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교육학석사학위논문

**Exploring Collaborative L2
Writing of Korean Middle School
Students with Low English
Proficiency**

영어수준이 낮은 한국 중학교 학생들의 협업 L2
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Exploring Collaborative L2 Writing of Korean Middle School Students with Low English Proficiency

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Abstract

Exploring Collaborative L2 Writing of Korean Middle School Students with Low English Proficiency

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The purpose of this study is to examine the effectiveness of collaborative writing in the Korean EFL (English as a Foreign Language) middle school context for low English proficiency learners. The study carefully looks into students' collaborative dialogues and written products in order to explore how their language development and attitudes toward L2 writing change through collaborative writing practices. The exploratory investigation for 6 weeks aims at answering three research questions: 1) What are the dynamics of peer interaction in low proficiency level Korean middle school students' EFL group writing in terms of Language-Related Episodes (LREs)? 2) How does the learners' language development change over

time in terms of fluency and accuracy through collaborative writing practices? 3) How do the learners' attitudes toward L2 writing change over time through collaborative writing practices?

Eight Korean middle school EFL learners(two groups of four) of low proficiency's writing products written collaboratively over 6-week experiment, questionnaire results, and semi-structured interview responses were collected and analyzed in quantitative and qualitative manners. All the students' dialogues during the writing tasks were recorded and transcribed in part in order to discover the dynamics of peer interaction regarding LREs, language development, and attitudinal changes. First, the quantitative analyses showed that the amount of LREs occurred during the tasks has increased over time. The qualitative analyses of the students' dialogues revealed that collaborative practices helped them to raise awareness on lexis, grammar, and mechanics in their writing. Second, regarding language development, the students produced longer texts with a wider range of vocabulary and decreased grammatical errors. However, they stayed at producing simple sentences, due to their low English proficiency. Third, in terms of attitudinal changes, students gained confidence in writing in English with reduced anxiety. The students who were in favor of individual writing at the beginning came to build a positive attitude toward collaborative L2 writing. Collaborative writing encouraged students to notice gaps between their own linguistic knowledge with others' by giving opportunities to negotiate meanings in order to reconstruct a story with peers. It promoted them to discuss not only the content but also the word choice, grammatical form, and mechanics in writing. By exchanging ideas and thoughts with peers of similar proficiency level, the students

could learn English in a supportive atmosphere. Recognizing that each individuals have potentials to contribute to group writing, the students became active writers while enhancing their language proficiency and self-confidence.

The findings of the study provide considerable insights into the development of English language learners with low proficiency in the Korean EFL contexts, especially in secondary schools. Based on the findings, this paper suggests that more EFL teachers need to consider collaborative L2 writing as an essential part of L2 learning. Implementing collaborative L2 writing would help students of low English proficiency become effective and confident writers.

keywords : collaborative writing, LRE, collaborative dialogue, L2 learning, language development, writing anxiety, confidence

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CHAPTER 1. INTRODUCTION

The present study explores how Korean middle school students with low English proficiency collaborate with each other by looking into their collaborative dialogues and how their language development and attitudes toward Second Language (L2) writing change over time. This chapter introduces the motivation of the present study and the organization of the thesis. Section 1.1 explains the background of the study, Section 1.2 presents the purpose of the study, Section 1.3 states the research questions, and the organization of the thesis is laid out in Section 1.4.

1.1. Background of the Study

An old proverb “Two heads are better than one” is an apt metaphor for the importance of collaboration as a major aspect of the 21st century skills needed to prepare students for their academic life and for the future (NCTE, 2008; Partnership for 21st Century Skills, 2004). With an attempt to create learning environments where language learning is a rewarding, the role of interaction in L2 classrooms has been emphasized for a couple of decades. (The study by Gaith (2002) which paid attention to the psychological factors enhancing the motivation of learning environment argued that one of the significant sides of classroom environment influencing learners’ academic accomplishment is interaction in classroom. Teachers and peers can provide this type of support. Group or pair work - the

basis of the studies conducted in the field of social constructivism (Vygotsky, 1978) and carried out by teachers - is a fundamental premise of collaborative learning and is mainly used for maintaining verbal communication in classrooms (Long & Porter, 1985; Brown, 2001; McClure, 2001; Mackey, 2003; Cao & Philp, 2006). According to Dornyei (1997), positive interdependence in collaboratively learning environment results in students encouraging and helping others and at the same time, sharing ideas and accumulate their knowledge in achieving the same goal. In other words, students tend to be less intimidated when they work as a pair or a group, especially when they see their peers having difficulty with finding an appropriate word or sentence to express their ideas. As a result, their stress and anxiety are reduced, which is one of the notable advantages of collaborative learning (Oxford, 1997). All of these statements are in line with Vygotsky's opinion on human development as an inherently socially situated activity (1978). The aforementioned studies correspond with the argument by Vygotsky that human development occurs in the context of inherently and socially situated activity (1978).

Bruffee (1984), a pioneer of collaborative learning in composition classes, insisted that collaboration with peers, either in pairs or in groups, enables students to make appropriate judgments and learn more effectively than working individually. While collaborating with others, students are provided with a social context which promotes new understandings of a text and eventually maximizes learning. Another researcher, Elbow (1999), claimed that collaborative learning is conducive to promoting students' knowledge of subject matter and higher-level skills, such as critical thinking and

argumentation. Overall, the importance of collaboration as a core value for the 21st century skills and the benefits of incorporating collaboration in learning a language received spotlight.

With the importance of developing communicative competence in a balanced way, the 2015 revised national curriculum for English subject in Korea emphasized integrative language development, including both receptive and productive skills in written and spoken mode. As a result, various forms of alternative tasks and assessments were recommended for teaching and evaluating receptive and productive skills. In secondary English classrooms in Korea, however, relatively little attention, compared to other skills, has focused on teaching writing for several reasons. One reason for the absence of writing instruction is a limited time for the class period to cover the contents of the textbook. According to Yang and Solm's (2009) study, more than 80% of English teachers who responded to the questionnaire noted a lack of time for teaching writing. Teaching writing requires more time to read students' products and to give feedback to each individual student. Lack of time allotted to teaching writing provides English language learners with few chances to write and insufficient exposure to writing instruction. As a result, they experience difficulties in writing. Second, the College Scholastic Ability Test (CSAT) may be another reason (Kwon, O., Yoshida, K., Watanabe, Y., Negishi, M., & Naganuma, N., 2004; Park, 2007). In the study by Kwon et al. (2004), which compared high school students' English proficiency in Korea, Japan, and China, Korean high school students ranked lowest in writing while their reading and listening ability were the highest. The study asserted that the CSAT and the national curriculum emphasizing listening and reading have had major

influence on secondary school English education, thus resulting in Korean students' low-ranking writing performance. Lastly, teachers' poor teaching skills with regard to English writing curriculum may also give rise to a lack of writing instruction. The study by Yang and Solm (2009) identified that 88% of English teachers in Gyeonggi Province had insufficient professional training for writing curriculum, 8% of them participated once a year, and 4% had took part in the training for times a year.

However, since the fundamental purpose of foreign language education is to help learners achieve self-regulation in a foreign language and develop communicative competence, it is crucial to develop all the four skills of language in a balanced way: speaking, listening, reading and writing. Especially, writing should take on a more pivotal role in the L2 classroom (Harklau, 2002; Williams, 2012) because students encounter social and socializing experiences through written communication in daily lives. With the advent of technological advances, the ability to understand others and express themselves through written communication has become more important. Thus, writing should receive more attention and teachers should be ready to play a role as a facilitator to help students grow into persons who can interact with others in various written communicative contexts.

In the past three decades, a substantial body of empirical research has demonstrated that collaborative writing (CW) benefits both second language (L2) learning and the development of L2 writing skills. It facilitates language learning as it promotes deliberation on language use and negotiation for meaning and form with peers (Li & Zhu, 2017). In addition, it facilitates the development of writing proficiency through focusing learners' attention on the

writing process (Louth, McAllister, & McAllister, 1993; storch, 2013).

1.2. Purpose of the Study

The primary purpose of this study is to explore the effectiveness of collaborative writing in the Korean English as a Foreign Language (ELF) middle school context for low English proficiency learners. Collaborative writing practices adhere to the goal of integrative instructional approaches since learners are asked to use integrated skills to carry out the writing tasks. For example, they receive opportunities to read sample writings or what others wrote, to listen to what others think, to write down their ideas, and to interact with each other through collaborative dialogues. Collaborative L2 writing has recently received attention as a viable solution for teaching L2 writing in classes where a teacher has difficulty in providing feedback to a large number of students (Kang, 2013; Kim & Lee, 2012; Seong, 2006). The current study employs group writing and attempts to see the effectiveness of its implementation for Korean EFL low proficiency level learners.

In the social constructivist framework, collaborative learning is regarded as an ideal type of learning (Lantolf & Pavlenko, 1995; Vygotsky, 1978; Wertsch, 1991) in that it provides ample opportunities for learners to participate in the co-construction process of knowledge (Storch & Wigglesworth, 2007). According to Sociocultural Theory (SCT), development occurs when innate capacities transform as they intertwine with socioculturally constructed mediational means (Lantolf & Pavlenko, 1995, p. 109). Otherwise speaking, the knowledge is

initially developed at an intermental level (on the social plane) and is subsequently taken over at an intramental level (on the psychological plane) (Vygotsky, 1981, p. 163), and learning occurs through external mediation in the social interaction and internal mediation through private speech (Lantolf, 2000).

Vygotsky (1978) maintained that a child or a novice develops their cognitive skills through social interaction with a more capable learner or an expert in the Zone of Proximal Development (ZPD), which is defined as “the distance between the actual developmental level by which a learner can solve a problem independently and the potential developmental level by which he can under the guidance of adult or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). He emphasized the importance of the assistance from a more capable learner, which is referred to as “scaffolding”, for learning to be successful.

A slightly different opinion was presented by another researcher. According to Donato (1994), novice learners drew on their resources and helped each other to solve language-related problem which none of the learners had known prior to the interaction. This implicates that “collective scaffolding” occurred in novice-novice interaction as well as in novice-capable learner interaction. Since interaction between novice-capable learners is implemented more commonly, and its effectiveness is demonstrated widespread, this study focused on the interaction between novice-novice learners.

Swain (2000) suggested a new term “collaborative dialogue,” emphasizing the importance of external mediation and the dynamic nature of the dialogic mediation. “Collaborative dialogue” refers to dialogue in which learners work together to solve joint problem and

build knowledge through interaction. Many researchers demonstrated the critical role of collaborative dialogue in language learning (Storch, 2001, 2002; Storch & Aldosari, 2012; Swain, 2000; Swain & Lapkin, 2000, 2001; Watanabe & Swain, 2007; Watanabe, 2008). While engaging in collaborative dialogue, learners are able to notice 'gaps' in their knowledge of the target language, and co-construct their second language by reflecting on the linguistic knowledge. This leads learners to generate new linguistic knowledge while consolidating existing knowledge (Swain & Lapkin, 2000, 2001). The present study carefully examines the collaborative dialogues among the students while working in groups to carry out the writing task, and explores how their language development and attitudes change toward L2 writing over time.

While collaborative writing has received an increased attention with its positive effects, some empirical studies have identified that it is not always the case (LaPierre, 1994; Leki, 1990; Nelson & Murphy, 1992; Storch, 2002; Swain & Lapkin, 1998). For example, inaccurate decisions in peer interactions can be transferred to learners' L2 knowledge (LaPierre, 1994; Storch, 2002; Swain & Lapkin, 1998). Furthermore, the students' lack of knowledge and skills to offer effective feedback and their lack of trust in their peer interlocutor's comments could have negative effects in their language learning (Leki, 1990; Nelson & Murphy, 1992). Upon these challenges, research on collaborative writing practices was explored from various perspectives, focusing on certain aspects of collaborative dialogue among Korean EFL learners, such as L1 use (Huh, 2000), general characteristics of collaborative writing (Lee, 2012), the focus of LREs (Kim, 2012; Seo & Kim, 2011), and the role assignment during peer

interaction (Kang, 2013).

However, the previous studies did not go into details of how low proficiency level Korean EFL learners involve in collaborative dialogues with the peer interlocutors during collaborative writing. Moreover, more detailed examination is needed on how the students' language development and perceptions on L2 writing are changed over time through the collaborative writing task.

Understanding the dynamics of collaboration among Korean learners, especially low proficiency levels, is important for teachers to play a role as facilitators in language classroom. For this, teachers should be aware of how learners engage with each other in collaborative dialogue. In this regard, the purpose of the present study is to examine how Korean low level middle school learners of English interact in group writing and how this process of collaborative dialogues affects L2 group writing in terms of cognitive and affective aspects. The present study aims to aid teachers in making use of collaborative writing more effectively by promoting learners to scaffold each other in groups through social interaction.

1.3. Research Questions

The present study aims to investigate how eight Korean middle school learners of English collaborate with each other in group writing and how L2 group writing changes over time in terms of cognitive and affective aspects. To this end, the following research questions are addressed:

1. What are the dynamics of peer interaction in low proficiency level Korean middle school students' EFL group writing in terms of Language-Related Episodes (LREs)?
2. How does the learners' language development change over time in terms of fluency and accuracy through collaborative writing practices?
3. How do the learners' attitudes toward L2 writing and collaborative writing change over time through collaborative writing practices?

1.4. Organization of the Thesis

In addressing these questions, the thesis is structured as follows: Chapter 1 introduces the background and purpose of the present study and proposes the research questions. Chapter 2 reviews previous studies that motivate and generate the research questions addressed in this thesis. It examines the major findings from empirical research studies on collaborative writing and subsequently identifies the gaps in previous research. Chapter 3 sets out the methodology in terms of participants, procedures, data collection, and data analysis. Chapter 4 elaborates the results of the study and discusses the research findings. It provides interpretation of the findings of the study related to the research questions. Finally, Chapter 5 summarizes the major findings, the pedagogical implications of the study, and concludes with its limitations and suggestions for the future study.

CHAPTER 2. LITERATURE REVIEW

This chapter reviews the literature pertinent to this study. It contains two general sections and each section is divided into subcategories. The first section briefly reviews the literature on collaborative writing. It provides definition, benefits, and challenges of collaborative writing. The second section introduces empirical findings from previous studies with regard to language development and changes in affective domain affected by implementing collaborative writing. Furthermore, the case studies in Korean EFL contexts are reviewed in the last section.

2.1. Collaborative Writing

From the late 1970s, the general public began to shift attention from product-oriented to process-oriented writing. The process approach emphasizes the act of writing itself over the final written product. In this approach, writing is viewed as a recursive process during which ideas are discovered and meanings are created. Hence, the bottom line of this approach is that an individual cannot perform revising process fully. In other words, sharing ideas and exchanging feedback is a priority. In the process-based approach classroom, instructors are encouraged to provide and maintain a supportive and motivating atmosphere through collaborative learning. In addition, instructors should provide ample time and limited interference to let students work on their own writing piece. In

conclusion, from the process-oriented perspective, writing not only involves repetition and sophisticated sentence structure composition but also social interaction with others (Ferris & Hedgcock, 2005; Kitao & Saeki, 1992; Matsuda, 2003; Silva & Matsuda, 2002). Collaborative writing received much attention from researchers and practitioners as growing emphasis was put on the interaction and communication with others during writing activity. Following this, a body of research has focused on investigating effectiveness of collaborative writing in the L1 and L2 contexts.

2.1.1. Definition of Collaborative Writing

Collaborative writing has been defined in various ways. Ede and Lunsford (1990) suggest that collaborative writing is any writing done in collaboration with one or more persons. It may involve written and spoken language brainstorming, outlining, note-taking, planning, drafting, revising, editing, and publishing. Dale (1994) defines collaborative writing as meaningful interaction, shared decision making and responsibility among group members in the writing of a shared document.

Collaborative writing is divided into two types as follows: interactive writing and group writing (Louth & McAllister, 1993). The common feature between the two types is that group members interact with one another. However, while in interactive writing, individual writers are the ones responsible for their work whereas in group writing, group members share the responsibility.

Farkas (1991) enumerated four types of collaborative writing.

First, two or more people complete one whole document. One example of this writing is coauthoring a report. Second, two or more people are assigned to different parts of a document. Third, one or more persons revise or go over a written piece of one or more persons. Peer review or revision is an example of this collaborative writing. Lastly, one or more persons write first draft based on ideas of another. Brainstorming as a group is a leading example of this writing.

Saunders (1989) also divided collaborative writing into four types as follows: co-writing, co-publishing, co-responding, and helping. When it comes to co-writing, peers collaborate throughout the whole process. Next, co-publishing refers to publishing collaborative text based on individual texts. With regard to co-responding, group members only interact during revising process. Lastly, the “helping” category is peers providing voluntary assistance in a certain method during collaborative writing process.

This study adheres to the definition of collaborative writing of co-writing in that eight participants worked interactively with one or more persons throughout the whole process to create one final product.

2.1.2. Benefits of Collaborative Writing

A number of studies validated the advantages of conducting collaborative writing by examining the effects of collaborative writing on students' writing skills. In several studies, individual writing products completed by two groups of students were compared based on two different group environments (e.g., Jafari & Ansari, 2012; Louth et al., 1993; Shehadel, 2011; Sutherland & Topping, 1999). In the study, one group carried out collaborative writing whereas the other group wrote individually. After conducting pretest and posttest, it has been found that collaborative writing resulted in work comprised of much organized and fully-structured sentences.

