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교육학석사학위논문

Dynamics of Inter-Group
Collaborative Feedback in Korean
EFL Writers' Collaborative Writing

한국 영어학습자들의 협동글쓰기에 있어서
집단 간 동료피드백의 역동성

2019년 2월

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고 민 지

Dynamics of Inter-Group Collaborative Feedback in Korean EFL Writers' Collaborative Writing

by
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Dynamics of Inter-Group
Collaborative Feedback in Korean
EFL Writers' Collaborative Writing

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ABSTRACT

As English learning in Korea has begun focusing on integrating the ‘four skills’ that are fundamental in learning English, there has been a growing interest in EFL (English as a Foreign Language) writing. Previously, EFL writing was ignored as a central concern in practical education for decades which created considerable difficulty for school-based practitioners in satisfying the demands of the latest English Learning objectives. Managing writing classes and supervising learners’ essays became daunting. Writing activities with a process-oriented approach that used peer reviews became another burden for EFL practitioners since learners in a Korean context were unaccustomed to such activities and were unfamiliar with a class atmosphere that involved sharing one’s ideas. Previous studies have indicated the necessity for additional training of peer editors—a responsibility that usually fell to Korean EFL teachers. The purpose of this study is to explore the feasibility of conducting collaborative writing tasks with collaborative inter-group feedback that take place within an EFL Korean context as a way for learners to develop into skilled peer reviewers and L2 writers. This study explores collaborative inter-group reviewers’ peer comments and their revisions. It also examines how EFL learners collaboratively interact in inter-group feedback with collaborative writing tasks during sharing feedback and revision.

Nine female Korean EFL students participated in the study. They had just graduated from high school and looked forward to entering university. They were divided into three groups: Group 1, Group 2 and Group 3. Within their groups,

EFL writers were assigned four English writing tasks they had never done before. Through these tasks, learners went through collaborative writing, collaborative inter-group feedback then collaboratively revised their work with fellow group members. All of the essays, comments, revisions and collaborative dialogue that occurred during the task were collated.

The peer comments and revisions were matched and analyzed to consider change in EFL writers' peer comment quality. Through qualitative analyses, the study investigates the variation in EFL writers' peer comments during collaborative inter-group feedback. Collaborative dialogues during the collaborative inter-group feedback and revising were transcribed and microgenetically analyzed to explore writers' interaction during the process.

Results suggest that collaborative inter-group feedback helped EFL writers improve their peer comments. Through collaboratively interacting during the inter-group review, EFL writers were able to produce peer comments which were incorporated into revisions. Moreover, the quality of peer comments was also increased. The collaborative dialogue shared during the process of collaborative inter-group feedback and collaborative revising also revealed how EFL writers interacted while doing collaborative tasks. Expert writers used scaffolding to solve problems, allowing the novices to move to the next regulatory level and ultimately pursue self-regulation. When group writers faced problems, the role of expert and novice occasionally shifted, as each learner had their own unique expertise in certain fields. EFL writers also used collective scaffolding, drawing on their knowledge and methodically scaffolding the activity, one step at a time, to

complete the given task. Additionally, writers used their first language as a tool to fully understand and complete the writing task. Unsuccessful Resolution of collaboration was also investigated when patterns of interaction revealed dominant roles.

The present study suggests that collaborative writing, paired with an collaborative inter-group feedback, may provide insight into the development of English writers in a Korean EFL context; it may also be a complement for learners to write proficient English and evolve into skilled peer reviewers who can not only self-regulate their writing but also be the expert who scaffolds others during writing tasks.

Key Words: collaborative writing, inter-group peer feedback, collaborative dialogue, peer interaction, collaboration

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CHAPTER 1.

INTRODUCTION

The present study investigates how Korean EFL writers produce revisions during collaborative writing followed by inter-group feedback and how writers interact in inter-group reviewing and revising during collaborative writing. This chapter introduces the purpose of the study and presents research questions. Lastly, the organization of the study is outlined.

1.1. The Purpose of the Study

English education in Korea has centered on communicative competence which demands the integration of four main skills: namely, listening, speaking, reading and writing. One of the core strengths of the 2015 Revised National English Curriculum of Korea (Ministry of Education, 2015) is the communication competence that requires a balanced development of these four language skills. Nevertheless, in the specific context of Korean EFL (English as a Foreign Language), receptive skills were emphasized over productive skills, as Korean CSATs (College Scholastic Aptitude Test) only evaluate listening and reading skills. The limited opportunity for Korean EFL learners to write in English involves a brief and limited experience of completing sentences in a textbook, rather than the freedom to structure an entire essay. As a result, the importance of

opportunities for Korean EFL learners to write decent essays is being prioritized.

However, simply writing essays and receiving feedback from a teacher was insufficient for learners to truly develop their English writing skills. Moreover, it became a burden for teachers who had to individually check each student's essay. Typically, there are more than 30 students in most Korean high school classrooms which creates a considerable workload for a single writing task. Therefore, teachers tended to set a single English writing task in a semester; furthermore, due to their restrictive schedules, teachers graded these activities without providing additional written feedback. Consequently, Korean EFL writing classes were not particularly helpful for either teachers or students. Kim and Kim (2005) identified problems with Korean writing classes: (1) A narrow focus on the end product rather than on the actual process of writing product and (2) the absence of diverse types of feedback on writing.

Learners who were accustomed to teacher-oriented classes were not familiar with giving or receiving feedback from their peers; nor were they likely to accept diverse feedback from other peers as they failed to regard the comments of their peers' as legitimate. It is highly probable that product-oriented, teacher-authoritative writing class creates difficulties in Korean EFL writing classes.

From the perspective of sociocultural theory, collaboration among learners could lead to development, as learning is the co-construction of knowledge with others. According to Vygotsky (1978), novice learners can reach their zone of proximal development (ZPD) through scaffolding from experts or interacting with more skilled peers. In other studies, even novice learners can scaffold one another,

helping each other to develop and reach their ZPD (Brooks, 1992; Dicamilla & Anton, 1997; Lantolf & Pavlenko,1995; Kowal &Swain, 1994; Kuiken & Vedder, 2002). In a similar context, several studies have explored process-oriented approach writing (Paulus, 1999; Tang, 1999; Villamil & Guerrero, 1996, 1998). Thus, learners can scaffold other learners to produce better writing by giving peer feedback or comments to one another. This appears to be a potentially useful process for teachers in a writing class.

However, students were often ineffective as peer editors. They had little faith in the peer review process and often failed to incorporate the advice from peer feedback into their own revisions as they regarded their fellow reviewers as novices (Kim & Kim, 2005; Rollinson, 2005; Tang, 1999).

To solve these problems, a number of studies investigated training learners on how to become effective peer reviewers (Berg, 1999; Min, 2005, 2006; Stanley,1992; Zhu,1995). They discovered that training writers helped students to produce effective peer comments which were then incorporated into other peers' revisions. Teachers also gave special lectures to instruct writers on how to become a competent peer reviewer or conducted several conferencing sessions with students to assist them in producing more effective peer comments. However, training became yet another burden for teachers.

Writing tasks which involve peer feedback encourage learners to focus on the final product of writing; earlier studies on collaborative writing, however, also demonstrate how writers take part in the process of writing and producing co-constructed joint writing (Daiute & Dalton, 1993; Shehadeh, 2011; Storch, 2005;

Storch & Wigglesworth, 2007; Swain & Lapkin, 2002). Collaborative writing made writers collaborate from the start, while they jointly constructed the entire text. Collaborative writing in a second or foreign language also proved effective for language learning and development in writing (Donato, 1994; Kowal & Swain, 1994; Storch, 2005; Swain & Brooks, 2009; Watanabe, 2008; Wigglesworth & Storch, 2012; Yarrow & Topping, 2001). Through scaffolding, ESL/EFL writers produced essays that were not only more accurate but had greater structural complexity.

The present study aims to examine collaborative inter-group feedback while exploring how peers take part in the process of English writing and interact with the ‘product’ or end result. Inter-group feedback activity may lead writers to collaborate with other peer writers to produce useful peer comments for other groups.

As mentioned above, novice writers’ peer comments were often ineffective and limited to surface-level observations. ESL/EFL writers were unsure of their peers’ comments, only incorporating a small number of peer comments into their revisions (Mendonca & Johnson, 1994; Paulus, 1999; Tsui & ng, 2000). As a consequence, collaboration during the entire writing process, including peer-reviewing and revising, needs to be more closely studied. The study over EFL/ESL writers’ collaboration during producing peer comments or revising drafts is far from fully answered, which the present study is about to investigate.

To study the specific aspects involved in a collaboration, collaborative dialogue requires further analysis. Indeed, collaborative dialogue is also known as

“knowledge building dialogue” (Swain, 2000). Previous research on language learning has regarded collaborative dialogue as a form of scaffolding (Lantolf, 2000; Swain 2000; Swain, Brooks & Tocalli-Beller, 2007; Swain & Lapkin, 2002; Kuiken & Vedder, 2002). To explore learners’ scaffolding, the present study transcribed EFL writers’ collaborative dialogue and analyzed them in detail to discover learners’ scaffolding and their development, especially when their transition to another regulatory level occurred. Microgenetic analysis on collaboration was conducted to explore learners’ ‘moment-to-moment’ development.

The purpose of this study is to explore how Korean EFL writers interact in inter-group feedback during collaborative writing. The research aims to aid school teachers by suggesting inter-group feedback during collaborative writing, assisting EFL writers to become successful peer reviewers. Hopefully, the results will contribute to teaching English writing in Korean EFL context, particularly in classrooms. Moreover, the study presents learners’ language development during the collaborative tasks employing microgenetic analysis of participants’ collaborative dialogue, which possibly extends the field in foreign language learning from a sociocultural perspective.

1.2. Research Questions

The present study explores how nine Korean EFL learners produce revisions in collaborative writing with inter-group feedback and how they collaboratively engage in inter-group review and revising. The research questions are as follow:

1. How do Korean EFL writers' peer comments develop during collaborative inter-group feedback?
2. How do Korean EFL writers interact during the inter-group review producing effective peer comments?
3. How do Korean EFL writers demonstrate peer dynamics during collaborative revising?

1.3. Organization of the Thesis

The present study addresses the aforementioned research questions in the following manner: Chapter 1 introduces the purpose of the present study and the research questions while chapter 2 explores the previous studies on peer feedback, collaborative writing, and collaborative dialogue. Chapter 3 describes the methodology of the present study. Chapter 4 presents the results and discussions regarding participants' written products and a microgenetic analysis of collaborative dialogues during the writing tasks. Finally, chapter 5 concludes the

study by summarizing the major findings while discussing the pedagogical implications of the study then offers suggestions for future studies.

CHAPTER 2.

LITERATURE REVIEW

This chapter explores the theoretical background relevant to the present study. Section 2.1 investigates peer feedback in a process-oriented approach writing activity and collaborative writing in a second/foreign language. Moreover, this section will discuss how collaboration is involved in the writing activity. Section 2.2 presents the definition of collaborative dialogue and its effects on second/foreign language learning. This section also reviews the previous studies on the dynamics of collaboration.

2.1. Peer Feedback and Collaborative Writing

Vygotsky (1978) theorizes that the distance between a learner's actual developmental level and potential developmental level can be overcome with expert guidance or a collaboration with more capable peers. The potential developmental level, known as the Zone of Proximal Development (ZPD), could be reached through an interaction involving scaffolding from others. Therefore, learner interaction and collaboration in language learning have been highlighted in an array of studies (Anton & Dicamilla, 1998; Paulus, 1999; Storch, 2001, Storch & Wigglesworth, 2003; Swain, 2001a, b; Villamil & Guerreo, 1996). The various degrees of engagement in writing collaboration have also been explored. Thus, this

section describes the level of collaboration in second/foreign language writing and focuses on peer feedback, collaborative writing, and collaborative group feedback. Section 2.1.1 presents the findings of previous studies on the peer feedback in a second/foreign language writing. Section 2.1.2 introduces collaborative writing as a practice and analyzes its effects on second/foreign language learning and writing. Section 2.1.3. discusses studies on the collaborative group feedback.

2.1.1. Peer Feedback in Second/Foreign Language Writing

Providing peer feedback is one method of engagement amongst peers who write collaboratively. Peers give comments on the final product of each other's writing product and have the opportunity to engage and interact with their peers' writing. This interaction can be limited, however, as there is the possibility of comments not being incorporated in the revision of the writing.

A number of previous studies on peer feedback have claimed that peer feedback could assist an EFL/ESL writers' revision (Tang, 1999; Tsui & Ng, 2000; Villamil & Guerrero, 1996, 1998). Interaction through peers proved to be beneficial as learners could improve the accuracy of their revision and utilize them just as they would a teacher's comments (Tsui & Ng, 2000). Moreover, peer reviews allowed peer editors to exercise their cognitive ability by getting them to think from their audience's perspective (Mendonca & Johnson, 1994; Tsui&Ng, 2000; Storch, 2005). Through peer reviews, writers were also encouraged to

negotiate their ideas which, in turn, fertilized the content of their writing (Mendonca & Johnson, 1994). This beneficial process unfolded not only through receiving, but giving feedback, which enhanced the participants' language learning (Lundstrom & Baker, 2009). Lundstrom and Baker (2009) compared two groups: the group which only gave feedback and the group which only received feedback during a peer review; results suggest that the language learning of those who delivered feedback was greater than those who simply received feedback. Likewise, peers' engagement in writing product helped learners' writing improve, even though several studies have also challenged whether peer feedback was useful or not (Leki, 1990; Nelson & Murphy, 1993; Tang, 1999).

Earlier literature on the topic has discovered that as much as 50% of peer comments failed to be incorporated into peer revision (Mendonca & Johnson, 1994). Furthermore, several studies have questioned the effectiveness of peer feedback as peers either did not trust other peers' comments (Nelson & Murphy, 1993) or the peer review itself was only limited to surface-level comments and failed to go beyond the level of textual or semantic comments (Leki, 1990). A number of studies confirmed that learners' poor revision was a consequence of the poor feedback from their peers (Leki, 1990; Mangelsdorf & Schlumberger, 1992; Mendonca & Johnson, 1994; Min, 2006; Tsui & Ng, 2000). Worse, poor quality and low level of comments led writers to distrust their peers' comments (Nelson & Murphy, 1993; Rollinson, 2005; Tang, 1999).

To overcome these problems, a number of studies have explored various procedures to improve peer feedback. A lengthy instruction class on peer reviews

coached learners to be more effective peer-reviewers (Stanley, 1992). Group conferencing between teachers and students also helped peer reviewers to improve the quality of their peer reviews (Zhu, 1995). Through periodical conferencing over essay-writing and making suggestions to improve essays, learners from the experimental group significantly improved at making better-quality comments than the control groups. Min (2006) postulated that training peer reviewers elevated the quality of their feedback, which led to improvements in both revision and the writing quality. Min also used conferencing between teacher and students to train learners to become skilled peer reviewers.

Feedback in an EFL Korean context has also been studied extensively (Hwang, 2016; Jeon, 2013; Kim, 2015; Kim & Park, 2015; Ryu, 2010). The result of these studies proved that EFL writers' writing ability or the quality of their 'end product' increased after receiving feedback on their essays. Ryu (2010) also argued that teachers' implicit and explicit feedback helped EFL Korean high school writers improve their writing. Kim and Park (2015) conducted a study in which the essays of Korean university students visibly improved in terms of content and language use. However, during the interviews, college students complained that they did not always clearly understand the feedback or could not follow the advice that was given. This study also highlights the necessity of the comment-receivers' own writing ability which would enable them to actually understand the written comments they have received. Kim (2015) produced a study in which one group of EFL high school writers were given rubrics for feedback while the control group went without. As a consequence, the group exposed to rubrics became more fluent

at giving feedback. Thus, rubrics had a positive effect on learners giving effective feedback to their peers. In another study, peers were trained before they step into the writing tasks (Hwang, 2016). One group had been trained in peer reviews and the other was given more time to write instead of training. EFL middle school learners' peer comments and revisions had improved more than groups who had not received similar peer-review training, thus implying the need for peer review training.

