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**Collaborative writing:  
Language-related episodes and  
patterns of interaction**

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## **Resumen:**

La escritura es una de las destrezas fundamentales en la adquisición del inglés como lengua extranjera (ILE). Recientemente, han surgido nuevas maneras de abordar esta destreza para conseguir más beneficios para los aprendices. En este contexto, nace la escritura colaborativa (EC), una metodología que ha sido estudiada principalmente con población adulta o con jóvenes aprendices de entre 11 y 12 años, dejando un vacío en la investigación con población menor a esta edad. Teniendo en cuenta este vacío de investigación, se han analizado las interacciones orales de 43 estudiantes de ILE de entre 9 y 10 años de un colegio en Pamplona durante la realización de una actividad de EC. El estudio centra su atención en los episodios relacionados con el lenguaje (ERLs), los patrones de interacción y la relación que guardan dichos aspectos. Habiendo analizado y comparado estos aspectos tanto en parejas como en grupos, los resultados señalan el vocabulario como el aspecto en el que los jóvenes aprendices centran más su atención. El patrón que más siguen las parejas es el colaborativo, mientras que los grupos siguen el colaborativo o el dominante. Los patrones de interacción guardan relación con la naturaleza de los ERLs pero no con su frecuencia. Partiendo de los resultados obtenidos, se informarán para crear unas futuras prácticas docentes más beneficiosas para el alumnado de esta edad.

*Palabras clave:* Escritura colaborativa; episodios relacionados con el lenguaje; patrones de interacción; jóvenes aprendices; Inglés como lengua extranjera.

**Abstract:**

Writing is a fundamental skill when learning English as a foreign language (EFL). New ways of approaching writing have appeared recently seeking to maximise the potential benefits this skill offers to learners. This is the context where collaborative writing (CW) emerges, an approach that has been mainly studied with adult population or with young learners (YLS) aged 11 or 12. Therefore, there is a gap in research with populations younger than this age. Bearing this empty research niche in mind, we have analysed the oral interactions of 43 EFL students aged between 9 and 10 in a school in Pamplona during a CW task. The study focuses its attention on language-related episodes (LREs), patterns of interaction and these aspects' relationship. After analysing and comparing these aspects in both pairs and groups, the results suggest that vocabulary is the aspect on which YLS focus the most attention. The collaborative pattern was the one pairs followed, while groups adopted the collaborative or the dominant pattern. Finally, the study demonstrates that patterns of interaction are related to LREs' nature but not to their frequency. Departing from the results we will inform for creating improved future teaching practices.

*Keywords:* Collaborative writing; language-related episodes; patterns of interaction; young learners; English as a foreign language.

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## **ABBREVIATIONS (in alphabetical order)**

<b>ASL</b>	Adquisición de segunda lengua
<b>CEFR</b>	Common European Framework of Reference for Languages
<b>CLIL</b>	Content and language integrated learning
<b>CW</b>	Collaborative writing
<b>EC</b>	Escritura colaborativa
<b>EFL</b>	English foreign language
<b>ERL</b>	Episodio relacionado con el lenguaje
<b>ESL</b>	English as a second language
<b>ILE</b>	Inglés como lengua extranjera
<b>LRE</b>	Language – related episode
<b>L1</b>	Language one
<b>L2</b>	Language two / Segunda lengua
<b>NoM</b>	Negotiation of meaning
<b>PAI</b>	Programa aprendizaje integrado
<b>SLA</b>	Second language acquisition
<b>TL</b>	Target language
<b>YLS</b>	Young learners

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## INTRODUCCIÓN

La escritura colaborativa (EC) es cada vez más popular en el aula de idiomas gracias a los beneficios reportados del uso de esta metodología en la investigación de la adquisición de segundas lenguas (ASL) (Storch, 2016). Numerosos estudios se han llevado a cabo con el fin de analizar esta manera de presentar la expresión escrita a los alumnos y descubrir cómo funciona mejor en diferentes contextos.

Existen múltiples teorías que respaldan la manera en la que la ASL ocurre. Entre ellas encontramos la de Swain (1985) que explica que el aprendizaje del lenguaje ocurre sólo cuando los estudiantes experimentan vacío en su conocimiento sobre el segunda lengua (L2). En relación con esta, encontramos otra hipótesis que defiende que para que los aprendices desarrollen sus capacidades en el L2 tienen que ser capaces de comprender el input que reciben (Schmidt, 1993). Además, la EC también guarda relación con la teoría interaccionista de Long (1996) que establece que cuando los aprendices encuentran fallos durante su comunicación en el L2, tienden a negociar el significado de este. Durante estas interacciones y como consecuencia de la negociación del significado, los aprendices modifican su producción inicial para solventar los fallos de comunicación y, consecuentemente, producir output comprensible.

Estudios previos sobre la EC han centrado su atención en población adulta (Chen & Yu, 2019; Fernández Dobao, 2012, 2014; Fernández Dobao & Blum, 2013; Mozaffari, 2017; Shehadeh, 2011; Storch, 2002a, 2002b, 2004, 2005), o en población más joven comprendida entre los 11 y los 12 años (Azkarai & Kopinska, 2020; Calzada & García Mayo, 2020a, 2020b, 2020c; García Mayo & Imaz Agirre, 2019; Hidalgo & Lázaro-Ibarrola, 2020; Hidalgo & García Mayo, 2019; Villarreal & Munárriz-Ibarrola, 2021). Por ello, ante la evidente falta de investigación sobre la EC con población de entre 9 y 10 años, este estudio busca arrojar algo de luz a este espacio de investigación. Para ello, hemos estudiado los episodios relacionados con el lenguaje (ERLs) basándonos en la clasificación utilizada por Fernández Dobao (2012) y los patrones de interacción que adoptan tanto grupos como parejas, siguiendo el modelo de Storch (2002b). Por último, analizaremos si ambos aspectos guardan relación entre sí. Los hallazgos del presente estudio tienen como objetivo explicar en qué centran su atención y cómo son las interacciones de este grupo de población durante una actividad de EC. Con el fin de que pueda servir como guía y ejemplo para docentes que quieran llevar a cabo esta práctica en el aula de Educación Primaria en Inglés como lengua extranjera.

## 1. LITERATURE REVIEW

In what follows, a selection of some of the most relevant findings related to three different aspects surrounding collaborative writing (CW) will be introduced. First, the concepts of CW and language related episodes (LREs) will be presented, then the author will focus on the patterns of interaction that may take place during peer-peer collaboration, and finally the writer will address how collaborative writing influences young learners' (YLS) written production.

### 1.1 Collaborative writing

Collaborative writing (CW) is defined as the creation of a text by at least two writers. It includes collaboration between the co-writers during the composing process, which distinguishes this composing method from peer planning or peer response/review activities, where the participants only collaborate during the pre or post writing stages (Storch, 2016). All co-creators participate in the decision-making process and share responsibility regarding the form and content of the composition (Storch, 2016). Besides, as mentioned by Hidalgo and Lázaro Ibarrola (2020) when writing collaboratively it should not be possible to distinguish which part has been written by each author. This writing technique combines the development of both oral (when the writers discuss the text composition) and writing (when they put the final product into writing) skills. The learners practice speaking when the co-writers interact orally during the writing process, while their writing competence is worked on when writing the composition itself.

Vygotsky's (1978) sociocultural theory of human learning describes learning as a social based process. That is, humans, construct knowledge through interactions with the rest of the society. Therefore, learning happens thanks to the internalization of social interaction. Development occurs when a child interacts with a more able member of the society and the assistance they receive has to be adapted to the child's needs. This kind of assistance has been conceptualized with the term 'scaffolding' (Vygotsky, 1978).

Research on second language acquisition (SLA) has suggested that scaffolding can also happen among peers when working in group/pair work. In this way, from a social constructivist viewpoint, students are encouraged to partake in activities that cultivate interaction and co-development of knowledge (Donato, 1994; Storch, 2002a, 2005). From a pedagogical point of view, small group and pair work is supported by the communicative approach given the opportunities learners have to use the target language (TL) (Storch, 2005).

A large number of studies have shown the benefits of CW, both in the long and short-term. Storch (2005) compared texts written individually and compositions written collaboratively by pairs.

She found that even though the texts written by pairs were shorter and learners took longer to complete the task than individuals. Their texts were also more accurate and linguistically complex than the ones composed by individuals. Shehadeh (2011) reported that this way of composing text has a positive impact on students' writing in terms of content, organization, and vocabulary. Storch (2005) and Storch and Wigglesworth (2007) found significant differences in favour of collaborative writing in terms of grammatical accuracy.

An important phenomenon that takes place during the L2 learning process, is languaging, defined by Swain (2006) as "the process of making meaning and shaping knowledge and experience through language" (p. 98). It can be also understood as the dialogue that happens among the co-authors during collaborative writing (Calzada & García Mayo, 2020a). Languaging can be used to reflect on the language and carry out problem-solving processes. This concept may be related to Language-related episodes (LREs) that learners may engage in while working with the TL.

LREs have been defined as "any part of a dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others" (Swain & Lapkin, 1998, p. 326). In collaborative writing tasks, when students pool their individual resources, they solve language-related problems and co-construct new language knowledge. Thus, it can be concluded that the more LREs happen in a collaborative writing task, the more co-constructed knowledge the students produce, and the more they develop their language skills (Fernández Dobao, 2012).

LREs can be classified according to the language aspect they address. Form-focused LREs are those related to solving grammar problems. Lexis-focused LREs focus on meaning. Finally, mechanics-focused LREs are those related to pronunciation, spelling, accentuation and punctuation (Fernández Dobao, 2012). These LREs may be solved or not, depending on whether the students reach the correct solution to the problem or not (Fernández Dobao, 2012). Besides, they could sometimes be solved but not correctly. This is, when the learners think that they have reach the correct solution, but it is not the right one. Several studies carried out with YLs have revealed that form-focused LREs are the more frequent type happening in collaborative writing. (Calzada & García Mayo, 2020c; Hidalgo & García Mayo, 2019; Hidalgo & Lázaro Ibarrola, 2020). On the other hand, studies carried with adults show that these learners engage in a high number of lexical LREs (Fernández Dobao, 2012).