Some studies which did not employ neither pretest nor posttest also validated the effectiveness of collaborative writing on students' attitudes by comparing collaborative works with individual products (e.g., Gousseva-Goodwin, 2000; Storch, 2005; Wigglesworth & Storch, 2009). The results showed that both motivation and confidence increased during collaborative writing. The students said that interaction with peers encouraged them to participate more actively in L2 writing and helped them form positive attitudes toward writing.

In the study by Gousseva-Goodwin (2000), writing performance was identified to be different between independent and collaborative writing tasks. The study participants were 20 advanced ESL students. The students were asked to write two essays at home: an independent essay and a collaborative essay. Then, two experienced ESL teachers evaluated the essays based on a rubric. The results of the analysis validated that there are differences in

writing performance between collaborative and independent essays, with the former having higher scores than the latter, which supports the effectiveness of collaborative writing.

Dobao (2012) looked into the strengths of collaborative writing by comparing learners based on group, pair, and individual. The results showed that text was longer in individual writing than collaborative writing. However, working as a group produced greater number of language-related episodes (LREs) than working in pairs or as an individual. Also, a higher percentage of correctly resolved LREs were produced by groups than pairs. In general, texts by groups had higher accuracy than works by pairs or individual learners, implying that collaborative writing is more effective than individual writing.

Storch (2001) examined performance of three adult ESL pairs with regard to writing. Recorded conversations of pairs and researcher's observation notes revealed that students working as a pair does not always take place in a collaborative method. The underlying factors behind this may be various, according to the researcher. For example, learners' perceptions toward pair work, degree and types of motivation, or learning goal may affect the process of collaboration. Nonetheless, the works created by the pairs demonstrated that the participants produced higher quality products when they did collaborate.

A later study by Storch (2005) explored collaborative writing in terms of product, process, and students' reflections on their collaborative writing experience. The study participants were 23 adult ESL students of whom eighteen of them worked in pairs and the remaining five worked individually. The results of individual work and collaborative work showed that working in pairs had the

tendency to create much shorter texts than students who were assigned to work individually. However, texts produced by pairs were better than those created by students in individual work group when it came to accuracy and complexity. The qualitative analysis of students' texts validated that the texts produced by pairs had higher scores than the texts produced by students involved in individual work. With regard to collaborative writing process, pair dialogue analysis revealed that group writing was the opportunity for students to interact on a variety of writing aspects (e.g., planning, writing, and revision). This encouraged students to collaborate when brainstorming ideas. Lastly, on the one hand, some students stated that they came to develop positive attitude toward collaborative writing but on the other hand, some other students were reluctant to speak out about their opinion regarding collaborative writing.

Wigglesworth and Storch (2009) examined the effects of pair writing and individual writing in terms of fluency, complexity, and accuracy. 144 ESL students participated in the study and the essays were analyzed based on fluency, complexity, and accuracy. The comparison of individual writing and pair writing validated that collaborative writing did not bring about longer texts and had no influence on grammatical complexity. However, there were significant differences in the performance by individuals and pairs in accuracy. Pairs produced more accurate texts than individuals. When it came to the process of writing, pair dialogue analysis implied that collaboration offered the learners with the chances to interact with peers at different phases of writing. It encouraged students to collaborate when coming up with ideas for their essays. More in-depth analysis of students' interaction also validated that the pair

work activities offered the students with the chance to share ideas and accumulate knowledge.

Furthermore, the study by Shehadel (2011) looked into whether collaborative writing has an influence on the quality of students' writing and students' perceptions of collaborative writing in L2. The study participants were 38 female freshman-year EFL learners in two classes. They were conducted as individual work in the control group whereas as pair work in the experimental group. The results demonstrated that collaborative writing had a significant influence on content, organization, and vocabulary but not on mechanics or grammar. This may have resulted from the participants not being able to give each other proper help due to their low English proficiency. Also, most of the students in the experimental group were positive toward collaborative writing activity and enjoyed the experience.

The aforementioned research in L2 writing supports that collaboration and interaction may be beneficial to the development of L2 writing skills (e.g., Fung, 2010). It positively influence writing performance in both ESL and EFL contexts. In addition, it enhances not only the performance of group writing but also that of individual (Louth et al., 1993 and Sutherland & Topping, 1999).

2.1.3. Challenges of Collaborative Writing

For all the positive findings mentioned above, collaborative writing practice is not always easy to implement and accepted positively by all the students. Especially, it is often challenging for the teachers to adopt collaborative writing in classes with low English level students. Study of Shehadel (2011) with participants of low proficiency level revealed that collaborative writing, which significantly contributed to the improvement of vocabulary, content, and organization, had little effect on mechanics or grammar. In such case, the participants' lack of knowledge to assist each other made resulted in little improvement in the area of mechanics or grammar.

Another shortcoming is that collaborative writing process requires quite a long amount of time for the students to gather and exchange ideas to accomplish the product. In addition to the constraint on time, students sometimes experience a lack of topics (Alyahya, 2015) and struggle with choosing writing topics (Larrotta, 2008).

Some studies on English as a Second Language field argue that the influence of collaborative writing on the writing performance is negligible. For example, in Storch's study (2005), texts written through pair-works were shown to be much shorter than the ones produced by individual works. Storch attributes this phenomenon to the tendency of individual writers to make sentences more detailed and elaborate. That is, unlike the collaborative participants who would utilize the given information to make short yet clear statements, individuals would rather focus on rephrasing the sentences using the given words.

In a similar sense, Wigglesworth and Storch's study (2009) found that collaborative writing does not necessarily produce long texts and has no significant effect on improving grammatical complexity. One possible account for the negative outcome is that the two measures of grammatical complexity has failed to reflect the target construct. Thus, other measures of complexity, such as token ration, or other measures of grammatical verb form, such as modality, tense or voice, may elicit different results.

This suggests that teachers should be mindful of learner needs and their beliefs in language learning and that collaborative writing is not an absolute tool that can meet all the learners' needs. Thus, the teachers need to consider students' agendas very carefully in determining which educational practices will most benefit their students.

2.2. Empirical Findings from Previous Studies

This section illustrates previous empirical studies about collaborative writing to examine how it benefits learners of low English level and promotes their language learning and positive attitudinal changes toward L2 writing. Section 2.2.1. discusses the collaborative dialogue that occurs in LREs. Section 2.2.2. presents the effects of collaborative writing on learners' language development. Section 2.2.3. provides the effects of collaborative writing regarding affective factors. Section 2.2.4. reviews the previous studies conducted in the Korean EFL contexts in more detail.

2.2.1. Collaborative Dialogues

Episode is a unit for group talk analysis, as part of the interaction. It varies in length from a single turn to successive turns. There are two types of episodes: language-related episodes (LREs) and those unrelated to language (non-LREs). The former, which is defined as any part of a dialogue in which students talk about the language they are producing, question or correct their language use (Swain, 1998, p. 70), is used in studies for investigating linguistic aspects in their dialogue (Fernandez Dobao, 2014a, 2014b; Kim & McDonough, 2011; Storch, 1998a, 1998b; Swain & Lapkin, 2000). In contrast, non-LREs relate to learners' interaction in task management, interpersonal communication, and other nonlinguistic aspects (e.g., De Gurrero & Villamil, 1994). Since the present study aims to look into students' collaborative dialogue during the collaborative writing task, it focuses on LREs more than non-LREs.

In the research domain of LREs, learners are viewed as capable of solving language problems and gain new language knowledge from their intellectual resources (e.g., Leaser, 2004; Storch, 2007; Swain & Lapkin, 1998, 2002; Williams, 2001). This newly gained knowledge is further retained in the learner's language system, thus enabling the learner to be "able to use the language of others (and the mental process that interaction has constructed)" (Swain & Lapkin, 1998, p. 321). The collaborative dialogue observed in LREs is considered to represent language learning in progress (see, among others, Kim, 2008; Lapkin et al., 2002; Storch, 2002; Swain et al.,

2002; Swain & Lapkin, 1998, 2002; Watanabe & Swain, 2007; Williams, 2001; Zeng & Takatsuka, 2009).

Some research has also been conducted on the variables and conditions that influence LRE production and subsequent L2 learning. Attention has been paid to the influence of task type (e.g., Alegría de la Colina & Garcí'a Mayo, 2007; Nassaji & Tian, 2010; Storch, 1999; Swain & Lapkin, 2001) and to sociocultural and individual factors, such as the learners' proficiency level (e.g., Kim & McDonough, 2008; Leaser, 2004; Watanabe & Swain, 2007, 2008; Williams, 1999). Studies on the effect of collaborative dialogue on grammar yielded mixed results, suggesting that not all grammatical structures can benefit from collaboration (Storch, 1999) and not all LREs are equally conducive to learning (Storch, 2008). Much research needs yet to be done before we can reach a comprehensive understanding of the opportunities that collaborative dialogue may offer for L2 development.

2.2.2. Collaborative and Individual Writing

A number of studies have investigated the benefits of collaborative writing by comparing the quality of the writing task produced by pairs and individuals. For instance, Storch (1999) analyzed the impact of collaboration on grammatical accuracy with the use of three tasks: a cloze exercise, a text reconstruction task, and a composition task. The findings showed that the students who worked in pairs took longer to finish the tasks than the individual

participants since they were able to discuss their grammatical choices with their peers. In terms of the accuracy of the compositions however, collaborative-writing group produced more accurate texts than the group who had worked alone; Their compositions were shorter and less syntactically complex, but overall more accurate.

In the following studies, researchers began to examine the effects of collaborative writing in the aspect of not only the written outcome but also the nature of the writing process. One example is the study of Storch (2005), which compared dyadic and individual performance on a short composition task based on a graphic prompt. Similar to the study of Storch (1999), it took longer for the collaborative group to complete the task than the individual group, but the texts produced were shorter, syntactically more complex and grammatically more accurate than the individual group. The results showed that learners in pair work had more opportunity to pool their knowledge and ideas during the writing process. Also, giving and receiving immediate feedback on language was beneficial to their language development.

Recent studies found further evidence that supports the effect of collaborative writing in augmenting grammatical accuracy in writing. For example, in the study of Storch and Wigglesworth (2007), 24 pairs and 24 individual learners were compared on two writing tasks (report and argumentative essay), and in the study of Wigglesworth and Storch (2009) the argumentative essay were compared between 24 pairs and 48 individual learners. The two studies yielded similar results: No differences were found in terms of fluency and complexity, but the texts written in pairs, although took longer to finish, were significantly more accurate than those written

individually. Further investigation on pair dialogues indicated that collaborative group cooperated not only in the grammatical aspect of writing process but also the lexical and mechanical LREs. The authors concluded that this collaboration explains why pairs tended to produce linguistically more accurate texts.

Studies by Kuiken and Vedder (2002), Kim (2008), and Nassaji and Tian (2010) were specifically designed to investigate the relationship between collaboration and L2 acquisition. Kim (2008) designed a dictogloss task that must utilize thinking aloud as a strategy for two groups of Korean L2 learners; groups who worked in pairs and groups who worked individually. As a result, individual learners produced a similar number of LREs as learners who worked in pairs, but the latter performed better in both immediate and delayed vocabulary posttests.

Swain (2001) asserted that individual participation is highly enhanced in pair works, thus collaborative tasks should be encouraged to be completed in pairs. When working in groups, learners may not feel comfortable to speak up among their peers when discussing about the writing task, thus individual opportunities to speak are inevitably more limited than in pairs. On the other hand, proponents of group-based collaborative writing argue that learners can benefit from means enlarged linguistic resources gathered from a large number of participants.

2.2.3. Attitudes toward Collaborative Writing

In terms of learners' perception on collaborative writing, several research have reported that second language (L2) learners, both in second and foreign language contexts, view the experience as positive (e.g., Elola & Oskoz, 2010; Shehadeh, 2011; Storch, 2005). Study of Storch (2005) with a total of 23 students was one of the first studies to address this issue. In an in-depth interview with 18 students who engaged in collaborative writing, students replied that writing in pairs provided them with opportunities to pool their resources, observe each other, and learn different ways of expressing the same ideas. They specifically stated that collaboration was helpful for grammatical accuracy and L2 vocabulary learning. As described above, collaboration did in fact result in shorter but grammatically more accurate texts. Two students, however, felt that writing was an inherently individual task and that therefore pair work was better suited for oral activities. Of the 16 students who expressed positive attitudes, five did so with "some reluctance" (Storch, 2005, p. 166).

Shehadeh (2011) compared the writing outcome of two classes of English as a foreign language learners through one semester, where one class were asked to work individually while the other class had to cooperate each other. At the end of the semester, most of the 18 students who worked in pairs reacted positively to the experience. Although collaborative writing was new to them, they enjoyed it and found it beneficial not only to their writing skills, as initially observed by the researcher, but also to their self-confidence and speaking abilities. They stated that collaborative writing "enabled them to generate ideas, pool ideas together, discuss and plan,

generate their text collaboratively, provide each other with immediate feedback, and put their text in better shape” (Shehadeh, 2011, p. 296).

Students’ attitudes on the experience of writing collaboratively with their peers have been investigated in various learning contexts and environments. Elola and Oskoz (2010), for instance, examined advanced Spanish students working collaboratively in a writing task using web-based social tools wikis and chats. The findings from the in-depth interview showed that learners were satisfied with the collaborative activity and experienced an enhancement in the quality of their writing, specifically in the content and the sentence structures. However, they also mentioned that, when working outside the classroom, they preferred to write individually, in order to be able to work on their own time schedule and to develop their own personal style.

In sum, when previous research has questioned L2 learners about their experiences with actual collaborative writing tasks, learners have generally reported positive attitudes toward collaboration (see also Ewald, 2005; McDonough & Sunitham, 2009; Zeng & Takatsuka, 2009). A number of students have succeed in recognizing the advantage of working with a peer on the content, organization, and/or linguistic accuracy of their texts, as well as the learning benefits of the collaborative writing activities in which they participated.

2.2.4. Writing Anxiety

While studies introduced in previous section has focused mainly on pair-based writing, there is a number of studies which have explored learners' attitude towards both the pair and small group language learning practice held in classrooms, but without focusing specifically on writing (e.g., Brown, 2009; Garrett & Shortall, 2002; McDonough, 2004; Riley, 2009). Learners' perceptions on group-based language learning were found to be very positive in general. Most students enjoyed sharing opinions with their peers in class (Riley, 2009), and found pair and small group activities more engaging and relaxing than teacher-led activities (Garrett and Shortall, 2002). They found peer interaction helpful for practicing oral skills, but they did not perceive pair and small group activities as useful for learning, particularly for grammar and vocabulary learning (Garrett and Shortall, 2002; McDonough, 2004).

Writing anxiety or writing apprehension, proposed by Daly and Miller (1975a), has been discussed as one of the crucial affective aspects of writing (Cheng, Horwitz & Schallert, 1999). Several scholars have attempted to define writing anxiety. The widely accepted definition of writing anxiety is "the negative and anxious feelings that disrupt part of the writing process" (McLeod, 1987). Writing anxiety is unmasked from the frequency of writing experience (Daly & Miller, 1975a). Writers with less anxiety in writing tend to enjoy writing frequently, and are more confident in their written products (Daly, Faigley, & Witte, 1981). On the contrary, people with high writing anxiety view writing as unrewarding, which makes them to refrain from the writing experience as possible.

Writing anxiety is reflected in numerous aspects of the writing process; in the behaviors while writing a text, in their writing stance, and in their written outcomes (Daly & Miller, 1975a). Some research aimed at exploring the role of L2 writing apprehension. For example, Lee (2005) focused on a variety of inhibiting factors to find out how they affect EFL writing performance. Lee's initial hypothesis was that writing anxiety would hinder the performance on writing. A total of 270 Taiwanese university students participated in the Daly and Miller Writing Apprehension Test (WAT) for 30-40 minutes and were asked to write a short essay for 40 minutes. When the writings were evaluated in terms of writing proficiency, vocabulary, grammar and mechanics, as opposed to Lee's initial hypothesis, the data analysis indicated that participants' writing anxiety did not have a significant effect on writing performance.

Findings from Cheng et al.'s study (1999) suggested contrasting implications from study of Lee (2005). The association between writing anxiety and writing achievement were investigated with four hundred and thirty-three university students. In order to measure writing anxiety participants had to complete the Chinese version of the WAT, and their writing achievement was measured by their final course grades from English writing classes. The results revealed that writing anxiety was negatively related to writing achievement. Higher levels of writing apprehension, lower English writing grades.

Research in writing anxiety was expanded to its relationship with learner variables in Cheng's study (2002). 165 EFL college students were asked to complete the modified versions of the WAT, background information questionnaires in order to measure the

writing anxiety. Writing achievement was assessed by the participants' English writing course grades at the end of the semester. The results of the data analysis showed that English writing achievement was able to predict writing anxiety.

The commonality among the aforementioned studies (e.g., Cheng, 2002; Cheng, et al., 1999; Lee, 2005) is that they focused on the relation between L2 writing anxiety and the writing performance. The findings of these studies, with the exception of Lee (2005), signify that writing anxiety is negatively correlated to writing performance (Cheng et al., 1999) and writing performance is a significant predictor of writing anxiety (Cheng, 2002).

Overall, the previous studies suggest that collaborative writing practice can be an alternative to the traditional way of teaching writing in that it has several psychological benefits such as reducing writing anxiety, increasing engagement and confidence. The overall benefits proposed by the previous studies implicate that collaborative writing can be an enjoyable experience for the learners by leading them to shape positive perceptions in L2 learning, particularly in L2 writing. It is important for the teachers to recognize the students' writing anxiety before implementing writing practice and tailor the lesson to the their needs. Moreover, the teacher should pay attention to the changes in the students' affective factors while implementing collaborative writing and provide appropriate support as a facilitator.