2.1.2. Collaborative Writing and its Effects on Language Learning

Although the interaction which occurs during peer feedback has a beneficial effect on language learning and English writing, there are also noteworthy limitations; peer reviews only focus on the product of writing, not the process, and present limited engagement in terms of interaction (McCarthy & McMahon, 1992). The degree of engagement during writing also increases during collaborative writing activities. Collaborative writing occurs when the text is jointly constructed by more than two writers, which can also be defined as a "coauthored text" (Storch, 2011). Learners engage during an interaction where they write from start to the finish. During the writing activity, writers can experience ownership of the product as they engage throughout the entire process.

Earlier research on collaborative writing has proven the beneficial effects on language learning including writing (Dobao, 2012; Bruffee, 1993; Storch, 2005;

Swain, 2001b; Swain & Lapkin, 1998). Bruffee (1993) indicated that writers demonstrated reflective thinking and discussed their writing in terms of their audience's views during collaborative writing in their L1. Swain (2001b) suggested that collaborative writing led learners to language learning as they externalized their knowledge, had opportunities to reflect on themselves, and revised and applied their knowledge while collaborating. Storch (2005) indicated that pair writing resulted in more accurate grammar and a more linguistically complicated text than the end product of individual writing, thus revealing the beneficial effects of collaborative writing. Wigglesworth and Storch (2009) similarly confirmed that paired writers produced more accurate writing than individual writers. Dobao (2012) also revealed that group writers wrote more accurately than either individual or paired writers.

Not only does group writing produce superior end results, but the writers' perception of collaborative writing is also more positive (Dobao & Blum, 2013; Lee, 2015; Kessler, Bikowsky & Boggs, 2012; Shehadeh, 2011; Storch, 2002, 2005; Yeom, 2016). Students who have participated in collaborative writing were more likely to perceive the process as enjoyable (Shehadeh, 2011). Storch (2002) suggested that interaction in the task can also help learners realize how to interact with one another, showing the positive effect of collaborative writing. In a joint study by Kessler, Bikowski, and Boggs (2012), writers respected the contribution of other learners on the joint production of collaborative writing.

Swain (1995) proved that the production of output is crucial in language learning; output includes processing the target language, noticing gaps between

interlanguage and target form, and reflecting on one's own language use. Storch (2011) stated that writing can be a useful tool to generate an output, especially during collaborative writing; the activity allows learners to interact with one another considerably. Weissberg (2006) also proposed that collaborative writing can be the task that produces output for both speaking and writing, allowing learners a greater opportunity to use a language.

Yarrow and Topping (2001) also claimed that pair writing has a significant effect on language learning, compared to learners who work individually. Watanabe and Swain (2007) studied participants who showed collaborative patterns while interacting in collaborative writing and demonstrated retention, which is evidence of language learning. Swain and Brooks (2009) similarly conducted research in which participants demonstrated language learning through collaborative writing. While participating in collaborative writing, learners discussed language rules and other various problems which they faced during the process of writing. Most notably, discussed language rules were retained until taking the posttest, indicating that learners had reached their zone of proximal development, thanks to peer scaffolding.

Collaborative writing and its influence on language learning in an EFL Korean context were investigated by various researchers (Kang, 2008; Heo, 2015; Lee, 2015; Seo & Kim, 2011; Yeom, 2016). Seo and Kim (2011) conducted collaborative writing tasks with EFL Korean middle school learners; they were paired with a partner who had a different level of English proficiency. Learners who participated in pair writing were positive about the writing task, as they felt

comfortable and confident while assisting their partners. Lee (2015) presented a study in which a pair of high school EFL writers and learners preferred working with their peers, as they felt more secure during the L2 writing task. Kang (2008) conducted a study in which 68 middle school EFL writers participated in collaborative writing. Two kinds of groupings were created according to learners' English proficiency: a heterogeneous group and a homogeneous group. A single group, in turn, was comprised of three to four learners. After the writing task was completed, no matter which grouping the EFL writers had been placed in, they all perceived collaborative writing positively; moreover, their writing skills visibly improved no matter what the individual learner's English proficiency had been, which clearly indicated the beneficial effects of collaborative writing for all involved.

2.1.3. Collaborative Group Feedback

Collaborative group feedback is the feedback produced by the collaborative efforts of a group of peer reviewers. It can be performed in an inter-group or intra-group context. Yet, research is scarce on collaborative inter-group feedback; only a few case studies have been explored (Hwang, 2016; Kim, 2015; Wigglesworth & Storch, 2012a). One specific study conducted a paired process that involved written revision with feedback (Wigglesworth & Storch, 2012a). Pairs who received feedback collaboratively revised their writing and the LREs during the

collaboration were analyzed to investigate their thought processes. In Liang's study (2010), three subjects conducted online interactions while doing EFL writing in groups. In this study, subjects wrote the essays as individuals but collaboratively conducted the peer feedback in intra-groups, through online synchronous mediation. Subjects had difficulty, however, in completing the complex revisions in a technology-mediated environment.

Furthermore, there are investigations over collaborative group feedback in a Korean EFL context (Hwang 2016; Kim, 2015). Kim (2015) had EFL writers collaboratively produce peer comments in groups. Two groups produced peer comments together while the other two groups produced peer comments on their own. However, in the end, there was not a significant difference between the group's peer comments and the comments that were individually written. Conversely, Hwang (2016) involved expert EFL writers in all stages of writing. Unlike previous studies that only focused on a peer's involvement in the writing product, this study had peers participate in all stages of writing including brainstorming and revising the first draft. With the help of expert peers throughout various writing stages, learners with a low level of proficiency could complete the writing task—even though they still complained about the task's difficulty to their instructor.

Most studies on collaborative writing presented scenarios where writers appeared to give feedback to others during the while-writing stages, as they interacted and shared feedback during those stages. However, collaborative processes in group feedback are equally as essential, as learners can scaffold one

another during a peer review activity. Studies that specifically focus on collaborative interaction during draft revision are also scarce and demand further investigation. Therefore, the present study aims to explore collaborative group feedback, especially focusing on inter-group feedback.

2.2. Collaborative Dialogue in Language Learning

This section reviews previous studies about collaborative dialogue to examine how peer collaboration leads to advancement in overall language learning. Section 2.2.1 presents the overall explanation of collaborative dialogue and Language-Related Episodes (LREs). Section 2.2.2. discusses how collaborative dialogue takes role in language learning. Lastly, section 2.2.3. provides an overview of the literature on the dynamics of collaborative dialogue in language learning.

2.2.1. Collaborative Dialogue and Language-Related Episodes

In regard to sociocultural theory perspective, mediation through social interaction has a crucial role in language learning; learners can reach their zone of proximal development through interaction with others, which is known as “scaffolding” (Vygotsky, 1978). Learning is derived from a social process wherein scaffolding is present. Collaborative dialogue is the dialogue that ensues when

learners interact and scaffold one another, pursuing answers to the problems they jointly face (Swain, 2000). Swain also referred to collaborative dialogue as “knowledge-building dialogue”, asserting that mediation from external speech leads to learners’ acquisition of language. In SLA fields, collective dialogue plays a role in “linguaging” (Swain, 2006), or the language used to mediate and articulate one’s thinking. Through linguaging, learners draw attention to the language they are producing during the process of solving linguistic problems. Language awareness is congruent with Swain’s output hypothesis, highlighting the importance of being attentive to the production of output during language learning (Swain, 1985). Swain and Lapkin (1995) indicated that language learning derives from an individual noticing errors after they produce output. Artigal (1992) also emphasized the importance of actually producing the language itself during language learning. Foster and Ohta (2005) noted that learners negotiated meaning while collaboratively working on language tasks. When faced with problems, including communication breakdown, they tried other strategies to produce input that was comprehensible to others, which offered them the opportunity to participate in language learning.

Linguaging, as a process, is evident when learners collaborate to solve linguistic problems and is visible in Language-Related Episodes (LREs) that occur during collaborative dialogue (Swain & Watanabe, 2010). Those LREs are the episodes in a dialogue that deliberate on language during problem-solving (Swain & Lapkin, 1998, 2001). In a study conducted by Storch and Aldosari (2013), LREs are defined as “learners’ explicit attention to language use.” LREs can be also be

found when learners' talking about their language or questioning and correcting one's language use. Moreover, LREs occurred during task completion are used to examine each participant's engagement in the task (Storch, 2008). Elaborated engagement occurs when learners deliberate and discuss language items, which leads to a more facilitative language learning experience. Language-Related Episodes indicate the learners' degree of engagement in problem-solving; moreover, it reveals that learners focus on form during the task (Swain & Lapkin, 2001). The number of LREs experienced by a learner is usually indicative of their linguistic creativity during the language task. However, not all LREs automatically lead to effective language learning (Storch, 2008); therefore, a study needs to be conducted to carefully determine which types of LREs are beneficial.

2.2.2. Collaborative Dialogue Engaged in Language Learning

A number of studies have discussed collaboration among learners and emphasized its importance in learning or development (Anton & Dicamilla, 1998; Guerrero & Villamil, 2000; Swain, 2001a). Novices need to collaborate with more skilled experts and language becomes an important tool for mediation (Vygotsky, 1978). Novices are able to reach their zone of proximal development with scaffolding from experts. Mediating the cognitive process requires the active use of language (Swain & Watanabe, 2012). Frawley and Lantolf (1985) examined how learners' cognitive adjustment occurs while using language and posited that

the learners' use of language can reveal a state of object-regulation, other-regulation, or self-regulation.

Previous studies have explored interactions that led to scaffolding in language learning, emphasizing the importance of collaborative dialogue (Storch & Watanabe, 2012). Collaborative dialogue allows learners to jointly solve a linguistic task and collate their linguistic knowledge, which is a critical part of the process of language learning (Storch & Aldosari, 2013; Swain, 2001a; Swain, Brooks & Toeall-Beller, 2002). With the help of collaborative dialogue, learners can address language problems which leads to L2 development (Kim, 2008; Leeser, 2004; Storch, 2007; Swain & Lapkin, 2002). Collaborative dialogue can help mediate learning so that participants can accomplish the linguistic task at hand and move on to the next task. In one particular study, university students' languaging was transcribed and analyzed in-depth, both quantitatively and qualitatively (Swain, Lapkin, Knouzi, Suzuki & Brooks, 2009). The test resulted in a posttest after the collaboration which clearly indicated that the amount of languaging had a beneficial effect on language learning since languaging played an important role in learners' internalization of L2 grammatical concepts. According to Swain (2001a), learners structure their cognitive process through dialogue with others, which led to their ability to control their performance.

Not only are LREs highly conducive to language learning, but they also reveal the process of language learning (Dobao, 2012). A number of previous studies examined Language-Related Episodes to examine learners' engagement in a collaboration or gauge the participants' learning progress (Nelson & Murphy,

1992; Storch, 2002, 2008; Swain & Lapkin, 1998, 2002). Swain and Lapkin (1998) studied LREs in-depth to assess whether or not learners were actually focusing on language acquisition. Another study of Swain and Lapkin (2002) examined LREs to see whether two French learners would engender language learning while collaboratively writing an L2 reformulation. LREs have also been analyzed to detect patterns of interaction during language learning (Storch, 2002). Collaborative dialogues and LREs highlighted learners' engagement in interaction and learning.

Several studies have contrasting opinions over using L1 as the collaborative dialogue during L2 learning. There is controversy, for example, over learners using their mother tongue while interacting. Brooks and Donato (1994) discovered that teachers were not fond of doing group work in L2 classrooms, as they were reluctant for students to use L1 in the classroom, which they felt could be detrimental to L2 language learning. However, many studies have proven the exact opposite positive effect of using L1 while learning L2 (Anton & DiCamilla, 1998; Scott & de la Fuente, 2008; Swain & Lapkin, 2000). Scott and de la Fuente (2008) demonstrated that learners who were allowed to use their mother tongue during the task had a higher number of LREs and interacted more actively during collaboration, whereas learners who were restricted to using the target language had limited collaborations. According to Swain and Lapkin (2000), flexibility over L1 use allowed even low-proficiency learners to participate to in the interaction, lessening their anxiety over joining in the task. Anton and DiCamilla (1998), also allowed subjects to use L1 as they collaborated, which effectively led to LREs in

which learners scaffolded, externalized inner speech, and established and maintained their intersubjectivity; therefore, using L1 during L2 language learning is, in all probability, beneficial. Therefore, this study allowed participants to freely use their mother tongue if they preferred.

A number of studies have discussed the optimal conditions for producing collaborative dialogues and LREs. Dobao (2012) discussed the effect of the number of participants in the group on the LREs. Furthermore, groups produced a greater and more accurate number of LREs that were correctly resolved than pairs did, ultimately leading to a more accurate writing product. However, there is still a lack of sufficient study of groups' collaborative dialogues, while most studies focus on pairs (Brooks, 1992; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000). Moreover, the optimum number of participants in a grouping has yet to be established (Storch, 2011). Another study of Dobao (2014) also suggested that a group of four produced more accurate LREs and solved language problems more successfully, than a pair of learners. Since there was a stronger focus on form or engagement in groups, further studies on groups should be conducted.

Several studies have explored pairings or groupings according to the learners' language proficiency (Aldosari, 2008; Leiser, 2004; Kim & McDonough, 2008; Watanabe & Swain, 2007). Leiser (2004) reported that pairing learners according to their proficiency level affected their Language-Related Episodes in terms of the quantity, type and outcome. By contrast, Watanabe and Swain (2007) claimed that differences in proficiency differences do not have a significant effect on learners' L2 learning or scaffolding when they are paired. Kim and McDonough (2008)

observed that intermediate learners produced a higher quantity of LRE's that were also more accurate when they were grouped with learners who had a high level of proficiency. Aldosari (2008) discovered the proficiency groupings did not have a significant effect on collaboration; however, groupings that contained pairs with a similar level of proficiency became more collaborative than mixed-proficiency pairs. The study proposed that more proficient learners tended to accomplish the task on their own while displaying dominant patterns. Storch (2002), also revealed that dyadic interaction patterns played a key role in interaction and language learning. Interaction patterns were divided in relation to equality and mutuality: collaborative, expert/novice, dominant/dominant, and dominant/passive. Interaction patterns that were collaborative or featured an expert/novice dyad were conducive to learning; as opposed to the dominant patterns that featured limited engagement in terms of collaboration. Watanabe and Swain (2007) claimed that the pattern of interaction had a more visible effect on language learning than proficiency difference, thus suggesting at the importance of interaction patterns.

In a Korean context, several studies over collaborative dialogue were conducted (Heo, 2016; Huh, 2000; Hwang, 2016; Lee, 2015; Seo & Kim, 2016; Yeom, 2016). Seo & Kim (2011) explored Korean EFL middle school learners' collaborative dialogue during pair writing. The quantity of LREs produced was influenced by specific patterns of interaction which aligns with findings in earlier studies (Storch, 2002). During L2 writing, EFL writers used their L1, Korean, to mediate their learning. The study implies that collaboration using L1 as a means to assist communication can eventually lead to L2 learning, suggesting that the use of

the L1 in an L2 class is beneficial. Huh (2000) also claimed that L1 can be a means for scaffolding and mediating learning. Huh transcribed eight EFL Korean adult learners' collaborative dialogue then analyzed it to investigate learners' interaction in collaboration. The study was only conducted between EFL learners—no teacher intervened—which implies that learners are capable of collectively finishing assigned tasks without any external help. Lee (2015) microgenetically analyzed EFL high school students' collaborative dialogue during pair writing. Through pair writing, writers collaborated with one another to confront and solve the problems. Yeom (2016)'s study showcased young learners' active interaction while constructing the writing task together. Their LREs were examined in detail to verify that learners focused on form or involved in collaboration.

