenu. gramatika aldetik emaitza nolakoa izango zela uste duzu?*

Better / Similar / Worse

Hobea / Antzekoa / Okerragoa

13. Would you like to do similar collaborative writing activities in class in the future? *Aurrera begira. klasean idazlanak hirunaka edo binaka egitea gustatuko litzaizuke?*

Yes (Bai) / No (Ez)

14. If you could choose. how would you choose to write? *Aukeratu ahalko bazenu. nola egingo zenituzke idazlanak?*

Individually (banaka) In pairs (binaka) In groups of 3 (hirunaka)

15. Do you think your writings would get better if you continued working in groups or pairs? *Idazlanak taldeka zein binaka egiten segituz gero. aurrera begira zure bakarkako idazlanetan hobetuko zenukeela uste duzu?*

Yes (bai)

No (ez)

Maybe (agian)

16. Do you think you've learnt more English like this? *Uste duzu horrela ingeles gehiago ikasi duzula?*

17. Did you learn more from your peers than from the teacher's explanations?
Zure taldekideen azalpenekin irakaslearen azalpenekin baino gehiago ikasi duzula uste duzu?

1 – 2 – 3 – 4

APPENDIX IV: Narrative revision activity

a) Individual reading

THE BEST BIRTHDAY EVER

It was Katia's 20th birthday and she was looking forward to seeing her friends. They were meeting at her favourite Italian restaurant, for a special birthday dinner. Katia was excited and got to the restaurant at exactly 7 o'clock, the time they had arranged to meet. She looked around for a familiar face, but no one had arrived yet. So she decided to wait outside.

The restaurant quickly filled up with customers, but none of them were Katia's friends. At half past seven she was still waiting, so she called her best friend Isa, but she didn't answer the phone. Then she called John and Alex, but they didn't answer either.

At 8 o'clock Katia went home. Her friends had forgotten her birthday and she felt lonely and miserable. She opened the front door and walked into the dark house. The living room door was closed. Nervously, she opened the door. Suddenly the light went on and all her friends jumped up and shouted ¡Surprise!. In the end it was the best birthday ever.

b) Teacher's notes for the activity / game:

1) Tell them to read the text individually, and pay attention to the structure, the type of text, the connectors, the adjectives, the tenses... Because after reading it we will play a game in which they will have to answer to some questions.

2) Once they have finished reading the text, tell them that we are all going to play a game called "I want to sit down"

3) The teacher will explain them the rules of the game:

Everyone stands up, and they cannot sit down until they have correctly answered at least one question.

The teacher will throw the ball to a student. If the student doesn't know the answer, another student will catch the ball, until someone guesses the answer. The game finishes when everyone is seated.

c) Questions to ask to the students as part of the game:

1. What type of text is it?

a) Descriptive text

b) Opinion essay

c) Narrative text

2. Can you think of a synonym for a narration?

Beginning with the letter "S": a short STORY

3. Narrative texts usually have 3 parts. These are...

The beginning

The middle

The ending

4. What does usually happen in each part of the story?

The characters and the situation are introduced

A problem or difficulty is resolved

A problem or difficulty is introduced

5. Does this story have those 3 parts?

Yes or No.

6. How do we know that?

Because there are three different paragraphs.

7. Can you tell us which part corresponds to the ending?

8. Can you tell us which part corresponds to the beginning?

9. Can you tell us which part corresponds to the middle?

10. When we write a story what tense do we use?

a) Present Simple

b) Past Simple

11. Can you give us an example of a verb in the past?

12. Another one?

13. Two more?

14. What do we use to describe what the character is feeling?

Adjectives.

15. Can you give us an example of an adjective used in the text?
16. Another one?
17. Two more?
18. Is there any word that helps us link the sentences in a logical way?

Connectors

19. How many connectors can you find in the text?
20. Which ones? Say one:

Then, and, so, but, in the end...

21. Another one.
22. Another one.
23. Can you think of any other connectors that we could have used in the story?

Once, later, next, after that, before, while...