2.2.5. Studies in Korean EFL Contexts

Collaborative learning has been widely used in English writing classrooms in Korea to help improve English of Korean learners since the importance of communicative competency in language learning is acknowledged. However, many studies done in Korea, which are related to collaborative activities either in a small group or a pair work, tend to be limited to English reading instruction or English speaking instruction. Even though there are a few empirical studies exploring effectiveness of collaborative activities in English writing classrooms in Korea, these studies were conducted with students in high school or in college. Particularly, most of those students were of high-intermediate level of English. Therefore, more studies including diverse participants, especially low level students in middle school classrooms, are expected.

In this section, the findings and some limitations of previous studies with Korean subjects are discussed. The first three studies discussed are in common in that all emphasized the role of collaborative dialogue in L2 learning. First, Seo and Kim (2011) investigated the relationship between collaborative dialogues occurred during writing process. The focus of investigation was on the way the students' pair talk exerted a positive influence on their L2 development. Over a six-week period, three pairs with differing levels of L2 proficiency engaged in a two-stage task: pair writing and individual writing. The dialogue shared during the task were transcribed and analyzed qualitatively in language-related episodes (LREs) in order to identify the patterns of prominent pair interaction. As a result, the patterns of pair interaction were found to

significantly influence the frequency of LREs. An interesting finding was that peer interaction, presented in L1 (Korean) as well as in L2 (English), was active among all participants, regardless of L2 proficiency. Based on the findings, it is argued that peer interaction, even in L1, promotes L2 learning by making meaning through creating intersubjectivity between the participating peers.

In the same vein, Park (2015) investigated the role of collaborative dialogues in second language learning as well as the effectiveness of collaborative writing in EFL classrooms. The study involved eight Korean high school students, of whom were divided into two groups of four. Texts written by the students were evaluated in the criteria of fluency, accuracy and complexity. As a result, both groups showed increase in the fluency, accuracy, complexity (as indexed by the number of T-units). Furthermore, the amount of the learners' LREs increased in both groups during the research period., as well as the quality of the written product. This study revealed that the linguistic knowledge that was built up through collective scaffolding was identified in the learners' subsequent written products.

Lee (2015) also explored how collaborative dialogues affect Korean high school learners of English in pair writing and L2 learning. Four female Korean students in the 10th grade participated in a four-week collaborative pair writing program. The dialogue shared among peers was video-taped and analyzed microgenetically, and at the end of the program students were asked to join individual interviews. The results revealed that the L1 collaborative dialogue functioned as a crucial cognitive and social tool for L2 learning and writing of the EFL students. L1 collaborative dialogues enabled the

learners to concentrate on the task, gain a better understanding of English and further supply affective support mutually. Peer scaffolding and private speech in L1 collaborative dialogues provided aid in regulating their cognitive process of strategic L2 writing and L2 reflection. In addition, L1 collaborative dialogues served social functions of mediating communication and establishing intersubjectivity.

While the previous studies mentioned above focused on the positive role of collaborative dialogue in L2 writing, some studies emphasized the importance of feedback occurred during the interaction in a collaborative writing activity. For example, Goo and Lee (2015) explored EFL high school learners' perceptions towards interaction with peers and their teacher in a collaborative writing activity after receiving differential feedback. Three types of feedback (peer feedback, teacher direct feedback, and teacher indirect feedback) were provided to three different groups in the process of collaborative writing, and at the end of the program students had to answer a survey that asked their perceptions toward the interaction triggered by the type of feedback. Results showed that while peer feedback induced students to have a positive attitude toward intra- and inter-group interaction with peers, direct feedback given by the teacher hindered active interaction among groups and increased teacher dependence. However, similar to peer feedback, teacher indirect feedback encouraged students to increase intra- and inter-group interaction. The results implied that a combination of peer feedback and teacher indirect feedback during the collaborative writing activity could be an effective means to foster English writing in Korean secondary school English writing classes.

Collaborative writing can be implemented through various types of writing tasks such as genre-based writing, dicto-comp, etc. Lee and Lee (2014) explored the effects of the genre-based writing instruction on high school students' genre writing performance and learning attitudes. Two experimental groups ($n=90$) worked on the collaborative writing activities at the joint construction stage while a control group did not. The results of this study indicated that the overall process of the genre-based writing instruction is an effective way to help improve students' writing skills. The analysis of the dialogues during collaborative writing demonstrates that the small groups tended to produce more interactions in the process of writing than the pairs, emphasizing content and language use. Finally, the overall process of the genre-based writing instruction through collaborative writing seemed to contribute to raising the students' interest, motivation, and confidence toward learning and writing English.

Huh (2015) investigated the efficacy of collaborative dicto-comp instruction for Korean EFL high school students' writing development. The participants were nine 11th graders divided into three groups and asked to perform 12 dicto-comp tasks over one semester. The results showed that students' fluency gained considerable growth in the dicto-comp texts and the post-test. The quantitative analysis of collaborative dialogues demonstrated a remarkable increase in the total number of episode units. In specific, the most recurrently produced LREs were form-focused LREs, followed by lexis-focused, mechanics-focused, and discourse-focused LREs. Furthermore, the number of correctly resolved LREs rose up to more than 90 percent. In terms of the qualitative analysis of students'

interaction, four salient features were identified. The students reflected feedback from writing conferences, expressed a desire to write their own version, developed a repertoire of meaning-making tactics, and exhibited goal setting on writing quantity. This study also suggested that ample writing experiences through dicto-comp tasks strengthened the students' confidence in English writing and increased their awareness of language use and organizational structure. Overall, the collaborative dicto-comp instruction helped the students to produce a text more fluently, accurately, and coherently.

While many of the studies conducted in Korean EFL contexts were with high school students, some of the studies included college students. For instance, Ku (2011) compared the writing product of the 54 college students between those who experienced collaborative writing and those who wrote individually. With the use of written texts, survey, and interview, findings showed that collaborative writing techniques were helpful for EFL college students not only to achieve knowledge of English but to develop their communication skills and English writing strategies.

Lee (2017) also examined the effects of English collaborative writing and learners' reflections on the experience of collaborative writing. The participants were Korean graduate students majoring in English education. The study compared texts produced by pairs with those produced by individuals. The results showed that collaborative writing had an overall significant effect on students' L2 writing. In particular, pairs produced better texts in terms of content, organization, and vocabulary, but not grammar and mechanics. The results of the student interviews revealed that collaborative writing helped them pool ideas and provide each other with useful feedback.

Most students were positive about the experience. However, since the participants were graduate students majoring in English education, most of them would have been belonged to high proficiency level. Although investigating students of high proficiency level elicits meaningful implications for L2 writing classrooms, more research should be conducted with middle school, especially those of low-intermediate level students because L2 writing has been regarded as one of the most challenging academic skills for those students to learn (Chen, 2002; Kilmova, 2014; Kim, 2008; Reid, 2002; Richard & Renandya, 2002; Silva, 1993). L2 writers of low English proficiency easily find themselves struggling to formulate and express their ideas in English and are less able to display their knowledge in written ways. For this reason, the present study seeks to help low English proficiency students in middle school improve their writing ability and develop positive attitude toward L2 writing through collaborative writing. There were not many studies conducted in Korean middle EFL contexts. Among them, Bae (2012) employed collaborative writing in order to see whether genre-based in-class L2 writing instruction is effective in enhancing the writing ability and attitudes toward second language writing of Korean middle school students. Instructions, held thorough five sessions, were differentiated by the use of a explicit diary genre in experimental group and no explicit writing instruction given to the control group. The experimental group was exposed to 13 writing sample texts, analyzed and identified the characteristics of the target genre, and then constructed a diary text in collaboration with their peers. The findings revealed that a significant improvement in writing was found only in the experimental group. In addition, a set of questionnaires and interview

data revealed that the participants' attitudes and perceptions toward L2 writing were positively affected.

Kang and Lee (2019) investigated the effects of individual versus collaborative pre-task planning on second language (L2) writing. 40 Grade 8 Korean learners of English were asked to complete two writing tasks: one using individual planning and the other using collaborative planning in pairs. The results showed that collaborative planning had advantages over individual planning in fluency and syntactic complexity, but not in accuracy. Although this article is specifically in relation to the stage of planning, it still clearly signifies that two heads are better than one.

The previous studies, in general, are in an agreement that collaborative writing leads to positive effects on the students' writing ability. However, there is a lack of study that carefully looks into the group dynamics during the collaborative writing practices. Moreover, low proficiency level students are rarely investigated. Thus, the present study aims at investigating the group dynamics focusing on collaborative dialogues, by combining qualitative and quantitative methods. Also, the students of low English proficiency level are included in this study in order to seek applicable ways to help them develop writing ability and shape positive attitudes toward L2 writing.

CHAPTER 3. METHODOLOGY

This chapter explains the methodology employed in the present study. Section 3.1. describes the methodological approach adopted in this study. Section 3.2. provides the sampling and information of the research participants. In Section 3.3., the overall procedure of the research and its specific procedures are described. Section 3.4. illustrates the methods for data collection and data analysis.

3.1. Participants

The participants in this study were eight 3rd grade middle school students in the same school in Chungnam, Korea. All of the participants were female, who are from two different classes. The study lasted for 6 weeks and the description of participants is listed under pseudonyms. The profile of the students is given below in Table 3.1.

[Table 3.1]

Information of the Participants

Group	Participants	Gender	Proficiency level (English Test-score)
Group1	Yuna	Female	Low intermediate(74.0)
	Arin	Female	Beginner (66.0)
	Suji	Female	Beginner (66.0)
	Yeji	Female	Beginner (62.0)
Group2	Hyerin	Female	Low intermediate (76.0)
	Yujoo	Female	Beginner (62.0)
	Serin	Female	Beginner (66.0)
	Jina	Female	Beginner (67.0)

Note. The name of the participants presented here is a pseudonym. (Low intermediate=above 70, Beginner=Below 70)

The students had belonged to the same extra-curricular class before this study, so they were familiar with each other. They all voluntarily participated in this study. Most of the students had a relatively high desire and motivation to learn English except for one student, Yeji, who followed her best friend, Suji, to participate in this writing class. The interview showed that the students had diverse purposes to learn English and different attitudes toward collaborative writing. One student, Yujoo, said that she signed up for this class because she wants to be a stewardess, which requires a relatively high level of English proficiency. Another student, Serin, expressed that she wants to be a worldwide YouTouber, which also requires English ability to communicate with people from different countries. As for their writing experiences, although they had experiences in writing in English in school, none of them had received formal writing instruction from a private institute. The eight students had

low confidence in their English, especially regarding writing ability. They said that writing in English gives them too much burden that they feel writing anxiety even before starting it. However, they seemed to have acknowledged that written communication is an important part of life in their generation, thus they had a desire to improve their writing ability. After signing a consent form before the study began, the participants' English proficiency levels were diagnosed based on the average scores of the midterm and final examination from the previous two semesters. As can be seen in Table 3.1., the participants' proficiency level can be considered 'low' in general.

The students were divided into two groups. The researcher made the conditions of both groups as similar as possible in order to help students feel safe and comfortable, by lowering their affective filters. The researcher made it clear to students that they should be careful not to dominate the group writing because it could discourage group members from participating actively.

3.2. Procedure

Section 3.2.1. gives a brief overview of the research process, followed by a detailed description of each step. Section 3.2.2. describes the task instruction given to the students.

3.2.1. Overall Procedure

The study was conducted for 6 weeks. In Week 1, task instruction was given to teach the students how to write in groups collaboratively and what general rules they should follow. After that, a free writing task as a diagnostic test was carried out to examine the students' writing proficiency. A piece of paper (A4) was distributed to each student and the researcher asked them to write about their favorite thing (activity, food, color, person etc.) freely for thirty minutes. The writing topic was chosen as such so that the learners can easily think of what to write about. The participants were not allowed to use dictionary. The written texts were evaluated based on the two categories: content and language use (vocabulary and grammar). After the free writing, a pre-questionnaire for individual students was administered and collected. In the following session, semi-structured individual interviews were administered to collect information on previous English learning experiences of the participants and their attitudes towards L2 writing. From Week 2 to Week 6, the students worked in groups to reconstruct a story they had a chance to read before writing. Story reconstruction was chosen as a collaborative writing task because it is widely used in academic settings as a recursive reading-writing activity (Kirland & Saunders, 1991). The collaboration promotes students' active exchange in feedback (Li, 2000).

The study lasted for 90 minutes per week (20 minutes was allotted for pre-writing, 50 minutes for collaborative writing in group, and the last 20 minutes was for post-writing activity). The pre-writing activity was conducted through watching a video clip of

the story and reading the script of the video clip. Individual students were asked to take notes while watching the video clip and reading the scripts so that they could contribute to the group writing. The strategy to take notes was taught in Week 1. The students were encouraged to grasp the storyline and to write down key words instead of full sentences. After the pre-writing activity, the students were given fifty minutes to reconstruct the story collaboratively in groups. The teacher played a role as a facilitator or as a resource person while monitoring the group writing. After completing reconstructing the story, the two groups (Group 1 and Group 2) were asked to exchange their written products with each other and to read what the other group had written down. This allowed the students to notice the gap between what their own group know and what others know. In Week 6, an additional hour was allotted for in-depth individual interviews after the regular collaborative writing practice. This was announced in advance so that all the students could participate in the interviews. The purpose of conducting individual interviews in the last session was to obtain in-depth information regarding any changes in their attitudes toward L2 writing and perspectives on the benefits of collaborative writing experience. The overall procedure is described in Table 3.2.

[Table 3.2]

Overall Procedure of the Study

Week	Activities
	<ul style="list-style-type: none"> • Task Instruction, Model Writing
Week 1	<ul style="list-style-type: none"> • Diagnostic Writing Test (individual free writing) • Pre-questionnaire • Semi-structured Interviews
↓	
Week 2-6	<ul style="list-style-type: none"> • Collaborative Writing <ol style="list-style-type: none"> 1) Pre-writing (Video clip + Reading scripts while taking notes) <li style="text-align: center;">⋮ 2) While-writing (Work in a group to reconstruct stories) <li style="text-align: center;">⋮ 3) Post-writing (Exchange the written products between the two groups)
↓	
Week 6	<ul style="list-style-type: none"> • Post-questionnaire • Semi-structured Interviews

3.2.2. Task Instruction

In the first week, an orientation was held to give instructions and guidelines on collaborative writing. The teacher explained that students will be asked to reconstruct a story in groups after watching a video clip and reading scripts. In the orientation, note-taking strategy was briefly taught in case there were students unfamiliar with note-taking. The students were asked to take notes individually while watching a video clip and reading the scripts. This was to promote equal participation from all the students during the collaborative writing.

With regard to the group writing, minimum length was set initially by the teacher, each story consisting of at least eight sentences. The minimum length was decided as such based on the students' free writing conducted as a diagnostic writing test. The average number of sentences written by individual students was eight, thus eight sentences as a minimum length would be doable and reasonable for group writing. Minimum length of eight sentences could sound too easy for middle school students, but as mentioned above, the participants were of low English proficiency level and most of them were unfamiliar with writing in English. The maximum length was up to each group. Any materials such as dictionary, the Internet, or textbooks were allowed to be used, but the students were noted that they cannot depend on any automatic translator. The students were informed that the main goal of writing practice was to communicate messages and were encouraged to interact with each other actively.

The teacher made it clear in advance that during the post-writing activity, the two groups will have an opportunity to exchange their written products and to read what other group wrote. This was to help students to notice the gap between what they wrote and what others wrote. After each collaborative writing practice, writing entries written in groups were evaluated based on the two categories: fluency and accuracy. Fluency means the length of the writings (i.e., the number of words and clauses) and accuracy relates to making errors (i.e., word choice, spelling, grammar).

The writing task was to reconstruct a story they had read before writing. In this study, reconstruction refers to writing the story as it was written without revising or recreating it. In that

sense, reconstruction is different from rewriting, which means revising something previously written. Since the reconstruction task in this study provides reading materials (script), it is also different from dictogloss (Wajnryb, 1990), which is to reconstruct the text after listening. The reconstruction task was chosen because reconstruction is less cognitively demanding compared to rewriting, dictogloss, or giving writing prompts. The time given for the collaborative writing task was 50 minutes. For the reconstruction task, well-known English fairy tales were selected for the following two reasons. First of all, since most of the students were familiar with the fairy tales, the task requires less cognitive effort for the students. In that case, they could pay attention to the linguistic features as well as content when writing because they were free of the burden of memorizing the content of the story. Another reason is that fairy tales are written in simple English, which is more appropriate for low level learners. The participants had limited knowledge of language, thus the level of language should have been tailored appropriately. Interesting Fairy Tales on EBSe was used for this study (<http://www.ebse.co.kr>). Five well-known fairy tales, Kongji and Patji, Beauty and the Beast, The Frog Princess, Pinocchio, and The Ants and the Grasshopper, were chosen. The length of the VOD was 05:03 to 06:05 minutes long and the scripts contained words from 1700 to 2200. Since reading all the scripts could be overloaded for the low level students, the researcher abbreviated the scripts into simpler ones and changed some difficult words into easier ones. The two groups were seated apart from each other during the writing task so that their conversations could be recorded as clearly as possible.

3.3. Data Collection and Analysis

All the collaborative dialogues were recorded and the group writing entries for six weeks were collected and analyzed to see the changes in group dynamics and improvements in writings in terms of cognitive and affective domains. The students mostly used their L1, Korean, for discussion during the writing tasks. Therefore, their dialogues were first transcribed in Korean and then translated into English. The collaborative dialogues were examined for a detailed analysis of the collaborative dialogue in light of three categories: form-focused LREs, lexis-focused LREs, mechanics-focused LREs. A quantitative method was used to find out the change in the amount of LREs. A qualitative method was employed to carefully look into salient changes in group dynamics based on the collaborative dialogues in groups.