2.2.3. Dynamics of Collaborative Dialogue in Language Learning

In this section, previous studies which demonstrated the dynamics of collaborative dialogue are discussed. A number of studies have discussed specific areas of interaction where learning has been present by analyzing the collaborative dialogue or the learners' scaffolding (Adair-Hauck & Donato, 1994; Donato, 1994; Frawley & Rantolf, 1985; Lee, 2015; Knouzi, Swain, Lapkin & Brooks, 2010; Seo & Kim, 2011; Swain, 2001a).

Vygotsky (1978) highlighted the importance of analyzing the moment-to-

moment transition in language learning or development. Two kinds of microgenesis were concerned with “the emergence of mental process” and the “unfolding of a single psychological act” (Wertsh, 1991). Through analyzing the interaction, he tried to grasp the second in which a transition occurred.

Aljaafreh and Lantolf (1994) both studied then discussed the levels of learner regulation. The learners' regulation state was categorized from level 1-5. The levels were distinguished according to whether the learner was able to notice and correct errors, with or without the existence of external help. Level 1 is the state in which the learner cannot notice let alone correct errors even though external intervention exists. As the learner begins to self-regulate, however, he or she can reach level 5.

Guitierrez (2008) applied a microgenetic approach to her study to analyze learner's collaboration and their learning by moment-to-moment. The ‘microgenesis phase’ was proposed with smaller divisions into the pre-microgenesis stage, microgenesis affordance stage, the transition stage, and the post-microgenesis stage. The study focused on instances of microgenesis, or the exact moment where learners develop. To investigate such instances, the study examined microgenesis affordance in detail, which was further divided into the learners' assistance and affordance. Assistances are various methods of corrective feedback while affordances are the environment in which learners collectively draw on their linguistic knowledge from other fields then question or work against others in order to collect knowledge. Microgenesis Affordance refers to an assistance or the environment that leads learners to move towards the transition

stage; it is the precise instant that precedes the transition stage. There are various assistances which are defined as: a straightforward L1 reply, a paraphrase followed by an L1 reply, co-construction and corrective feedback which is unrequested. Affordances are a co-constructed linguistic environment where peers share their knowledge to collate scaffolding together, step-by-step (interwoven consciousness) and through peers' collecting knowledge by questioning and challenging one another (mapping knowledge).

Guerrero and Villamil (2000) noted the interaction between learners and microgenetically analyzed, investigating learners' moment-to-moment change and their scaffolding mechanism. In this study, scaffolding was defined as "those supportive behaviors by which one partner in a semiotically mediated interactive situation can help another achieve higher levels of competence and regulation". By using a microgenetic analysis of collaborative dialogue during the revision stage, the process of language learning through social mediation could be investigated in further detail; moreover, the study suggested at the uniqueness of each learning learner and situation.

Donato (1994) recorded and transcribed learners' collaborative dialogue; later, it was analyzed in order to examine learners' collective scaffolding. Through microgenetic analysis, the study could present instances of learners achieving L2 language learning or co-constructing language experience. The study investigated learners' scaffolding which was 'mutually constructed' during interaction.

Knouzi, Swain, Lapkin, and Brook (2010) also conducted a microgenetic analysis of learners' self-scaffolding. During the study, participants were asked to

solve linguistic problems in French. High-level learners read the problem and continuously talked to themselves in order to regulate their mental framework. Learners' self-talk was transcribed and then microgenetically analyzed to discern the exact instance of learning. It turned out the participants' languaging helped them to experience conceptual development.

Lee (2015) examined the moment-to-moment process of learners' collaborative dialogue in a Korean EFL context, during pair writing, to analyze the dynamics of their L2 development. Employing Gutierrez's framework of microgenesis phases, the LREs were categorized to detect changes during an interaction. This study qualitatively presented EFL learners' collaboration in terms of text construction. Seo and Kim (2011) also conducted a microgenetic analysis to explore EFL Korean writers' LREs when they participated in pair writing. After learners' LREs were audio-recorded and transcribed, specific instances where learners engaged in language learning were analyzed in detail.

A number of previous studies have been conducted to analyze learners' dynamics in language learning. However, qualitative analysis of the collaborative dialogue that occurs during collaborative writing is scarce, especially in an EFL context. Moreover, collaboration during inter-group feedback, or during revising should also be examined to study the dynamics of language development. Present study also adopts microgenetic analysis to explore learners' moment-to-moment transition in regulation. The study examines instances of Korean EFL writers' interaction during collaboration which leads to language learning, and qualitatively describes their learning process.

CHAPTER 3.

METHODOLOGY

In this chapter, the methodology employed in the present study is explained. Section 3.1 describes the participants of the study and section 3.2 provides the study procedures. Section 3.3 presents data analysis to pursue answers to the research questions.

3.1. Participants

Nine Korean students who had just graduated from high school participated in the study. They all graduated from the same high school in Jeju Island. All participants were interested in English writing as they were hoping to study abroad after graduating from university. Participants displayed high levels of motivation for the English writing activity. Although they all scored level 1 in the Korean national CSAT, they were uncertain about their writing ability as they were inexperienced at English essay writing and had only undergone simple sentence-level structuring activities during English class in high school. Participants also had no experience of collaborative group feedback or participated in collaborative writing activities before, not even in Korean.

Nine participants were divided into three groups; three participants belonged to one group. Participants selected their own group members through discussion and

constructed their groups with close friends. Each group was labeled Group 1, Group 2 and Group 3, respectively. As participants had achieved the same score in the Korean CSAT, they presumably had a comparable level of proficiency in English, thus forming a homogeneous group. Korean CSAT does not directly evaluate writing ability; however, its score may indicate general English proficiency in areas such as grammar or vocabulary knowledge. Grouping high level learners with learners who had a similar L2 proficiency level may produce a more accurate collaborative production, which is in line with previous studies that claim that high-level learners' homogeneous pairings or groupings led to more a higher number of collaboration and more accurate writing (Leeser, 2004; Storch & Aldosari, 2013). General information on the participants are presented in the table 3.1. The participants' names are also listed as pseudonyms.

Table 3.1 Information of Participants

Group	Name	English Score Scale in CSAT	Years of Learning English	Attending Private Institution
Group 1	Miso	1	12	None
	Suji	1	10	None
	Jiwon	1	11	None
Group 2	Dahye	1	13	For 3 years
	Heesun	1	10	None
	Jiyoung	1	10	None
Group 3	Eunbyeol	1	10	None
	Seunghee	1	12	None
	Minjung	1	13	None

Each group consisted of three close friends. They were all female, graduating from a girls' high school in Jeju Island. All of the participants were 20-year olds, who had just graduated from high school but had not yet entered university. They had a high-level of English proficiency, achieving level 1 in their CSATs. With the notable exception of one participant—Dahye in group 2—no one had any experience in studying at a private institution or had private English tutoring since entering high school. Most participants only followed the high school's English curriculum in order to learn English. As a result, they had limited opportunities to

write English essays—nor were they particularly willing to write one. Although they were slightly nervous over writing an essay in English, they were also willing to take the chance, as most of them wished to study abroad and they recognized that they needed to become accustomed to essay-writing.

Although the participants' level of general English proficiency was similar to one another, the attitude towards English writing was slightly different. In Group 1, most of them were calm about the prospect of writing in English and did not exhibit any anxiety over the difficulty of the L2 writing task. However, in Group 2, Dahye was the only group member who was not visibly anxious when faced with a writing task in English. In Group 3, Eunbyeol perceived L2 writing as slightly difficult. Students who manifested anxiety towards English writing showed a slight glimpse of concern when they heard the writing procedures from the instructor. Luckily, there was more than one group member in each group who was confident and willing to perform L2 writing.

3.2. Procedures

The EFL writers participated in collaborative writing with inter-group reviews for two months, with three sessions held every two weeks. Participants had been given enough time to finish the task according to their needs; thus, the time taken to complete the task varied among groups. Mostly, participants spent more than two hours completing one stage of collaborative writing.

Since participants were unfamiliar with the practice of collaborative writing and inter-group reviews, there was a joint orientation for the writing activity. At the orientation, the participants formed three groups. After grouping, participants listened to the instructions on the writing activity. The instruction included the process of collaborative writing and inter-group feedback. Moreover, the instructor provided participants with the topic for the writing task and a model for writing on each topic, in case they had difficulty in outlining the essay (Model writing was derived from the TOEFL MODEL ESSAY).

Table 3.2 presents the overall procedure for the writing tasks.

Table 3.2 Overall Procedures of Writing Tasks

Task	Topic Sentence	Group	Writing First Draft	Peer Review	Revising
1	Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.	All groups	Individual	Intra-group review	Individual
2	People attend colleges and universities for many different reasons (for example, new	All groups	Collaborative	Inter-group feedback	Individual

experiences, career preparation, increased knowledge). Why do you think people attend colleges? Use specific reasons and examples to support your answer.

3	Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.	Groups 1 & 3	Collaborative	Inter-group feedback	Collaborate
		Group 2			Individual

4	If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.	Groups 1 & 3	Collaborative	Inter-group feedback	Collaborate
		Group			Individual
		2			

The type of writing task used in the study was argumentative essays from TOEFL since argumentative essays produce more Language-Related Episodes (LREs) than data-commentary reports (Storch & Wigglesworth, 2007).

In the first writing task, all participants wrote their first draft individually. No collaboration occurred during the writing of the first draft. They independently completed their writings. The participants were then allowed to use resources such as dictionaries or model writing supplied by the instructor. After they wrote their first drafts, all of the essays were collected. The instructor copied their essays and distributed those essays to other group members. They shared their writings with their group members and participated in an intra-group feedback individually. During the intra-group feedback, no oral collaboration occurred. After the peer review, the instructor collected all the peer reviews and copied them. When the students returned to the study, the peer reviews from the previous session were given to each participant. Next, the participants revised their first draft after receiving two peer reviews from their own group members. Final revisions of the essays were also collected.

In the second writing task, all participants collaborated to write an essay on the given topic. The participants completed the writing with their group members, from start-to-finish. All the dialogues that occurred during the collaborative writing sessions were audio-taped. Participants were free to use their L1 since using L1 would lead to a greater quantity of collaborative dialogue and facilitate deeper engagement with the task (Storch & Aldosari, 2010). The instructor collected first drafts of collaborative writing and then copied each draft. At the

next writing session, the instructor shared their first drafts with other groups. Participants collaboratively conducted inter-group feedback with their group members. They jointly read other groups' first drafts and produced feedback that would be helpful for other groups revising their essays. When they shared their views with their group members, all collaboration was audio-taped. After the peer feedback was completed, the instructor collected and copied the inter-group feedback. At the next session, the participants received their first draft and two inter-group peer feedback. Based on these comments, they were then asked to write the final revision individually. No collaboration was needed during revision. Participants revised their groups' first draft with the help of the inter-group feedback and handed them to the instructor.

In the third writing task, students collaboratively wrote the essay on the given topic, just as they had during the second writing task. After the collaborative writing session, students handed their results over to the instructor. In the next session, the teacher circulated the other groups' first draft to allow them to give peer feedback together, similar to the second writing task. All of the collaboration during the session was audio-taped. After the collaborative inter-group feedback was finished, the instructor copied the comments from inter-group feedback. When students returned to the next session, the participants received their inter-group feedback from the instructor. Group 1 and Group 3 collaboratively revised their first draft using the inter-group feedback they had received with their group members. They read the inter-group feedback together and shared their ideas while revising the first draft. Participants' collaboration was audio-taped. Participants in

Group 2 revised their first draft individually just as they had done in the second writing task. Group 2 did not go through collaborative revising after receiving inter-group feedback to investigate the difference between collaborative and non-collaborative task in regard to revision. The fourth writing task was conducted in the same manner as the third writing task. The same writing task procedure was followed in the fourth writing task to investigate collaborative inter-group feedback and revising in detail.

3.3. Data Analysis

Participants' product during the collaborative process, such as their first draft, peer feedback and final revisions, were all collected. To analyze their peer feedback and revisions, the first drafts, peer feedback, and final revisions were all investigated to locate where the peer feedback had been incorporated. All first drafts and revised essays were also collected and scored by two raters.

Moreover, the collaborative dialogue between peers was also audio-taped and transcribed. The transcribed collaborative dialogue was examined in detail to address research questions. As learners were free to use their L1 while collaborating, the transcriptions of their collaborative dialogue were mostly in Korean, which was later translated into English by the instructor. Firstly, the collaborative dialogue during the participants' interaction was classified during each session of the task. Next, the collaboration during the first draft, the peer-

review, and final revision transcriptions was analyzed in detail to examine the dynamics of learner interaction. Each analysis centered around the study's central research questions.

3.3.1. Changes in Korean EFL Writers' Peer Comments during Collaborative Inter-Group Feedback

Firstly, the study investigated how learners' peer comments have changed during collaborative inter-group reviews. To analyze changes in EFL writers' peer comments, all collected peer comments were classified into two categories: meaning-based and form-based (Berg, 1999). Next, they were subcategorized into twofold: accepted comments and rejected comments (Kamimura, 2006). The instructor checked whether the comments were accepted or incorporated into the revision or not. In addition, accepted comments were matched with revision to check whether the comment had led to better quality of revision.

Qualitatively, the change in the peer comments were analyzed. The instructor analyzed all peer comments from first writing task. Next, those first produced comments were compared to the peer comments from later writing tasks. Peer comments which presented major difference with the collaborative inter-group feedback were selected and were compared in detail to examine the development of peer comments. The variations of EFL writers' aspects in producing feedback were aimed in the investigation.

3.3.2. EFL Writers' Interaction while Producing Effective Peer Comments in Inter-Group Feedback

Firstly, in order to address the second research question, the successful peer comments from inter-group peer feedback were selected. The instructor and the reliable-rater sorted through and identified useful peer comments that were (1) incorporated into peers' revision and (2) successfully incorporated into other groups' essays. The peer comments, on which both instructor and rater had agreed, were selected. Nine peer comments were chosen as effective comments.

Next, the transcription of collaborative dialogue during the production of selected effective peer comments was analyzed in detail to verify the dynamics of the EFL peer editor' interaction. The dialogue was microgenetically analyzed to explore the development in producing inter-group reviews. The microgenesis phase would be adapted and applied to the data (Guitierrez, 2008).

A microgenetic analysis was conducted to investigate instances of learners' development during their interaction. Microgenesis affordance, or the environment which precedes the instance of microgenesis, were specifically examined. The microgenetic phase, or the period between the awareness stage and the transition stage, was analyzed in detail. 'Awareness' or 'consciousness' can be defined as the point when participants are aware of a discrepancy between their language stage and target form. The transition stage is the visible stage where learning or developmental change can be examined. These stages are indicated through the

learners' utterances such as 'oh' or 'yeah' which represent understanding, or an acceptance of a linguistic change in the language task. Transition in level of learners' regulation from object-regulation, other-regulation to self-regulation (Frawley & Lantolf, 1985) describes the microgenetic growth. Aljaafreh and Latolf (1994) similarly referred to "levels of transition from intermental to intramental functioning" (See Table 3.3). In present study, this model was adopted to assess learners' regulatory stage during the transition stage, describing learners' learning or microgenetic growth. Change in each participants' regulatory level would be focused.

Research question 2, which queried into how learners interact during producing effective peer comments from the inter-group feedback, was investigated. The collaborative dialogue that occurred as participants produced effective peer comments were analyzed in detail. EFL writers' collaborative dialogue was also examined to investigate instances of microgenesis with regard to the awareness stage, microgenesis affordance and the transition stage.