24. Another one?
25. Another one?
26. Let's see if you were paying attention: how many parts does a narrative text have?
27. Which ones?
28. In this type of texts do we usually use the present simple or the past simple?

APPENDIX V: Rubric for marking the writings

		MARKS		
		3	2	1
TASK	ADEQUACY	All the points in the instructions are mentioned; all the parts of a story are included (beginning, body, ending); the length of the text is appropriate.	Just some points in the instructions are mentioned; most of the parts of a story are included; the text is too short (ideas are not fully developed).	Notable omission of the content points and/or considerable irrelevance of some of them.
	COHERENCE	A clear text, easy to understand.	Easy to understand, although there are some incoherent points that confuse the reader	Difficult to understand.
LANGUAGE	COHESION	Ideas are well organised (use of paragraphs). Cohesive devices linking sentences and paragraphs. No serious mistakes.	Ideas are organised. Some cohesive devices linking sentences and paragraphs. There may be some mistakes.	There is a lack of organisation or linking devices.
	GRAMMATICAL ACCURACY	Very few, irrelevant, or no grammar errors at all. Good command of grammar; use of Past tense.	Some acceptable grammar errors. Fair command of English grammar; use of Past tense (with some mistakes)	Serious and numerous grammar mistakes.
	MECHANICS	Most words are written correctly, only some occasional mistakes.	Some spelling mistakes (between 3 and 6), some of them in basic vocabulary.	Many spelling mistakes. Invents words.
	LEXICAL RANGE	Rich and varied vocabulary.	Basic vocabulary, enough to convey the message.	Limited range of vocabulary. Some words are in Basque-Spanish.

APPENDIX VI: Analytic measures from writings

a) Pre-test (individual):

Student	Fluency	Accuracy			Total	Mean	SD
	N Words	Gramm. E	Lexical E.	Mechan. E			
I1	87	21	2	25	48	16.0	12.3
I2	84	14	4	3	21	7.0	6.1
I3	74	6	0	3	9	3.0	3.0
I4	92	8	5	4	17	5.7	2.1
I5	98	10	5	21	36	12.0	8.2
I6	57	14	1	10	25	8.3	6.7
I7	61	7	0	7	14	4.7	4.0
I8	70	12	3	14	29	9.7	5.9
I9	83	10	1	6	17	5.7	4.5
I10	138	16	7	5	28	9.3	5.9
I11	159	25	3	5	33	11.0	12.2
I12	93	12	1	2	15	5.0	6.1
I13	123	13	2	7	22	7.3	5.5
I14	105	14	11	21	46	15.3	5.1
I15	102	19	5	5	29	9.7	8.1
I16	98	8	2	6	16	5.3	3.1
I17	106	10	3	4	17	5.7	3.8
I18	75	18	7	6	31	10.3	6.7
I19	90	11	3	5	19	6.3	4.2
I20	144	8	0	8	16	5.3	4.6
I21	164	26	12	11	49	16.3	8.4
I22	66	7	2	4	13	4.3	2.5
I23	63	7	2	1	10	3.3	3.2
I24	107	7	1	7	15	5.0	3.5
I25	72	17	3	3	23	7.7	8.1
I26	68	7	7	7	21	7.0	0.0
I27	83	18	2	8	28	9.3	8.1
I28	90	10	0	2	12	4.0	5.3
I29	68	15	3	10	28	9.3	6.0
I30	84	19	2	4	25	8.3	9.3
I31	90	11	3	13	27	9.0	5.3
I32	89	20	8	5	33	11.0	7.9
I33	140	25	2	4	31	10.3	12.7
I34	77	13	1	0	14	4.7	7.2
I35	89	20	2	9	31	10.3	9.1
I36	72	8	4	16	28	9.3	6.1
I37	90	23	3	18	44	14.7	10.4
I38	97	16	0	4	20	6.7	8.3
I39	83	9	3	9	21	7.0	3.5
I40	95	14	4	23	41	13.7	9.5
I41	71	14	2	2	18	6.0	6.9
I42	76	20	4	10	34	11.3	8.1
I43	94	16	6	2	24	8.0	7.2
I44	107	31	8	9	48	16.0	13.0
I45	109	12	7	5	24	8.0	3.6
I46	60	11	4	19	34	11.3	7.5
I47	53	14	7	7	28	9.3	4.0
I48	68	17	5	3	25	8.3	7.6
I49	68	18	6	17	41	13.7	6.7
Total	4432	701	178	399	1278		
Mean	90.4	14.3	3.6	8.1	26.1		
SD	25.3	5.8	2.8	6.2	10.5		