The group writing entries were collected each week, thus five entries from each group were collected in total. The students' language development was investigated in terms of fluency and accuracy. Fluency of the group writings was examined by means of the length of the writings (i.e., the number of words and clauses). Accuracy was measured based on the number of errors (word choice, spelling, grammar). Moreover, in-depth investigation of students' writing experience was conducted in order to find out any significant changes in the group writings over time.

In Week 1, the students were surveyed about their experiences and thoughts about L2 writing in general and L2 collaborative writing. After conducting collaborative writing practices from Week 2 to Week 6, the students were interviewed to see if

there was any change in their attitudes toward L2 writing and L2 collaborative writing. This was to find out changes in L2 writing anxiety, confidence in L2 writing, and perceptions on the benefits of collaborative writing. The students' interviews were conducted in Korean, thus audio-taped and transcribed into Korean later. All these data were analyzed in detail with respect to each research question.

3.3.1. Collaborative Dialogues

Regarding the first research question, dynamics of peer interaction in LREs were analyzed. The students' dialogues during the writing task were recorded and later transcribed into English in part. Once transcribed, the episodes were then coded for language-related function using the framework described in Table 3.3. This framework was developed through the following procedures. First, functions of group talk (i.e. content-related, organization-related, language-related, task-management, re-reading, off-task) identified in previous research that examined similar data were retrieved (McDonough et al., 2016; Storch, 2005). Second, the research applied these functions to code randomly chosen transcripts from the current study from the two groups. This process resulted in the selection of one category (i.e. language-related) because the main focus of this study was to investigate group dynamics of peer interaction by looking into their language-related episodes. Last, the operational definitions of this category and sub-categories were refined through reiterative reading of the data.

[Table 3.3]

Analyzing Language-related Episodes

Function	Operational Definition
Language - related	<ol style="list-style-type: none"> 1. Lexis-related: <ol style="list-style-type: none"> 1) discussing or negotiating word choice 2) explaining word meaning 3) retrieving L2 vocabulary 4) discussing collocation and word forms 5) self-correcting lexical errors 6) evaluating or seeking evaluation on lexis use 2. Grammar-related: <ol style="list-style-type: none"> 1) discussing or eliciting sentence structures, and grammatical forms (e.g. tense, aspect, voice) and rules (e.g. subject-verb agreement) 2) self-correcting grammar errors 3) Evaluating or seeking evaluation on grammar use or sentence structure 3. Mechanics-related: <ol style="list-style-type: none"> 1) discussing spelling and punctuations 2) self-correcting mechanics-related errors 3) Evaluating or seeking evaluation on mechanics

As shown in Table 3.3, the language-related function had three subcategories: lexis-focused, grammar(form)-focused, and mechanics-focused functions. Discussion on collocation and word forms such as part of speech of words and countable or uncountable nouns was categorized under the lexis-related function as it mainly reflected learners' knowledge of vocabulary. In contrast, the grammar-related function concerned discussion of grammatical forms

and rules as well as syntactic structures. The mechanics-related function included both punctuation and spelling.

Using this framework, adopted from Zhang (2018), all transcripts were first segmented into episodes and coded for language-related function by the researcher. A second coder who was a colleague native speaker of Korean and had advanced English proficiency level was recruited to code ten percent of the data. Training of the second coder involved explaining the purposes of the analysis, exchanging perspectives of the category in the framework with the researcher, co-coding full-length transcripts of an L1 group talk and an L2 group talk. When there was any disagreement in each other's coding, the two coders tried to resolve it through discussion.

Both quantitative and qualitative methods were used to analyze the dynamics of peer interaction in collaborative writing over time. First, the frequency of LREs (form-focused LRE and lexis-focused LRE) from both groups was examined to see any changes during the collaborative writing practices. Second, the process of LREs during the writing tasks were closely investigated to find out any significant changes over time or differences between the two groups.

3.3.2. Group Writing Entries

From Week 2 to Week 6, each group had an opportunity to reconstruct five stories in total. Therefore, at the end of the project, five writing entries from each group were collected. The stories for reconstructive writing in group are illustrated in Table 3.4. Following similar previous studies (Storch, 2005; Storch & Wigglesworth, 2007; Wigglesworth & Storch, 2009), the written texts were analyzed in terms of fluency and accuracy. Fluency was measured by the total number of words. Accuracy was measured based on the ratio of error-free clauses per total clauses and the number of errors per words were counted. A random sample of two written product were coded by a second rater and inter-rater reliability was 96%.

[Table 3.4]

Writing Topics for Collaborative Writing

Week	Writing Topics	
Week1	Orientation	1) My Favorite Thing (<i>Individual Free Writing</i>)* 2) Cinderella (<i>Teacher's Model Writing</i>)
Week2	CW 1	Kongji and Patji (<i>Group Writing 1</i>)
Week3	CW 2	Beauty and the Beast (<i>Group Writing 2</i>)
Week4	CW 3	The Frog Prince (<i>Group Writing 3</i>)
Week5	CW 4	Pinocchio (<i>Group Writing 4</i>)
Week6	CW 5	The Ants and the Grasshopper (<i>Group Writing 5</i>)

(* means individual writing conducted as a diagnostic test)

3.3.3. Questionnaires and Interviews

Throughout the experiment, the students completed two questionnaire survey (pre- and post-) and had two semi-structured individual interviews. The first interview was conducted in Week 1 to obtain information on their learning backgrounds and attitudes to English. The individual interview took approximately ten minutes. The second interview was carried out after the five group writing practices. It aimed at acquiring students' ideas of collaborative writing and exploring attitudinal changes in English writing and involving collaborative learning in writing class. The interview also aimed to hear about their writing experiences with peers and the overall opinions toward collaborative writing practice. The final interview took approximately fifteen to twenty minutes per student.

Data from a questionnaire survey (see Appendix A and B) was supplemented with face-to-face interviews with the participants. With guided interview questions (see Appendix C), the researcher administered semi-structured interviews with each student. The interview responses were collected to gain more in-depth information about students' attitudes toward their writing. In addition, semi-structured interview provides the opportunity to hear about participant's lived experiences. All the interviews were conducted in Korean and audio-recorded with permission from the students to ensure the accuracy of data collection. The recorded data were ensure to be kept in privacy.

Interview data was analyzed qualitatively and the recordings of participant interviews were transcribed verbatim. Based on the summarization of the transcripts, content analysis, which involves

identifying, coding and categorizing the primary patterns (Patton, 1990), was then used to analyze interview data. The interview data were later translated into English for data analysis and interpretation of the results.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter provides the results and a detailed analysis of key research findings, with reference to the research questions. Section 4.1. reports the dynamics of peer interaction in terms of collaborative dialogues in the two groups. Section 4.2. presents the students' writing development in terms of fluency and accuracy. Finally, Section 4.3. demonstrates how their attitudes toward L2 writing have changed through the process.

4.1. Collaborative Dialogues

The first research question of the present study was to investigate group dynamics during the collaborative writing practices, focusing on collaborative dialogues. By examining the students' collaborative dialogues in terms of Language-Related Episodes (LREs), changes over time and differences between the two groups regarding peer interaction were analyzed with respect to form-focused, lexis-focused, and mechanics-focused LREs.

4.1.1. LREs Increase in Collaborative Dialogues

The analysis of LREs showed that collective scaffolding was provided to every member in both groups during the whole writing processes. Table 4.1 shows the amount of LREs and how it changed each week.

[Table 4.1]

Analysis of LREs

Week	Form- focused LREs			Lexis- focused LREs			Mechanics- focused LREs			Total LREs		
	Group1	Group2	Total	Group1	Group2	Total	Group1	Group2	Total	Group1	Group2	Total
2	9	12	21	30	19	49	21	23	44	44	36	80
3	22	15	37	20	33	53	20	25	45	47	56	103
4	15	30	45	37	57	94	23	24	47	57	92	149
5	18	32	50	35	56	91	29	26	55	58	93	151
6	19	29	44	36	57	93	28	29	57	60	91	151

(Frequency of LREs)

In terms of total LREs, both groups showed an increase in the overall amount of LREs. In Week 2, total LREs produced by the two groups was 80 on average, but in Week 5 and 6, it increased to 151. This suggests that both groups raised awareness on the use of form, vocabulary, and mechanics throughout the practices. Regarding the three subcategories, there were differences between LREs related to form, lexis, and mechanics. First of all, in terms of form-related LREs, Group 1 rarely produced dialogues focusing on grammatical forms in Week 2 (see Table 4.1). In Week 3, they produced more form-related LREs, the amount increased by 13. Although they produced less LREs related to grammar in the following week, Table 4.1 shows that Group 1 still displayed increased amount of frequency in terms of form-focused LREs in the last week. A similar result was shown with Group 2, but with more significant change. While Group 1 showed an increase of 10, Group 2 revealed an increase of 17, in exchanging dialogues about grammatical forms.

With respect to lexis-focused LREs, although both groups displayed an increase in the amount, Group 2 showed a more dramatic change than Group 1 (see Table 4.1). For example, Group 1 revealed an increase of 6 in terms of frequency in the final week, when compared to the first week. Meanwhile, Group 2 showed an increase of 38 in the final week, when compared to the first week. This means that Group 2 paid more attention to the use of their vocabulary as the collaborative writing progressed. It is worth noting that lexis-focused LREs were produced more frequently, when compared to form-focused LREs. Understandably, learners would have needed various lexical items to reconstruct a different story each time, but they would not have needed as many grammatical forms as lexical forms for each story. Besides, based on the post semi-structured interview, it was revealed that the students were passive in talking about grammatical form at the beginning, due to their limited linguistic knowledge. According to one student, Arin, in Group 1, she did not know what to talk about regarding grammar at first, as shown in Excerpt (1).

(1) At first, I had nothing to say regarding grammar because I was not confident in my grammatical knowledge. I was afraid of losing my face by saying incorrect form.

(Arin, Post- Semi-structured Interview)

Another student, Suji, in Group 1, expressed her opinion about why her group talked about grammar less than lexis and mechanics. As shown in Excerpt (2), her group did not pay much attention to the forms in the text at first because they did not notice a gap of

linguistic knowledge between what they want to convey and their ability to convey it. However, throughout group writing practices, the students could reflect on and modify their language use in subsequent writing by comparing their own writing with another group's writing. Excerpt (2) illustrates Suji's opinion.

(2) I did not think of talking about grammar with my group members at first because I did not notice the problem at first. For example, we did not pay attention to the use of article at the beginning, but after reading other group's writing, we noticed that we kept omitting articles. I think comparing our own writing with others' gave us opportunities to reflect and modify our language use, which was helpful for the next writing. In other words, I think collaborative writing gives us opportunities to pay attention to our language use not only through interaction in our own group but also with other group.

(Suji, Post- Semi-structured Interview)

In terms of mechanics-focused LREs, there was not a significant change in both groups. In other words, the results showed that both groups stayed relatively stable in talking about spelling, punctuation, and capitalization. However, when looked in closely, there was a slight change regarding mechanics-focused LREs produced in the last week, when compared to that of Week 2. That is, while the students rarely self-corrected mechanics-related errors, they showed self-correction on mechanics-related errors more frequently in the last week. For example, Group 2 frequently made errors on capitalization

in Week 2 and 3, but they corrected the errors only when someone pointed out them in groups. However, in Week 5 and 6, three out of four, Hyerin, Serin, Jina, showed self-correction on capitalization, adding commas, and spelling, respectively. Excerpt (3) describes self-correction occurred in Group 2.

(3) (Group 2, Week 6)

Hyerin: Should we write 'Grasshoper came to Ants house'?

Serin: Yes. Let's add 'poor.'

Yujoo: Poor grasshoper came to Ants house.

Hyerin: I think there was one more 'p' in grasshoper.

Serin: Poor grasshopper came to Ants house. Like this?)

Jina: There should be an apostrophe after 'Ants'.

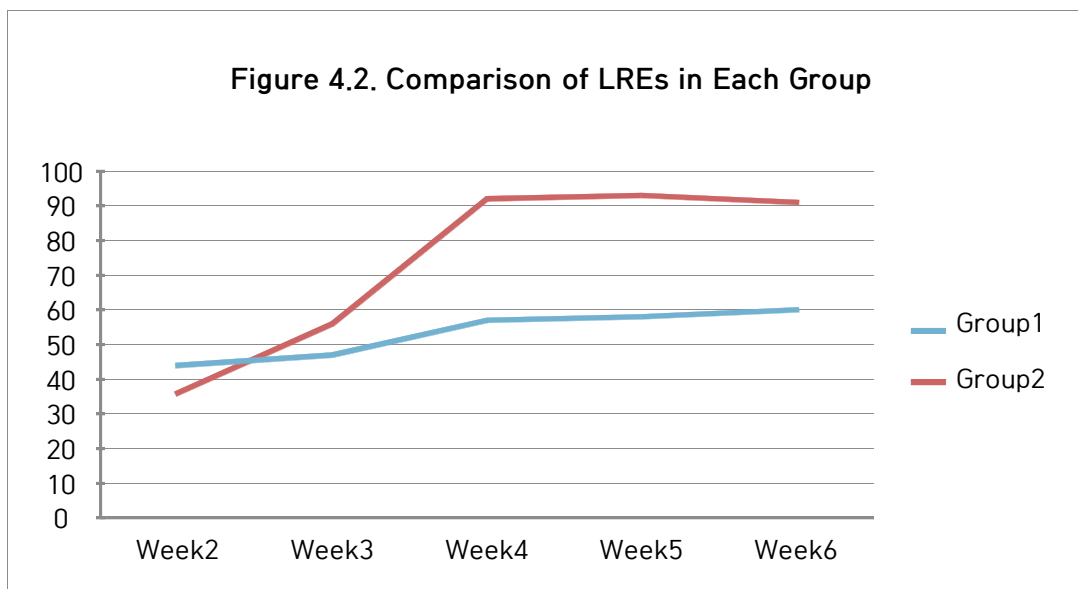
Yujoo: Grasshopper came to Ants' house.

Overall, both groups produced more LREs related to form, lexis, and mechanics in Week 6, when compared to the first week. Figure 4.2 illustrates the comparison of LREs in each group from Week 2 to Week 6. As mentioned before, Week 1 was excluded from the comparison because task instruction and the teacher's model writing was carried out in Week 1.

Figure 4.2. suggests that Group 2 exhibited a more significant change in the amount of total LREs than Group 1. However, Group 1 also, if not much, still showed an increase in the amount of total LREs. The gap between Group 1 and Group 2 can be attributed to two factors. First, the students' current level of L2 proficiency could be one factor.

As shown in Table 3.1., two students, Yuna and Hyerin, were

of low intermediate L2 proficiency, which was relatively higher than others. Hyerin, particularly, was with highest L2 proficiency among the students. Peer interaction in Group 2 revealed that Hyerin played a role of expert in her group to scaffold peers in reconstructing the texts. For instance, by using L1 in order to make meaning of the written text, she helped her group to retrieve appropriate vocabulary from memory. She used the L1 to externalize her thoughts, and expand and explore the contents in order to complete the writing task. Excerpt (4) illustrates how Hyerin assisted her peers in group interaction.



(4) (Group 2, Week 3)

Hyerin: When Beauty looked at the mirror..stared at the mirror.

Yujoo: Look?

Hyerin: It's not like just looking..

Serin: Is it peeping into it?

Hyerin: Yes, wouldn't it be better to use 'stare' or 'peep'?)

Jina: Yes, that's right. When Beauty stared mirror.

It was observed that less proficient learners took their own role in co-construction of the knowledge and provision of scaffolded assistance in group interaction. For example, in Week 5, beginner level learners, Suji and Yeji, initiated more LREs than Yuna, who is relatively more capable learner in their group (see Table 3.1). It meant that Suji and Yeji were ready to take part in the group interaction. Suji in Excerpt (5) showed an active engagement through offering an alternative to her peer's request.

(5) (Group 1, Week 5)

Arin: Pinocchio became a donkey. What is 'became'?

Suji: Changed. Change.

Suji: Become.

Yuna: It's past tense, so 'became.'

Regarding Suji's active engagement in Week 5, the semi-structured interview conducted in the last week revealed that she felt comfortable to suggest her ideas in L1 for completing their collaborative writing because she was familiar with the story. 'Pinocchio' was one of her favorite stories, so she had confidence in assisting others. This demonstrates that social mediation may also come from less proficient peers, which supports previous research

findings (e.g., Kowal & Swain, 1994; Ohta, 2001; Storch, 2001; Watanabe & Swain, 2007). For example, in the study by Watanabe and Swain (2007), the participants achieved on average higher scores when collaborating with their lower proficiency partners than their higher proficiency partners. It suggests that even less proficient peers are able to provide assistance to their more proficient peers.

Yeji in Excerpt (6) also demonstrated an active engagement through producing LREs by using her notes taken during the pre-writing stage (see Table 3.2).

(6) (Group 1, Week 2)

Yeji: Now it's Kongji's turn.

Arin: What did the prince say? Propose? Haha.

*Yeji: Here, I took a note. You are the one I was looking for.
'girl I'm looking for.'*

*Yuna: 'You are the girl I'm...' It's past tense, so 'was looking
for.' Is it right?)*

Yeji: Yes, I think that's right.