Table 3.3 The General Levels of Transition from Intermental to Intramental Functioning (Aljaafreh & Lantolf, 1994)

Lv	Description
1	The learner is not able to notice or correct the error, even with intervention from the tutor.
2	The learner is able to notice the error, but cannot correct it, even with intervention.
3	The learner is able to notice and correct the error, but only under other-regulation.
4	The learner notices and corrects an error with minimal, or no obvious feedback from the tutor and begins to assume full responsibility for error correction.
5	The learner becomes more consistent in using the target structure correctly in all contexts. Noticing and correcting of error, when they arise, do not require intervention. Thus the individual is fully integrated.

3.3.3. Dynamics of EFL Writers in Collaborative Revising after Inter-Group Feedback

Regarding the third research question, a similar procedure of data analysis used earlier in 3.3.2 was adopted in this section. Again, Guiterrez's microgenesis phase became the milestone for analyzing microgenetic instances and growth (Guiterrez, 2008). In this section, a detailed analysis of collaborative dialogue was conducted in the stage of revising the final essay. Transcribed collaborative dialogues were microgenetically analyzed to explore the dynamics of learners' interaction,

focusing on instances of microgenetic affordance and learner development.

Collaborative dialogues during collaborative revising were categorized twofold: (1) successful revising process and (2) unsuccessful revising process. First, the collaborative dialogue generated during learners' successful revising process was examined in detail. There are three types of successful scaffolding: collective scaffolding, scaffolding from expert and self-scaffolding. The scaffolding allows the novice learner to move to the next level of regulation. Aljaafreh and Latolf (1994) proposed the notion of "general levels of transition from intermental to intramental functioning" which was adopted to investigate writers' change in regulation level (Table 3.3). The level was determined in regard to learners' need for intervention, and ability to notice or correct the error. In present study, other-regulation and self-regulation during interaction would be investigated in detail. Also, learners' using their L1 during the interaction would be further examined. Next, the collaborative dialogue during unsuccessful or limited revising process was categorized and analyzed in-depth. Unsuccessful revision process refers to interaction that failed to result in an understanding, often due to limited engagement (Storch, 2008). The study also aims to examine unsuccessful interactions in detail and attempts to explore the reasons behind these results.

CHAPTER 4.

RESULTS & DISCUSSION

This chapter addresses the results of the research questions. Section 4.1 examines how Korean EFL writers' peer comments develop in collaborative inter-group feedback. It specifically investigates the changes in learners' peer comments. Section 4.2 explores how Korean EFL writers interact in an inter-group review to produce effective peer comments. The collaborative dialogue during the inter-group feedback was transcribed and analyzed. Section 4.3 discovers how Korean EFL writers demonstrate dynamics during revising collaborative writing followed by an inter-group feedback. The collaborative dialogue during collaborative revising was transcribed and analyzed.

4.1. Korean EFL Writers' Peer Comment Development during Collaborative Inter-Group Feedback

The peer comments and final revisions from the writing tasks were all collected and analyzed. Revisions were examined to locate where each peer comment was incorporated. All peer comments were checked to see whether they were incorporated into the revision or not. Furthermore, revisions were examined to verify which were peer-influenced. Analyzed peer comments and revisions were classified regard to their writing tasks to examine their development during the

task. Section 4.1.1 examines the changes in peer comments regard to their diversity. Section 4.1.2 demonstrates peer comment changes regard to their details. Section 4.1.3. presents how peer comments focus on negative feedback.

4.1.1. Producing Various Comments

The feedback of Jiwon, the member of Group 1, were selected from first writing task. Jiwon's peer comments to her group members are as follows:

Jiwon's peer comments from first writing task:

- 1) We cannot conclude who is the best teachers → **who are the best teachers**
- 2) In many case, this might be parents doesn't always have to be parents
→ **In many cases**
- 3) The best teacher to someone can only decided by himself.
→ **can only be decided**

The underlined part is where Jiwon corrected in the first draft; the bold typed part next to the arrow is Jiwon's comment on the writing. As it can be seen from Jiwon's peer comments above, she mostly commented on simple grammatical errors of the writing. Her comments were highly incorporated to peer's revision and were accepted. Feedback was accepted by her peers, as it can be presumed that peers have felt Jiwon's comments useful and effective.

However, she only paid attention on the grammatical aspects of the writing. Moreover, her peer comments were only limited to the correcting simple grammatical errors in peers' writing such as pluralization or passivization rules. She didn't take account of other problems in the essay, although there were several parts needs to be fixed regard to contents of the essay. There's another grammar mistake in the second sentence above, however, Jiwon just corrected the simple grammar error. Peer comments were simple, just correcting the mistakes to accurate grammatical form with no explanation why. Her comments were highly incorporated and were useful in improving accuracy of her group member's essay; however, it's difficult to conclude her comments were truly effective in helping the peer revise her writing.

After collaborative inter-group feedback, Group 1, where Jiwon belongs to, produced various peer comments which were different with Jiwon's individual peer comments from first writing task. The effective feedback of the Group 1 from third writing task is as follows:

Collaborative inter-group feedback in third writing task:

The writing can be more supportive if there's more part that compares Jeju island with the other part of Korea. One example would be like this-"For example, in Seoul, there are many buses and subways to overcome ones' transportation problems. However, in Jeju island, there's no subway, so it's hard to overcome the problems occur due to the lack of transportation mediators. Therefore, there should be more buses that shorten the bus intervals."

The italicized part is the part where written by Korean, and later translated into English. As it can be seen from the effective feedback above, Jiwon and her group members not only produced the feedback about content, but also detailed examples which can help writers revise their writing more supportive. Unlike just correcting the grammatical errors, the comment kindly provided the example sentences for writers to easily understand. The peer comment was not limited to simple grammar correction but suggestions for more supportive essay. This peer feedback was incorporated into other group's revision.

4.1.2. Producing Detailed Comments

All peer comments from Group 2 were collected and examined in depth. In the first writing task, Dahye produced peer comments to other members individually. She commented that Heesun's statement was not understandable. The bold-typed part below is the Dahye's comment on Heesun's statement.

Dahye's Peer Comment in the first writing task:

Of course, there may be something wrong with this process which is inconsistent with your child's values. →(***I can't understand.***)

She just simply wrote the comment that she can't understand next to Heesun's

sentence which doesn't make sense. No description or explanation was available for Heesun to revise. She just mentioned that there's something wrong about Heesun's feedback and it needs to be repaired, not giving more extra information. Whenever Dahye faced awkward expression or sentences, she just wrote a question mark '?' or 'can't understand'. These simple peer comments can be helpful for writers, too, as they lead learners to notice the errors and become the opportunity for them to think in the view of audience. However, it's difficult to assume this is an effective peer comment as it only helped learners notice the error. Dahye's feedback was incorporated into Heesun's essay; however, revision was not much better than the original one. Heesun was able to notice the error in the essay, but unable to realize what's wrong and how the error should be fixed.

Group 2, where Dahye belongs to, produced collaborative inter-group peer comments in second writing task.

Group 2's collaborative inter-group peer comment in second writing task:

However I think social stereotype that students must attend college underlies their thought basically. → **(1) fully dominates students' mind (2) unconsciously set students' values.**

The underlined part of the sentence is the part where learners consider as awkward expressions. The bold-typed words are the comments that Group 2 produced. Instead of just commenting that the sentence is not understandable, Group 2 members produced two suggestions which can be used instead. The

writers from other groups accepted the comments and incorporated them into their revision.

The peer comments above can give information to the writer over what's wrong with the original sentence and suggest which could lead writing more legible. Moreover, the comments above can provide correct inputs to other group writers, allowing them to notice the correct usages which can represent what they intend to mean.

4.1.3. Producing Negative Feedback

All peer comments from Group 3 were collected and analyzed. In the first writing task, Eunbyeol produced peer comments individually. Eunbyeol's peer comments in first writing task are as follows:

Eunbyeol's peer comments in first writing task:

(1) (After the sentence) → *Easily comprehensible sentences, very good! It's easy to read!*

(2) (After the conclusion paragraph) → *I like your conclusion! It arouses every part in the essay!*

Eunbyeol's comments are the bold-typed parts next to the arrows. The italicized parts were written in Korean first, but later translated into English by the

instructor. Eunbyeol only gave positive comments or compliments to other group members. Negative feedback which she made was only correcting simple pluralization error. Except for the minor correction, her comments were not incorporated to other member's revision. Eunbyeol's comments were closer to compliments or impression over the essay rather than feedback for the writing. They were not effective in helping other peers to revise their writing to better essay.

Group 3, where Eunbyeol belongs to, produced the collaborative inter-group feedback in third writing task as follows:

Group 3's collaborative inter-group feedback in third writing task:

This opinion is too controversial. There are many people who eat instant food as their meals with their family members together. Therefore it needs more explanation.

The peer comment above was effective to other group members. It was incorporated to their essays and it helped to make revision better. The feedback allowed writers to notice the insufficient supporting ideas in the essay. Instead of just informing writers that it needs more supporting details, Group 3 explained why it needs more explanation.

It seems that Eunbyeol was reluctant to give comments that criticize or can hurt other's feelings when she produced the comment alone. Therefore, she mostly gave compliments instead of criticizing others' essays. As it can be seen from section

4.2.1, however, she produced effective peer comment that points out the errors when worked with other group members collaboratively. She flourished out the comments over when she worked with others. (It can be checked in excerpt 3.)

4.2. Korean EFL Writers' Interaction in Effective Collaborative Inter-Group Feedback

Nine effective peer comments were selected. The instructor and the rater shared the ideas over useful peer comments which were helpful for revising the first draft and incorporated into the EFL writers' revisions. The collaborative dialogue that produced the peer comments was analyzed in detail. Specific instances of the peer writers' development during the inter-group feedback were also investigated. The sections below describe EFL writers' interaction when effective comments were generated. Section 4.2.1 describes the collaborative scaffolding that occurred while useful peer comments were produced. Section 4.2.2 discusses the regulatory level transition during collaboration. Section 4.2.3 investigates how participants' roles changed while interacting with one another.

4.2.1. Collective Scaffolding during Inter-Group Feedback

The collective scaffolding of EFL writers which produced effective peer comments was investigated. Collective scaffolding can be investigated in learners' interaction when there is no precise expert present; novice learners support each other, provide "mutual scaffolding" and complete the task (Donato, 1994). Donato perceived collective scaffolding as learners' mutual construction. Collective scaffolding was frequently investigated in the collaboration between EFL writers while they participated in inter-group feedback. Excerpts below present the collective scaffolding of EFL Korean writers during inter-group feedback by analyzing the collaborative dialogues in detail.

Below, in Excerpt 1, Suji had trouble with understanding the word 'hardly' when they read the Group 2 essay (line 1). She was unsure of the meaning of the word and asked other group members what it meant, requesting their assistance. Jiwon drew on her knowledge of English vocabulary and defined the word for Suji (line 3). After the meaning was shared, Miso questioned the usage of the word 'hardly' (line 4). Jiwon confirmed Miso's guess as correct, which led them to decide that the way in which the word 'hardly' was used in the essay was incorrect (line 5). They then decided to give comments on the word 'hardly' for Group 2's essay.

At first, Suji queried: "Why don't you change the word 'hardly' to other words?", thus hinting at what inter-group comments could be (line 6). However,

Miso and Jiwon continued to suggest appropriate alternatives to the word ‘hardly’. They also brought up various alternative words; Miso suggested using the dictionary when they had difficulty in searching for the appropriate words to use in the right context. By using other available external resources, they tried to solve the problems they faced (line 12) which is congruent with Lee’s study (Lee, 2015). With the help of a dictionary, they confirmed that the usage of ‘hardly’ in the text was inappropriate (line 17).

Participants interacted with one another while figuring out the right usage of ‘hardly’ and proposing suitable alternatives. In lines 7-13, they tried to figure out why the essay writers had used a word such as ‘hardly’. Miso guessed that Group 2 writers must have used the word ‘hard’ to mean ‘so difficult’ (line 8). Suji then proposed ‘eagerly’ as a substitute which had a slightly different meaning (line 13). Miso also proposed the word ‘enthusiastically’ in place of ‘hardly’ (line 22); however, other members of the group disagreed with her idea, indicating that the word can present some difficulties for other writers (line 23).

Through the interaction, the participants (Miso, Suji, and Jiwon) were able to produce the effective feedback below, in excerpt 1. If they had worked individually, however, this feedback would not have been produced as it demanded several different aspects of linguistic knowledge, which can be difficult for one individual to embody. However, with collaboration, the EFL writers could discern the writers’ intention, ascertain the correct usage of the word ‘hardly’ and consider alternatives. Moreover, they could give detailed and helpful feedback, rather than short and generic comments.

EXCERPT 1.

Feedback: *The word “hardly” means ‘rarely’. If you want to use the word to represent the meaning, ‘with difficulty’, or ‘so eagerly’, you have to look up other words!*

- 1 SJ “Hardly”? *What's the meaning of the word ‘hardly’?*
2 MS ‘Hardly’? *Isn't it an adverb?*
3 JW ‘Rarely’?
4 MS *The word is only used in the negative sentences—isn't it?*
5 JW *Yes—almost always. Well—sometimes. [pause] There's a few cases when they don't use it as negative sentences.*
6 SJ *Then let's give comments saying: ‘Why don't you change the word ‘hardly’ to other words’?*
7 JW *Why did they use this word?*
8 MS *To intend or to say ‘Why do they want to go to the university, even though it's so difficult’? Don't you think?*
9 SJ *Ah—why so difficult?*
10 JW *So difficult? ‘So hardly’?*
11 SJ ‘Eagerly’ [pause] *Is this the word they want to say? ‘Eagerly’?*
12 MS *Frankly speaking, I don't know what they really want to say. Shall we look up the words which have the meaning ‘so difficult’?*
13 SJ ‘Difficult’?
14 JW ‘So hardly.’ [pause] ‘So hardly.’ [pause] ‘So.’ [pause] *Hmm—does the word ‘so’ has the same meaning as ‘such’? Very difficult?*
15 SJ *Let's look up the word, “hardly”. It means ‘rarely.’*
16 JW *Huh—why this word means like this?*
17 MS ‘Hardly’ *comes from ‘hard.’ [pause] I see—it comes from the word ‘hard.’ They produced the word based on the word ‘hard.’*
18 SJ *Right. ‘Hardly’ cannot be used like this.*
19 JW *Right. Even though we use it as other meanings, it does not makes sense. “So hard”.*
20 MS *Right.*
21 SJ *I think ‘with difficult’ is better.*
22 MS ‘Enthusiastically.’ [pause] ‘Enthusiastic.’ *I think that's what they want to say. Hmm—is it too difficult word?*
23 SJ *Yeah. Why don't we just suggest for other words?*
24 JW *Okay, then how about this? “Hardly” means ‘rarely’, so change to the words that have other meanings.*

25 MS *That's nice.*

26 SJ *That will do it.*

In Excerpt 2 (see below), Minjung wondered what the meaning of the noun phrase ‘the common idea’ was (line 2). Seunghee raised her intonation to check her understanding (line 3). Eunbyeol then asked whether the noun phrase ‘the common idea’ was an effective phrase which represented the topic and attracted the readers’ attention (line 4). Next, Seunghee proposed other words which could be helpful such as ‘social common idea’ (line 5) and Eunbyeol agreed with her suggestions (line 6). Minjung also agreed with the other two participants’ regarding the phrase ‘common idea’, claiming that it did not look like a topic sentence (line 7); Eunbyeol concurred with Minjung’s view (line 8). Consequently, Eunbyeol proposed the noun phrase ‘social atmosphere’ instead of continuing to use the phrase ‘common idea’ (line 4). Other suggestions were made by Seunghee, including using quotation marks to focus on certain words and help readers to identify them as topics (line 13). Those suggestions were turned into unified feedback, as seen below in excerpt 2. This peer comment can be viewed as the result of collective scaffolding. As individuals, the other EFL writers would not have noticed the problem at first had Minjung not drawn their attention to it. After they recognized the problem, they began to make suggestions. The suggestions occurred step-by-step. The feedback from excerpt 2 is a clear example of collective scaffolding in action.