Research focused on students' attitudes and perceptions towards CW states that the better the attitude the students have towards the task, the greater quantity and quality of LREs they will produce (Chen & Yu, 2019). In terms of the number of participants, studies have shown that groups produce more LREs and seem to be more successful when resolving them than pairs. Groups also had more language learning opportunities since during the LRE episode learners taking part of a group

negotiate more to solve the LRE. This makes them engage in longer LREs and therefore use the TL more than dyads (Fernández Dobao, 2014). Also, teacher-selected pairs produced a large number of LREs than student-selected pairs (Fernandez Dobao 2012, 2014; Mozaffari, 2017; Villarreal & Munárriz-Ibarrola, 2021).

## **1.2 Grouping and patterns of interaction**

In the context of CW, several studies have addressed the grouping options this kind of tasks allows for and the patterns of interaction that happen within them. Patterns of interaction have been related to different variables such as the students' attitudes and perceptions towards collaborative writing (Calzada & García Mayo, 2020b; Chen & Yu, 2019; Fernández Dobao & Blum, 2013) and task modality (García Mayo & Imaz Agirre, 2019). On the other hand, grouping has been studied in terms of pair/group formation method (Azkarai & Kopinska, 2020; Fernández Dobao, 2012, 2014; Mozaffari, 2017; Storch, 2005). Finally, both grouping and patterns of interaction have been studied addressing the number of LREs learners engage in (Jang & Cheung, 2020).

Research has focused on which kind of grouping works best with CW. Storch (2005) compared individual and dyadic writing tasks revealing numerous benefits of the work in pairs. Years later, researchers focused their attention not only on dyads but also on small groups and the pair formation method. It has been demonstrated that both working in pairs and in small groups is effective to shift the students' attention to form (Fernández Dobao, 2014). It has also been suggested that learners when working collaboratively develop a greater grammatical and lexical accuracy than when working individually (Fernández Dobao, 2012). Fernández Dobao (2012) also found that even though in small groups individuals had fewer opportunities to participate, these groups were more successful at solving LREs and their compositions were more accurate. Mozaffari (2017) studied which pair formation method worked best between teacher selected and student selected pairs. She concluded that "pre-existing friendship among student selected pair members would distract them from the main task (as evidenced by off-task episodes) and further influence the outcome of pair work" (p. 551).

One of the main findings regarding the nature of dyadic interaction are the patterns of interaction proposed by Storch (2002b). To establish these patterns, she defined the concepts of equality and mutuality. Equality is defined as "the degree of control or authority over the direction of the task" (Storch, 2002b:127) and mutuality as "the level of engagement with each other's contribution" (2002b: 127). In dyadic interactions, four patterns can take place: collaborative, which has both a moderate to high mutuality and equality, the dominant/dominant pattern which includes moderate to high equality but moderate to low mutuality, the dominant/passive pattern which

includes low mutuality and equality and the expert/novice pattern which has a moderate to high mutuality but moderate to low equality. This can be seen more graphically in figure 1.

**Figure 1.**

*Patterns of dyadic interaction.*

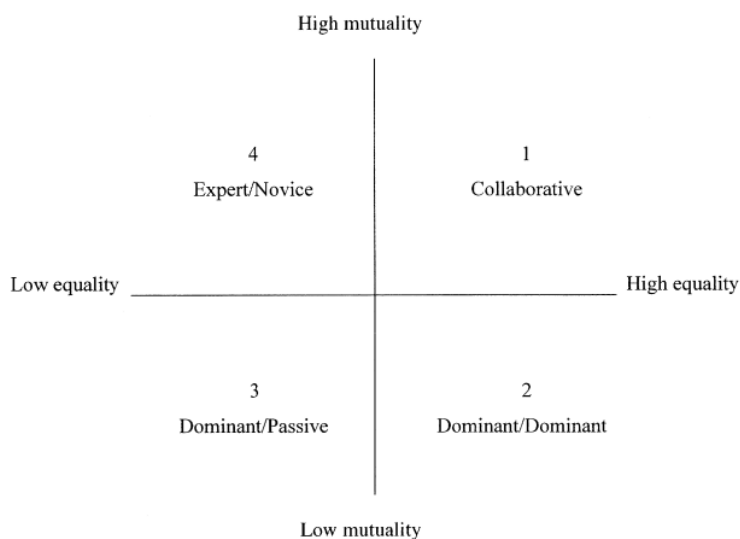


Figure 1. Patterns of interaction in English as a second language (ESL) Pair Work (taken from Stroch, 2002b)

Regarding the type of pattern that triggered more LREs, it has been reported that collaborative, cooperative and expert/novice pattern produced the highest number of LREs whereas dominant/dominant dyads produced the lowest number of LREs (Azkarai & Kopinska, 2020; Cheung, 2020). However, Jang and Cheung (2020) point out that the learners' proficiency level is correlated with the number of LRE produced and that it must be taken into account too.

Studies with an adult population have revealed that students' attitudes towards CW tasks, shaped by previous group work experiences, the perceived value of peer assistance and group and pair work dynamics affect the role each participant takes (Chen & Yu, 2019). Besides, Storch (2004) emphasises the students' attitudes towards working in pairs as well as their attitude towards the task and their perceived goals and roles in the pair work influence the pattern they follow when working on a CW task. Findings are quite different when it comes to the maintenance of the patterns during time. While Storch (2002b) found that the patterns are stable through time, Chen and Yu (2019) reported improving changes through time. This difference seems to have been caused by a change in the students' attitudes towards the task after a favourable experience from the beginning of the longitudinal study on. Consequently, the students assumed a more collaborative pattern of interaction

which increased the number of LREs produced as well as the correctly solved LREs. Regarding the relationships formed in collaborative writing tasks, the patterns of interaction are important in terms of the learning opportunities learners create for each other. Thus, when doing this kind of tasks, teachers should monitor very closely the relationships formed during group work (Storch, 2002a).

When testing these patterns with YLs, it has been found that the patterns that they follow are slightly different. Azkarai and Kopinska (2020) found four distinct patterns: collaborative, cooperative, facilitate/cooperative, and dominant/passive. The collaborative pattern was characterized by being the one in which the students pool their ideas, seek for the confirmation of their peer and make sure that they are making the right decisions. Students taking a cooperative pattern finished the task but with very poor negotiation and contributions. This is, they only provide the necessary information to solve the task, but they neither give details nor discuss during LREs. In the dominant/passive pattern, one student takes control and does not listen to their peer so that their contributions are useless. This can produce frustration. Finally, in the facilitative/cooperative, the student with the facilitative role has more disposition and takes control but seeks for the cooperative students' approval. The cooperative student makes little contributions but enough to confirm any doubt the facilitative student could have. Other study with the same population, Azkarai, García Mayo and Oliver (2020), found not four but five patterns of interaction; cooperative (both learners explain things to each other without giving any specific details), collaborative (students give many details when sharing information in the composing process), dominant/passive, expert/passive, and dominant/dominant. These last patterns are defined following Storch's (2002b) categorisation. All of them had a high level of equality but a low level of engagement, this is, they just shared the necessary information to complete the task (Azkarai et al.,2020). The table 1 bellow illustrates the different classifications.

**Table 1.**

Patterns of interaction classification

Storch (2002b) <i>Adult population</i>	Azkarai and Kopinska (2020) <i>Young learner's population</i>	Azkarai, García Mayo and Oliver (2020) <i>6-8 year old population</i>
Collaborative	Collaborative	Collaborative
Dominant / Dominant	Facilitative / Cooperative	Dominant / Dominant
Dominant / Passive	Dominant / Passive	Dominant / Passive
Expert / Novice	Cooperative	Cooperative
		Expert / Novice

Other studies with YLs have also suggested that different factors may influence the patterns of interaction, such as the importance of modelling CW and whose interaction and the role that students' proficiency plays in these tasks (Jang & Cheung, 2020).

### **1.3 Young learners**

Nowadays the teaching of English as a foreign language to YLs is a growing tendency. García Mayo and Imaz Aguirre (2019) point out "the early learning of foreign languages is a challenging step in education, and it might have benefits for children if correctly implemented" (2019; p. 116). Considering that writing is one of the essential skills when learning a language, research on innovative ways of developing this skill such as collaborative writing can be of special interest for researchers and teachers.

When working with YLs, it should be kept in mind that they do not learn in the same way as adult learners do (Muñoz, 2007; Nikolov, 2009). Consequently, they may interact in a different way while working together and thus achieve different learning outcomes. Childhood can be considered a privileged time to learn a second language. However, teachers must bear in mind which objectives are appropriate for the learners' developmental stage. In other words, which conditions lead to a better progress in learning a subsequent language (Muñoz, 2007). Nicholas and Lightbown (2008) have highlighted the importance of the fact that during the periods of language acquisition, children experience many changes since, unlike adults, they are still developing in various ways. Therefore, to teach a second language teachers must consider the learners' developmental stage, as they involve cognitive, social, and physical aspects, which may be changing as time goes by.

However, it is also important to remember that there are not only age differences but also individual differences among children (Nikolov & Djigunovic, 2011). In what follows, different studies addressing CW with YLs will be reviewed, considering different variables which may affect what happens during collaborative writing tasks, such as the language aspects YLs focus on, the patterns of interaction they create, their attitudes, the number of LREs they generate and the effect of task repetition.

Despite the interest in studying CW with YLs, comparatively little research has been carried out, which may be due to the idea of this population's alleged inability for mutual scaffolding (Villarreal & Munarriz-Ibarrola, 2021). Recent research has shown that young EFL learners present differences as regards the way they perform CW tasks when compared to previous findings with adults (Azkarai, et al., 2020; Calzada & García Mayo, 2020a). In addition, these learners normally have low proficiency in the TL, they have been found to be able to discuss and focus on grammar when adults with low proficiency were not (Calzada & García Mayo, 2020a). Calzada and García Mayo (2020a) found that

while adults presented some difficulties when working with demanding tasks (such as dictogloss) and focusing on grammar, children were able to complete the task after being shown similar task. These differences make it even more obvious that adults and YLs learn differently and highlight the importance of studying this population more deeply.