Based on the findings, it can be concluded that students of low proficiency level as well as more capable learners could provide occasions for learning and collaborative writing practice clearly provides an environment which allows learners to participate freely by using L1 or notes, and by depending on the familiarity with the story. This supports the results of Seo and Kim (2011), which demonstrated that even less proficient peers are able to provide assistance in L2 as well as L1 to more proficient peers during the

pair interaction.

To sum up, the overall amount of total LREs increased throughout the process and all the students, regardless of their proficiency level, could take their own role in co-constructing the texts. A similar result was presented by Park (2015), in which the amount of LRE kept increasing over six weeks, even though the same amount of writing time was given each week. Although the present study did not necessarily demonstrated the positive relationship between the amount of LRE and the quality of the student's written products, it is still worth noting that even low proficiency level students participated in reconstructing a texts through collaboration with others. By exchanging dialogues related to form, vocabulary, and mechanics, the students could raise their awareness on the use of their language, thus influencing their language development.

4.1.2. Form-Focused LREs

The process of collaborative writing was analyzed based on learners' collaborative dialogues. Excerpt (7) is an example of a form-focused LRE. Students were talking about the scene in which a fairy appeared out of nowhere and talked to Kongji, who wished to go to the party.

(7) (Group 1, Week 2)

Yuna: *Okay, we will help you.*

Arin: *Yeah, "I help you."*

Suji: *Don't worry, I help you.*

Arin: *I will help you.*

Suji: *Don't worry, I will help you.*

Yeji: *Then, isn't it "I will help you"?)*

Arin: *Yes, that's right. We need to add "will".*

The learners' LRE ended up with '*Don't worry, be happy. I will help you.*' This form-focused LRE is typical of collective scaffolding during the writing process. Student Yuna said what to write in Korean. Then, student Arin roughly translated it into English. Student Suji then polished the sentence by adding the expression, *Don't worry*. Student Arin and Suji tried to find the proper expression in English by repeating it in Korean. Finally, student Yeji solved the problem by recalling the auxiliary verb for the future tense, *will*. After the collaborative dialogue above, the grammatical form of future tense reappeared many times in subsequent text, as shown in Excerpt (8).

(8)

"I will give you whatever you want, dear frog." (Week3)

"I will come back in a week." (Week4)

"I will be a good boy and go to school." (Week5)

"I will sing for you." (Week6)

Another example of a form-focused LRE is shown in Excerpt (9). Students were talking about the scene in which the step-mother and Patji are surprised when they see Kongji dressed up at the party.

(9) (Group 2, Week2)

Hyerin: Let's just say, 'Where did you get it?'

Yujoo: Isn't it, "Where did you got?"

Serin: "Where did you get it?" is right. "did" is requires for past tense.

In Excerpt (9), Serin provided scaffolding to Yujoo, who was confused by the grammar rule for past tense. In Group 2's subsequent texts, the correct usage of the grammatical form of the past tense was identified several times, as in Excerpt (10).

(10)

"But the frog still didn't move." (Week3)

"Why didn't you go to school?" (Week5)

"No, I didn't want to go to the Toyland." (Week5)

Excerpt (11) shows the most frequently occurred form-focused LRE in both groups. Group 1 was talking about the scene in which Beauty came back to the palace to meet the Beast, but he was already dying.

(11) (Group 1, Week 4)

Yeji: Um.

Arin: Beast was lying down.

Yuna: Where?

Suji: On floor. There was rose with fallen leaves.

Yuna: On 'the' floor.

Arin: So, on floor, Beast was lying down and there was rose with fallen leaves.

In Excerpt (11), Yuna pointed out that they omitted the article 'the.' However, Arin did not pay attention to the form pointed out by Yuna. Instead, the group members focused on the content. Owing to Yuna's comment on the form and by noticing the gap while exchanging the writing entries in the post-writing activity, the members in Group 1 started to focus on the forms they are using. For example, in Week 5, Arin self-revised the form she used while exchanging dialogues with group members, as in Excerpt (12). Excerpt (12) is about a scene in which Pinocchio is sunk into the sea and swallowed by the whale.

(12) (Group 1, Week 5)

Arin: Pinocchio sink in sea.

Arin: Ah, 'The' sea.

Yeji: Oh, what happened? You did not listen to me when I asked to add 'the.'

Arin: Hehe. It seemed that group 2 used 'the' appropriately in the last week.

In Excerpt (12), Arin ended up adding an appropriate article in the sentence in the end. According to her saying, she noticed the gap between what her group wrote and what the other group wrote. As mentioned in the previous section, the students had a chance to exchange their writing entries as a post-writing activity. Overall, the collaborative dialogues of both groups revealed an increase regarding form-focused LREs, meaning that they came to focus on forms more, compared to the beginning.

4.1.3. Lexis-Focused LREs

Dynamics of peer interaction during the collaborative writing were analyzed in terms of lexis-focused LREs. The collaborative dialogues revealed that the students in both groups actively interacted with peers with regard to the use of vocabulary, as shown previously in Table 4.1. The notes taken during the pre-activity were helpful for the students to contribute to the group writing because many of them got a clue from the notes they have taken while reading the scripts. Since both groups had resources on the lexis due to the notes, lexis-focused LREs of the two groups were more active than form-focused LREs from the start.

In Group 1, Yeji, who did not participate much on the part of form-focused LREs, contributed a lot on the part of lexis-focused LREs. She wrote down important words or collocations while reading the scripts. Her note-taking skill was useful for her group to accomplish the writing task. When her group members lost ways in reconstructing the story, she gave an appropriate word on the right

time, as shown in Excerpt (13).

(13) (Group 1, Week 2)

Yuna: She ran without knowing, knowing? her shoes.

Arin: How do we say 'shoes are off'?

Yeji: Shoes are off.

Arin: Oh, thank you.

Yuna: She ran without knowing her shoes are off.

Yeji: The scripts were with the word 'notice' instead of 'know.'

In Excerpt (13), Yeji scaffolded her group members based on her notes taken during the pre-activity. For example, she helped her group to write the sentence, "She ran without noticing that her shoes are off." She contributed on the part of collocation, 'Shoes are off' and on the appropriate use of verb, 'notice.'

In case of Group 2, they focused on watching the video rather than taking notes from the scripts. Thus, during the collaborative writing stage, they had less resources to rely on. Despite the shortage of notes taken, they found another way to complete their writing together. Serin and Jina, although having limited knowledge of vocabulary, were good at searching the right word on the Internet. By searching in the Internet, Serin and Jina provided various words to their group. For instance, when her group was looking for the right words in reconstructing the story 'Beauty and the Beast,' Serin googled the right collocation 'took care of' to write the sentence, 'The Beast took care of her.' Also, Jina used thesaurus on the Internet to find the synonym for the word

‘suddenly.’ However, the use of Internet was not always useful because there were so many options they could refer to, which made them confused. This is illustrated in Excerpt (14).

(14) (Group 2, Week 3)

Hyerin: How do we write ‘turned into’?

Serin: Wait. Let me look it up on the dictionary.

Yujoo: The frog changed..

Serin: There are a lot of words. ‘change into,’ ‘turn into,’ ‘camouflage.’

Hyerin: Which one should we use?

Oh, right! Group 1 used the words ‘turned into.’

When Serin searched on the Internet to write the sentence “개구리가 왕자로 변했다,” several words came up, such as ‘change into,’ ‘turn into,’ ‘camouflage.’ They were confused with which expression to use in their sentence. At that time, Hyerin remembered the sentence group 1 used in the previous session. Group 1 had used the sentence, “Pumpkin turned into a carriage. Mouse turned into wagonman.” By retrieving the words from the previous lesson, Group 2 was able to use the right words in their story reconstruction.

Overall, collaborative dialogues revealed that both groups increasingly paid attention to lexis-focused LREs, but by relying on different resources. Group 1 actively exchanged lexis-focused LREs based on the notes taken during the pre-writing activity. Meanwhile, Group 2 actively exchanged LREs focusing on lexis by searching on the Internet and retrieving words from the previous sessions.

Furthermore, although asking a teacher for help cannot be one of the main features of collaborative writing, it indeed helped students to carry out collaborative writing in groups successfully. Learners from Group 1 actively asked for help from the teacher, while Group 2 rarely asked for assistance from the teacher. The comparison between the two groups is illustrated in Excerpts (15) to (16).

(15) (Group 1, Week 5)

Yuna: Hugged.

Suji: Hug.

Yeji: Hugged.

Arin: Shouldn't we put one more 'g'?

Yuna: Teacher, do we put two 'g's in the past form of the verb 'hug'?

Teacher: Yes, you should add 'g' in the past form of the verb 'hug.'

Group 1 was talking about the scene in which Pinocchio met his father, Geppetto. They tried to write a sentence, 'They hugged each other,' but were confused about the past form of the verb 'hug.' At first, Arin pointed out that 'g' is missing in their writing, but she was not sure of the correct past tense form. Then, Yuna asked a question to the teacher and the instructor scaffolded Group 1 in writing the sentence in the past tense correctly. Another example of asking for assistance from the teacher is presented.

(16) (Group 1, Week 5)

Suji: Pinocchio escaped from Toyland.

Yeji: Yes, escape. 'escaped.'

Yuna: Pinocchio escaped Toyland. *Is it right?*

Arin: *Let's ask for help from the teacher.*

Teacher, is 'escaped Toyland' grammatically correct?)

Teacher: *Nice try, but you should add a preposition after the verb 'escape.'*

Yuna: From?

Teacher: *Good job.*

Suji: Pinocchio escaped from Toyland.

Group 1 was talking about the scene in which Pinocchio escaped from Toyland. This time, they used a correct past tense form of the verb 'escape,' but they were unsure if the sentence was right. Then, Arin asked for clarification from the teacher if their sentence was correct. The teacher gave a feedback that there should be a preposition added after the verb 'escape.' Yuna, in turn, came up with the appropriate preposition for the verb 'escape.'

To sum up, Group 1 actively asked for help from the teacher, which led them to improve the quality of their texts. However, the teacher should be cautious in giving help to the students so that they do not solely rely on the teachers' feedback. Instead, the instructor should encourage learners to resolve the problems through peer collaboration along with teacher's appropriate scaffolding. In contrast to Group 1, Group 2 was not willing to ask for help from the teacher, as shown in Excerpt (17).

(17) (Group 2, Week 4)

Yujoo: The spell was broken. The spell..broke..

Hyerin: I think 'broke' is right.

Serin: I think we should write the sentence in a passive form.

Jina: Was broken. In passive form?

Yujoo: I'm not sure.

Hyerin: Let's just write 'broke.'

In Excerpt (17), Group 2 was talking about the scene in which the terrible spell was broken because of Beauty's love for the Beast. The students were unsure of the passive form of 'break.' However, none of the members asked for help from the teacher. They just decided to write the incorrect form, without trying to resolve the problem. Although Group 2 was unwilling to ask for assistance from teacher, they still produced LREs, which means that they paid attention to their language use.

4.2. L2 Writing Development

The second research question of the present study was to find out the learners' language development over time through the collaborative writing practices in terms of fluency and accuracy.

4.2.1. Overall Fluency, Accuracy and Complexity

Table 4.3 shows the analysis of the written products of each group over six weeks in terms of fluency. First, the number of words was analyzed, which indicates the length of text. The table shows that the length of the written texts increased with some fluctuations. When compared with the length between the written products in the first week and the last week, the progress was much clearer. In case of Group 1, they produced longer text in Week 3, when compared to the previous week. However, in Week 4, the length of the text produced by Group 1 decreased by 20 words, but increased again from the next week. The reason why the number of words decreased momentarily in Week 4 can be understood for one reason, based on the observation of group dynamics. They had a chat on off-topic, thus didn't have enough time to work on the writing task. As for Group 2, the length of the text decreased in Week 3 to 4, but increased in Week 5 to 6. The reason for the momentary decrease in the number of words in texts can be explained, again, by the students' inattention to the writing task. When they chatted off-topic, they were often out of time to accomplish the writing task. Overall, as seen in the table, Group 1's written texts lengthened from

254 to 284 words and the length of Group 2's texts increased from 251 to 314 with higher increasing rates in length than Group 1.

No. of T-units was measured in order to find out fluency of the students' texts. As shown in Table 4.3., No. of T-units increased in both groups. In the case of Group 1, the No. of T-units increased from 38 to 47. As for Group 2, the No. of T-units increased from 39 to 54. Group 2 produced less complex text at the beginning but produced more complex text than Group 1 by the end of the research period.

[Table 4.3.]

Analysis of Fluency of Written Products

Group	Week	No. of Words	No. of T-units
1	2	254	38
	3	260	48
	4	240	38
	5	244	46
	6	283	47
2	2	251	39
	3	232	32
	4	229	32
	5	239	39
	6	314	54

The accuracy of the texts was also measured to find out any progress in the students' texts. Table 4.4 shows No. of errors and No. of Error-free clauses produced by the students. As for Group 1, the number of errors decreased from 37 to 13 while the number of error-free clauses increased from 4 to 40. In the case of Group 2, No. of errors decreased from 29 to 14, while No. of error-free clauses

increased from 5 to 32. When comparing the changes in No. of errors and No. of error-free clauses, Group 1 showed more progress than Group 2, although both groups produced less errors in the end of the course.

To summarize, the analysis of the written text revealed that, throughout the five collaborative writing practices, the students produced longer and more accurate texts. Previous studies also analyzed fluency, accuracy and complexity of the collaborative written text. In Storch's (2005) study, pairs produced shorter but superior texts in terms of grammatical accuracy and complexity. In Dobao's (2012) research, texts written by groups were shorter, but more accurate than texts written in pairs or individually. In Wigglesworth and Storch's (2009) study, collaboration had a positive impact on accuracy, but did not affect fluency and complexity.

There is a difference between previous studies and the current study in that while the previous studies analyzed the texts of different groups (individual, pair, and/or group), the current study examined the written texts of the same groups (Group 1 and 2).

[Table 4.4.]

Analysis of Accuracy of Written Products

Group	Week	No. of Errors	No. of Error-free Clauses (EFC)
1	2	37	4
	3	37	32
	4	25	38
	5	16	31
	6	13	40
2	2	29	5
	3	30	23
	4	31	20
	5	20	28
	6	14	32

4.2.2. Grammar, Vocabulary and Mechanics

The students' linguistic development was examined in the three aspects: grammar, vocabulary, and mechanics. Regarding the students' linguistic development in grammar, improvements were observed concerning word order and agreement. Excerpt (18) reveals grammatical improvements in Group 2.

(18) (Group 2, Week 1)

The stepmother gave Cinderella many works. The King announced party and the two sisters was invited.

Excerpt (18) illustrates a subject-verb agreement errors made by Group 2. Since none of the group members corrected the error,

they did not revise the incorrect sentence. Another grammatical error was spotted in Week 2, as shown in Excerpt (19) to (20).

(19) (Group 2, Week 2)

Kongji fast went to the party. She did not realized her shoe slipped off.

(20) (Group 2, Week 2)

Patji tried to put on the shoe, but her foot were too big.

Excerpt (20) illustrates an error on word order as well as on subject-verb agreement. Group 2 incorrectly wrote down, 'fast went,' which should be corrected into, 'went fast.' However, none of the group members noticed the error, thus the problem was not resolved. Likewise, none of the group members pointed out that 'were' after 'foot' should be corrected into 'was,' as shown in Excerpt (20). So far, Group 2 did not show much improvements in grammar. However, starting from Week 3, Group 2 showed some corrections in their grammatical errors, which were done through peer collaboration. Excerpt (21) to (22) support this.

(21) (Group 2, Week 5)

Serin: On the way to school, someone called Pinocchio.

Jina: It is more likely that Pinocchio hear someone call him.

Yujoo: Right, Pinocchio hear someone call him.

Hyerin: But, we should put -s after the verb because the subject is Pinocchio.

Serin: On the way to school, Pinocchio hears someone call Pinocchio.

In Excerpt (21), Group 2 was talking about the scene in which Pinocchio hears someone call him. Jina first made a subject-verb agreement error, omitting -s after the verb following third person singular subject. Following her, Yujoo still did not notice the error. However, Hyerin pointed out that they should add -s after the verb since the subject 'Pinocchio' is third person singular. As a result, Group 2 was able to resolve the grammatical problem. Another improvement is shown in Excerpt (22)

(22) (Group 2, Week 6)

Hyerin: It was summer and the sun was very hot.

Yujoo: Ant family in a row walked.

Hyerin: Shouldn't we put 'walked' before 'in a row'?

Serin: Yes, I think that's right. Ant family walked in a row.

In Excerpt (22), Group 2 was talking about the scene in which the ant family walked in a row in the hot summer. At first, Yujoo made an error regarding word order. This might have arisen from L1 transfer because in Korean, 'in a row' comes before 'walked.' That is, Yujoo literally transferred the words from Korean and made a wrong sentence. However, Hyerin expressed her idea that they should switch the word order. As a result, Group 2 were able to write down a correct sentence, although they still omitted the article

before 'Ant family.' To sum up, the students' language use was improved in the aspect of word order and agreement. This supports the previous findings (Seo & Kim, 2012) that peer collaboration leads learners to notice gap between what they know and what they don't know, resulting in the L2 development. The findings of the present study implicate that the students were able to expand their linguistic competence and improve the quality of their writings by pooling linguistic resources from each other. The students became aware of the linguistic features, mechanics and grammar, by exchanging collaborative dialogues and working together in groups to reconstruct the stories.

In addition to the improvement in grammatical accuracy, the students showed improvements in their vocabulary through the group writings. At the beginning, the students in both groups used limited range of vocabulary simple words. Especially, Group 2 showed low lexical variety. However, throughout the course, they became to use a variety of words and also tried to paraphrase their sentences, as illustrated in Excerpt (23). The scene is about the situation in which Pinocchio and his father seek ways to escape from the whale.