EXCERPT 2: Second Writing Task

Feedback: *The word “common idea” in the topic sentence does not attract readers’ attention at all. You can write “social common idea” like at the conclusion part or “social atmosphere” to make it more focused and detailed. You can use quotation marks to help learners more focus!*

- 1 EB (Reading the Sentence) Because of the common idea.
2 MJ *Hmm. [pause] Is this “the common idea”, the social atmosphere?*
3 SH *Ah. I think so [pause] Nuance?*
4 EB *Then—do you think it needs to be changed? To ‘social atmosphere?’ “Common idea” seems to be not that important.*
5 SH *Or use the word ‘social common idea’ like at the back....*
6 EB *Hmm... that’s the idea.*
7 MJ *Here, when they say “common idea.” [pause] I interpret it as—I interpret it like this. Just this. Another idea.*
8 EB *Yeah. The words ‘common idea’ does not seem to be the topic. [pause] It does not seem to be that important.*
9 SH *Yes.*
10 EB *This word doesn’t look like the topic. It’s not attracting.*
11 MJ *Well—we now know it.*
12 EB *We skipped the word at first.*
13 SH *Or, they can use quotation marks. To focus. That will make it easier to understand.*
14 EB *Or use the word ‘social atmosphere.’[pause] Use quotation marks. [pause] I wrote the comments like this.*

The feedback in Excerpt 3 (see below), asked the writers to add more detail. First, Eunbyeol asked other participants to concentrate on the written opinion (line 1). Next, Seunghee deemed the main idea to be ‘too controversial’ (line 2). However, Seunghee’s struggle to clarify her view was too long and disorganized. Minjung subsequently organized Seunghee’s feedback for her by prompting her, one step at a time. First, she asked her what the problem with the essay was (line

5). Other participants chimed in: they felt that the main idea had insufficient supporting details and that the topic was somewhat controversial (line 8-10). After considering all of the feedback, Eunbyeol asked for more opinions for the final feedback. Through lines 11 to 14, the participants mused over appropriate wording for the feedback (“Little? weak?”). As they had troubled deciding which words to use, Seunghee proposed another word—‘controversial’—which would collectively cover all of their intended meanings. In this way, Eunbyeol constructed an accurate inter-group comment which summarized and presented the central problem with the essay and opened the way for further comments and suggestions to improve the essay.

EXCERPT 3 : Third Writing Task

Feedback: *This opinion is too controversial. There are many people who eat instant food as their meals with their family members together. Therefore it needs more explanation.*

- 1 EB *What I think is that—there should be more explanation here. This one is about family.*
- 2 SH *Yeah. It’s only one sentence, isn’t it? They are saying that preparing meals with families have positive effects, but with easy preparing food, its benefit would disappear. However, they just concluded like “Family bond weakens as there’s no need to be together.” It’s too simple and summarized.*
- 3 EB *Then, shall we put those together?*
- 4 SH *Okay.*
- 5 EB *Then, what’s the problem?*
- 6 MJ *Hmm. Too short. No details.*
- 7 EB *I think so, too. Too short.*
- 8 SH *And—well—you know, we always use easy-prepare food when I eat*

- dinner with my family.*
- 9 MJ *Ours too. We ate retort dumplings yesterday!*
- 10 EB *This sentence is saying that—we don't need to prepare food together—because it's too easy. [pause] Hmm—it's really controversial, isn't it?*
- 11 MJ *Yes! Many families do not do that so! 'Too little details.'*
- 12 EB *'Little'? 'Weak'? What word should we use?*
- 13 MJ *Really, there's too much sides to tackle. 'Weak details'?*
- 14 EB *'Too little details'?*
- 15 SH *Maybe, we should say that 'this opinion is too controversial.'*

In Excerpt 4 (see below), the group participants demonstrated how their understanding of the text through collaboration. Heesun had trouble understanding the word, 'dialect' (line 6). Therefore, she asked her group members for assistance, explicitly questioning the meaning of the word. Dahye provided the meaning of the word in their L1 (line 7), which helped Heesun to understand.

Dahye claimed that there were not enough examples to clearly convey the main idea while asking the others for their opinions (line 1). She suggested that they should advise the writers to include a greater variety of examples (line 3). During the middle of their interaction, Jiyoung pointed out that the expression 'not only ~ but also ~' was used in the main idea and insisted that they consider what the writers were trying to focus on (line 5). With the participants collectively 'pooling' their ideas, they concluded that the focus was, in fact, on 'Jeju dialect'; however, there was only a single example about books in the supporting detail. Jiyoung claimed that the 'book' becomes only a single example at the front of the sentence (line 11). Finally, Heesun concluded that the example about books should precede the sentence that contained the expression 'not only~ but also~', which

would make it sound more natural (line 12).

It could be difficult for learners to fully understand why parts of an essay appear to be absent. Through interaction, the participants were able to understand that the part of the essay that was missing matched with the front part of the main idea. Group members could then suggest to the essayists to change the placement of the sentence. Through group collaboration, they came to more fully understand the text.

EXCERPT 4: Fourth Writing Task

Feedback: *We think changing the place of this sentence would be better! That will be more natural.*

- 1 DH *Well... the main idea says that "people can learn not only from book but also from program", but there's only an example about book, isn't it?*
- 2 HS *Yeah. Only the example over books.*
- 3 DH *Then why don't we say there should be various examples?*
- 4 HS *Hmm.*
- 5 JY *The expression 'not only but also'. This highlights the things that come behind. The focus is on the back of the sentence.*
- 6 HS *'Also they can learn Jeju dialect.' This, hmm... dialect'? What's 'dialect'?*
- 7 DH *Bang-Eon [the Korean word for dialect]*
- 8 HS *Ah dialect? Hmm. Then it's a little awkward. I mean 'dialect' is okay but there's another example over the book is coming next.*
- 9 DH *Hmm. I want to know whether it is connected with 'for example'.*
- 10 HS *I get it. The book is one example at one opinion or example that is just all together.*
- 11 JY *I think the book is just one example about the front opinion.*
- 12 HS *Ahh! I get it. Then, isn't it better to just put this example before the sentence with "not only" as an expression? To make it more easier to understand?*

13 DH *Yeah! Wow!*

14 JY *Then let's leave the comment. This would be more natural.*

4.2.2. EFL Writers' Regulatory Development during Inter-Group Feedback

During the inter-group review, the level of the novice writers' regulatory transition was also examined. When novice writers struggled to understand the essay or to figure out the errors in the text, the expert writer in the group provided assistance, scaffolding them to move on to the next level. Each learners' regulatory level was analyzed according to Aljaafreh and Lantolf (1994)'s level of transition from intermental to intramental functioning.

In Excerpt 5 (see below), the expert Minjung recognized which part of the essay they needed to discuss (line 1). When the expert pointed at the conclusion, other group participants, Eunbyeol and Seunghee, did not seem to notice the problem and questioned why (line 2). Minjung asked the group for their thoughts on the conclusion, while carefully explaining her own views (line 3). After Minjung's ideas captured their attention and led them to actually focus on the conclusion, Seunghee agreed that the final sentence needed to be changed (line 6). Minjung continued to explain her reasoning as to why the conclusion was awkward and Seunghee agreed while finally recognizing the error in the conclusion (line 8). However, the other novice writer Eunbyeol did not appear to

understand what Minjung was talking about and remained silent, for the most part, except for the occasional “hmm” of uncertainty (line 10). She remained hesitant, despite Minjung asking her to read the last sentence one more time (line 12). To assist Eunbyeol’s understanding, Minjung explained again why the conclusion did not match other parts of the text and provided examples (line 13). With Minjung’s assistance, Eunbyeol finally saw the problem with the conclusion and deferred to Minjung’s expertise (line 14). She even complimented the expert for recognizing the awkward phrasing (line 16), which aligns with findings in previous studies that suggest that collaboration among learners can help them enhance their ability to socialize with others (Shehadeh, 2011). The expert Minjung scaffolded the novice Seunghee to go through a transition from level 2 to level 3. With Minjung’s help, Seunghee finally recognized the problem in the essay. The other participant Eunbyeol was scaffolded from level 1 to level 2, due to the expert’s detailed and persistent explanation. Initially, Eunbyeol failed to notice the problem; even though she received and accepted Minjung’s intervention, her intermental level initially sat at level 1 (Aljaafreh & Lantolf, 1994). However, with persistent explanations from Minjung, Eunbyeol came to notice the error, moving on to level 2.

EXCERPT 5: Second Writing Task

Feedback: *This sentence does not seem to finish because of the sentence structure, “I think that~”. If the sentence concludes with the structure like “These are the reasons we attend college~”, it would be better!*

- 1 MJ *Is the last sentence okay?*
- 2 SH *Why?*
- 3 MJ *Ah... well. [pause] Maybe I can be wrong. [pause] I've just read it—and here: “I think social common idea that students must attend college underlies their thought basically.” Here—I think something needs to be added.*
- 4 SH *Ah... conclusion....*
- 5 MJ *Yes. Conclusion. Conclusion sentence.*
- 6 SH *Now I am thinking, the ending is weird. Really. Why I didn't get it at the first time?*
- 7 MJ *This sentence—“that students must attend to college”—this is apposition. That means—hmm. [pause] No. Wait. [pause] This sentence needs to have something more— like—like [pauses] “This idea is what students most likely to think.” The essay needs to be finished.*
- 8 SH *Yeah. That's right.*
- 9 MJ *Then let's write feedback in this way.*
- 10 EB *Hmm.*
- 11 MJ *You don't understand? Read the last sentence one more time. [Pause] Don't you get it?*
- 12 EB *Hmm.*
- 13 MJ *The last sentence ends like “I think that thought underlies.” However, there should be the conclusion sentence, “that's why students attend college.” The sentence needs to conclude the essay. The writing doesn't seem to be finished.*
- 14 EB *Oh—I get it.*
- 15 MJ *Then shall we write the feedback?*
- 16 EB *How did you find out the strange point in last sentence? Brilliant.*
- 17 MJ *I read it and the awkward finish made me misinterpret it.*

In excerpt 6 (see below), the group members collaborated on the linguistic aspects of writing. Except for Jiwon, none of the other participants noticed the error in the sentence structure. Jiwon, however, pointed out the error in the structure of the sentence (line 1). No one noticed the error, even though Jiwon gave them clues by asking: “Is this sentence structure okay?” As the group expert, Jiwon explained the error one more time (line 3). She used the metalinguistic term ‘subject’ in order to help the other EFL writers identify the problem with the structure. After they noticed the errors, Suji appealed to Jiwon’s expertise: “Then how it should be?” She even asked Jiwon to explain again (line 4). The other participant Miso, who also wanted to know, indicated to Jiwon the exact point in the essay where she needed to repeat her explanation (line 5). While presenting the correct form of the error, Jiwon repeated the phrase ‘in making’ to help other learners write their peer comments. Even though the other learners, Miso and Suji, did not understand the error at first, they were willing to give detailed peer comments and tried to produce model sentences in the feedback to the other recipients.

EXCERPT 6: Third Writing Task

Feedback: *It needs to be fixed to* “It takes over 2 hours in making dumpling.”

- 1 JW *Is this sentence structure okay?*
- 2 SJ *Where?*
- 3 JW *Here. I mean, isn't it wrong? 'It takes over two hours in making dumpling' is the correct form. Dumpling cannot be the subject in this case. They just translated from Korean.*
- 4 SJ *Then [pause] Hmm... how it should be ? Can you tell me again?*

- 5 MS *Start from here.*
 6 JW *Write it please. 'It takes over 2 hours in making'[pause] in making*
[pause] in making!
 7 MS *Let's just write the whole sentence for them.*

In excerpt 7, (see below) Eunbyeol felt that something needed to be revised, explaining her idea to others. At first, the other participants were unaware of the problem (line 1). Moreover, Seunghee did not even notice the problem even when Eunbyeol's uncertain repetition of the words piqued her interest (line 2). Therefore, Eunbyeol gave her additional help by letting her read certain parts of the essay (line 3). After the additional help, Seunghee detected the problem (line 4), and Minjung later followed suit (line 8). After they were both aware of the problem, they agreed with Eunbyeol that some changes were needed for the essay.

EXCERPT 7:Fourth Writing Task

Feedback: "Geographical limitation has been overcome" *seems to be very positive, even though what we are trying to focus on is the negative side of the development in our Jeju Island. More part which describes the negative sides are need to be followed.*

- 1 EB *While I read this writing, by using this conjunction 'however', it*
made me feel that the next sentence would be about the positive side.
 2 SH *Positive side?*
 3 EB *Yeah. Now that I read the whole writing, I get to know it's not.*
Read this part and this part.
 4 SH *Oh, I get it.*
 5 EB *The change is needed*
 6 SH *Need other words or other contents?*
 7 EB *Yeah. I mean—after the conjunction 'however', I assumed that*
there would be something positive would come next. However, it's
not. It's just another negative side.

- 8 MJ *The last sentence itself do seems to be positive.*
9 EB *Yeah. There's something to be added. Like—*
10 SH *—the negative effects of overcoming geographical limitation?*
11 EB *Yeah! Oh! That's good!*
12 SH *Then let's write comments that negative effects overcoming geographical limitation is needed.*

4.2.3. Role Change during Inter-Group Feedback

During the EFL Korean writers' inter-group feedback, the writers' transitioning role during the interaction was investigated. As Ohta (1995) claimed, the roles of expert and novice in a collaboration can be changeable; writers can be both expert and novice depending on the context or the questions they face. In the present study, the EFL writers changed their roles while collaboratively producing peer comments.

In Excerpt 7 (see section 4.2.2), Seunghee could not notice the flaw in the writing at first; later, with the help of Eunbyeol, she managed to understand the problem (line 1-5). When Eunbyeol tried to think of possible suggestions (line 9), Seunghee proposed solutions (line 10), which were accepted also by Eunbyeol (line 11). In conclusion, Seunghee organized the suggestions that they shared (line 12). This demonstrates how one learner became the novice and the expert at the same time. Even though Seunghee was uncertain about the problems in the essay, with the help of an expert, she noticed the error. After reaching the stage of error awareness, she became the one who then made suggestions to improve the writing.

She was given scaffolding and, in turn, became the one who also provided scaffolding for others. With the collective scaffolding of both Eunbyeol and Seunghee, they were all able to produce comments which would be helpful to another group of writers.

In Excerpt 8 (see below), the changing roles of the expert and novice between group members can be examined. First, Dahye was the novice, in failing to grasp the meaning of the word ‘overseas’ (line 1) asking for assistance. Jiyoung explained the definition of ‘overseas’, thus playing the role of the expert (line 2). Dahye also became an expert when she recognized the awkwardness of the essay. In the essay, there were too many reasons and paragraphs to present the main idea. While Dahye was the expert, Heesun and Jiyoung were positioned as novices while producing the peer feedback. Even though all members of the group read the essay, Dahye was the only one who could accurately identify the incorrect organization of the essay. To convince the other group members to write the correct peer comments, Dahye explained why the structure needed to be fixed in detail (line 3) and other members voiced their agreement through repeated utterances such as “yeah” (line 4). Moreover, the expert even suggested how to fix the writing by including all the examples in one paragraph and using the word ‘like’ (line 5). After the expert revealed the structural problem and how to fix it, the novice Jiyoung repeated the feedback by checking what she had understood (line 10). Dahye explained the peer comment one more time, helping other participants produce the peer comments (line 11).