Previous studies indicate that there is a wide range of benefits for children while writing collaboratively. Jang & Cheung (2020) when studying children's patterns of dyadic interaction found that those collaborative and expert/novice dyads produced the highest number of LREs, and more than half of them were correctly resolved. Besides, they showed that even though fluency did not seem to improve, other aspects such as content, organization, and language did show a big improvement. Azkarai, et al., (2020) analysed the patterns of interaction and added that YLs tend to have low mutuality but high equality. Calzada and García Mayo (2020a) showed that groups and pairs displayed better grammar accuracy than individual writers when learning grammar aspects through a collaborative writing task.

When asked, generally YLs tend to have a positive attitude towards CW tasks and they seem to enjoy managing their work. They consider collaboration beneficial for language learning but also point out that they prefer to work in pairs as working in groups could be disorganized. (Calzada & García Mayo, 2020b; Villarreal & Munarriz-Ibarrola, 2021).

Regarding the use of LREs in CW tasks with YLs, several studies have shown that students tend to focus more on form than on lexis and that they are able to solve the majority of the LREs produced (Azkarai et al., 2020; Calzada & García Mayo, 2020c). One hypothesis for this big focus on morphosyntactic issues is that learners tend to imitate what they see on their teachers when correcting their composition (Hidalgo & García Mayo, 2019). Nevertheless, YLs also focused on meaning, only not as much as on form (García Mayo & Imaz Agirre, 2019; Villarreal & Munárriz-Ibarrola, 2021).

Some research has been carried out with YLs to investigate how task repetition affects their performance in CW tasks. Learners seem to perform better every time they repeated the task, they increased their lexical diversity and fluency. However, the number of LREs produced decreased in each repetition (Hidalgo & Lázaro-Ibarrola, 2020). In the task repetition context, learners solved most of the LREs correctly and most of them were form-focused (Hidalgo & García Mayo, 2019).

All these findings show that the findings reported in studies with YLs often differ from the ones with adults and highlight the necessity of investigating more with this population. This is one of the aspects that motivated the present study.



## 2. AIM AND MOTIVATION

As it can be seen from the literature reviewed above, studies in the field of CW have mainly focused on adult population rather than on young learner population (Chen & Yu, 2019; Fernández Dobao, 2012, 2014; Fernández Dobao & Blum, 2013; Mozaffari, 2017; Shehadeh, 2011; Storch, 2002a, 2002b, 2004, 2005). Moreover, the aforementioned studies carried out with YLs have rather investigated students aged 11-12 (Azkarai & Kopinska, 2020; Calzada & García Mayo, 2020a, 2020b, 2020c; García Mayo & Imaz Agirre, 2019; Hidalgo & Lázaro-Ibarrola, 2020; Hidalgo & García Mayo, 2019; Villarreal & Munárriz-Ibarrola, 2021) or studied task repetition with students aged 8-9 (Azkarai, et al., 2020).

This results on a research gap in areas related to child foreign language acquisition, specifically, YLs aged 9-10 year old. Therefore, the present study seeks to fill this research niche by analysing the LREs produced by these learners and the patterns of interaction they establish during a CW task by analysing their oral interactions. To this aim, the following research questions will be addressed.

## 3. RESEARCH QUESTIONS

In light of the literature reviewed above, the following research questions were entertained.

- (1) Which is the nature of the LREs produced by YLs when working on a collaborative writing task? Does the number of participants affect the frequency, resolution, and nature of the LREs they engage in?
- (2) What are the patterns of interaction established by young language learners when working in pairs and in groups in a collaborative writing task?
- (3) Do patterns of interaction affect the frequency and nature of the LREs produced by YLs in a collaborative writing task?

On the basis of the previously outlined literature, the author expects form-focused LREs to be the most frequent type happening in the task (Calzada & García Mayo, 2020c; Hidalgo & García Mayo, 2019; Hidalgo & Lázaro Ibarrola, 2020). Additionally, groups are expected to engage in LREs more frequently than dyads (Fernández Dobao, 2012).

Based on Azkarai, et al., (2020) we expect to find cooperative, collaborative, dominant/passive, expert/passive and dominant/dominant patterns of interaction in dyads. We expect so because the present study has a very similar population in terms of age (6–8 year-olds and 9-10 year-old learners) and context (both studies have been carried out in Northern Spain). To the authors' best knowledge, no publications can be found in the literature that address the issue of

patterns of interaction formed in small groups. Therefore, the author expects them to be similar to the ones found in dyads.

Finally, following Storch (2002) study's definition of the different patterns of interaction and their way of behaving, the author expects the collaborative pairs be the ones with the higher frequency of LREs. This hypothesis is based on the idea of collaborative pairs being the ones that want not only to complete the task but also to pool their ideas, discuss the language and try to do the task as successfully as possible.

As regards the nature of the LREs the learners will engage in, we expect our groups and dyads following a collaborative pattern to produce more form-focused LREs while those following a passive pattern are expected to produce more mechanic-focused LREs. This hypothesis is not based in any previous findings, as we have not found studies that reflect on this aspect.

## **4. METHODOLOGY**

### **4.1 Participants**

The study was conducted in two ESL classes in the fourth course of Primary education in a public school in Pamplona (Northern Spain). There was a total of forty-three (n=43) participants between 9- and 10-years old coursing English in as immersion program (Programa de aprendizaje integrado (PAI)). This program is a popular linguistic model in Spanish schools which translates into 12 hours per week taught in English, combining sessions where English language is taught as a subject matter and sessions taught through the TL, which follow a content and language integrated learning (CLIL) methodology. These sessions are divided into 5 sessions of English language as such, 1 session of arts and crafts, 2 sessions of ethical values or catholic religion, and 2 sessions of physical education.

One class had twenty-two (n=22) students, and the other class had twenty-one (n=21). In one class they were eight (n=8) boys and fourteen (n=14) girls while in the other one they were eleven (n=11) boys and eleven (n=11) girls. This makes a total number of nineteen (n=19) boys and twenty-four (n=24) girls taking part in the study. Most of them have been in the school for seven years (since the first year of infant education) following the PAI programme. They have a low-proficiency English level, which corresponds to an A2 level on the Common European Framework of Reference for Languages (CEFR) in most of the cases. Most of the English tests and activities they do during the English subject are taken from the University of Cambridge Flyers level tests book (Stephens, 2011).

The English teacher informed the author that the common way of working in class was individually and in pairs (as the pupils were seated in pairs) but they also worked in small groups often (normally 3 or 4 people in each group). Therefore, pair and small group work was familiar to them.

Besides, the teacher changed the pupils' seats often, every 15 days so that they were used to working together with almost all their classmates. However, the teacher pointed out that when they worked in groups, the students used to talk in their mother tongue (Spanish) about the task and then write their conclusions in English.

In order to form the groups, the author decided, together with the teacher to form pairs in one class and groups of four in the other one. In this way, we would have twenty-two students working in pairs, sixteen students working in groups of four and five students working in one group of five, forming a total number of 5 groups and 11 dyads. Both groups and pairs were teacher-selected, as it has been demonstrated that it is a more effective way of grouping (Mozaffari, 2017). The pairs were assigned randomly by the teacher, while the groups were formed considering the students' difficulties. These difficulties with the English language were caused by the students' context, including late incorporation to the school, dispersion problems, little autonomy, attentional deficit disorder and writing difficulties.

Selecting the participants in each group was a recommendation made by their teacher and the groups were formed in a way that every group had a student with a higher proficiency level, so that they could help their mates and guide the group during the activity. The author considered that this was a good way to try to make groups working in equal conditions, being conscious that this could affect the results of the study and taking it into account when analysing them.

#### **4.2 Materials and procedure**

Before the actual data were collected, permissions were granted by the school's headmaster, the class' teacher and the students' parents/caretakers (see Appendix 1). The children were familiar with the topic of food and with different grammar structures necessary for the task. They had worked on them in the English language class and the CW task was the last activity of this unit.

Before the collaborative writing activity, they worked with the vocabulary needed for the task in several activities. They worked with countable and uncountable nouns (see Appendix 2), cooking verbs (see Appendix 3), expressions such as 'a lot', 'some', 'a few', 'a little' (see Appendix 4), and the present simple tense. Consequently, the author expects the learners to be familiar with the content and vocabulary of the purposed task.

Besides, to make the students familiar with the recipe type of text, in the previous days to the CW activity, we made a running dictation activity (see Appendix 5). They had to run and read each step, ingredient and instrument used in the recipe and then go back and dictate them to their group. Thanks to this, they were familiar with the tenses used in the recipes (present simple), as well as with the way of structuring them.

To perform the task, the participants were given a copy of the activity where they had to write a strawberry milkshake recipe by writing what they saw in the different images. Only one composition was written by pair or group. Both dyads and groups were voice-recorded, and the compositions were collected at the end of the activity. The template for the activity was originally created by the author and was titled “Let’s make... a strawberry milkshake!” (see Appendix 6). The task was based on a reading exercise from a diagnostic test used by the Government of Navarra for the fourth course of Primary education (see Appendix 7). This text was the one used in a reading test the students had the week before doing the CW task. Therefore, the vocabulary and grammar required for the task was chosen according to the participants’ level.

The students were given the instructions to perform the task. They had twenty minutes to complete the activity. They first had to describe the pictures shown in the task orally. After that, they had to write one composition per pair/group describing what they saw in the pictures to complete the strawberry milkshake recipe. As it can be seen, the word ‘blender’ was translated into Spanish and added to the copy the participants had, as this term was not familiar to them. They were supposed to know the rest of the vocabulary and grammar necessary to complete the task.

#### **4.3 Data coding and analysis**

In order to analyse the data, the author transcribed all the conversations previously recorded. A total of one hundred and forty-nine minutes and eleven seconds. All the transcriptions shown in the study use assumed names to protect the participants’ privacy.

Once the interactions were transcribed, the author analysed them in terms of the LREs the participants produced and the patterns of interaction they established. Following Swain and Lapkin’s (1998) definition of LRE as “any part of a dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others” (1998, p. 326), LREs were counted and classified into form-focused, lexis-focused and mechanics-focused. When students discussed grammar, the LREs were classified as form-focused when discussed the meaning of a word, selecting a word between two alternatives, or searching for new vocabulary, the LREs were marked as lexis-focused. When learners dealt with pronunciation, spelling or punctuation problems, these episodes were classified as mechanics-focused LREs. Finally, LREs were further classified as target-like – when learners helped each other and reached the correct solution – or non-target-like – when they neither reached a solution nor helped each other – and correctly solved – when learners helped each other and reach the correct solution. During the study, there were instances where they asked the researcher some words or spellings, those LREs were counted as non-target-like too.