b) Collaborative task

b1. Pairs

Student	Fluency	Accuracy			Total	Mean	SD
	N. words	Gramm. E.	Lexical E.	Mechan. E.			
P1	99	11	1	4	16	5.3	5.1
P2	103	19	7	16	42	14.0	6.2
P3	94	15	2	12	29	9.7	6.8
P4	62	12	0	2	14	4.7	6.4
P5	124	18	4	8	30	10.0	7.2
P6	146	13	1	5	19	6.3	6.1
P7	123	8	6	2	16	5.3	3.1
P8	91	13	6	21	40	13.3	7.5
P9	93	19	5	13	37	12.3	7.0
Total	935	128	32	83	243		
Mean	103.9	14.2	3.6	9.2	27.0		
SD	24.3	3.8	2.6	6.7	11.1		

b2. Groups

Student	Fluency	Accuracy			Total	Mean	SD
	N. Words	Gramm. E.	Lexical E.	Mechan. E.			
G1	52	16	5	12	33	11.0	5.6
G2	85	20	4	7	31	10.3	8.5
G3	85	8	1	2	11	3.7	3.8
G4	118	15	1	3	19	6.3	7.6
G5	75	5	3	5	13	4.3	1.2
G6	85	12	2	20	34	11.3	9.0
G7	93	15	7	9	31	10.3	4.2
G8	74	5	2	6	13	4.3	2.1
G9	117	16	9	7	32	10.7	4.7
G10	102	14	4	4	22	7.3	5.8
G11	111	23	1	9	33	11.0	11.1
G12	84	15	3	16	34	11.3	7.2
Total	1081	164	42	100	107		
Mean	90.1	13.7	3.5	8.3	21.4		
SD	19.4	5.5	2.5	5.4	10.1		

c) Post-test (individual)

Student	Fluency	Accuracy			Total	Mean	SD
	N Words	Gramm. E.	Lexical E.	Mechan. E.			
I1	58	14	4	8	26	8.7	5.0
I2	69	3	3	13	19	6.3	5.8
I3	74	16	0	10	26	8.7	8.1
I4	61	6	3	3	12	4.0	1.7
I5	70	6	1	6	13	4.3	2.9
I6	94	24	2	8	34	11.3	11.4
I7	65	5	1	2	8	2.7	2.1
I8	68	11	2	5	18	6.0	4.6
I9	119	12	3	4	19	6.3	4.9
I10	129	12	7	6	25	8.3	3.2
I11	182	19	5	14	38	12.7	7.1
I12	91	11	4	0	15	5.0	5.6
I13	92	9	3	7	19	6.3	3.1
I14	108	12	3	10	25	8.3	4.7
I15	65	15	1	6	22	7.3	7.1
I16	112	11	3	2	16	5.3	4.9
I17	69	4	4	3	11	3.7	0.6