(23) (Group 1, Week 5)

Yuna: Suddenly, Pinocchio had good ideas.

Arin: Wait. I will look for different expression.

Arin: We have 'came up with.'

Yuna: Oh, good.

Also, at the beginning, many of the students tended to translate Korean words directly into English, thus the sentences sounded somehow awkward. However, as the collaborative writing practices progressed, the students employed rich vocabulary and used the contextually appropriate words. By engaging in meaningful interactions, they became more attentive to word meanings. Excerpt (24) illustrates the improvements in word choice. The scene is about the situation in which Pinocchio forgets his promise to Geppetto and exchanges his books for a ticket and runs to the puppet show.

(24) (Group 2, Week 5)

Yujoo: Gave. give and take? Pinocchio gave his books. Is it right?

Serin: Instead of 'gave,' we are supposed to write 'exchange his books for a ticket.'

Hyerin: exchange.

Serin: Ah, right, then 'exchange his books with a ticket.'

Jina: Not 'with,' 'for.'

In (24), Student Yujoo literally translated the word '주고받다' with 'give and take.' However, with the help of Serin and Hyerin, Group 2 was able to use the word '*exchange*,' which sounds more natural.

Mechanical errors were also investigated in the students' written texts. Mechanical errors are related to capitalization, punctuation, and spelling. One of the examples is given in Excerpt (25).

(25) (Group 1, Week 2)

Yuna: The cow ate all the grass and disappeared.

Suji: Right, 'disappear' is the word we learned in the previous class.

Arin: The cow ate all the grass..

Yeji: and disappeared.

Suji: The cow at all the grass and disappeared.

In Excerpt (25), Group 1 was talking about the scene in which the cow ate all the grass and disappeared to help Kongji. Suji retrieved the word, 'disappear,' which they learned from the previous class. In the previous lesson, they made a spelling mistake by omitting 'p.' However, Yeji correctly spelled the word this time. In the end, Group 1 was able to write down a correct sentence in reconstructing the story. Improvements were made in Week 6 in terms of mechanics, as shown in Excerpt (26).

(26) (Group 1, Week 6)

Yeji: When autum came.

Yuna: We should add 'n' to 'autum.'

Arin: Right, when autumn came the ant family still worked hard.

Yuna: We should put comma.

Yeji: After 'came.' 'When autumn came,' Like this?

In Excerpt (26), Group 1 was talking about the scene in which the ant family was walking in a row when autumn came. At first, Yeji made a spelling mistake in the word, 'autumn.' Following Yeji, Yuna corrected the spelling mistake by suggesting to add 'n' to the word. However, Group 1 still made an error regarding mechanics by omitting appropriate comma after the time conjunction, 'When autumn came.' Yuna pointed out that they should put comma and Group 1 was able to write down the correct sentence. To sum up, Group 1 showed improvements regarding mechanics through collaborative writing practices. Improvements in mechanics were also revealed in case of Group 2. Excerpt (27) illustrates errors on the capitalization committed by Group 2.

(27) (Group 2, Week 3)

"i will look for my father," Bell said. However the weather was so cold. she was tired and thirsty. Finally she arrived at the big house and opened the door.

"Father! Father! i'm here! Where are you!"

In Excerpt (27), Group 2 did not capitalize the first letter. Also, they left out a comma after 'however' and 'finally.' None of the group member paid attention to the errors. A similar phenomenon was observed in Week 4, as shown in Excerpt (28).

(28) (Group 2, Week 4)

After that the prince and princess fell in love and were married. And they lived happily ever after.

In Excerpt (28), Group 2 again omitted a comma after the time conjunction, ‘After that.’ The error was not corrected at this time. However, in Week 5, Group 2 was able to correct the errors related to mechanics, as shown in Excerpt (29).

(29) (Group 2, Week 5)

Hyerin: Suddenly Fairy appeared.

Yujoo: Right, Suddenly Fairy appeared to Pinocchio.

Serin: Guys, we forgot to put a comma again. After ‘suddenly.’

Yujoo: Suddenly, Fairy appeared to Pinocchio.

In Excerpt (29), Group 2 was talking about the scene in which Blue Fairy appeared suddenly and asked Pinocchio why he didn’t go to school. Yujoo, at first, omitted a comma after the word, ‘*suddenly.*’ However, Serin pointed out that they should add a comma, leading her group to write a correct sentence. This suggests that repeated collaborative writing practices help learners to pay attention to their language use, especially in terms of mechanics.

To sum up, the students’ language use has advanced over time in terms of mechanics, grammar, and vocabulary. In other words, they made fewer mechanical errors such as punctuation, capitalization, and spelling. They gradually paid more attention to the grammaticality in the sentences written in a group. They produced more accurate sentences with rich vocabulary and better word choices, appropriate for the contexts.

4.3. Changes in Affective Factors

The third research question of the present study was to investigate changes in affective factors throughout the collaborative writing practices. Three specific factors were investigated through qualitative manners: L2 writing anxiety, confidence in L2 writing, and perceptions on the benefits of collaborative writing. The students who had high anxiety and low confidence in L2 writing in the beginning came to have lower anxiety and higher confidence throughout the study. Moreover, most of the students became positive about participating collaborative writing.

4.3.1. L2 Writing Anxiety

According to the pre-questionnaire surveys conducted in the first week, all the eight students showed high anxiety in writing in English. They were low-intermediate level students in general and did not have any experience in practicing in L2 writing. However, throughout the course, they became less afraid of writing in English.

In the interviews, most of the participants in this study expressed positive attitudes toward group writing practice in that it helped them to reduce writing anxiety. For example, Yeji expressed that working on the familiar fairy tales helped her group members to exchange opinions more freely, as shown in Excerpt (30).

(30) Interview 1: Yeji

I liked that the stories were familiar to me and my group members. If the stories were unfamiliar one, We did not have to memorize the content nor have to memorize words. I felt less anxiety, which encouraged me to exchange opinions with my friends more freely.

Excerpt (30) reveals that Yeji became less afraid of writing in English because the collaborative writing task had less cognitive load. Also, she said that contributing to her group helped her to reduce writing anxiety. The similar findings were observed in the previous study (Chen & Yu, 2019), which examined the factors that influence learners' attitudes towards L2 writing.

(31) Interview 2: Yuna

I liked my group members. When I was grouped with different level peers, especially those who were way capable than me, I easily felt nervous and intimidated. In that case, I couldn't participate actively even though I wanted to. Working in groups of similar level peers was helpful for me to accomplish the writing task collaboratively.

According to Excerpt (31), Yuna felt less inhibited by being grouped with peers of similar level. When she was interviewed in depth, she said that when she worked in mixed-level group before, she felt inhibited and had higher anxiety, which debilitated her

learning. However, working with peers of similar proficiency level, she felt comfortable to participate and came to know that she could learn a lot from peers. Another student, Jina, stressed a positive influence of collaborative writing as shown in Excerpt (32).

(32) Interview 3: Jina

I think writing collaboratively with peers is more helpful for me to improve language because writing individually makes me become blank in my mind. While communicating and interacting with group members, I could pay more attention to the forms as well as lexis. This not only helped me to improve linguistic knowledge but also to be less afraid of writing in English.

Excerpt (32) reveals that group writing practices encourage students to pay more attention to the linguistic features. This supports the findings from the improvements made by the two groups in terms of two aspects, grammar and vocabulary (see Table 4.3).

4.3.2. Confidence in L2 Writing

Overall, the students showed increased confidence in writing in English as a result of collaborative writing practices. Of those who improved their confidence, Excerpts (33) and (34) illustrated Yujoo's and Arin's comments.

(33) Post Semi-structured Interview: Yujoo

I'm a lazy person so I hate looking up dictionary, but I learned many vocabulary by searching on the Internet or using dictionary. This helped me to actively participate in the group writing and I felt rewarded when I helped my group reconstructing the story. As a result, I became more confident in writing in English. I want to try another collaborative writing next time. But for the next time, I wish that the topic would be given free to our choice!

Yujoo's interview reveals that contribution to the group writing motivated her to look up more vocabulary, which helped her to be more confident in L2 writing. A similar findings were observed in Seo and Kim (2011) in which the participants stressed the idea that collaborative writing gave them chances to help peers out and they felt rewarded whenever they contributed in resolving the problems.

(34) *Post Semi-structured Interview: Arin*

I liked that the teacher gave us opportunities to exchange the written entries produced by another group. Even though my group member actively interacted and talked on the forms and vocabulary to reconstruct the stories perfectly, we could never be perfect. However, by reading what the other group wrote, we could notice the differences between what we wrote and what others wrote, which helped us to improve our next writings. Through the collaborative writing practices, I became confident in writing in English.

As Arin said, findings from previous studies (Seo & Kim, 2011) claimed that the students could simply learn from watching what other wrote. This suggests that encouraging students to read what others wrote could be a good way to model a L2 writing.

Hyerin and Suji became confident in particular linguistic features as a result of collaborative writing practices, as illustrated in Excerpt (35) to (36).

(35) *Post Semi-structured Interview: Hyerin*

When I thought of English, I was not confident in using appropriate words in contexts. Whenever I came up with English word, it sounded somehow awkward because I always tried to translate directly from Korean. However, with the help of group members, through scaffolded dialogues, I could elicit the right words appropriate for the context. I think

working in groups to produce a text through collaboration helped me to write better.

(36) Post Semi-structured Interview: Suji

I am an impulsive person who easily make errors. Thus, I frequently make mistakes on punctuations, capitalization, or contractions and was not confident in my writings. However, when working with peers in groups, I could focus on those repeated errors. More heads are better than one head!

Based on the comments from Hyerin and Suji, it is suggested that collaborative writing practice can provide opportunities to develop vocabulary and grammar in L2 writing.

4.3.3. Attitudes toward Collaborative Writing

The participants' responses to the pre- and post-questionnaires were analyzed for in-depth investigation into their attitudes toward collaborative writing. The participants had a very positive attitude toward small group activities in general. Most of them found it beneficial to work in groups in L2 classroom, especially with regard to writing class. Table 4.5 shows the learners' responses whether they consider group work to be either helpful, very helpful, or extremely helpful.

[Table 4.5.]

Learners' Views on Small Group Work

		Group1	Group2	Totals
		(n=4)	(n=4)	
Working in groups in class is	Not helpful	1	0	1
	Helpful	0	1	1
	Very helpful	2	1	3
	Extremely helpful	1	2	3

Only one student responded with negative view in working in groups. Yeji said that, “it is easier to sit back because people are likely to talk at the same time in groups and this distracted me to focus on the task.”

As already discussed, the eight learners knew each other very well since they had participated in the same extracurricular activity before. Furthermore, the writing task was operated for six weeks, so they were very used to working together in groups. However, one student from Group 1 mentioned that although she liked her group members, she would have preferred to write individually because working with close friends was often distracting. She said, “I liked working with my group members but I sometimes felt it was inefficient to work collaboratively with my peers because it took more time to gather ideas and finish the task. We enjoyed chatting off-task. I think I could have used the class time allotted for the work more efficiently if worked individually.” She also raised an issue, such as “I would have preferred to write a story alone. Another student stressed the idea that she would have preferred to work in pairs. She said, “I would have preferred to work in pair instead of in a group because we had so many ideas floating in groups. I sometimes felt unorganized. It was sometimes difficult to

reflect everyone's ideas in the story reconstruction. If I had worked in pairs, just with one friend, it would have been much easier to exchange our ideas regarding the content or language and reach an agreement."

However, except for these two students, all the others found positivity in group writing. Those who found group writing beneficial said that they could equally contribute to the final product with greater ideas. For instance, Serin said, "I felt less inhibited when working in four, especially with peers of similar proficiency level. When I worked in mixed-level group before, I felt inhibited and had higher anxiety, which debilitated my learning. However, working with peers of similar proficiency level, I felt comfortable to participate and came to know that I could learn a lot from my peers." Another student, Jina said, "Diverse ideas pooled by group members helped us to reconstruct the story together. Most importantly, talking about our language use helped me to reflect on my English. It was fun looking up dictionary or asking for help from peers. I also felt responsibility when I contributed to my group writing." Yeji commented, "I enjoyed exchanging ideas with my friends. We sometimes had different viewpoints on the same story. We all have different strengths, which help us to contribute to the different aspects of the task. We felt rewarded when we finished all the five story reconstruction by helping each other."

Some of the students mentioned that they had more linguistic knowledge working collectively. Excerpt (37) illustrates Yeji's opinion.

(37) Post Semi-structured interview: Yeji

At the beginning of the course, I doubted if group writing would work well for me because I haven't had any experience in collaborative writing. Although I liked working together with my friends, I was quite skeptical about collaborative writing. However, now I think it is a good way to learn writing in English because whenever I was confused about word choice or grammatical items, there were people in my group from whom I could get help.

Excerpt (38) describes Hyerin's interview.

(38) Post Semi-structured interview: Hyerin

Working with peers helped me to combine knowledge and broaden my perspective.

Other students stressed the idea that group writing changed their attitudes toward L2 writing. For example, Yujoo stated, "I thought writing class would be boring because I couldn't pull out more from my limited linguistic knowledge. Also, I expected the course would be burdensome because I could not imagine writing some sentences to reconstruct a story in English. However, as working in a group, I could compensate my limited linguistic knowledge by pooling resources with my group members and this gave me less cognitive load." Arin stated, "I came to know that writing is not a boring activity at all." Suji expressed that she felt

accountability by being a teacher herself to peers: “I never thought I could be contributive to my friends in English class, especially when it comes to a writing class. When I was able to help my friend on the word choice by using my note-taking, I felt motivated to improve my English.”

To sum up, the learners who expressed a preference for writing in small groups agreed that there were more ideas floating in terms of content and language use. With these ideas, learners could provide and receive assistance from peers. These results are in the accordance with the findings of previous research, which supported that more ideas and knowledge are derived in collaborative tasks (see, among others, Fernandez Dobao, 2012; Kim, 2008; Storch, 2005; Swain & Lapkin, 1998; Wigglesworth & Storch, 2009).

4.4 Perceptions on the Benefit of Collaborative Writing

The participants were asked to reflect on the benefits of working with peers in small groups. Table 4.6 reveals that most of the students acknowledged a positive influence of collaborative writing on both grammar and vocabulary. However, some learners had different perspectives regarding the content of the text. They felt working in groups was not helpful to develop content of their text. They felt that they had better ideas themselves but that they were not able to persuade peers to write the way they wanted. For example, Yuna said, “I agree that collaborative writing is helpful in terms of vocabulary and grammar because I could not have found the right words or correct errors without group members’ support.

However, one thing I did not like about the writing task was that I could not freely write the story the way I wanted to. Since all the group members had their own ideas, it was difficult to simply push our own ideas.” This reveals that some students had difficulty in reflecting their ideas in reconstructing the story while working collaboratively.

[Table 4.6]

Learners’ Perceptions of the Impact of Collaboration on the Text

		Group 1 (n=4)	Group 2 (n=4)
content	Better	2	2
	The same	1	2
	Worse	2	1
vocabulary	Better	3	3
	The same	1	1
	Worse	0	0
grammar	Better	3	4
	The same	1	0
	Worse	0	0

Furthermore, Serin pointed out that organizing ideas in a group was difficult. She said, “I think I could have made my text more organized had I done it myself.” On the contrary, the learners, who answered that the content would have been worse if the writing was done individually, commented that the content of their texts had been positively influenced by peer collaboration. They argued that when writing collaboratively there were more ideas to choose from and more creativity. Jina explained, “I liked that we could choose the best idea among the ideas contributed by everyone. I think more brains are better than one.”

Regarding the vocabulary, 7 out of 8, believed that their texts had been positively influenced by peer collaboration. They agreed that, there were more resources to rely on when working collaboratively since different learners know different words. Even though they did not know sufficient words to complete the story, they could enhance the lexical variety and accuracy of vocabulary in the end. As explained by Yeji in Group 1, “We had several times when one of us could not remember a word, but someone else could.”

However, quite different opinions were suggested by Group 2. Serin did not see a noticeable impact of collaboration on vocabulary use. She felt that there was a limitation in helping each other solve the lexical problems because they were at the similar vocabulary level. She explained, “Sometimes we had to rely on dictionary or ask for help to the teacher because none of us knew certain words or grammar. This reveals that although most of the learners agreed on the positive influence of collaborative writing on vocabulary, the teacher should provide appropriate assistance to the learners so that they do not simply depend on the dictionary. For instance, pre-teaching vocabulary as a pre-writing activity or appropriate word cues could alleviate the lexical burden on the students.

In terms of grammar, the number of learners who saw a positive influence of collaboration on grammar was similar to that of vocabulary, 7 out of 8. Most of the learners who worked in groups perceived the benefits of collaboration on the grammatical accuracy of their written texts. This shares the similar results from Dobao (2013), in which, 15 out of 27, believed in the positive influence of the peer collaboration on the grammar of the texts. However, in Dobao’s (2013) study, the number of learners who saw a positive influence of

collaboration on grammar was slightly lower than what have been observed for vocabulary, 26 versus 31. One interpretation for the gap between his study and the present study could arise from the proficiency level of the participants. In his study, the participants were intermediate learners of Spanish, enrolled in university. In contrast, the present study was conducted with middle school EFL learners of low-intermediate level. Since the individual participants of the present study lacked sufficient linguistic knowledge, both vocabulary and grammar, peer collaboration might have been more helpful for them to complete the texts.