In form-focused episodes, their doubts were especially focused on how to complete sentences, as the following example illustrates.

**Example 1:**

- Berta: Me toca. A ver, we put the milk... (*It's my turn. So, we put the milk...*)
- Imanol: No, cream and milk.
- Berta: In the... cup...
- Imanol: In the cup of the mix of the banana strawberries... The mix of strawberries, bananas and milk.
- Berta: Eso, sí, voy a escribirlo. (*That's it, I am going to write it.*)

They also corrected each other some sentence structures and words, as it can be seen in example 2.

**Example 2:**

- Amelia: Open the banana and cut it.
- Alex: No, cut them porque es córtala. (*No, cut them because is cut it.*)
- Amelia: Cut them no es córtala, es córtalos. Cut it es córtala. (*Cut them is not cut it, is cut them. Cut it is cut it.*) \*Translating the meanings into Spanish\*
- Alex: Ah, es verdad. (*Oh, it is true.*)

When producing lexis-focused LREs the participants asked each other how to say some words in English. Example 3 show how the participants supported each other and tried to express themselves accurately.

**Example 3:**

- Juan: ¿Cómo era batir? (*How do you say mix?*)
- Judit: Mix
- Juan: No
- Judit: Stir era revolver y mix era batir. (*Stir was revolver (word for stir in Spanish) and mix was batir (word for mix in Spanish)*).
- Juan: Ah, es verdad pues ponemos mix the banana. (*Oh, it's ture, we can put mix the banana.*)

Example 4 illustrates how the children support each other when discussing mechanics-focused LREs.

**Example 4:**

- Patricia: Pieces se escribe p,i,e,c,e,s. (*Pieces is written p,i,e,c,e,s.*)
- Amalia: Vale, ¡gracias!. Estaba dudando un poco. (*Okay, thank you! I was doubting a bit.*)

In this example we can also see how they use the Spanish pronunciation to make sure their partner gets the spelling right. This way of explaining the spelling was very frequent among the participants as Example 5 shows.

**Example 5:**

- Imanol: The mix of strawberries, bananas and milk.
- Imanol: strawberries, strauberries, ¿eh? Con W. (*Strawberries, \*pronouncing in Spanish\*, ey? With w.*)
- Berta: Ahhh, vale gracias. (*Ohh, okay thank you.*)

The last examples show how students also cared about capital letters (example 6) and punctuation (example 7) during mechanics-focused LREs.

**Example 6:**

- Ander: Espera, espera... (*Wait, wait...*)
- Igor: Lo podrías escribir con mayúsculas, ¿no? (*You could write with capital letters, right?*)
- Ander: ¿Y me lo dices ahora? A ver, vamos a cambiar las que tenemos mal. (*And you're telling me now? Let's see, I'm going to change the ones we've got wrong.*)

**Example 7:**

- Ander: Quitamos el punto y ponemos... one spoon of ice cream. (*We remove the fullstop and write... one spoon of ice cream.*)
- Igor: Si, y el and también lo quitamos. Bueno mejor ponemos and one spoon of vanilla ice cream. (*Yes, and we remove also the 'and'. Well, it's better if we put 'and one spoon of vanilla ice cream'.*)
- Ander: Eso, sí. (*Yes, that's it.*)
- Igor: Venga, escribe tú eso último... y terminamos. ¡Espera! Pon también el punto al final que es muy importante. (*Come on, you wrote the last thing and we are done. Wait! Put a fullstop at the end of the sentence too, because it is very important.*)

The following conversation shows an example of unsolved LRE.

**Example 8:**

- Amalia: Cómo se diría, ¿verter, pour? (*How could this be said, verter (word for pour in Spanish), pour?*)
- Patricia: No, eso es echar. (*No, that is put.*)
- Amalia: ¿Y echar como sería? (*And how is echar (word for put) said?*)
- Patricia: No me acuerdo. (*I do not remember.*)
- Amalia: Yo tampoco, pero si no nos acordamos ninguna de las dos, ¿qué hacemos? ¿Le preguntamos a la profe? (*Neither do I, but, if none of us remember, what should we do? Should we ask the teacher?*)
- Patricia: Sí. (*Yes.*)

Regarding patterns of interaction, in line with the ones established by Azkarai et al., (2020) each participant's performance was given a role from the different patterns of interaction. Collaborative, dominant, passive, cooperative, or expert were the possible roles, regardless the grouping type (pairs or groups).

In the collaborative pattern, the students complete the task in an equal way, both of them were interacting, asking questions to each other and giving full-detailed answers. This pattern was the one in which the participants enjoyed the most and gave support to each other while doing the task. Example 9 provides an instance of how the interactions were when following this pattern.

#### **Example 9:**

- Ander: Next, you have to add the strawberries and the bananas.
- Igor: ¡Sí! Vamos, chocha. (*Yes! High five.*)
- Ander: Later...
- Igor: No entiendo muy bien, aaah, later you add the milk... no, one cup of milk, que lo pone aquí. (*I do not understand very well, ooh, later you add the milk... no, one cup of milk, it is written here.*)
- Ander: Lo estás haciendo muy bien ¿eh?. Sí, eso iría en ese paso. ¿Lo escribes tú o yo? (*You are doing amazing. Yes, that would be that step. You write it or I do?*)
- Igor: Ya lo pongo yo. (*I write it.*)

Contrary to the collaborative pattern, when students take the cooperative pattern, they finish the task together and ask and answer questions to each other, but without many details. It could be said that they wanted to finish the task but were not enjoying it that much. The following example shows how they behaved.

#### **Example 10:**

- Nestor: Vale, aquí second... ¿eso es cut o chop? (*Okay, here second... is that cut or chop?*)
- Amelia: No sé... (*I do not know...*)
- Nestor: Vamos a poner cut. (*Let's write cut.*)
- Amelia: Sí (*Yes*)
- Nestor: Vale aquí, third, chop the banana. (*Okay, here... third chop the banana.*)
- Amelia: Sí, next add. (*Yes, next add.*)
- Nestor: The banana
- Amelia: And the strawberries

In the dominant / passive pattern (example 11), the dominant student controlled the activity, she asked questions, established who wrote each thing and guided the task. In contrast, when the

dominant / dominant pattern was established (example 12) both students wanted to guide the task and some conflicts took place during the interaction.

**Example 11:**

- Lucía: Vale pues aquí están lavando las fresas y aquí las cortan... ¿cómo se dice cortar? (*Okay so here they are washing the strawberries and here they cut them... how is cortar (word for cut in Spanish) said?*)
- \*No answer from David\*
- Lucía: ¿Cómo se dice lavar en inglés? (*How do you say lavar (word for wash in Spanish) in English?*)
- David: No sé. (*I don't know.*)
- Lucía: ¿Cómo se dice cortar en inglés? (*How do you say cortar (word for cut in Spanish) in English?*)
- David: Cut
- Lucía: Venga pues escríbelo. (*Come on, write it.*)
- Lucía: Venga me toca. ¿Cómo se dice echar? (*Okay now is my turn, how do you say echar (word for pour in Spanish)?*)
- \*No answer from David\*

**Example 12:**

- Juan: ¿Cómo era batir? (*How do you say batir (word for mix in Spanish)?*)
- Judit: Mix
- Juan: Nooo
- Judit: ¡Stir era revolver y mix era batir! (*Stir was revolver (word for stir in Spanish) and mix was batir (word for mix in Spanish)!*)
- Juan: Pues mix the banana. (*So mix the banana.*)
- Judit: And
- Juan: ¡Pon una coma! (*Add a comma!*)
- Judit: Madre mía... (*Spanish expression similar to oh my god...*)
- Juan: The strawberry...
- Judit: Banana and...
- Juan: Pero, ¿por qué pones and? Que hay dos ingredientes más, sería coma, strawberry, s,t,r,a,w,b... (*But why are you writing 'and'? There are two more ingredients, your should write a comma, strawberry, s,t,r,a,w,b....* )
- Judit: ¡Vete más despacio! (*Slow down!*)

Finally, depending on the patterns the students established, the frequency and nature of the LREs they produced as also analysed.



## 5. RESULTS

This study analyses the effect of the type of grouping (namely, pairs and small groups) on YLs' production, nature, and resolution of LREs, as well as on the patterns of interaction established while they complete a collaborative writing task. The first research question addressed the impact of grouping on the nature, resolution, and frequency of the LREs produced. Table 2 shows the total number of LREs in terms of nature, frequency, and resolution.

**Table 2.**

LREs classification

Type of LRE	Pairs	Pairs mean	Groups	Groups mean	Total
<b>Form-focused</b>	15	1.5	16	3.2	31
<b>Lexis-focused</b>	60	6	21	4.2	81
<b>Mechanics-focused</b>	25	3	15	3	40
<b>Solved</b>	78	7.8	52	10.4	130
<b>Unsolved</b>	22	2.2	0	0	22
<b>Target-like</b>	75	7.5	52	10.4	127
<b>Non-target-like</b>	3	0.3	0	0	3
<b>Total</b>	100	10	52	10.4	152

There was a total of 152 LREs produced by both pairs and groups. Our participants engaged in 31 form-focused LREs, 81 lexis-focused LREs and 40 mechanics-focused LREs.

Regarding the second part of the question, the amount, and types of LREs produced by groups and pairs were compared. On average, both groups and pairs produced a very similar number of LREs. Each group produced an average of 10.4 LREs during the task, while pairs produced an average of 10 LREs.

The nature of LREs identified in our data suggest that pairs and groups engage in a similar number of mechanics-focused LREs. The average was 2.5 LREs in pairs and 3 LREs in groups. Lexis-focused LREs were more frequent in pairs (where the average was 6 LREs per pair) than on groups (4.2

LREs per group). On the contrary, form-focused LREs were more frequent in groups (average 3.2 LREs per group) than in pairs (average 1.5 per pair).

Besides, in pairs we can find some examples of unsolved or non-target-like solved LREs, while in groups all LREs were solved correctly. Consequently, pairs asked questions to the teacher more often than groups.