I18	64	12	3	8	23	7.7	4.5
I19	134	16	1	12	29	9.7	7.8
I20	135	3	0	1	4	1.3	1.5
I21	173	23	6	6	35	11.7	9.8
I22	62	9	1	6	16	5.3	4.0
I23	93	12	2	0	14	4.7	6.4
I24	88	3	2	4	9	3.0	1.0
I25	105	8	6	11	25	8.3	2.5
I26	87	9	2	15	26	8.7	6.5
I27	54	12	3	7	22	7.3	4.5
I28	76	8	0	4	12	4.0	4.0
I29	62	7	3	8	18	6.0	2.6
I30	54	10	1	3	14	4.7	4.7
I31	107	16	2	27	45	15.0	12.5
I32	99	17	2	7	26	8.7	7.6
I33	92	16	1	17	34	11.3	9.0
I34	73	13	0	2	15	5.0	7.0
I35	89	6	0	5	11	3.7	3.2
I36	58	12	2	15	29	9.7	6.8
I37	79	28	5	7	40	13.3	12.7
I38	129	17	3	4	24	8.0	7.8
I39	84	3	2	1	6	2.0	1.0
I40	59	7	1	11	19	6.3	5.0
I41	76	5	5	6	16	5.3	0.6
I42	74	9	4	8	21	7.0	2.6
I43	64	9	1	11	21	7.0	5.3
I44	65	25	6	9	40	13.3	10.2
I45	91	7	3	8	18	6.0	2.6
I46	58	13	1	18	32	10.7	8.7
I47	47	7	10	3	20	6.7	3.5
I48	72	9	4	2	15	5.0	3.6
I49	52	16	5	8	29	9.7	5.7
Total	4181	557	136	361	1054		
Mean	85.3	11.4	2.8	7.4	21.5		
SD	29.8	5.9	2.1	5.2	9.3		

APPENDIX VII: Global measures from the writings

a) Pre-test (individual):

Student	Task		Language				Total	Mean	SD
	Adequacy	Coherence	Cohesion	Grammar	Mechanics	Vocabulary			
I1	1	1	1	1	1	1	6	1.0	0.0
I2	2	2	2	1	2	1	10	1.7	0.5
I3	3	2	3	2	2	2	14	2.3	0.5
I4	3	2	3	2	2	2	14	2.3	0.5
I5	1	1	1	1	1	1	6	1.0	0.0
I6	1	1	1	1	1	1	6	1.0	0.0
I7	2	1	2	2	2	1	10	1.7	0.5
I8	2	1	1	1	1	1	7	1.2	0.4
I9	3	2	2	2	2	1	12	2.0	0.6
I10	3	3	2	2	3	2	15	2.5	0.5
I11	3	2	3	2	2	2	14	2.3	0.5
I12	2	2	2	1	2	1	10	1.7	0.5
I13	3	2	3	3	2	3	16	2.7	0.5
I14	1	2	1	1	1	1	7	1.2	0.4
I15	1	1	1	1	1	1	6	1.0	0.0
I16	1	1	2	1	2	1	8	1.3	0.5
I17	3	2	2	2	2	2	13	2.2	0.4
I18	1	1	1	1	1	1	6	1.0	0.0
I19	2	2	2	1	2	1	10	1.7	0.5
I20	2	3	2	3	3	3	16	2.7	0.5
I21	1	1	1	1	2	1	7	1.2	0.4
I22	1	1	2	2	2	1	9	1.5	0.5
I23	1	1	2	2	2	1	9	1.5	0.5
I24	3	3	3	2	2	3	16	2.7	0.5
I25	2	1	1	1	1	1	7	1.2	0.4
I26	1	1	2	1	2	1	8	1.3	0.5
I27	1	1	1	1	2	1	7	1.2	0.4
I28	2	2	2	2	3	2	13	2.2	0.4
I29	2	1	1	1	1	1	7	1.2	0.4
I30	1	2	1	1	2	1	8	1.3	0.5
I31	1	1	1	1	1	1	6	1.0	0.0
I32	2	2	2	1	2	1	10	1.7	0.5
I33	1	2	2	1	2	1	9	1.5	0.5
I34	1	1	1	1	3	1	8	1.3	0.8
I35	2	1	2	1	1	1	8	1.3	0.5
I36	1	1	1	1	1	1	6	1.0	0.0
I37	1	1	2	1	1	1	7	1.2	0.4
I38	2	2	2	2	1	2	11	1.8	0.4
I39	2	2	2	2	2	2	12	2.0	0.0
I40	1	1	1	1	1	1	6	1.0	0.0
I41	1	1	1	1	2	1	7	1.2	0.4
I42	2	1	1	1	1	1	7	1.2	0.4
I43	2	1	2	1	2	1	9	1.5	0.5
I44	1	1	1	1	1	1	6	1.0	0.0
I45	2	1	1	2	2	1	9	1.5	0.5
I46	1	1	2	1	1	1	7	1.2	0.4
I47	1	1	1	1	1	1	6	1.0	0.0
I48	1	1	1	1	2	1	7	1.2	0.4
I49	1	1	1	1	1	1	6	1.0	0.0
Total	81	71	80	67	82	63	444		
Mean	1.7	1.4	1.6	1.4	1.7	1.3	9.1		
SD	0.8	0.6	0.7	0.6	0.6	0.6	3.1		