EXCERPT 8: Second Writing Task

Feedback: *Overseas training, student exchanging programs are all included into “a lot of experience”. There’s no need to divide the ideas into two paragraphs. (They are) Not different opinions.*

- 1 DH *Overseas?*
2 JY *I think they are talking about abroad, other countries.*
(...)
3 DH *Hmm, look at this: “Experience a lot of things” Umm [pause] Shouldn’t they all include all of these ideas into the experience part? Overseas training and all?*
4 HS *Yeah.*
5 DH *They can just include all of these as examples. And use words such as ‘like’. They do not need to divide at all.*
6 JY *Yeah*
7 HS *Then, they have four reasons?*
8 JY *Five reasons. Too much.*
9 DH *That’s why we need to delete those reasons. Tell them that they need to include those all ideas into “a lot of experience.”*
10 JY *Include in “a lot of experience”?*
11 DH *All ideas can be included in “a lot of experience”. Is there any need to divide? Tell them to add all ideas to one part.*

In Excerpt 9 (see below), the feedback was relatively long and detailed, which helped other writers to fix their writing more easily. The detailed examples were helpful. First, Suji gave detailed suggestions which could lead to a more persuasive essay (line 1). Jiwon agreed with Suji’s opinion saying, “Ahh, Now I see your point” (line 2). She then confirmed her understanding by asking: “You want them to add that part?” (line 2) She also repeated herself one more time to clearly confirm her own understanding (line 4). To make the feedback more detailed, Miso requested more information from Suji (line 5) while Suji explained

her thoughts (line 6).

However, unlike the earlier half of the collaboration, the latter half of the excerpt displayed a different interaction pattern. At first, Suji explained her views in details. However, when Jiwon and Suji asked for more information, she simply told the other participants what to do without further explanation. Even though Miso tried to gain a consensus on her suggestions, the other participants did not fully agree. Instead, they voiced mild skepticism and reluctance (“hmm”) and did not fully understand. Suji then made suggestions that were rejected (line 13); Miso subsequently tried to organize and command the others (line 14).

Even though Miso attempted to establish her dominance, the other participants (Suji and Jiwon) craved further engagement and did not falter from contributing ideas in order to deliver feedback. Suji also repeated what Miso said, demonstrating her attempt to continue involving with the task. When Miso finally re-opened the discussion by asking: “what should we say?” (line 19), the other participants gradually responded to her line of questioning (line 24), which was accepted by Miso. This excerpt presents a scenario in which collective scaffolding only allowed for limited engagement (Storch, 2008). The limited engagement that occurred during the interaction led some participants to struggle to understand the text or Miso’s suggestion; nevertheless, they still tried to engage in the task. To produce effective peer comments, some of the learners’ efforts to fully engage in the task were investigated by suggesting more appropriate or fitting expressions.

EXCERPT 9: Fourth Writing Task

Feedback: *The writing can be more supportive if there's more part that compares Jeju island with the other part of Korea. One example would be like this—"For example, in Seoul, there are many buses and subways to overcome ones' transportation problems. However, in Jeju island, there's no subway, so it's hard to overcome the problems occur due to the lack of transportation mediators. Therefore, there should be more buses that shorten the bus intervals."*

- 1 SJ *I want them to focus on that. [pause] What do I say? [pause] You know, to be detailed. What I mean is that we don't have bus—that part is needed. Because—you know what do I say. [pause] It needs to be detailed. This essay is difficult to pursue the readers. It's like they are just complaining, wanting, but not pursuing. Comparing Jeju to other parts of Korea is needed. They need to pursue readers by comparing Jeju to other parts of Korea.*
- 2 JW *Ahh. Now I see your point. You want them to add that part?*
- 3 SJ *Yeah. At the first or second paragraph.*
- 4 JW *Compare Jeju to Seoul.*
- 5 MS *Then where do you want to add that part? At the first paragraph?*
- 6 SJ *Here at subway part—or here at the bus stop.*
- 7 MS *Compare to Seoul—we do have inconvenient transportation.*
- 8 JW *Right.*
- (...)
- 9 JW *Then where should we add it again?*
- 10 SJ *At the third paragraph?*
- 11 MS *No. Not at the third. At the first! Because there's a relevant part here. Also, writing at the first paragraph would be better isn't it?*
- 12 JW *Hmm. It can be more focused.*
- 13 SJ *Or at the back? Right here*
- 14 MS *First paragraph would be better. Now, the comments. Shall we write that it would be more—*
- 15 SJ *Persuasive.*
- 16 JW *For example, subway, bus?*
- 17 MS *I told you before. Hmm [pause] Let's organize. Okay. I will start. "In Jeju, there's no subway. So, it's hard to overcome the problems occur due to the lack of transportation mediators."*
- 18 JW *Okay.*

- 19 MS *Hmm. 'More various ways' [pause] What should we say?*
20 JW *'Have lots of choices'? 'To take'? Ah. What should we say?*
21 SJ *'Transportation'[pause] Alternatives?*
22 MS *What's the word for that?*
23 SJ *'Various ways'?*
24 JW *Oh! Oh! Maybe: 'Buses and subways to overcome ones'
problems?' Is it okay?*
25 SJ *Ah!*
26 MS *Okay. More buses and shorten the intervals [pause] Is the word
'shorten' okay?*
27 SJ *Okay.*

Peer comments require that peer reviewers consider several aspects of the process, such as producing comments that the recipients will understand, figuring out errors, and thinking of detailed suggestions based on their existing linguistic knowledge. Various aspects should be considered in producing peer feedback—especially effective peer comments that both challenge and assist other EFL writers.

By exploring each stage of collaborative dialogue through a microgenetic analysis, the collaboration assisted learners in reaching their zone of proximal development. Through the inter-group feedback, novice writers could engage in the peer-review process collaboratively. The data from the collaborative dialogue presents how they both perceive and understand the other groups' writing, and draw on own linguistic knowledge to make specific comments which could be helpful. Even though none of the participants were developmentally ready to produce effective peer comments, collective scaffolding in collaboration led them to complete the task. This demonstrates to English practitioners in both the field

and in the classroom that novice peer reviewers can collectively scaffold one another to produce useful peer comments.

EFL writers mutually scaffold one another, leading to collective scaffolding. Through the process, learners helped their fellow group member to fully understand the text and produce helpful suggestions by drawing on their background knowledge. Furthermore, as the scaffolding collated, it collectively combined to produce the final product. Thus, collaborative inter-group feedback can be beneficial for learners to become skilled peer reviewers.

While collaborating, novice participants were able to develop their regulatory level from intermental to intramental with expert assistance (Aljaafreh & Lantolf, 1994). When novice peer reviewers failed to notice language errors in the essay, assistance from other expert writers helped them to recognize the errors through inter-group feedback. The microgenetic analysis applied to the study described how EFL writers moved to the next level.

Role transition among writers during inter-group reviews also allowed learners to become experts and vice versa. According to the questions they faced or the context they were in, their role changed from expert to novice. Thus, every participant had the opportunity to be an expert who gave scaffolding and a novice who received assistance from others. This applies to L2 learners as they gain an opportunity to help other learners. When they became 'the expert', they felt confident and experienced a sense of accomplishment through their ability to help others. They were also able to collectively reassure themselves and each other over the process of language learning.

4.3. Dynamics of Korean EFL Writers during Collaborative Revising

EFL writers' collaborative dialogue during the revision of the first draft task was analyzed in detail to investigate instances of writers' development during collaborative revising. Section 4.3.1 describes participants' collaboration in detail. Section 4.3.2 presents EFL learners' promoting self-regulation during collaboration. Section 4.3.3 explores the use of L1 during collaborative tasks. Section 4.3.4 discusses EFL writers' non-collaborative interaction pattern during unsuccessful revising.

4.3.1 Collaboration and Other-Regulation

EFL writers' collaboration and peer's self- and other-regulation can be observed during successful collaborative revision. Moreover, EFL learners' language development during collaborative revision became evident via their interaction with other group members.

In Excerpt 10 (see below), Suji could not understand the peer comments they had received (line 1) and tried to understand the reason why they had received such comments. She felt that the peer comments were too simplistic as the other group had merely fixed a word for them without further explanation or detail. She

then questioned the other group members, soliciting their opinions over the comments. Jiwon also agreed with Suji (line 2). However, after reading the comments over again, the other participant Miso eventually understood the feedback (line 3). She then explained to the rest of the group why their word usage had seemed odd to the other group as the lexical chunk was strange, which ultimately justified the comment.

The group had used the word 'cost' to represent all the cost they should use, including time, effort and money. They needed words aside from money to clearly convey their intention. Therefore, they began to collaborate to search for a word which best represented their ideas. Miso proposed the expression 'reduce the cost' (line 5). However, their vocabulary momentarily faltered as Jiwon questioned the usage of the word 'reduce' (line 6). As they could not reach an agreement, Jiwon continued to repeat the phrase 'reduce the cost' in an act of self-regulation to test whether her knowledge was correct or incorrect (line 8). While repeating the phrase, Jiwon then thought of the new expression, 'lower the cost' and asked the other participants whether it was a more acceptable expression (line 11). Suji agreed with Jiwon's suggestion, and they jointly revised the word again.

In this excerpt, learners did not uncritically accept the peer comment and revise their writing accordingly. Instead, they initially rejected the comment then critiqued it as they attempted to decipher its underlying intent. Even though the inter-group reviewers had changed the words for them, they brushed it aside and decided to search for more appropriate terms. Nevertheless, writers collaboratively shared their ideas to try and actually understand the feedback and strived to revise

their writing after partially accepting the legitimacy of the critique.

This excerpt also shows that collaborative revising can lead to improved writing. Even though the comments were insufficient, collaborative revising overcame the problem and still allowed learners to produce better quality revision.

EXCERPT 10: Third Writing Task

- 1 SJ *They changed our word 'cost' to 'money'. We didn't use the word 'money' because it's not only the money it takes, aren't we? That's why we use the word 'cost', when we say 'save the cost.'*
- 2 JW *Why do they think the word 'cost' is wrong?*
- 3 MS *On the second thought, I think so too. Think! The word 'save' goes along well with the word 'money', but we said 'save the cost', which seems really awkward.*
- 4 SJ *Then 'save the money' is okay?*
- 5 MS *How about 'reduce the cost'?*
- 6 JW *Hmm [pause] Is the word 'reduce' okay? Is using the word 'reduce' appropriate? I think 'reduce' is used when we use it like in 'reduce the time of cooking.'*
- 7 SJ *Well, I think it's okay to use the word 'reduce.'*
- 8 JW *'Reduce the cost' [pause] 'Reduce the cost' [pause] Is that sounds okay to you?*
- 9 MS *Hmm....*
- 10 SJ *Well, there's someone who have used the word 'reduce' somewhere.*
- 11 JW *How about the word 'lower'? 'Lower the cost'?*
- 12 SJ *That's much better! 'Lower the cost'!*

In Excerpt 11 (see below), participants collaborated to search for appropriate words expressed what they wished to say. Miso explicitly asked the other members “what should we say?” when asking for assistance (line 1). Suji suggested the word ‘well-being’ (line 2), but this was rejected as Miso reluctantly

repeated the word ‘social well-being’ (line 3). They used the dictionary to find the right words (line 5). In lines 2-9, several choices were suggested. Each group member offered a suggestion to replace or alter the expression. After they proposed a word they would ask for the group’s consent.

However, Suji thought of a new word which would fit perfectly (line 10). Through looking up words and relying on their linguistic knowledge, Suji was able to think of the exact word. However, the word ‘maintenance’ was slightly difficult for all members, including Suji who eventually recalled the word after initially misspelling it (line 10). Although all of the proposed participants were aware of the word ‘maintenance’, they could not accurately spell it, so they decided to look it up (line 12). Since they did not know the exact spelling of the word, Jiwon guessed the spelling would be the combination of ‘maintain’ and ‘ance’ (line 14). She claimed that the letter ‘a’ was used in ‘ance’. However, after some guesswork, they looked it up and discovered the letter ‘e’ was used instead of ‘a’ (line 18). Through these collaborative efforts and the use of external resources, such as the dictionary, they were able to revise the essay using the appropriate vocabulary. Moreover, they were able to produce the word ‘maintenance’ which was beyond their developmental level. By scaffolding one another, they were able to mediate language learning.

EXCERPT 11: Fourth Writing Task

- 1 MS *How we express the idea of ‘society’s peace and order?’ What should we say?*
- 2 SJ *Ahn-nyeong* [Korean for peace] *‘Well-being’?*
- 3 MS *‘Social well-being’?*
- 4 SJ *Jil-Seo* [Korean for order] [pause] *Then what’s the English for Jil-seo?*
- 5 JW *‘Order’? I think ‘order’ is right. Let’s look up the word ‘Society’s Ahn-nyeong.’*
- 6 SJ *‘Society hello’?* [laughing]
- 7 MS *‘Society stability’? ‘Society peace’?*
- 8 SJ *‘Stability’ is fine.*
- 9 JW *Is this spelling right?*
- 10 SJ *Wait! How about ‘maintainment’?*
- 11 JW [Laughing] *‘maintenance’!*
- 12 MS *Yeah that’s right. I remember that word. Look up the spelling.*
- 13 SJ *It’s different with ‘maintain’, isn’t it?*
- 14 JW *Add ‘ance’ after ‘maintain’?*
- 15 MS *Is it ‘a’ or ‘e’?*
- 16 JW *‘Maintain’ and ‘ance’!*
- 17 MS *I think it’s ‘a’. Computer says so.*
- 18 JW *It’s ‘e’! Sorry.*
- 19 SJ *What you first wrote is right. There’s no ‘i’ in the ‘maintenance.’*
- 20 JW *Okay*
- 21 SJ *Check this one more time. “Maintenance of social stability of human culture.” [pause] Is it okay?*
- 22 MS *Yeah. It’s Fine.*

EFL writers mostly accepted their peers’ comments on sentence structure or grammar quite easily during revising process. When they initially faced comments regarding grammar rules, they tended to accept the comment and fix the error instead of interacting with one another to understand the comments. Arguably, learners recognized advice directed at changing grammar or structure. Whether or

not the advice was helpful, most learners still fixed grammatical errors when they perceived the comments as useful.

In excerpt 12, Eunbyeol easily fixed the grammatical error that had been pointed out in the feedback. Eunbyeol told other participants she had changed the subject in accordance with the given feedback (line 3). After Seunghee read the comment and checked the sentence, she agreed with Eunbyeol's change, replying, "Oh, okay" (line 4). Minjung also read the revised sentence one more time and agreed that the sentence change had led to a simpler structure (line 5). Through this progress, the inter-group comments given to the group were successfully incorporated into their revision.

EXCERPT 12: Third Writing Task

- 1 EB *I've just fixed this part according to the comments.*
- 2 SH *How?*
- 3 EB *This sentence! I turned 'they' to 'it.'*
- 4 SH *Oh. Okay.*
- 5 MJ "It became possible to make whatever they want to eat." *Yeah. Subject 'it' is more simple.*
- 6 EB *Much better.*

4.3.2 Promoting Self-Regulation

Collaborative writing allows learners to monitor self-regulation during language learning, which leads them to internalize the L2 (Swain, 2000). Therefore, private speech or self-correction during collaborative dialogue should

be examined as they represent the learners' state of self-regulation.

In Excerpt 13 (see below), EFL writers struggled to find the appropriate words for the context. Suji explicitly questioned the word to express the meaning “fail to conserve” (line 1), which caused other members to focus and actively engage in searching for the correct term. The other EFL writers made suggestions (lines 2-9). All the writers were familiar with the words ‘destroy’, ‘destruct’ and ‘disappear’ but realized that they needed to detect the different nuances of each term. As a result, they carefully applied each word to text, one-by-one. Through this interaction, they finally decided to use the word, ‘destroy’ (line 9).