Finally, we can observe that in the conversations there are some instances where the participants seem to be starting an LRE by asking a question aloud but then quickly answering it themselves. We have named these instances self-solved LRE. Example 13 illustrates an example of it. This type has not been included in Table 2, as it does not involve interaction, they are just thoughts expressed in loud voice.

**Example 13:**

- Lucia: Aquí, to pour, to spill... ¿cómo se escribe fresa? Ah, strawberry... Y aquí... ¿cómo se dice cortar? Ah, cut. (*Here, to pour, to spill... how is it fresa (strawberry) said? Oh, strawberry. And here... how is it cortar (cut) said? Oh, cut.*)
- *\*Her mate David was in silence during these comments\*.*

The second research question addressed the patterns of interaction followed by YLs. To answer this question, Table 3 illustrates the patterns of interaction established by pairs.

**Table 3:**

Patterns of interaction in pairs classification

<b>Pairs</b>	<b>Participant 1</b>	<b>Participant 2</b>
<b>Ander and Igor</b>	Collaborative	Collaborative
<b>Amelia and Nestor</b>	Cooperative	Cooperative
<b>Amalia and Patricia</b>	Collaborative	Collaborative
<b>Ana and Darío</b>	Cooperative	Cooperative
<b>Luis and Marta</b>	Collaborative	Collaborative
<b>Leyre and Martina</b>	Collaborative	Collaborative
<b>Alejandro and Silvia</b>	Dominant	Passive
<b>Judit and Juan</b>	Dominant	Dominant
<b>Salvia and Maitane</b>	Collaborative	Collaborative
<b>David and Lucía</b>	Dominant	Passive

As it can be seen, the collaborative pattern was the most frequent one, as 5 pairs took this role, followed by the cooperative and dominant / passive patterns, which were followed by two pairs each, and the dominant / dominant pattern, which occurred in one pair.

When in the same pair students took different roles, we always found a dominant pattern. This can be seen in the pairs of Alejandro and Silvia, Judit and Juan, and David and Lucía. While Alejandro and Silvia, and David and Lucía represent a dominant/passive pattern. In Judit and Juan's pair, we find two dominant roles, which ended up with some conflicts as they both wanted to have the same function, which was to guide the activity.

Table 4 displays the roles each member of each group took during the task.

**Table 4:**

Groups' patterns of interaction

Groups	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
<b>1: Estíbaliz, Yasin, José, Álvaro and Natalia</b>	Collaborative	Cooperative	Cooperative	Passive	Passive
<b>2: Jimena, Marcelo, Íñigo and Daniela</b>	Collaborative	Collaborative	Passive	Passive	X
<b>3: Alex, Amelia, Martín and Tania</b>	Dominant	Collaborative	Passive	*Cooperative-Passive	X
<b>4: Alicia, Maialen, Itziar and Jon</b>	Dominant	Cooperative	Cooperative	*Cooperative-Passive	X
<b>5: Imanol, Berta, Fran and Hugo</b>	Dominant	Collaborative	Cooperative	Cooperative	X

\*Change of role explained bellow.

As it can be seen, group 1 and 2 are very similar regarding patterns of interaction. Both students taking a passive role. This fact makes these groups behave almost like a pair or a trio as the passive students did not interact once in the entire task. Therefore, in group 1, the task was done by Estíbaliz (guiding and giving details in the questions and answers), Yasin and José (who were making short contributions). In the case of group 2, Jimena and Marcela performed the entire task as a collaborative pair, while Íñigo and Daniela remained as mere spectators, just watching without making any contributions.

At the same time, groups 3, 4, and 5 have a dominant participant who drove the whole task, establishing who wrote, guiding the questions, and deciding who had to do each thing. These groups also have some cooperative and collaborative participants who followed the dominants' instructions and were involved in the task, and some passive students who were not working on the task that much. However, we can find some differences among the groups.

Group 3 was driven by Alex, who wanted to do as much part of the task as possible, Amelia also wanted to do as much as possible, but she followed Alex's instructions even when she disagreed with them. Martín only talked once during the whole task to say that he did not understand the task, but nobody answered him. Finally, Tania tried to take a cooperative role and make some suggestions, but Alex did not allow her to talk so she adopted a passive role, Amelia tried to involve everyone in the group unsuccessfully. The following Example 14 shows how these group interactions were.

**Example 14:**

- Amelia: Yo leo (*I read*)
- Alex: Tú lees. Bueno no, mejor ya lo hago yo, ya lo hago yo. (*You read. Well, it is better if I do it. I am going to do it.*)
- Amelia: Jooo... Mejor tú escribes y yo leo. *\*Both start reading\** (*Ouch, it is better if you write, and I read.*)
- Amelia: *\*Talking to Tania and Martín\**. Vosotros también podéis hacer algo (*You can also do something*).
- Alex: Espera, espera, que ya lo estoy haciendo yo, ya lo puedo hacer yo. (*Wait, wait, I am doing it, I can do it.*)
- Tania: Pero una cosa, no estáis poniendo mayúsculas. (*Just one thing, you are not writing capital letters.*)
- Alex: Noo, porque ya pone third, second... no hacen falta. (*Noo, because it is already written third, second... so they are not necessary.*)
- Amelia: Espera Alex calla, Tania, ¿qué querías decir? (*Wait Alex, shut up, Tania what did you want to say?*)
- Tania: Nada, nada, solo he dicho lo de las mayúsculas... (*Nothing, nothing, only the thing about capital letters...*)

In group 4 there was also a dominant participant, Alicia, who guided the group and said who had to write and do each step (as example 15 illustrates). Then we have Maialen and Itziar, who followed a cooperative pattern. They worked, made suggestions, and asked questions but without many details. Finally, we have Jon, who started following a cooperative role only up to a point, he decided that he did not want to continue working and adopted a passive role. This led to a conflict with Alicia while Maialen and Itziar tried to continue working. This can be seen in example 16.

**Example 15:**

- Alicia: A ver... ¿quién quiere empezar? ¿hacemos ronda? (*So... Who wants to start? May we take turns?*)
- Jon: Vale, yo primer. ¿Un boli o algo? (*Okay, I am going to be the first. A pen or something?*)
- Alicia: Vale voy a mirar... lo siento, no tengo más, tendremos que compartir el mío. (*Okay I am going to check... sorry, I don't have more so we sill have to share mine.*)
- Alicia: Hay que escribir lo que ves. Por ejemplo, is cutting... a banana. (*You have to write what you see. For instance, is cutting... a banana.*)
- Jon: Cutting se escribe con w no? (*Cutting is written with a w, right?*)
- Itziar: No... eh...c,u...

**Example 16:**

- Jon: Uf, yo no quiero hacer nada más ya. (*Uf, I don't want to do anything else. \*He stands up and leave the group\**)
- Alicia: Ahora le tocaría a Jon... ¡Jon, ven! Bueno... sino ve escribiendo tú Maialen. (*Now it would be Jon's turn... Jon come here! Well... in that case you can continue writing Maialen.*)
- Maialen: Vale, sería add, ¿no? (*Okay, it would be add, right?*)
- Alicia: Sí, add the milk into the...Esque justo Jon se ha ido y ha seguido escribiendo Maialen. (*Yes, add the milk into the... Jon has just left and Maialen has continued writing.*)
- Jon: Yo no voy a sentarme ya. (*I am not going to take a sit anymore.*)
- Itziar: Mira aquí los ingredientes, sería add the cream. (*Look here, in the ingredients, it would be add the cream*)
- Maialen: Add the cup of milk y, ¿qué más? (*Add the cup of milk and what else?*)
- Itziar: Ah, pues add in the blender. (*Oh, so add in a blender*)

Finally, group 5, in the same way as the two previous groups, has a dominant participant, Imanol. Then we have Berta, who followed Imanol's instructions and guidance in a collaborative way and made a lot of suggestions all the time. In this group we can also find two participants with cooperative roles, Fran and Hugo, who worked guided by Imanol and helped by Berta. They made suggestions too, but they were neither as detailed nor as frequent as Berta's. Example 17 shows these group interactions.

**Example 17:**

- Imanol and Hugo: We put the...
- Imanol: Put, no pout!
- Fran: Yes, put...?
- Imanol: The cream... no, the mix
- Sergio: The mixing... the mix....
- Imanol: Of the banana, strawberries, strauberries eh, con y, with y, cream, and milk. Ah, in the blender. (*Of the banana, strawberries, \*pronouncing with Spanish accent\* strawberries eh, with y, with y. Ah, in the blender.*)
- Berta: And finally...
- Imanol: We put the mix...
- Hugo: In a...
- Berta: In a beautiful glass!

Research question three aims to study the relation between patterns of interaction and LREs in terms of nature and frequency. As it has been illustrated above, on average LREs' frequency was similar in pairs and groups. However, there were some differences as regards frequency in the different patterns of interaction. In the case of pairs, the collaborative pairs were the ones that produced the

highest number of LREs, followed by the dominant/dominant pairs, and the dominant/passive pairs. The cooperative pairs were the ones producing the lowest number of LREs. Table 5 illustrates the number of LREs per pair.

**Table 5.**

Number of LREs per pair

<b>Pairs patterns of interaction</b>	<b>Total number of LRE</b>
<b>Collaborative</b>	15
<b>Collaborative</b>	16
<b>Collaborative</b>	10
<b>Collaborative</b>	14
<b>Collaborative</b>	7
<b>Cooperative</b>	4
<b>Cooperative</b>	7
<b>Dominant/passive</b>	2
<b>Dominant/passive</b>	11
<b>Dominant/dominant</b>	14

On the other hand, groups with one dominant participant were the ones producing the highest number of LREs (groups number three, four and five), while groups 1 and 2, which did not have any dominant participant, engaged in fewer LREs, as table 6 illustrates.

**Table 6.**

Number of LREs per group

<b>Groups</b>	<b>Total number of LRE</b>
<b>Group 1</b>	5
<b>Group 2</b>	2
<b>Group 3</b>	19
<b>Group 4</b>	10
<b>Group 5</b>	16

Regarding the nature of LREs, every pair and group produced more lexis-focused LREs than any other type, except group 4, where form-focused LREs were the most frequent ones, and one cooperative pair (Ana and Darío), where mechanics-focused LREs the most frequent type.