As shown in Table 4.6, one student from Group 1 felt that the texts would have been similarly accurate if she had written them individually. Suji did not see a significant impact of collaboration on vocabulary as well as grammar. She argues, “We were on a similar level with our grammar and vocabulary. We often got stuck on a grammatical issue and just made a guess because none of use were sure of the correct one.” Also, she said, “I think we repeatedly faced the same problems.”

Apart from the problem of lacking grammatical knowledge among the learners of similar proficiency level, there was a problem of reluctance to correct errors of others. For example, some students did not feel comfortable to correct grammatical errors in the text produced by their group, although they were aware of them. As explained by Yeji, “I spotted lots of little grammatical problems in my groups’ story, such as spelling and punctuations. However, I was reluctant to point them out and seem knit-picky.” She was afraid of being viewed fastidious by peers because they preferred to ignore these errors. She said, “I once tried to correct the misspelling, but

my friend said we don't have to consider all the small errors since the task was not being assessed and graded by the teacher." In the same vein, the study by Elola and Oskoz (2010) found that most learners enjoyed collaborating with peers who actively correct and edit their writing, but some did not enjoy being corrected by their peers because they perceived it as a criticism.

Learners who found collaborative writing task extremely helpful for improving their vocabulary said that they were able to retrieve collocations they learned in the previous lessons. For example, the fairy tales used for the group writing included a common collocation, "Once upon a time" and "They lived happily ever after." As explained by one, "By repeating the same phrase every class, I could retrieve it unconsciously in the end." However, there was also an opposite opinion in that some words were not retained because they had had no opportunity to repeat the words in the following classes. For instance, in the story "Pinocchio," there appears a word, 'regret,' which does not reappear in the following stories. When the students were asked the meaning of the words in the last week, most of the students were unsure of the meaning. This implicates the importance of giving students opportunities to recycle the words they learned.

With regard to grammar, collaborative writing activity gave the students to consolidate previously learned grammar. As commented by Hyerin, "It helped me to use future tense appropriately." Arin said, "I was confused with the tenses all the time before, but as I practice writing in group, I could retrieve the rule I learned." Yujoo commented, "I liked that we could practice what we learned in regular class by actually using those items in our own story."

For all the benefits the learners felt as above, it is also notable that 2 out of 8 learners felt collaborative writing task as not helpful for improving their grammar knowledge. The reason was again, that they were similar level. These learners did not think they could learn grammar while working with other learners of the same proficiency level. For example, Hyerin commented that although collaboration in group is beneficial to produce better product, there was a limitation with regard to the grammar because most of her group members had limited grammar knowledge. However, it is worth noting that they still engaged in collaborative dialogues related to grammar, which contribute to their language development.

CHAPTER 5. CONCLUSION

This chapter concludes with the major findings and pedagogical implications of the present study. Section 5.1. summarizes the major findings; Section 5.2. presents pedagogical implications; and Section 5.3. discusses the limitations of the study and makes suggestions for further research.

5.1. Summary of Major Findings

The present study was designed to explore three research questions. The first was to examine the dynamics of peer interaction in low intermediate proficiency level Korean middle school students' EFL group writing in terms of LREs. Furthermore, the learners' language development and attitudinal changes throughout collaborative writing practices were investigated.

Concerning the first research question, the students increasingly exchanged collaborative dialogues focusing on their language use. Overall, the results based on the recorded and translated dialogues occurred during the interaction revealed that the students engaged in LREs more as the writing session progressed.

Regarding the second research question, the students' writing has improved in terms of fluency and accuracy. The increase in the length of words and clauses in both groups signifies that the students improved their writing ability in terms of fluency. The decrease in the number of errors in both groups shows that the students became more accurate in writing in English. When examined

in terms of three subcategories of LREs (grammar, vocabulary, and mechanics), the students' language use has advanced over time in terms of grammar, vocabulary, and mechanics. In other words, they made fewer mechanical errors such as punctuation, capitalization, and spelling. They gradually paid more attention to the grammaticality in the sentences written in a group. They produced more accurate sentences with rich vocabulary and better word choices, appropriate for the contexts.

Concerning the third research question, the results based on the semi-interview and questionnaire revealed two important things. First, the students became more confident in writing in English. At the beginning of the experiment, all the participants were quite low in confidence when writing in English because their overall proficiency level in English was low. However, after experiencing collaborative writing over six weeks, the students came to feel that they could write in English even with limited knowledge of vocabulary and grammar, through exchanging collaborative dialogues with peers in groups. The results were consistent with the findings of previous research on collaborative writing tasks, which emphasized opportunities to solve language-related problems by pooling individual resources in a group and to build new lexical and grammatical knowledge (e.g., Fernandez Dobao, 2012, in press; Kim, 2008; Shehadeh, 2011; Storch, 2005; Storch & Wigglesworth, 2007; Swain & Lapkin, 1998).

Second, the level of writing anxiety which the students had at the beginning of the experiment became lower. They came to think writing as tools for communicating their ideas, that is, meaning. Overall, collaborative writing practice helped the students of low

proficiency level to have positive attitude toward L2 writing by having higher confidence and lower writing anxiety. Overall, these findings support the use of collaborative writing tasks in the foreign language classroom. Although not all learners

5.2. Pedagogical Implications

The findings of the present study have some pedagogical implications for the Korean EFL teaching and learning. First, L2 collaborative writing can assist low proficiency level Korean middle school students in improving English writing and language proficiency. Especially, collaborative writing would be a viable option for teaching English writing in Korean middle school context, where a classroom is often full of twenty to thirty students. It is challenging for the teacher to give feedback to all the students in a limited time, but by giving students opportunities to negotiate meaning through peer collaboration, learners can produce a better written product, which could not be accomplished individually.

Second, employing group writing can reduce Korean students' anxiety toward English writing. Since students feel that they have peers from whom they can get help or to whom they can give help, they feel supportive atmosphere when writing in groups. This relates to the confidence in writing. The students have confidence in L2 writing when writing with peers in group because they could rely on variety of resources from each other. Thus, exchanging collaborative dialogues can lead those students who have little confidence to have positive attitudes toward L2 writing.

Third, teachers should provide proper resources for learners during group writing. They have to be aware of the dynamics of the collaborative dialogues, and provide assistance when learners are in need of their help. The intervention can be provided either during the peer writing or afterwards in a form of written feedback. Moreover, dictionary use strategy training can be integrated into the English writing class (Bishop, 2001; Harvey & Yuill, 1997; Liu, 2014). Learners often randomly choose the target word without considering the context (Chon, 2009; Harvey & Yuill, 1997). Thus, teachers have to encourage learners to exploit all available information in the entry, spelling, meaning, synonyms, syntactic and collocational information, before deciding on the word for use.

5.3. Limitations and Suggestions for Future Research

There are some limitations to be considered in the present study. First, the research findings were based on a small number of participants. Though small scale research was chosen for a in-depth understanding of collaborative writing in small groups, quantitative studies with a large number of students would provide more concrete ideas on the effectiveness of collaborative writing in EFL classrooms. Second, since the study lasted only for six weeks, there exists the limitation of generalization in terms of results. A longer period of longitudinal study would give us more sufficient information on the language learning potential of collaborative writing. Third, since learners were asked to engage in one type of writing task, story reconstruction, the findings cannot be generalized. Fourth, although

this study aimed at investigating low proficiency level students, only one proficiency level examined in a lab setting also limits generalizability of the results.

An important issue to be addressed is how to encourage learners to collaborate in regular EFL writing classroom. In the regular classroom, individual learners would possess different learning styles, which may affect the learning outcome. Some learners might prefer working individually rather than working collaboratively. Depending on their learning styles, the learning outcomes would be different. Thus, the teacher should pay attention to the students' individual differences and tailor the lesson into students' needs. Moreover, the students' personal relationship in a group should be paid attention because it could affect the patterns of interaction and L2 learning outcomes. In the present study, all the learners were quite close to each other since they have already participated in the same extracurricular activity. However, in the regular classroom, it is more likely that the students might experience some emotional conflicts with each other while engaging in group writing. This might affect the amount of LREs that occur during group writing and thus have an influence on their L2 learning outcomes.

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APPENDICES

Appendix A: Pre-Questionnaire

This questionnaire is intended to understand your language learning experiences regarding English writing, and your reply will not be employed for the purposes other than research. Read carefully and answer the questions.

1. Name:

2. Age:

3. Gender: A. Female B. Male

4. Years learning English:

5. Have you taken other English writing classes before?

A. Yes B. No

If yes, what type of writing task have you worked on?

A. Story reconstruction B. Free Writing

C. Other (please specify:)

If yes, have you worked on writing task in a group or a pair or individually?

A. In a group B. In a pair C. Individually

If you checked A(in a group) or B(in a pair) above, which language did you use to interact with your partners/ partner?

A. Korean B. English

C. Other (please specify:)

6. Have you taken private English course before?

A. Yes B. No

7. Have you visited any English-speaking countries?
- A. Yes (please specify the country: _____ ; _____ months)
 - B. No
8. How helpful do you think it is to work in small groups in English writing class?
- A. Not helpful
 - B. Helpful
 - C. Very helpful
 - D. Extremely helpful
9. If you have any questions regarding this course, write them down.

Note. The questionnaire was provided to the students in Korean, and translated into English by the researcher.

Appendix B: Post-Questionnaire

1. How helpful do you think it was to work in a group?

- A. Not helpful
- B. Helpful
- C. Very helpful
- D. Extremely helpful

Why?

2. How would you describe the group in which you worked? Did it work well? How collaborative was it? Did you all get to contribute in a balanced way?

3. If a writing task can be done in groups of four, in pairs, or individually, which of these three options would you prefer? Why?

4. How helpful do you think this collaborative writing task was for improving your vocabulary knowledge?

- A. Not helpful
- B. Helpful
- C. Very helpful
- D. Extremely helpful

Why?

5. How helpful do you think this collaborative writing task was for improving your grammar knowledge?

- A. Not helpful
- B. Helpful
- C. Very helpful
- D. Extremely helpful

Why?

Appendix C: Guided Interview Questions

1. Are you interested in studying English?
2. How do you normally study English?
3. Why do you think that English is important to study?
4. Have you ever been taught English writing?
5. What do you think about writing in English?
6. Have you ever participated in collaborative English writing?
7. Have you ever participated in collaborative learning in any class?
8. Do you think collaborative writing in a group helped you improve your writing ability?
9. Did collaborative writing helped you reduce writing anxiety?
10. Did collaborative writing helped you increase writing confidence?
11. Did you enjoy collaborative writing practice?
12. What did you find it most difficult in collaborative writing in a group?

Appendix D: Students' Written Products

(Group 1 Week 2)

NO. Week 2
DATE

Once upon a time, Kongji live with stepmother and
stepsister, Patji. Stepmother and Patji did not like Kongji.
They said, "Cut all the grass." Kongji cried. A big
cow came and ate all grass. Stepmother and Patji said,
"fill the pot with water." But ther is a hole. Kongji cried
A ~~frog~~ came and covered the hole. "Thank you."
toad
One day, there was a party. A fairy came and
gave dress and pretty shoes. But Kongji lose shoes.
in the party. She ran without knowing. ^{her shoes are off.} Prince
looked for Kongji. Finally Prince met Kongji. "You
are the girl ~~I'm~~ looking for." They lived happily
was
together.

(Group 1 Week 5)

Week 5

NO.

DATE

There lived a old man His name was Gepetto
He had no family. One day, he made Pinocchio with
wood. " You are my son. Promise you go to school
good boy." But, Pinocchio met somebody going to
school He forgot promise and go to see a show
Pinocchio was locked in cage. Suddenly, ^a fairy appeared.
Pinocchio lied and his nose became long^{er}. He promised
he will not lie and ^{the} fairy helped Pinocchio. When
coming back to home, Pinocchio met a cat and went
to Toyland. Suddenly, storm came and a whale
~~ate~~ Pinocchio. "Dad!" He met Gepetto inside the
swallowed
whale. "I'm sorry. Forgive me father." "I love
you son." "Let's get out here." Pinocchio came up with
a good ideas. They made whale sneeze and escaped.
Pinocchio turned into a ~~human~~ ^{real person} and they lived
happily ever after. _{boy}

(Group 2 Week 4)

NO. Week 4

DATE

Once upon a time, there was a girl. Her name was Beauty.

One day, her father went to market. There was a big storm.

He finds a palace and went inside. Then he met a beast.

Beast said, "bring your daughter." Beauty came to save her

father. Beast released him. Beauty and beast became good

friends. Beauty took care of beast. But, Beauty missed her

father. "I miss my father." She promised to come back and

leaved the Beast. After seven days, Beauty came back

to palace and the spell broke. The beast turned into

a handsome man. They lived happily ever after.

(Group 2 Week 6)

NO. Week 6
DATE

It was ^{very hot} summer. Ant family worked hard, but grasshopper only sang a song. Weather changed and Autumn came. Ant family kept working. Grasshopper kept singing. Finally it became cold winter. Ant family went inside home with many food. Grasshopper stopped singing because it was so cold. Grasshopper was hungry but he did not have food. Grasshopper found Ant family house and knocked the door. Poor grasshopper came to Ants' house. Ant family gave food to poor grasshopper. Grasshopper promised to work hard.

국 문 초 록

영어수준이 낮은 한국 중학교 학생들의 협업 L2 글쓰기 탐구

서울대학교 대학원
외국어교육과 영어전공
함수진

본 연구는 한국 중학교 학생들 중 영어 수준이 낮은 학습자들을 대상으로 협력적 글쓰기 과업이 제2언어 학습에 어떠한 영향을 미치는지 살펴본다. 이를 위해 본 연구에서는 협력적 영작문 쓰기 과업에서 학습자들의 상호작용 양식을 살펴보고, 협력적 대화의 기능과 언어 관련 담화에 서 나타나는 변화 양상을 분석한다. 여덟 명의 한국 중학교 3학년 여학생들(집단 1과 집단 2)이 6주간의 그룹 영작문 쓰기 방과후 학교 프로그램에 자발적으로 참여하였다. 영어 수준이 비슷한 하위 학습자들이 한 그룹을 이루어 매주 이야기 재구성 쓰기 활동을 실시하였다. 6주간의 탐구는 다음과 같은 세 가지 연구 문제를 밝히는 것을 목적으로 한다: 1) 언어 관련 담화 측면에서 학습자들이 어떠한 협력적 상호작용 양상을 보여주는가? 2) 유창성과 정확성 측면에서 학습자들의 언어 발달이 어떠한 변화를 보여주는가? 3) 협력적 글쓰기 활동을 통해 학습자들이 제2언어 쓰기에 대해 어떠한 태도 변화를 보이는가? 학생들의 협력적 대화 양상을 분석하였으며, 프로그램이 끝난 후 학생들의 개별 인터뷰를 실시하였다. 이러한 분석을 통해 살펴본 언어 관련 담화의 양상, 언어 발달, 영어 쓰기에 관한 태도 변화를 다음과 같다.

첫째, 언어 관련 담화의 양이 시간이 지날수록 증가하였다. 특히, 협동 과정을 통해 동료들과 언어 관련 담화를 주고 받으며 학습자들은

문법과 어휘에 대한 인식이 증가하였다. 둘째, 쓰기 결과물 측면에서의 발달을 찾기 위해 학습자들의 텍스트가 세밀하게 분석되었다. 언어 발달 측면에서, 학습자들은 시간이 지남에 따라 더 긴 텍스트를 만들어 내었다. 뿐만 아니라, 어휘 사용과 문법적인 측면에서 향상하였음을 보여주었다. 더욱 풍부한 어휘를 사용하였고 문법적인 오류가 줄어들었다. 마지막으로, 협력적 글쓰기 활동을 통해 학습자들은 영어 글쓰기에 대한 불안감을 감소시킬 수 있었고 자신감을 얻을 수 있었다. 또한 협력적 글쓰기 활동이 영어 쓰기에 대해 도움이 된다고 생각하는 것으로 나타났다. 그룹 안에서 자신의 생각과 의견을 동료들과 교환함으로써 언어 능력을 향상시킬 수 있었을 뿐만 아니라 영어 쓰기에 대해 자신감을 형성할 수 있었다.

본 연구의 결과는 한국 EFL 학습 환경에 있는 중학교 학습자들 중 특히 영어 수준이 낮은 학습자들을 대상으로 효과적인 영어 쓰기 활동에 대한 통찰을 제공한다. 연구 결과에 기반을 두어 본 연구는 협력적 글쓰기 활동이 학습자들이 자신감 있고 효과적인 글쓰기를 할 수 있도록 도와줄 것을 시사한다.

주요어: 협력적 글쓰기; 협력적 대화; 언어 관련 담화; 제2언어쓰기; 쓰기태도

학 번 : 2018-28949



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교육학석사학위논문

**Exploring Collaborative L2
Writing of Korean Middle School
Students with Low English
Proficiency**

영어수준이 낮은 한국 중학교 학생들의 협업 L2
글쓰기 탐구

2020년 8월

서울대학교 대학원
외국어교육과 영어전공
함수진

Exploring Collaborative L2 Writing of Korean Middle School Students with Low English Proficiency

지도교수 김진완

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함수진

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2020년 6월

위원장 _____ (인)

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Abstract

Exploring Collaborative L2 Writing of Korean Middle School Students with Low English Proficiency

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The purpose of this study is to examine the effectiveness of collaborative writing in the Korean EFL (English as a Foreign Language) middle school context for low English proficiency learners. The study carefully looks into students' collaborative dialogues and written products in order to explore how their language development and attitudes toward L2 writing change through collaborative writing practices. The exploratory investigation for 6 weeks aims at answering three research questions: 1) What are the dynamics of peer interaction in low proficiency level Korean middle school students' EFL group writing in terms of Language-Related Episodes (LREs)? 2) How does the learners' language development change over

time in terms of fluency and accuracy through collaborative writing practices? 3) How do the learners' attitudes toward L2 writing change over time through collaborative writing practices?