After choosing the correct term, they started to revise the grammatical structure. Suji questioned whether which tense to use (‘have been’ or ‘has been’), explicitly asking for assistance (line 10). Jiwon then intervened and became the expert and helped Suji, by presenting an answer. However, Miso also drew on her own linguistic knowledge and warned the group that repeating the same expression should be avoided (line 17). Therefore, Jiwon thought of the new expression, ‘at the same time’ (line 20).

Jiwon also demonstrated self-regulation in the grammar of the sentence. She attempted to conjugate the verbs and use the correct tense, oscillating between ‘has been destroyed’ or ‘has been destroying’ (line 20). She repeated both structures over and over again, trying to independently ‘test’ and discover which one was correct. After talking to herself at length, she realized the correct form of the verb tense and suggested it to the other participants. After the revision, Miso read the sentence one more time, concluding that the revision was acceptable (line 21).

EXCERPT 13: Fourth Writing Task

- 1 SJ *How can we express the meaning of ‘fail to conserve’?*
2 JW “Tradition destructed”?
3 MS *Destroy? Destruct? Disappear?*
4 JW *Disappear.*
5 SJ *Then—what should we use? Tradition—*
6 JW *Tradition is destroyed. It’s not disappeared.*
7 MS *‘Destroy’ is good. Destroy....*
8 SJ *Our tradition.*
9 MS *Then let’s write “our tradition is really destroyed”?*
10 SJ ‘Our tradition have been’? ‘Has been’?
11 JW *Has been....*
12 SJ ‘Too much’?
13 JW *Well—Jeju tradition or our tradition?*
14 SJ *Jeju tradition!*
15 JW *Was?*
16 SJ *Has!*
17 MS *Well, I already wrote ‘has been’ before. Again?*
18 SJ ‘It has been destroyed continuously’!
19 MS *But the same expression is used again and again.*
20 JW *Then—‘at the same time.’[pause] Let’s use that expression. [pause]*
‘At the same time, Jeju tradition has been destroyed.’ [pause]
‘Destroying’ [pause] ‘Destroyed—too much—at the same time.’
21 MS ‘At the same time Jeju tradition has been destroyed too much.’
[pause] *I think it’s okay.*

In Excerpt 14 (see below), Eunbyeol suggested that they use another word to replace ‘important’ (line 19). Writers who participated in the study were all willing to use different words to avoid repetition which they all seemed to recognize as problematic. Seunghee, therefore, proposed the word ‘cherish’, but Eunbyeol responded with the word ‘valuable’ instead (line 21). While they contemplated the word ‘valuable’, Minjung played off of Eunbyeol’s suggestion and came up with

an opposing counterpart—‘invaluable’ (line 24). This prompted Eunbyeol to seek Minjung’s assistance and inquire into the meaning of the word ‘invaluable’, which Seunghee then explained to her (line 26). Minjung continued to scaffold Eunbyeol by helping her see the difference between the word ‘invaluable’ and ‘valueless’. In this excerpt, it is interesting to note that the participants held a nuanced discussion that differentiated lexicon even though it was not part of the writing task. When writers were faced with the word ‘invaluable’, they were able to draw appropriate comparisons by using their existing knowledge of English linguistics. Thus, their joint collaboration allowed them to self-regulate their linguistic knowledge.

Through collaborative revising, learners not only had opportunities to scaffold others but also produced suggestions and ideas of their own (Artigal, 1992). Eunbyeol, for instance, explained why she used the word ‘situation’ instead of just using the pronoun ‘this’ (line 41) even though no one asked why. She accounted for the intent of using such word to let collaboration go on smoothly. To finish the task collaboratively, writers needed to share their ideas, which meant that they had to produce what they had in mind. Collaboration required learners to extract their internal thoughts and produce them by vocalizing them out loud. Seunghee tried to think of appropriate conjunctions to fit in with the structure of the text (line 44). She repeated the word ‘therefore’ and was uncertain whether or not it was correct. However, repetition through self-talk helped her to self-regulate; finally, she concluded that the conjunctive adverb ‘therefore’ would be appropriate for the text. As it can be seen in this excerpt, writers can make their own production via interaction.

EXCERPT 14: Third Writing Task

- 1 SH *Why don't we write one more sentence? "The meal time with families are very important time which can increase familiarity." Something like that?*
- 2 MJ *As in "meal time is the families' conversations"....*
- 3 SH *Then 'time' [pause] Let's say 'the time'. As in 'the time we spend.' [pause] Wait. "The time spending by eating with family"? Or—what else?*
- 4 MJ *Or "We can have a various of conversation while eating". Is that more awkward?*
- 5 EB *Why don't we split the sentences into two? Divide them into two. [pause] Then: 'Meal time with families can help share their stories.' [pause] 'Sharing stories is the important time for sharing thoughts.' [pause] Like this....*
- 6 SH *Then: 'As the time with meal with family.' [pause] Ah I used 'as' again.*
- 7 MJ *Get rid of 'as.' [pause] 'During the time.' Like this.*
- 8 SH *How?*
- 9 MJ *After that, we can....*
- 10 EB *Let's write in Korean first.*
- 11 MJ *What did you say again?*
- 12 EB *I'll tell you again. 'The meal time with families—let them listen to each other's stories. It's a valuable time to share one's thought'.*
- 13 SH *Therefore—this situation—surely can....*
- 14 MJ *Okay. Now let's translate! Time is when....*
- 15 SH *Is the time—again?*
- 16 MJ *No*
- 17 EB *Is 'important'?*
- 18 SH *Because we can share....*
- 19 EB *Let's use another word instead of 'important'.*
- 20 SH *'Cherish'?*
- 21 EB *No—"valuable"!*
- 22 MJ *Oh.*
- 23 SH *Oh, come to think of it, we've not used 'valuable' before. Isn't it? We have use 'valueless' a lot.*
- 24 MJ *Did we use 'valueless' [a] lot? How about 'invaluable'?*
- 25 EB *What's 'invaluable'?*
- 26 SH *'Too valuable.' [pause] 'Too precious.'*

- 27 MJ 'Valueless' *is the antonym—right?*
- 28 SH *Yes. [pause] As—*
- 29 EB *—each one. [pause] 'Each family member'? What should we use?*
- 30 SH *'Each family member is better'—*
- 31 EB *—'each family member can hear'—*
- 32 MJ *—'listen'!*
- 33 EB *Ah, right. 'Listen' is the one listen carefully. [pause] 'Hear' is just hearing.*
- 34 MJ *Yeah.*
- 35 EB *'Listen to'—'each other'?*
- 36 SH *Each other!*
- 37 MJ *'Each other's story'?*
- 38 SH *Oh. [pause] Then we could say 'every family member'....*
- 39 EB *Ah. [pause] Every....*
- 40 MJ *Let's just say 'family members.'*
- 41 EB *Okay. "Family members can listen to each other's stories and share their thoughts." [pause] 'This situation.' [pause] Hmm. [pause] Using 'this' seems to represent the sentence just before. That's why I used this word 'situation'.*
- 42 SH *That's right.*
- 43 MJ *How about that one? Current situation? The one. [pause] What we were writing—the one about fast food....*
- 44 SH *Okay. Then—'therefore'. [pause] Let's use 'therefore'. 'Therefore' Bal-dal [Korean for development] development? Of easy cooking food?*
- 45 MJ *Easily to cook food?*
- 46 SH *Readily-made? Instant? Development of instant food surely weakens the intimacy among family members....*

4.3.3 Using L1 as a Language Learning Tool

In the present study, EFL writers mostly used their L1, Korean, while interacting with one another. Therefore, most of the produced collaborative dialogue was in Korean. Their L1, however, was not only their tool for mediating

interaction but also for mediating their cognition.

In excerpt 14, EFL writers received comments that advised them to add more detail to explain their opinions. First, Seunghee initiated the dialogue by suggesting adding more explanatory sentences about the writing (line 1). To construct a detailed essay, writers proposed sentences and asked for them to be checked (lines 2–4). However, they could not settle on what to do; they thought of other ways to construct sentences such as dividing the sentences into two parts (line 5). As they were unable to decide what to write, Eunbyeol suggested that they initially write the sentence in their L1 (line 10). As they were all conversant in Korean, they used Korean to write the essay, as it was a relatively lighter burden for them to use think and write in L2 at the same time. As was evident in their use of L1 to construct L2 writing, L1 can be a tool that assists in regulation and leads to a successful completion of the task (Huh, 2000; Swain & Lapkin, 2000). After constructing the sentence with L1, writers translated it into English.

4.3.4 Non-collaborative Interaction Pattern

During collaborative revising, several areas of their writing were left unrevised or was incorrectly revised. Unsuccessful revising occurred even though EFL writers were given effective peer comments; several comments were not incorporated, as they failed to revise the writing.

In Excerpt 15 (see below), EFL writers did not accept the comments they have

received from other groups. After receiving the comment that there was too much information in the essay, Jiwon claimed that it was ‘fine’ (line 1). Even though Miso suggested that they should change, Jiwon just insisted there was no need for further revision and that they were ‘on-topic’. Suji, however, worried about their writing, reminding them that the feedback had noted that their work was difficult to read and overly lengthy (line 4). She appeared to agree with the comments. Miso and Suji wished to delete some of the excess details; however, Jiwon insisted that all the examples were necessary to convey their opinions to readers (line 9). She also insisted the details were essential to the topic sentence. Due to Jiwon’s assertiveness, the group decided not to follow the advice from peer feedback.

EXCERPT 15: Third Writing Task

- 1 JW *Well, I think there’s no need to change anything. It’s all fine.*
- 2 MS *Are you sure? You are just bothered.*
- 3 JW *Well I do admit that our writing is little long. But they are not out of topic.*
- 4 SJ *That’s true. But they said it’s hard to read.*
- 5 MS *Hard to read?*
- 6 SJ *Little too much information. Well I did feel it during the writing. Every single word is too much.*
- 7 MS *We can fix a little. Some parts can be changed.*
- 8 SJ *How about erase some examples?*
- 9 JW *No! No! We wrote those examples to let readers understand! That’s our details*
- 10 SJ *Then it would be hard for us to erase anything.*
- 11 MS *Ah—that’s so difficult.*

In Excerpt 16 (see below), the peer comments were not successfully incorporated into their revision. Even though the group received peer comments that critiqued their sentences for being ‘too long’, Seunghee declined to accept the feedback while repeating hearsay that long sentences were ‘good’ in Western countries, thus proving that there was nothing wrong with their sentence length (line 4). Even though Eunbyeol suggested cautiously that the sentences should be easy to read (line 5), her advice was ultimately ignored. Seunghee wanted to maintain her writing style, indicating that she believed that the sentences were comprehensible (line 6) which led to an unsuccessful incorporation of peer comments. No one opposed Seunghee’s claim however as for the majority of time she had occupied the role of the expert during their collaboration. Although Eunbyeol and Minjung were willing to take the advice of the peer review, Seunghee stubbornly stuck to her sentences. All of the participants collaboratively wrote, by offering feedback and collectively revising; however, in several instances when they were in trouble, Seunghee, who had more background knowledge and tended to be stubborn, led to the interaction to the point where she became dominant. According to Storch (2002), during dyadic patterns of interaction, when one participant dominates the interaction, learner development can be obscured. In this excerpt, the revision did not take place as Seunghee only strongly believed in her background knowledge over the peer review process.

EXCERPT 16: Third Writing Task

- 1 MJ *They said our sentences are too long.*
- 2 SH *Too long? What do they mean 'too long'?*
- 3 MJ *I think it means there are too many words in one sentence.*
- 4 SH *Frankly speaking, that's my writing style. Long sentences. I heard that in Western countries, long sentences are good sentences. I heard so.*
- 5 EB *Well but it should be read easily, isn't it? Even though it's long?*
- 6 SH *Yeah. But it's understandable, isn't it?*

The collaborative dialogue during revising process reveals how writers interacted in the revision of the writing. Through revising collaboratively, EFL writers scaffold one another to reach their zone of proximal development. The collaborative dialogue presents EFL writers' other-regulation and self-regulation. Through collaboration, learners' roles continuously changed which aligned with previous studies (Donato, 1994; Ohta, 1995; Swain, 1997). In some contexts, a learner became the expert, while scaffolding other novices. In other contexts, they became the novice, receiving scaffolding or working as the active interactant who strives to produce collective scaffolding. Moreover, collaborative revising implies that there are several opportunities for linguistic development, even in the absence of detailed peer comments. In the study, even though the comments could not be easily understood, learners were able to discern the comments' underlying intent and even developed a better revising process, through collaboratively interacting with others.

During collaborative revision, several EFL learners demonstrated that self-

regulation could be enacted and observed. While collaborating, EFL writers used private speech or self-corrected their utterances, which led to the self-regulation of language learning. This was particularly evident with the expert participants. While they gave assistance to other participants or tried to recall their linguistic knowledge, they often used self-talk during the interaction, promoting self-regulation.

As previous studies have discussed, the use of L1 as a language learning tool has also been observed in this current study. In the study, L1 was used not only to mediate the interaction but was also the mediating tool for cognitive activity. When EFL writers faced difficulties over complex structures or struggled with the context, they wrote their ideas in L1, making it easier to organize their ideas and essays. They, then, translated the sentence into English, which provides valuable information as to how EFL writers have used their L1 as an effective tool of cognition.

However, the collaboration between learners was not helpful if the patterns of interaction were not collaborative. Unsuccessful revision was observed even though effective feedback was given. When one member became dominant, stubbornly persisting with their opinion, revision and language development could not be observed. This is in line with Storch (2002)'s study that states that the patterns of interaction are more important than any other characteristic in group work.

CHAPTER 5.

CONCLUSION

This chapter concludes this study by presenting the major findings and their pedagogical implication. Section 5.1 summarizes the major findings of the study centered on the research questions. Section 5.2 discusses the pedagogical implications of the study in a Korean EFL context. Lastly, Section 5.3 presents the limitations of the study and suggestions for further research.

5.1. Major Findings

The present study has investigated collaborative writing with collaborative inter-group feedback. Nine EFL Korean writers participated in collaborative group writing with inter-group feedback. In this study, three research questions were posed and addressed: firstly, the change in peer comments during collaborative inter-group feedback; secondly, the interaction of EFL writers in collaborative inter-group feedback, and thirdly, the dynamics of EFL writers during collaborative revising. A summary of the major findings in relation to these research questions are as follow:

Firstly, the development of peer comments during collaborative inter-group feedback was investigated. To describe the changing aspects of peer comments from the collaborative inter-group feedback, all peer comments and revisions were

collected and analyzed in detail. The variation of learners' peer comments between the first writing task and the fourth writing task was observed in qualitative method. It turns out that EFL Korean learners' peer comments developed while giving comments collaboratively with other peer members. The results indicate that learners who used to give ineffective peer comments have become to produce effective feedback which was useful. Their peer comments were developed while going through the collaborative inter-group feedback. Through inter-group feedback, learners were able to produce comments which were incorporated into other writers' revisions. Moreover, better quality of revision with the help of peer comment was examined. Improvement in peer comments lead EFL writers to produce better writing.

Secondly, the interactive dynamics of EFL writers were analyzed in detail. First, the instructor and the raters selected nine peer comments that were effective for the writers' revision. The comments were selected in regard to the feedback itself, whether it was incorporated by the recipients, and whether it positively influenced their revision. Next, the collaborative dialogue in which each peer comment was produced were microgenetically analyzed. The step-by-step analysis of the collaborative dialogue revealed instances where learners moved toward the next transition stage or developed their language learning. The results suggest that EFL writers were able to produce more sophisticated and effective feedback through collective scaffolding or scaffolding from others. To produce helpful peer comments, it was necessary for writers to understand the essay and draw from their linguistic knowledge. Occasionally, EFL writers alone would not have had

noticed the errors or did not have sufficient linguistic knowledge to independently correct another group's essay. With the help of other peers, or through collective scaffolding, the writers produced effective comments, which mediated language learning to learners involved in the collaboration.