All pairs, except for the one who established a cooperative pattern, displayed the same frequency order of the different LRE types. Specifically, the lexis-focused LREs were the most frequent ones, followed by the mechanics-focused LREs, and, finally, the form-focused LREs, which were the least frequent LRE type. More differences were found among groups. As table 7 illustrates, group 1 produced more lexis-focused LREs, followed by form-focused LREs, and finally mechanic-focused LREs.

**Table 7.**

LRE type frequency in groups

<b>Groups</b>	<b>Lexis-focused</b>	<b>Mechanics-focused</b>	<b>Grammar-focused</b>
<b>Group 1</b>	2	2	1
<b>Group 2</b>	2	0	0
<b>Group 3</b>	8	6	5
<b>Group 4</b>	3	3	4
<b>Group 5</b>	6	5	5



Groups 2 and 5 produced more lexis-focused LREs and then the same number of form-focused and mechanics-focused LREs. Group 3 produced more lexis-focused LREs, followed by mechanics-focused, and form-focused LREs. Finally, group 4 produced more form-focused LREs and the same number of lexis and mechanics focused LREs.

## 6. DISCUSSION

One of the main purposes of this paper was to draw attention to the processes that take place during YLs' peer-peer interaction during a CW task, specifically the LREs' nature and frequency depending on the number of participants performing the task. Contrary to our initial hypothesis, the most frequent type was lexis-focused, followed by mechanics-focused and form-focused as we have seen in the previous studies with similar population (e.g., Calzada & García Mayo, 2020c; Hidalgo & García Mayo, 2019 and Hidalgo & Lázaro Ibarrola, 2020) have reported that form-focused LREs were the most frequent ones. This may be related to the fact that students focused their attention on what the drew attention during the previous CW task classes, this is, vocabulary and not so much on grammar or mechanics. Therefore, the students may be reproducing what they have seen their teacher doing previously. Another explanation could be that they direct their attention to meaning rather than to form because form is more difficult for them to remember when talking and writing in English. Regarding the frequency of LREs, groups produced more LREs than dyads. However, the numbers were very similar so it can be concluded that no matter the aggrupation, LREs will be similar in terms of frequency, concurring with Fernández Dobao (2012).

We have addressed not only LREs' frequency but also their nature. Lexis-focused LREs were more frequent in the oral production of pairs. Children working in pairs seem to be less willing to pool as much knowledge together as the ones working in groups. LREs addressing vocabulary are more frequent both in pairs and groups because they produce more doubts. For instance, when working in groups, more participants can propose how something is said, while in pairs only two students share this responsibility, which makes it more likely to ask their partner about it. This can also be the reason for unsolved and non-target-like LREs only taking place in pairs. As they have fewer resources to pool together, they are more likely not to solve LREs correctly or leaving them unsolved. Another important aspect that must be highlighted is the fact that pairs engaged in longer LREs than groups did. That is, the LREs they produced were longer, probably as a consequence of counting with less people in the groups, which forced them to interact more to reach the solution as they counted with less participants to pool their knowledge. On the other hand, lexis-focused LREs and form-focused LREs were more frequent in groups than in dyads. This could be caused by the fact that, as there are more participants,

they have more resources available and consequently they are more likely to be perfectionist and critical with grammar and vocabulary aspects. Finally, when discussing mechanics-focused LREs learners focused their attention more on spelling than on punctuation aspects. This may be related to the fact that teachers paid much attention to this during previous classes.

Our paper presents an innovative LRE type, which we have named self-solved LREs. They consist of started LREs that are finally solved by the same speaker who started them without maintaining oral interaction with their group or pair members. We found a total of 3 self-solved LREs and our hypothesis is that they probably happen because of our population age. They seem to be a consequence of the students thinking aloud and maybe trying to obtain some confirmation to their statements in their mates. This may happen because they might not feel confident enough to make strong affirmations about the TL. They may think that if they say what they are thinking aloud and their mates show some sign of compliance, even if it is non-verbal, they see themselves as capable enough to solve the LRE on their own. Example 18 shows an instance of this LRE type. As it can be seen, Juan asked Judit how juice and milkshake was said, but Judit did not answer because Juan answered himself. It could be said that Juan knew the answer, but it was not very sure about it, so he said it aloud and after seeing no sign of disagreement from Judit, he took for granted that he was right.

**Example 18:**

-Juan: Vale, me toca. ¿Cómo se dice zumo? ¿O batido? (*Okay, it is my turn. How do you say juice? And milkshake?*)

-Juan: Aaaah milkshake eso. (*Oh, milkshake, that is it*)

Another objective of the present paper was to study patterns of interaction, we expected cooperative, collaborative, dominant/passive, expert/passive and dominant/dominant patterns to be the ones taking place, as in Azkarai, et al., (2020). However, we did not find the expert/passive one in our data. This finding was quite surprising, and it suggests that, as our students were not used to do write collaboratively, they may not be confident enough to take on an expert role. They tended to be more collaborative (in most of the cases) probably because they understood they shared the responsibility to complete the task. Although there were some students who wanted to take on all the task responsibility, they took a dominant role, instead of the expert, whose purpose is to help and guide the rest.

In contrast to what the literature suggests, our pairs mostly fell into a collaborative pattern, followed by the cooperative, dominant/passive and dominant/dominant patterns. This was probably because the students were quite used to working in pairs, and they already knew how to share the

work and the responsibility of the task. However, and as it can be seen, we can also find also some patterns that demonstrate that not all pairs work well together. In the case of groups, most of them have a dominant pattern. This may be related to the fact that the participants were not as used to working in groups as in pairs. This little familiarity with the procedure created the necessity to have someone to lead the group. This need was satisfied by the students who took the dominant and collaborative role, while the rest followed a cooperative or passive role and followed their instructions. However, our analysis does not enable us to determine strong affirmations about this, as the non-randomly teacher-selected groups may have affected these results. Plus, we do not have data to confirm this, i.e., surveys/interviews with the participants.

We have also addressed the relationship between the LREs produced and the patterns of interaction our participants took. As we anticipated, the collaborative pattern was the one which triggered the highest number of LREs in the case of pairs. Probably because of their high mutuality and equality, which made them ask their partner almost every aspect before writing to be sure that they were going to complete the task successfully. However, this was not true in the production of the groups with a dominant student were the ones producing the highest number of LREs. This finding led us to think that in the same way as it happened with other aspects, students needed a guide or a leader in the group. These students usually tended to be very perfectionist with the task and asked things to their partners. Nevertheless, they also demonstrated that did not have very high expectations about their mates' knowledge and answers to their questions. Probably, after the rest of the students of the group accepted their mate being their guide, they also asked a lot of questions to make sure that their leader was happy with what they were writing, and this has also produced many LREs.

All in all, it can be said that patterns of interaction establish a relationship with LREs frequency, but not with their nature. Lexis-focused LREs were the most frequent ones in almost all the pairs and groups, and there seems to be no relationship between patterns of interaction and producing a higher number of either mechanics-focused or grammar-focused LREs. These findings may be related to our participants' age, as they focus more on vocabulary because of their conception of what is important in a composition, and patterns of interaction do not play a role in this aspect.

## CONCLUSIÓN, LIMITACIONES Y FUTURAS INVESTIGACIONES

El presente estudio fue motivado por la evidente falta de investigación sobre las tareas de escritura colaborativa en lengua inglesa con jóvenes aprendices, en concreto con aprendices de entre 9 y 10 años. El principal objetivo de la investigación era saber en qué aspecto de la escritura centra su atención este grupo de población, ver qué tipo de interacción establecen y comprobar si estos aspectos guardan relación entre sí. Todo ello con la finalidad de servir como información y guía para docentes que quieran llevar a cabo esta manera de trabajar la escritura en lengua extranjera.

Tras analizar los resultados obtenidos, parece ser que, para este grupo de población, trabajar en parejas es más beneficioso que en grupos de cuatro por diferentes motivos. En primer lugar, se ha comprobado que los participantes trabajando en parejas produjeron un número más alto de ERLs. Consecuentemente, este tipo de agrupación cuenta con más oportunidades para usar y reflexionar sobre el lenguaje. Además, esta forma de agrupación hace que los participantes se vean más “obligados” a participar en la actividad. Esto es debido a que, en los grupos, se han observado casos en los que algunos estudiantes permanecían con un rol pasivo durante toda la actividad, lo cual hacía que el grupo se convirtiese a efectos en una pareja o trío. Por otro lado, en el caso de las parejas, los participantes eran conscientes de que la tarea era compartida y no les dejaba tanta opción a permanecer pasivos. Sin embargo, cabe comentar que, en este caso particular, es posible que las parejas funcionasen mejor debido a la costumbre de los participantes a trabajar de este modo. Con todo, los grupos también presentan aspectos positivos que se deben tener en cuenta, tales como el hecho de que, en el estudio, no han dejado sin resolver, ni han resuelto erróneamente ningún ERL. Además, trabajar en grupo les hace aprender a organizarse y ser efectivos teniendo en cuenta a más miembros que en el caso de las parejas.

Por otro lado, los mayores descubrimientos del estudio han sido que, probablemente debido a la edad de los participantes, estos centran más su atención en el aspecto léxico del lenguaje que en cualquier otro. Además, se ha identificado un nuevo tipo de ERL, el cual ha sido llamado ERL auto resuelto. Se encontraron en total 3 ERLs de este tipo, que nunca antes había sido mencionado en los estudios revisados en la literatura. Además, se ha demostrado que, dando unas buenas instrucciones y con actividades guiadas, esta población es perfectamente capaz de llevar a cabo tareas de escritura colaborativa con éxito. Esto demuestra que la población de esta edad no tiene por qué ser descartada de realizar tanto este tipo de tareas como investigaciones sobre ello. En el presente estudio, como en la literatura existente, se ha demostrado que son capaces de llevar a cabo este tipo de tareas de forma exitosa, lo cual permite utilizar este tipo de actividades en el aula de Primaria.

