

 	<p align="center">DESCRIPCIÓN BIBLIOGRÁFICA DEL TRABAJO FIN DE ESTUDIOS IKASKETEN AMAIERAKO LANARI BURUZKO BIBLIOGRAFIAREN DESKTRIBAPENA</p>	<p align="center">PC 934 ANX1</p>
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Título del TFG/TFM / GAL/MALaren izenburua: Collaborative writing in EFL in secondary education: a closer view.	
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	Abstract (Resumen de 100-250 palabras)/ Abstract (Laburpena 100-250 hitzetan)
Inglés Ingelesa	<p>Recent studies in SLA demonstrated that cooperation is an effective factor in learners' improvement (Storch, 2005). Nevertheless, it is not common in some areas such as writing yet.</p> <p>This study analyses the effect of collaboration in L2 written production in two groups: an experimental group (EG) in which students write a composition in pairs; and a control group (CG) in which students write a composition individually. In order to gain a better understanding of the process of collaboration in writing, the degree of cooperation among the students in the experimental group was closely analysed. The participants were 13 students from 4 ESO (15 years old) in an English class in a L2 setting. The experiment was carried out in a school in northern Spain.</p> <p>Results seem to indicate that little difference can be found between groups. However, in contrast with previous studies, when some difference is present, it benefits the control group. On the other hand, the observational analysis shows that actual collaboration among peers was rather limited. In light of these results, some pedagogical indications are delivered. </p>