In third data analysis, EFL writers' interaction in collaborative revising was analyzed in detail. The focus was on how learners collaboratively interact in revising their draft with their group members for a successful revising. Instances of unsuccessful revision were also investigated. A microgenetic analysis was conducted, to determine instances where learners developed during collaborative revision process. Collaborative revising led learners to produce better revision or helped learners undergo L2 development. When learners encountered their peers' comments, they interacted with other group participants to better understand the feedback or interpret the intention of the feedback. After they established a solid understanding of the feedback, they jointly decided whether the feedback was helpful. Moreover, EFL writers were able to effectively revise their first draft even when they received feedback which lacked detailed. Through interacting, they tried to understand why the feedback had been given. Through collaboration, they began to notice problems in their writing and moved one step ahead, by refusing to uncritically accept the feedback while thinking of ways to produce a better revision. The dynamic of collaborative dialogue demonstrates how EFL writers engage in joint revision. During group revising, EFL writers were actively concerned about the comments. Moreover, they revised better versions of their writing with the help of the comments, despite their skepticism or questioning of

the comments. Collaboration also allowed learners to self-regulate, which allowed for language learning during the writing activity. The patterns of interaction also changed continuously, especially when the problem changed. Nevertheless, when a group member dominated the interaction the development, a successful the resolution was less likely to occur. Sometimes EFL writers ignored useful peer feedback even though it as well-written advice; some participants were unwilling to take advice on-board and alter their writing accordingly, while clinging to the belief that their writing required no revision. This unsuccessful resolution was due to a dominant interaction pattern. According to Storch (2002), it is hard for development to occur during a collaboration when the dyadic pattern of interaction is dominant. This was congruent with the current study.

In conclusion, inter-group feedback with collaborative writing can have a positive influence on learners' peer comments and their revisions. Moreover, it can be observed from the collaborative dialogue analysis that the interaction between writers leads other writers to develop their English writing skills and L2 development. Inter-group collaborative feedback not only focused on fostering better writers but also more skilled peer reviewers. EFL writers in the study did not receive any help from the teacher or another English expert. The study was solely conducted on students, which implies that this activity may lighten the burden of English teachers in a practical writing class. In this writing activity, EFL writers were the experts and the novices at the same time. One became the expert in one instance, and the novice in the next, demonstrating the continuous role change during interaction which is consistent with Ohta (1995)'s study.

5.2. Pedagogical Implications

The major findings of the present study have clear pedagogical implications for EFL writing in a Korean context. Firstly, collaborative inter-group feedback in collaborative writing can be an effective method for training learners to become competent peer reviewers. Unlike previous studies that used peer review training, such as conferencing with the teacher or taking special lectures specifically targeting the peer feedback process, collaborative inter-group feedback lead learners to scaffold one another to be better peer reviewers who produced effective peer comments that led to better revisions. This method can lighten the burden on Korean EFL teachers who may struggle to apply the process-oriented approach of L2 writing because of low-ability peer editors. This can be a successful method for learners to become proficient peer editors. Through inter-group feedback, learners not only produce useful peer comments but also tried to write from the perspective of the audience. In this study, learners gradually came to realize how their peers perceive their writing during the collaborative inter-group peer feedback. The tips they learned from the task lasted over to the next writing task, leading them to be better writers. During collaborative inter-group review, one of the participants from the study told other group members that her comments had become more complex and useful. She claimed that, in the past, she gave simple comments on simple sentence structure, for fear that her comments would contain errors. Moreover, learners claimed that they were comfortable in giving harsh but clear

comments to others as they felt more at liberty to give feedback when they were in groups. In a Korean EFL context, or in Asian cultural context, learners are unwilling to give long comments, being afraid to lose face in front of their peers (Park & Choe, 2011). In groups, however, they felt more confident in giving their peers comments, freely reviewed their peers' work, and conveyed what they thought. Therefore, inter-group feedback helped learners to become increasingly confident and competent peer reviewers. Not only collaborative writing tasks but also collaborative inter-group feedback lead EFL learners to be both competent EFL writers, peer reviewers, and editors.

Secondly, a greater number of tasks that provide opportunities for learners to collaboratively interact are essential to language learning in a Korean EFL context. As previous studies have discussed, the collaboration among peers produced scaffolding which may lead learners to develop other-regulating to self-regulating practices (Adair-Hauck & Donato, 1994; Aljaafreh & Lantolf, 1994; Guerrero & Villamil, 2000). The present study demonstrates how learners scaffold one another, leading to language development. Despite the absence of a superior expert or authority such as a teacher whom learners to appeal to, they progressed towards the next developmental stage by receiving scaffolding or engaging in collective scaffolding. In most Korean EFL contexts, teacher-centered lectures are demonstrated in the classroom due to practical reasons such as a small number of teachers who care a sizeable classroom (Kim & Kim, 2005; Kim & Park, 2015). To control all the students and make them "learn something" while remaining pragmatic, many Korean EFL teachers employed teacher-centered lectures.

However, we cannot be sure whether learners do, in fact, “learn something” during lectures. Does lecture-based teaching actually help learners advance their writing abilities? Conversely, collaborative tasks can offer alternatives to those problems. All peers have their own language knowledge and can share their understanding, thus functioning as ‘semi-teachers’. In the absence of superior expert, learners had a full array of opportunities to be semi-experts and to engage in someone’s linguistic development.

Lastly, analyzing the collaborative dialogue among the peer groups may be the key to determine whether learning or development has occurred. It is difficult and maybe impractical for learners to monitor and assess their own collaborative dialogue as it takes a great deal of time and effort. However, when certain students need to be assessed in-depth—for instance, students who are gifted or having learning disabilities—analyzing the dialogue they produce through their collaborative work may provide the means to investigate their learning procedure. This observation neatly aligns with previous research that confirms that collaborative dialogue or Language-Related Episodes (LREs) reveal one’s learning progress (Storch & Aldosari, 2013; Swain & Watanabe, 2010). The present study also proves that collaborative dialogue can chart the learners’ overall learning process when the interaction is collaborative.

5.3. Limitations and Suggestions

Several limitations of the present study need to be considered for future research. First of all, the participants were all fully motivated learners who were willing to learn to write in English. They volunteered for an EFL writing activity because they realized the importance of learning to write in English, wishing to study abroad someday. Therefore, they all actively engaged in the study, trying to do their best. Furthermore, they took personal responsibility in completing their given tasks, which is an ideal condition for teachers, unlike daily reality. The ‘real field’, in the form of a school classroom, has a decidedly less rosy context. Further research with low-motivated learners might be needed to provide a more well-rounded picture of further advance on EFL pedagogy.

Second, learners’ awareness of the audio-recording might have affected their collaborative dialogue. The instructor did not monitor EFL writers while they were participating in the task and allowed them to behave naturally. Nevertheless, the writers were aware that their dialogue was being recorded, which possibly affected their behavior. Even though learners have occasionally forgotten that they were being recorded—as was evident whenever they asked tangential questions or discussed information that was irrelevant to the task—arguably, their interaction could have been influenced by their awareness of being recorded.

Further studies on collaborative inter-group feedback or group revising are needed. There is an insufficient number of studies on peer collaborations with

inter-group feedback; furthermore, most group feedback or conferencing were done with teachers or instructors (Min 2005, 2006; Stanley, 1993; Zhu, 1995). Studies on collaborative inter-group peer feedback in writing practices would broaden the field in collaborative learning and language learning.

More research over the optimal size of groups is also necessary. Even though groups generate more LREs and accurate writing (Dobao, 2012), there is not enough study on the most beneficial group size to best facilitate learners' interaction and collaborative writing. Although working in groups is beneficial, there is also the distinct possibility of having an 'observer' who is passive about the work, and not particularly helpful in terms of accomplishing the task. Thus far, the question of what is the most effective size for collaborative groupings remains unanswered.

Further studies on online-mediated collaborative inter-group feedback would assist teachers in an EFL context. Due to the daily development of technology, it has become easier for learners to access the internet, as a place exists where learners can freely mediate their learning with one another. Despite a number of studies examining online-mediated collaborative writing, there is still an insufficient number of studies on online-mediated that specifically focus on collaborative group feedback. Moreover, although Korea has the worlds' fastest internet environment and most Korean learners have smart phones, few studies on online-mediated collaborative writing have discussed in a Korean EFL context. As technology advances, however, further studies over online-mediated collaboration would be able to identify and suggest an effective environment for language

learning.

Lastly, further studies on the role of teachers in peer collaboration would be useful in broadening our insight into collaborative writing tasks in a real classroom. The present study did not provide any teacher instruction. Learners looked for other resources or towards one another instead of asking for help from teachers when they faced difficulties during the task. In the present study, the instructor was not present during the writing task to observe writers' natural collaboration process. Since there is an opportunity for students to actually appeal to a teacher as a legitimate resource and for help in a real-life classroom setting, it would be highly beneficial to EFL practitioners if further research was conducted to ascertain how teachers should react or what teachers provide.

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APPENDICES

APPENDIX 1. Interview Questions for Student Background 115

APPENDIX 2. Example of EFL Writers' Inter-Group Feedback 116

APPENDIX 1.

Interview Questions for Student Background

1. How is your general English proficiency?
2. Why do you volunteer for the study of English Writing?
3. When did you first start to learn English?
4. How do you study English?
5. Have you ever studied English abroad?
6. Have you ever taken classes in English writing?
7. Have you ever done collaborative writing with collaborative inter-group feedback?

Note. The interview was done in Korean, and later translated into English by the instructor.

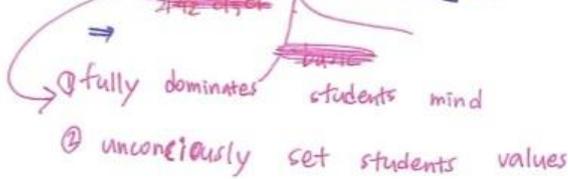
1 People attend colleges and universities for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend colleges? Use specific reasons and examples to support your answer.

① There are many reasons why people attend colleges. Some people attend colleges to study deeper on their interesting areas or learn new that they have never studied at high school. Basically in Korea, however, ~~because of the common idea~~ ^{think (뭔가 붙이든 양은 해라이~)} students think that they should attend college unquestioningly.
Commonly :: 입시중심 안락사 아니지

② Having this thought, students consider several conditions when deciding ideal universities for them. One of ~~them~~ ^{themselves} can be their dreams, and other can be getting job for ~~earning~~ ^{their living}. Every person has ~~own~~ ^{the things they consider} values, so people have different priorities when deciding which condition to give weight to. The difference may make people give up other conditions.

③ If students ~~get to~~ ^{get to face} the situation that they cannot go to ~~the college they think ideal~~ ^{their ideal}, most of them choose going other college anyway. It's because they are conscious of the prejudice ~~of others~~ ^{against} the people with only high school diploma. This may lead them to choose college without any future plan or attend college ~~that has no relevance with what they plan to do in the future.~~ ^{with no relevance}

④ Korean students explain the reasons of attending college in many ways for learning deeper, their dreams, or getting job. However, I think ~~social common idea~~ ^{social stereotype} that students must attend college ~~underlies their thought basically.~~ ^{basic}



※ 한글 feed back !!

⇒ 일단 읽고 이해하는데 겁나 어려웠음.
 수능 제일 어려운 빈칸 문제 푸는 느낌 아니까?
 하지만 읽은 수능 이해 도움.

국 문 초 록

본 연구는 한국인 영어 학습자들의 집단 간 동료피드백을 도입한 협동 글쓰기 활동이 학습자들의 영어 글쓰기 학습에 어떻게 변화를 가져오는 지 탐구한다. 이를 위해 본 연구에서는 집단 간 동료피드백 활동 중 학습자들의 영어 글쓰기에 대한 피드백의 변화 양상을 살펴보고, 협동 글쓰기 중 집단 간 동료피드백 과정과 협동 검토과정에서의 협력적 대화를 분석한다.

아홉 명의 한국 성인 학습자들이 각각 세 개의 그룹을 형성하여 네 가지 글쓰기 과업에 참여하였다. 첫 글쓰기 과제는 각각의 개인이 다른 그룹 구성원들과 상호작용 없이 글을 작성하고, 그룹 내 다른 동료들에게 이에 관하여 피드백을 받았다. 그리고 다른 동료들의 조언에 따라 이를 수정하여 글쓰기를 완성했다. 두 번째 글쓰기 과제에서, 학습자들은 함께 협동글쓰기를 진행하였고, 그룹 간 동료피드백 과정을 하였다. 다른 그룹의 글을 같이 읽으며 함께 피드백을 주었고, 받았던 피드백을 토대로 각 개인이 글을 수정하였다. 세 번째 글쓰기 과제와 네 번째 글쓰기 과제에서는, 집단 간 동료피드백과 협동 검토를 협동 글쓰기와 함께 진행하였다. 학습자들은 자신의 그룹 구성원들과 함께 글을 작성하고, 다른 그룹의 글을 함께 읽은 후 이에 피드백을 주었으며, 다른 그룹에서 받은 피드백들을 토대로 함께 자신들의 글을 검토하였다. 학습자들의 상호작용과 협력적 대화는 모두 녹화되어 전사되었다. 학습자들의 동료피드백과 협력적 대화는 분석을 통해 다음과 같은 결과를 보여주었다.

첫째, 학습자들의 글쓰기 과제에서 동료피드백의 변화를 분석하였다. 학습자들의 모든 동료피드백들과 이에 따른 수정된 부분들을 모아 순서대로 나열

하고, 네 개의 글쓰기 과제 동안 동료 피드백의 발전 양상을 살펴보았다. 이 질적 분석을 통해, 그룹 간 협동 평가가 진행됨에 따라, 학습자들의 동료 피드백이 발전되어 나가는 것을 관찰할 수 있었다.

둘째, 학습자들이 형성한 동료 평가 중, 효과적이고, 다른 그룹의 검토과정에 사용되었으며, 더 긍정적인 방향으로 나아간 피드백 아홉 개를 선정하고, 이 효과적인 피드백이 이루어졌을 때 각 그룹의 협력적 대화를 분석하였다. 이와 같이 효과적인 피드백이 나왔을 때, 각 대화에서는 집단적 비계의 모습을 보여주기도 하고, 각 글쓴이들의 전문가/초보자 역할이 고정되어있지 않고 과업에 따라 협동활동에서의 역할이 변하는 양상을 볼 수 있었다. 또한, 동료피드백을 주는 도중, 각 학습자들의 조절 능력 변화를 살펴볼 수 있었다.

셋째, 학습자들이 협동 검토를 진행하였을 때, 학생들의 협력적 대화를 분석하였다. 성공적인 검토일 때, 학습자들은 다른 그룹 구성원들의 조절 능력 발달을 도와주는 역할을 하기도 하며, 자기 조절능력을 발휘하는 양상을 보여주었다. 또한 학습자들은 자신들의 모국어를 전략적으로 사용하여 더욱 효과적으로 글을 수정하는 모습을 보여주었다. 하지만, 학습자들의 상호작용패턴에서 한 쪽이 우세하거나 상호작용을 장악하려고 하는 양상을 보일 때, 검토 과정에서 성공적이지 않은 수정 결과를 가져왔다.

결론적으로, 협동 글쓰기에서의 집단 간 동료피드백과 협동 검토는 많은 부담과 역할을 가지고 있는 교사의 영어 교육 현장에서 글쓰기 능력 향상의 하나의 대안이 될 수 있음을 제시한다. 영어 학습자들은 이를 통해 영어 글쓰기 능력을 키울 수 있을 뿐 아니라 영어 글쓰기에서의 효과적인 동료 평가자의 역할 또한 할 수 있음을 시사한다.

주요어: 협동 글쓰기, 그룹 간 동료피드백, 협력적 대화, 또래 상호 작용, 비
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