Asimismo, consideramos que tanto este estudio como sus hallazgos pueden ser de gran ayuda para aquellos docentes que quieran implementar esta manera de trabajar la escritura colaborativa en el aula de ILE. Como recurso para para ejemplificar una tarea de este tipo adaptada a estas edades como para saber cómo se comportan los aprendices en este contexto. En cuanto a la implicación pedagógica de este estudio, podría destacarse el hecho de que aprendices de estas edades tienden a trabajar mejor en parejas y centran más su atención en el vocabulario. Además, producen ERLs auto resueltos y son capaces de realizar este tipo de actividades siempre y cuando se les dé unas instrucciones claras o un modelo antes de llevar a cabo la actividad. Por tanto, trabajar la EC puede ser interesante para aquellos docentes que quieran trabajar vocabulario a través de la interacción entre pares y la escritura. Además, el presente estudio deja claro a los docentes que quieran llevar a cabo esta práctica que, la población de esta edad solo usará la L2 para la producción escrita, ya que la hablada tiende a ser en su L1. Entendiendo la L1 como una estrategia natural de comunicación, hay que tener en cuenta que es posible que los jóvenes aprendices no tengan los recursos suficientes como para llevar a cabo la producción oral de una actividad de EC en L2. Por tanto, si se quiere utilizar la EC para trabajar ambas destrezas (oral y escrita) habrá que estudiar el aportar a los estudiantes suficientes recursos en L2 como para hacerlo.

Por otro lado, me gustaría expresar algunas limitaciones que ha tenido este estudio y que deben tenerse en cuenta a la hora de ver los resultados. En primer lugar, cabe comentar que el objetivo principal de la escritura colaborativa es trabajar la lengua extranjera tanto de manera oral como escrita. En este estudio, encontramos que este objetivo ha sido alcanzado parcialmente, ya que el alumnado ha utilizado la lengua extranjera en la parte escrita, pero la gran mayoría de sus interacciones fueron realizadas en su lengua materna, el español. Además, sabían que sus voces estaban siendo grabadas y esto ha podido influir en su comportamiento. Al mismo tiempo, la actividad tenía pasos muy claros y concisos debido a la edad de los participantes. Es decir, los participantes tenían que escribir una frase en cada paso de la receta y esto puede haber influido en que se hayan centrado más en la parte léxica del lenguaje, ya que la gramática y la mecánica les resultaban muy sencillas. Por último, los grupos fueron asignados de manera no aleatoria por la profesora y creemos que esta puede ser una de las razones por las que encontramos una persona que guía en cada grupo mientras que otros participantes toman un rol menos participativo. Esta decisión se tomó por recomendación de la profesora del grupo, quien nos aconsejó esta manera de agrupar a los participantes para conseguir una mayor igualdad de condiciones en cada grupo.

Para concluir, me gustaría animar a futuras investigaciones a seguir explorando la EC en este grupo de edad ya que considero que establecer unas pautas claras para llevarla a cabo en el aula de Primaria de manera exitosa puede ser muy beneficioso tanto para el alumnado como para los

docentes. Como sugerencia para futuras investigaciones creo que podría ser beneficioso estudiar la relación que guardan los ERLs con la producción escrita. Es decir, comprobar si los ERLs producidos oralmente realmente se plasman en la composición final, ya que no he encontrado estudios sobre ello. Además, cabe destacar que este estudio fue realizado con 43 participantes, número que puede no ser lo suficientemente grande como para generalizar y teorizar los resultados. Por tanto, invito a reproducir o profundizar en esta línea de investigación y así confirmar o refutar los descubrimientos del presente estudio.

A pesar de las limitaciones del estudio, podemos concluir que nuestro objetivo de analizar en qué aspectos de la escritura centran su atención los aprendices de entre 9 y 10 años, y qué roles siguen durante una actividad de EC se ha conseguido. La EC les ha permitido centrarse en el vocabulario, ser más conscientes de ello y sobre todo desarrollar, en general, unas interacciones colaborativas, las cuales han sido muy beneficiosas para su trabajo con el inglés como lengua extranjera. Además, hemos encontrado que en algunas ocasiones establecen ERLs auto resueltos, un hallazgo del cual, hasta la fecha no se había hablado. Y que señalan un rasgo que podría ser característico de esta edad, creemos que los aprendices buscan la aprobación de sus compañeros en ciertos aspectos del lenguaje y es por esto por lo que producen este tipo de ERLs, probablemente, por la falta de seguridad en su propio conocimiento de la L2. Pero, sobre todo, se ha visto que la EC aporta numerosos beneficios para jóvenes aprendices en esta franja de edad.

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## APPENDICES

### Appendix 1: Parents/caretakers permission document template



#### HOJA DE INFORMACIÓN Y CONSENTIMIENTO INFORMADO

El presente formulario tiene como objeto proporcionarle la información necesaria para que decida libre y voluntariamente la participación de su hijo/a en este proyecto de investigación. Es necesario que lea detenidamente la siguiente información y que pregunte si tiene alguna duda al respecto.

#### CONTACTO:

Investigadora principal: Amaia Pinillos Urdangarín  
Tutora UPNA: María Angeles Hidalgo  
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#### DATOS RELATIVOS AL PROYECTO:

- Título del proyecto: "Collaborative writing with young learners"

Descripción del proyecto: Este estudio tiene como objetivo analizar las diferencias en la interacción entre el alumnado al realizar una tarea de escritura colaborativa (collaborative writing) en parejas o grupos utilizando la lengua inglesa. Para ello, los estudiantes de 4º de Educación Primaria realizarán una tarea dentro del horario escolar y como parte de la unidad didáctica actual impartida en las sesiones de inglés.

#### DESCRIPCIÓN DEL PROCEDIMIENTO

- Tipo de procedimiento: Los participantes completarán una tarea escrita en grupos o parejas y su voz será grabada para analizar su interacción durante la realización de la tarea. Los datos personales serán tratados de forma totalmente anónima, así como las grabaciones y los resultados de la tarea.
- Número de intervenciones: La tarea se realizará en una única intervención, dentro del horario escolar y en una sesión de la asignatura de lengua inglesa.
- Descripción del procedimiento: En dicha sesión el estudiante será agrupado en parejas o grupos y trabajará conjuntamente para la escritura de una receta en inglés.
- Descripción de riesgos: No existe ningún riesgo para el/la alumno/a.

#### DERECHOS DEL PARTICIPANTE:

- La participación en este estudio es voluntaria y podrá dejar de participar en cualquier momento, sin que ello suponga ningún perjuicio, comunicando la intención de abandono a la investigadora principal mediante correo electrónico.
- Si usted concede el permiso de que su hijo/a colabore en este proyecto, una vez haya finalizado, tendrá a su disposición toda la información relativa a los resultados obtenidos en el mismo, respetando la confidencialidad de los participantes. Puede obtener los datos poniéndose en contacto con la Investigadora Principal.
- Las pruebas también pueden incluir la recogida de información mediante grabaciones:
  - Doy el consentimiento para la grabación
  - NO doy el consentimiento para la grabación
- Los datos personales que nos ha facilitado únicamente se utilizarán para este proyecto de investigación y serán tratados con absoluta confidencialidad de acuerdo con la Ley de Protección de Datos. El responsable del tratamiento será la UPNA. Puede consultar en cualquier momento los datos que nos ha facilitado o solicitarnos que rectifiquemos o cancelemos sus datos o simplemente que no los utilicemos para algún fin concreto de esta investigación.

#### IDENTIFICACION DE LA PERSONA QUE PRESTA EL CONSENTIMIENTO

Yo (nombre y apellidos) ..... con D.N.I. .... como padre / madre / representante legal de (nombre y apellidos del alumno/a) .....

#### MANIFIESTO

que he entendido que este consentimiento puede ser revocado por mí en cualquier momento y OTORGO MI CONSENTIMIENTO para participar en este estudio.

(Fecha)

(Firma del padre/ madre / representante legal)

Appendix 2: Countable and uncountable activities

## COUNTABLE/UNCOUNTABLE

**1** Fill the gaps with A/AN/SOME/ ANY and match the sentences to the pictures

1-There is _____ apple.	2-There aren't _____ oranges.
3-There aren't _____ eggs.	4-There is _____ butter.
5-There isn't _____ sandwich.	6-There isn't _____ milk.
7-There is _____ pineapple juice.	8-There are _____ bananas.
9-There aren't _____ cakes.	10-There is _____ bread.
11-There isn't _____ rice.	12-There are _____ tomatoes.
13-There is _____ jam.	14-There isn't _____ cheese.

**2** Fill the gaps with HOW MUCH or HOW MANY

1-How many potatoes are there?	2-_____ meat is there?
3-_____ butter is there?	4-_____ peaches are there?
5-_____ pizza is there?	6-_____ ham is there?
7-_____ honey is there?	8-_____ salad is there?
9-_____ bottles of milk are there?	10-_____ fish is there?
11-_____ strawberries are there?	12-_____ slices of bread are there?

**3** Make questions. Example: *How much fruit is there?* There is some fruit.

1- _____?	There are a lot of eggs.
2- _____?	There isn't any tomato juice.
3- _____?	There is a packet of pasta.
4- _____?	There are three red peppers.
5- _____?	There are a lot of beans.
6- _____?	There is some pizza.
7- _____?	There is a little salt.

**4** Fill the gaps with a/an/some/any/is/are/much/many

Lisa: I'm hungry. \_\_\_\_\_ there any crisps?  
 Tom: No, there \_\_\_\_\_ any but there is \_\_\_\_\_ ham sandwich.  
 Lisa: Great, I'll have the ham sandwich and then \_\_\_\_\_ orange. Is there \_\_\_\_\_ ice-cream left?  
 Tom: No, there \_\_\_\_\_ any ice-cream. I'll go to the supermarket. How \_\_\_\_\_ tomatoes are there?  
 Lisa: There \_\_\_\_\_ only one. We should buy \_\_\_\_\_ more tomatoes. Oh! How \_\_\_\_\_ butter is there?  
 Tom: There isn't \_\_\_\_\_. And we need \_\_\_\_\_ sugar, too.

**COUNTABLE OR UNCOUNTABLE?**







Write C for countable or U for uncountable

1-Oil _____	2-Carrots _____
3-Sugar _____	4-Chocolate _____
5-Chicken _____	6-Prawns _____
7-Peas _____	8-Lemons _____
9-Flour _____	10-Cucumbers _____
11-Cheese _____	12-Fish _____
13-Vinager _____	14-Onions _____
15-Pepper _____	16-Lettuce _____
17-Pasta _____	18-Pears _____
19-Honey _____	20-Croissants _____
21-Tea _____	22-Cup of tea _____
23-Eggs _____	24-bottle of milk _____
25-Toast _____	26-Can of coke _____

Appendix 3: Cooking verbs activities

## SUM UP ACTIVITIES








**1. Match the pictures with the instructions**

					
A	B	C	D	E	F

Add some sugar to the butter in the pan.  
 Add the butter to the pan.  
 Mix together the sugar, the raisins and the flour.  
 Pour everything into a cake tin.  
 Add a little oil to the bowl.  
 Heat the oven and cook the cake.