b) Collaborative task

b1. Pairs

Student	Task		Language				Total	Mean	SD
	Adequacy	Coherence	Cohesion	Grammar	Mechanics	Vocabulary			
P1	3	3	3	2	2	3	16	2.7	0.5
P2	1	1	1	1	1	1	6	1.0	0.0
P3	2	2	2	2	1	1	10	1.7	0.5
P4	2	2	2	2	3	2	13	2.2	0.4
P5	3	2	2	1	1	2	11	1.8	0.8
P6	3	3	3	2	2	3	16	2.7	0.5
P7	3	3	3	3	3	3	18	3.0	0.0
P8	3	1	2	1	1	1	9	1.5	0.8
P9	2	1	1	1	1	1	7	1.2	0.4
Total	22	18	19	15	15	17	106		
Mean	2.4	2.0	2.1	1.7	1.7	1.9	11.8		
SD	0.7	0.9	0.8	0.7	0.9	0.9	4.2		

b2. Groups

Student	Task		Language				Total	Mean	SD
	Adequacy	Coherence	Cohesion	Grammar	Mechanics	Vocabulary			
G1	2	1	2	1	2	1	9	1.5	0.5
G2	2	1	1	1	1	1	7	1.2	0.4
G3	3	3	3	2	3	2	16	2.7	0.5
G4	3	2	2	2	2	2	13	2.2	0.4
G5	3	3	2	2	2	1	13	2.2	0.8
G6	2	2	2	2	2	2	12	2.0	0.0
G7	1	1	1	1	1	2	7	1.2	0.4
G8	3	2	2	2	2	2	13	2.2	0.4
G9	3	2	1	1	2	2	11	1.8	0.8
G10	3	2	2	2	2	2	13	2.2	0.4
G11	3	2	2	1	2	2	12	2.0	0.6
G12	1	1	1	1	1	1	6	1.0	0.0
Total	29	22	21	18	22	20	132		
Mean	2.4	1.8	1.8	1.5	1.8	1.7	11.0		
SD	0.8	0.7	0.6	0.5	0.6	0.5	3.1		

c) Post-test (individual)

Student	Task		Language				Total	Mean	SD
	Adequacy	Coherence	Cohesion	Grammar	Mechanics	Vocabulary			
I1	1	1	2	1	1	1	7	1.2	0.4
I2	1	1	1	2	1	1	7	1.2	0.4
I3	2	2	2	2	2	2	12	2.0	0.0
I4	2	2	2	2	3	2	13	2.2	0.4
I5	1	2	2	2	2	1	10	1.7	0.5
I6	1	1	1	1	1	2	7	1.2	0.4
I7	3	2	2	2	3	2	14	2.3	0.5
I8	2	1	1	1	2	2	9	1.5	0.5
I9	3	2	1	2	2	2	12	2.0	0.6
I10	3	2	2	3	3	2	15	2.5	0.5
I11	3	3	3	2	1	2	14	2.3	0.8
I12	3	2	3	2	3	2	15	2.5	0.5
I13	3	3	3	3	3	2	17	2.8	0.4