**2. Read and cross the (x) the ingredients Katy needs**

Hi, I'm Katy. This is my recipe for Banana Choc Glory! You need some chocolate chips. Put them in a dish. Next, mix a little sugar into the cream and add this. Then chop a few bananas – two is okay. Add them and stir into the cream. Finally, add the raisins and the nuts on the top. It's really delicious!

						
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Read and complete.**

much	many	little	few	need	does
------	------	--------	-----	------	------


How much sugar do you _____?	I need a _____ biscuits. I'm hungry!
We need a _____ oil for the pizza.	What _____ he need to do next?
How _____ raisins do you need?	How _____ butter does she need for the cake?

**4. Choose the best answer (A, B or C) to complete the recipe.**

1. A-First B Next C Then  
 2. A lot B little C few  
 3. A add B heat C mix  
 4. A stir B mix C chop  
 5. A pour B add C heat  
 6. A lot B little C some

This is a fantastic tomato sauce. You need some onions, some tomatoes and some oil. (1) First, we need to chop the onions. You need a (2) \_\_\_\_\_ onions – two or three. Then (3) \_\_\_\_\_ the pan. When it's hot put the oil in and then the onions. Cook the onions for ten minutes. Don't forget to stir them! Next, (4) \_\_\_\_\_ the tomatoes. You need a lot of tomatoes. Add them to the onions and mix well. (5) \_\_\_\_\_ in a little water. Then heat the sauce for ten minutes. Finally add just a (6) \_\_\_\_\_ sugar – not much!

Appendix 4: Explanation activity for the expressions 'a lot', 'some', 'a few', 'a little'



**NEW WORDS!!**  
**A FEW / A LITTLE - A LOT OF**

**A / AN - SOME / ANY - MANY / MUCH**

---

### COUNTABLE

**SINGULAR (a, an)**

- I need **a banana** for my snack.  
Necesito un plátano para mi almuerzo.
- There is **an apple** in the fridge.  
Hay una manzana en el frigorífico.

**PLURAL (some, any)**

**AFFIRMATIVE**

- She needs **a lot of oranges** for the juice.  
Ella necesita muchas naranjas para el zumo.
- I need **some nuts** for my cake.  
Necesito algunas nueces para la tarta.
- We need **a few raisins**.  
Necesitamos unas pocas pasas.

**NEGATIVE AND QUESTIONS**

- I **don't need any tomatoes** for my cake.  
No necesito ningún tomate para la tarta.
- Do you need **any banana** for making the bread?  
¿Necesitas algún plátano para hacer el pan?

**HOW... ? (many)**

- How **many carrots** are there?  
¿Cuántas zanahorias hay?

### UNCOUNTABLE

**AFFIRMATIVE (some)**

- He needs **a lot of water** for the soup.  
El necesita mucha agua para la sopa.
- There is **some flour** in the cupboard.  
Hay algo de harina en el armario.
- They need **a little sugar** for the cookies.  
Ellos necesitan un poco de azúcar para las galletas.

**NEGATIVE AND QUESTIONS (any)**

**NEGATIVE**

- We **don't need any oil** for the pizza.  
No necesitamos nada de aceite para la pizza.

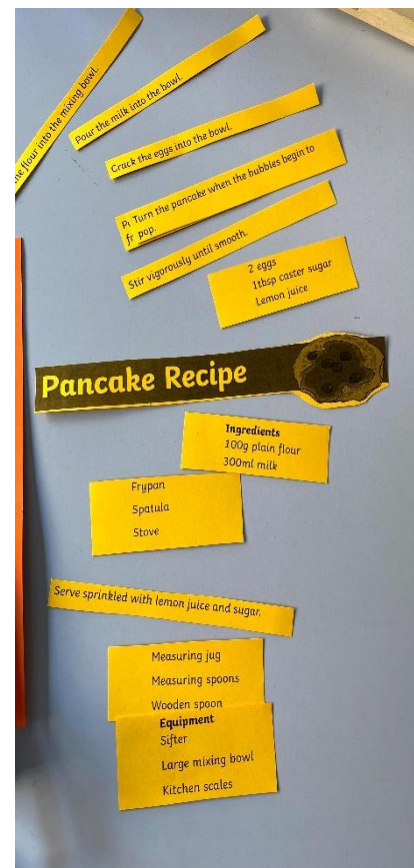
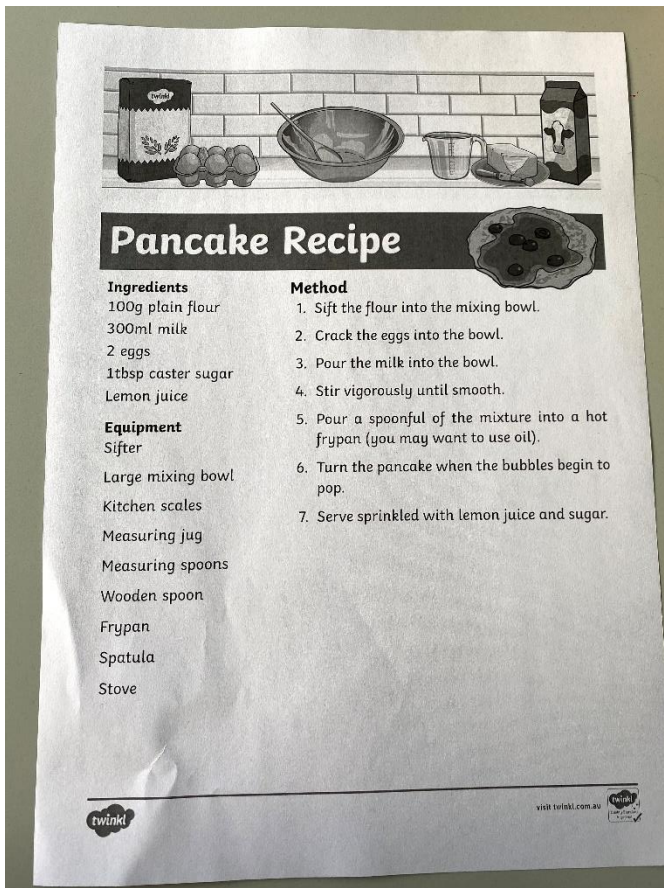
**QUESTIONS**

- Is there **any salt** in the salad?  
¿Hay algo de sal en la ensalada?

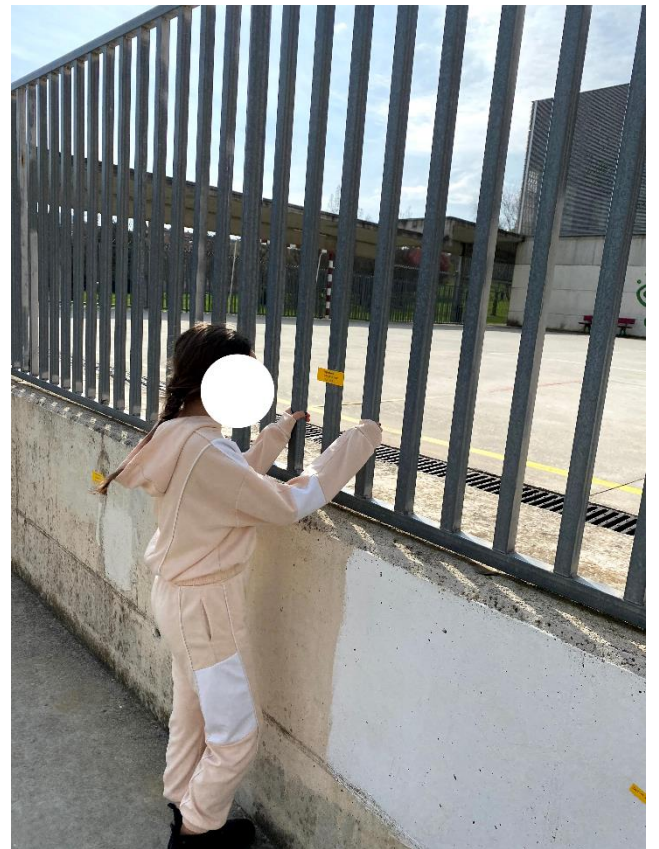
**HOW... ? (much)**

- How **much sugar** do you need for the biscuits?  
¿Cuánta azúcar necesitas para las galletas?

Appendix 5: running dictation activity photos







**Appendix 6: collaborative writing activity**

Let's make a strawberry milkshake!

1. Look and describe what you see in the images with your pair/group.
2. Write the steps of a strawberry milkshake recipe.

Remember to write only one paper per group/pair. Good luck!



Ingredients:

5/7 strawberries

1 banana

1 spoon of vanilla ice-cream

1 cup of milk

Steps:



First, \_\_\_\_\_

---

---



Second, \_\_\_\_\_

---

---



Third, \_\_\_\_\_

---

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\*Batidora: Blender



Next, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Later, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



After, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Finally, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

and enjoy! 😊

**Appendix 7: Navarra's Government reading inspiring activity (taken from the 2013-2014 year exam)**

**Ingredients:**

- 5/7 large strawberries
- 1 medium sized banana
- 1 spoonful of vanilla ice-cream\*
- One cup of milk



**Optional:**

You can add sugar to taste but remember the fruit and the ice cream are sweet enough and your shake will be healthier if you don't add any.

\*You can change the vanilla ice cream for another ice cream of your choice.

**Method:**

- **First** of all, wash the strawberries, cut the leaves off, chop the strawberries into small pieces and put them into the blender.
- **Next**, peel the bananas, cut them into thin slices and put them into the blender.
- **Then** add 1 big spoonful of vanilla ice-cream and one cup of milk.
- **Finally**, press the button and blend all the ingredients together.



Pour the milkshake into a glass; stick in a straw and... Enjoy!!