I14	3	2	2	1	1	1	10	1.7	0.8
I15	2	1	1	1	1	2	8	1.3	0.5
I16	2	2	2	2	3	2	13	2.2	0.4
I17	2	2	1	2	2	2	11	1.8	0.4
I18	1	1	1	1	1	1	6	1.0	0.0
I19	2	2	2	2	1	2	11	1.8	0.4
I20	3	3	3	3	3	3	18	3.0	0.0
I21	3	2	1	2	2	1	11	1.8	0.8
I22	1	2	2	1	2	2	10	1.7	0.5
I23	2	2	1	2	3	2	12	2.0	0.6
I24	3	3	2	3	3	2	16	2.7	0.5
I25	3	2	2	2	2	3	14	2.3	0.5
I26	3	3	2	2	2	2	14	2.3	0.5
I27	2	2	1	1	1	1	8	1.3	0.5
I28	3	2	3	2	2	2	14	2.3	0.5
I29	2	2	2	2	2	2	12	2.0	0.0
I30	2	2	2	2	3	2	13	2.2	0.4
I31	3	2	2	1	1	1	10	1.7	0.8
I32	3	2	2	2	2	2	13	2.2	0.4
I33	3	2	2	2	2	2	13	2.2	0.4
I34	1	2	1	1	2	2	9	1.5	0.5
I35	3	3	3	2	2	2	15	2.5	0.5
I36	2	1	1	1	1	1	7	1.2	0.4
I37	1	1	1	1	1	1	6	1.0	0.0
I38	3	3	3	2	3	2	16	2.7	0.5
I39	3	2	3	3	3	2	16	2.7	0.5
I40	2	1	2	1	1	1	8	1.3	0.5
I41	2	2	1	2	2	2	11	1.8	0.4
I42	2	1	1	2	1	1	8	1.3	0.5
I43	1	1	1	1	1	1	6	1.0	0.0
I44	2	1	2	1	1	2	9	1.5	0.5
I45	2	2	2	2	2	2	12	2.0	0.0
I46	1	1	1	1	1	1	6	1.0	0.0
I47	1	1	1	1	1	1	6	1.0	0.0
I48	2	2	2	2	2	2	12	2.0	0.0
I49	1	1	1	1	1	1	6	1.0	0.0
Total	105	90	87	85	91	84	542		
Mean	2.1	1.8	1.8	1.7	1.9	1.7	11.1		
SD	0.8	0.7	0.7	0.6	0.8	0.5	3.4		

APPENDIX VIII: Analyses of the LREs

a) LREs generated by pairs

Student	Grammatical				Lexical				Mechanicals			
	Total	Correct	Incorrect	Unresolved	Total	Correct	Incorrect	Unresolved	Total	Correct	Incorrect	Unresolved
P1	3	3	0	0	9	9	1	0	2	1	1	0
P3	4	4	0	0	4	0	1	3	0	0	0	0
P4	3	3	0	0	5	2	0	3	1	1	0	0
P6	4	4	0	0	2	1	1	0	10	8	2	0
P7	8	5	3	0	7	4	2	1	5	5	0	0
P8	1	1	0	0	2	1	1	0	6	5	1	0
P9	1	1	0	0	8	3	2	3	3	2	1	0
Total	24.0	21.0	3.0	0.0	37.0	20.0	8.0	10.0	27.0	22.0	5.0	0.0
Mean	3.4	3.0	0.4	0.0	5.3	2.9	1.1	1.4	3.9	3.1	0.7	0.0
SD	2.4	1.5	1.1	0.0	2.8	3.0	0.7	1.5	3.4	2.9	0.8	0.0

b) LREs generated by groups

Student	Grammatical				Lexical				Mechanicals			
	Total	Correct	Incorrect	Unresolved	Total	Correct	Incorrect	Unresolved	Total	Correct	Incorrect	Unresolved
G1	3	2	1	0	8	2	1	5	5	2	3	0
G2	13	9	4	0	8	4	2	2	10	9	1	0
G3	8	7	1	0	9	3	2	4	2	2	0	0
G4	5	4	1	0	7	6	0	1	0	0	0	0
G6	3	3	0	0	1	0	0	1	3	2	1	0
G10	7	6	1	0	3	1	1	1	3	3	0	0
Total	39	31	8	0	36	16	6	14	23	18	5	0
Mean	6.5	5.2	1.3	0.0	6.0	2.7	1.0	2.3	3.8	3.0	0.8	0.0
SD	3.8	2.6	1.4	0.0	3.2	2.2	0.9	1.8	3.4	3.1	1.2	0.0