Eight Korean middle school EFL learners(two groups of four) of low proficiency's writing products written collaboratively over 6-week experiment, questionnaire results, and semi-structured interview responses were collected and analyzed in quantitative and qualitative manners. All the students' dialogues during the writing tasks were recorded and transcribed in part in order to discover the dynamics of peer interaction regarding LREs, language development, and attitudinal changes. First, the quantitative analyses showed that the amount of LREs occurred during the tasks has increased over time. The qualitative analyses of the students' dialogues revealed that collaborative practices helped them to raise awareness on lexis, grammar, and mechanics in their writing. Second, regarding language development, the students produced longer texts with a wider range of vocabulary and decreased grammatical errors. However, they stayed at producing simple sentences, due to their low English proficiency. Third, in terms of attitudinal changes, students gained confidence in writing in English with reduced anxiety. The students who were in favor of individual writing at the beginning came to build a positive attitude toward collaborative L2 writing. Collaborative writing encouraged students to notice gaps between their own linguistic knowledge with others' by giving opportunities to negotiate meanings in order to reconstruct a story with peers. It promoted them to discuss not only the content but also the word choice, grammatical form, and mechanics in writing. By exchanging ideas and thoughts with peers of similar proficiency level, the students

could learn English in a supportive atmosphere. Recognizing that each individuals have potentials to contribute to group writing, the students became active writers while enhancing their language proficiency and self-confidence.

The findings of the study provide considerable insights into the development of English language learners with low proficiency in the Korean EFL contexts, especially in secondary schools. Based on the findings, this paper suggests that more EFL teachers need to consider collaborative L2 writing as an essential part of L2 learning. Implementing collaborative L2 writing would help students of low English proficiency become effective and confident writers.

keywords : collaborative writing, LRE, collaborative dialogue, L2 learning, language development, writing anxiety, confidence

Student Number : 2018-28949

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CHAPTER 1. INTRODUCTION

The present study explores how Korean middle school students with low English proficiency collaborate with each other by looking into their collaborative dialogues and how their language development and attitudes toward Second Language (L2) writing change over time. This chapter introduces the motivation of the present study and the organization of the thesis. Section 1.1 explains the background of the study, Section 1.2 presents the purpose of the study, Section 1.3 states the research questions, and the organization of the thesis is laid out in Section 1.4.

1.1. Background of the Study

An old proverb “Two heads are better than one” is an apt metaphor for the importance of collaboration as a major aspect of the 21st century skills needed to prepare students for their academic life and for the future (NCTE, 2008; Partnership for 21st Century Skills, 2004). With an attempt to create learning environments where language learning is a rewarding, the role of interaction in L2 classrooms has been emphasized for a couple of decades. (The study by Gaith (2002) which paid attention to the psychological factors enhancing the motivation of learning environment argued that one of the significant sides of classroom environment influencing learners’ academic accomplishment is interaction in classroom. Teachers and peers can provide this type of support. Group or pair work - the

basis of the studies conducted in the field of social constructivism (Vygotsky, 1978) and carried out by teachers - is a fundamental premise of collaborative learning and is mainly used for maintaining verbal communication in classrooms (Long & Porter, 1985; Brown, 2001; McClure, 2001; Mackey, 2003; Cao & Philp, 2006). According to Dornyei (1997), positive interdependence in collaboratively learning environment results in students encouraging and helping others and at the same time, sharing ideas and accumulate their knowledge in achieving the same goal. In other words, students tend to be less intimidated when they work as a pair or a group, especially when they see their peers having difficulty with finding an appropriate word or sentence to express their ideas. As a result, their stress and anxiety are reduced, which is one of the notable advantages of collaborative learning (Oxford, 1997). All of these statements are in line with Vygotsky's opinion on human development as an inherently socially situated activity (1978). The aforementioned studies correspond with the argument by Vygotsky that human development occurs in the context of inherently and socially situated activity (1978).

Bruffee (1984), a pioneer of collaborative learning in composition classes, insisted that collaboration with peers, either in pairs or in groups, enables students to make appropriate judgments and learn more effectively than working individually. While collaborating with others, students are provided with a social context which promotes new understandings of a text and eventually maximizes learning. Another researcher, Elbow (1999), claimed that collaborative learning is conducive to promoting students' knowledge of subject matter and higher-level skills, such as critical thinking and

argumentation. Overall, the importance of collaboration as a core value for the 21st century skills and the benefits of incorporating collaboration in learning a language received spotlight.

With the importance of developing communicative competence in a balanced way, the 2015 revised national curriculum for English subject in Korea emphasized integrative language development, including both receptive and productive skills in written and spoken mode. As a result, various forms of alternative tasks and assessments were recommended for teaching and evaluating receptive and productive skills. In secondary English classrooms in Korea, however, relatively little attention, compared to other skills, has focused on teaching writing for several reasons. One reason for the absence of writing instruction is a limited time for the class period to cover the contents of the textbook. According to Yang and Solm's (2009) study, more than 80% of English teachers who responded to the questionnaire noted a lack of time for teaching writing. Teaching writing requires more time to read students' products and to give feedback to each individual student. Lack of time allotted to teaching writing provides English language learners with few chances to write and insufficient exposure to writing instruction. As a result, they experience difficulties in writing. Second, the College Scholastic Ability Test (CSAT) may be another reason (Kwon, O., Yoshida, K., Watanabe, Y., Negishi, M., & Naganuma, N., 2004; Park, 2007). In the study by Kwon et al. (2004), which compared high school students' English proficiency in Korea, Japan, and China, Korean high school students ranked lowest in writing while their reading and listening ability were the highest. The study asserted that the CSAT and the national curriculum emphasizing listening and reading have had major

influence on secondary school English education, thus resulting in Korean students' low-ranking writing performance. Lastly, teachers' poor teaching skills with regard to English writing curriculum may also give rise to a lack of writing instruction. The study by Yang and Solm (2009) identified that 88% of English teachers in Gyeonggi Province had insufficient professional training for writing curriculum, 8% of them participated once a year, and 4% had took part in the training for times a year.

However, since the fundamental purpose of foreign language education is to help learners achieve self-regulation in a foreign language and develop communicative competence, it is crucial to develop all the four skills of language in a balanced way: speaking, listening, reading and writing. Especially, writing should take on a more pivotal role in the L2 classroom (Harklau, 2002; Williams, 2012) because students encounter social and socializing experiences through written communication in daily lives. With the advent of technological advances, the ability to understand others and express themselves through written communication has become more important. Thus, writing should receive more attention and teachers should be ready to play a role as a facilitator to help students grow into persons who can interact with others in various written communicative contexts.

In the past three decades, a substantial body of empirical research has demonstrated that collaborative writing (CW) benefits both second language (L2) learning and the development of L2 writing skills. It facilitates language learning as it promotes deliberation on language use and negotiation for meaning and form with peers (Li & Zhu, 2017). In addition, it facilitates the development of writing proficiency through focusing learners' attention on the

writing process (Louth, McAllister, & McAllister, 1993; storch, 2013).

1.2. Purpose of the Study

The primary purpose of this study is to explore the effectiveness of collaborative writing in the Korean English as a Foreign Language (ELF) middle school context for low English proficiency learners. Collaborative writing practices adhere to the goal of integrative instructional approaches since learners are asked to use integrated skills to carry out the writing tasks. For example, they receive opportunities to read sample writings or what others wrote, to listen to what others think, to write down their ideas, and to interact with each other through collaborative dialogues. Collaborative L2 writing has recently received attention as a viable solution for teaching L2 writing in classes where a teacher has difficulty in providing feedback to a large number of students (Kang, 2013; Kim & Lee, 2012; Seong, 2006). The current study employs group writing and attempts to see the effectiveness of its implementation for Korean EFL low proficiency level learners.

In the social constructivist framework, collaborative learning is regarded as an ideal type of learning (Lantolf & Pavlenko, 1995; Vygotsky, 1978; Wertsch, 1991) in that it provides ample opportunities for learners to participate in the co-construction process of knowledge (Storch & Wigglesworth, 2007). According to Sociocultural Theory (SCT), development occurs when innate capacities transform as they intertwine with socioculturally constructed mediational means (Lantolf & Pavlenko, 1995, p. 109). Otherwise speaking, the knowledge is

initially developed at an intermental level (on the social plane) and is subsequently taken over at an intramental level (on the psychological plane) (Vygotsky, 1981, p. 163), and learning occurs through external mediation in the social interaction and internal mediation through private speech (Lantolf, 2000).

Vygotsky (1978) maintained that a child or a novice develops their cognitive skills through social interaction with a more capable learner or an expert in the Zone of Proximal Development (ZPD), which is defined as “the distance between the actual developmental level by which a learner can solve a problem independently and the potential developmental level by which he can under the guidance of adult or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). He emphasized the importance of the assistance from a more capable learner, which is referred to as “scaffolding”, for learning to be successful.

A slightly different opinion was presented by another researcher. According to Donato (1994), novice learners drew on their resources and helped each other to solve language-related problem which none of the learners had known prior to the interaction. This implicates that “collective scaffolding” occurred in novice-novice interaction as well as in novice-capable learner interaction. Since interaction between novice-capable learners is implemented more commonly, and its effectiveness is demonstrated widespread, this study focused on the interaction between novice-novice learners.

Swain (2000) suggested a new term “collaborative dialogue,” emphasizing the importance of external mediation and the dynamic nature of the dialogic mediation. “Collaborative dialogue” refers to dialogue in which learners work together to solve joint problem and

build knowledge through interaction. Many researchers demonstrated the critical role of collaborative dialogue in language learning (Storch, 2001, 2002; Storch & Aldosari, 2012; Swain, 2000; Swain & Lapkin, 2000, 2001; Watanabe & Swain, 2007; Watanabe, 2008). While engaging in collaborative dialogue, learners are able to notice 'gaps' in their knowledge of the target language, and co-construct their second language by reflecting on the linguistic knowledge. This leads learners to generate new linguistic knowledge while consolidating existing knowledge (Swain & Lapkin, 2000, 2001). The present study carefully examines the collaborative dialogues among the students while working in groups to carry out the writing task, and explores how their language development and attitudes change toward L2 writing over time.

While collaborative writing has received an increased attention with its positive effects, some empirical studies have identified that it is not always the case (LaPierre, 1994; Leki, 1990; Nelson & Murphy, 1992; Storch, 2002; Swain & Lapkin, 1998). For example, inaccurate decisions in peer interactions can be transferred to learners' L2 knowledge (LaPierre, 1994; Storch, 2002; Swain & Lapkin, 1998). Furthermore, the students' lack of knowledge and skills to offer effective feedback and their lack of trust in their peer interlocutor's comments could have negative effects in their language learning (Leki, 1990; Nelson & Murphy, 1992). Upon these challenges, research on collaborative writing practices was explored from various perspectives, focusing on certain aspects of collaborative dialogue among Korean EFL learners, such as L1 use (Huh, 2000), general characteristics of collaborative writing (Lee, 2012), the focus of LREs (Kim, 2012; Seo & Kim, 2011), and the role assignment during peer

interaction (Kang, 2013).

However, the previous studies did not go into details of how low proficiency level Korean EFL learners involve in collaborative dialogues with the peer interlocutors during collaborative writing. Moreover, more detailed examination is needed on how the students' language development and perceptions on L2 writing are changed over time through the collaborative writing task.

Understanding the dynamics of collaboration among Korean learners, especially low proficiency levels, is important for teachers to play a role as facilitators in language classroom. For this, teachers should be aware of how learners engage with each other in collaborative dialogue. In this regard, the purpose of the present study is to examine how Korean low level middle school learners of English interact in group writing and how this process of collaborative dialogues affects L2 group writing in terms of cognitive and affective aspects. The present study aims to aid teachers in making use of collaborative writing more effectively by promoting learners to scaffold each other in groups through social interaction.

1.3. Research Questions

The present study aims to investigate how eight Korean middle school learners of English collaborate with each other in group writing and how L2 group writing changes over time in terms of cognitive and affective aspects. To this end, the following research questions are addressed:

1. What are the dynamics of peer interaction in low proficiency level Korean middle school students' EFL group writing in terms of Language-Related Episodes (LREs)?
2. How does the learners' language development change over time in terms of fluency and accuracy through collaborative writing practices?
3. How do the learners' attitudes toward L2 writing and collaborative writing change over time through collaborative writing practices?

1.4. Organization of the Thesis

In addressing these questions, the thesis is structured as follows: Chapter 1 introduces the background and purpose of the present study and proposes the research questions. Chapter 2 reviews previous studies that motivate and generate the research questions addressed in this thesis. It examines the major findings from empirical research studies on collaborative writing and subsequently identifies the gaps in previous research. Chapter 3 sets out the methodology in terms of participants, procedures, data collection, and data analysis. Chapter 4 elaborates the results of the study and discusses the research findings. It provides interpretation of the findings of the study related to the research questions. Finally, Chapter 5 summarizes the major findings, the pedagogical implications of the study, and concludes with its limitations and suggestions for the future study.

CHAPTER 2. LITERATURE REVIEW

This chapter reviews the literature pertinent to this study. It contains two general sections and each section is divided into subcategories. The first section briefly reviews the literature on collaborative writing. It provides definition, benefits, and challenges of collaborative writing. The second section introduces empirical findings from previous studies with regard to language development and changes in affective domain affected by implementing collaborative writing. Furthermore, the case studies in Korean EFL contexts are reviewed in the last section.

2.1. Collaborative Writing

From the late 1970s, the general public began to shift attention from product-oriented to process-oriented writing. The process approach emphasizes the act of writing itself over the final written product. In this approach, writing is viewed as a recursive process during which ideas are discovered and meanings are created. Hence, the bottom line of this approach is that an individual cannot perform revising process fully. In other words, sharing ideas and exchanging feedback is a priority. In the process-based approach classroom, instructors are encouraged to provide and maintain a supportive and motivating atmosphere through collaborative learning. In addition, instructors should provide ample time and limited interference to let students work on their own writing piece. In

conclusion, from the process-oriented perspective, writing not only involves repetition and sophisticated sentence structure composition but also social interaction with others (Ferris & Hedgcock, 2005; Kitao & Saeki, 1992; Matsuda, 2003; Silva & Matsuda, 2002). Collaborative writing received much attention from researchers and practitioners as growing emphasis was put on the interaction and communication with others during writing activity. Following this, a body of research has focused on investigating effectiveness of collaborative writing in the L1 and L2 contexts.

2.1.1. Definition of Collaborative Writing

Collaborative writing has been defined in various ways. Ede and Lunsford (1990) suggest that collaborative writing is any writing done in collaboration with one or more persons. It may involve written and spoken language brainstorming, outlining, note-taking, planning, drafting, revising, editing, and publishing. Dale (1994) defines collaborative writing as meaningful interaction, shared decision making and responsibility among group members in the writing of a shared document.

Collaborative writing is divided into two types as follows: interactive writing and group writing (Louth & McAllister, 1993). The common feature between the two types is that group members interact with one another. However, while in interactive writing, individual writers are the ones responsible for their work whereas in group writing, group members share the responsibility.

Farkas (1991) enumerated four types of collaborative writing.

First, two or more people complete one whole document. One example of this writing is coauthoring a report. Second, two or more people are assigned to different parts of a document. Third, one or more persons revise or go over a written piece of one or more persons. Peer review or revision is an example of this collaborative writing. Lastly, one or more persons write first draft based on ideas of another. Brainstorming as a group is a leading example of this writing.

Saunders (1989) also divided collaborative writing into four types as follows: co-writing, co-publishing, co-responding, and helping. When it comes to co-writing, peers collaborate throughout the whole process. Next, co-publishing refers to publishing collaborative text based on individual texts. With regard to co-responding, group members only interact during revising process. Lastly, the “helping” category is peers providing voluntary assistance in a certain method during collaborative writing process.

This study adheres to the definition of collaborative writing of co-writing in that eight participants worked interactively with one or more persons throughout the whole process to create one final product.

2.1.2. Benefits of Collaborative Writing

A number of studies validated the advantages of conducting collaborative writing by examining the effects of collaborative writing on students' writing skills. In several studies, individual writing products completed by two groups of students were compared based on two different group environments (e.g., Jafari & Ansari, 2012; Louth et al., 1993; Shehadel, 2011; Sutherland & Topping, 1999). In the study, one group carried out collaborative writing whereas the other group wrote individually. After conducting pretest and posttest, it has been found that collaborative writing resulted in work comprised of much organized and fully-structured sentences.

Some studies which did not employ neither pretest nor posttest also validated the effectiveness of collaborative writing on students' attitudes by comparing collaborative works with individual products (e.g., Gousseva-Goodwin, 2000; Storch, 2005; Wigglesworth & Storch, 2009). The results showed that both motivation and confidence increased during collaborative writing. The students said that interaction with peers encouraged them to participate more actively in L2 writing and helped them form positive attitudes toward writing.

In the study by Gousseva-Goodwin (2000), writing performance was identified to be different between independent and collaborative writing tasks. The study participants were 20 advanced ESL students. The students were asked to write two essays at home: an independent essay and a collaborative essay. Then, two experienced ESL teachers evaluated the essays based on a rubric. The results of the analysis validated that there are differences in

writing performance between collaborative and independent essays, with the former having higher scores than the latter, which supports the effectiveness of collaborative writing.

Dobao (2012) looked into the strengths of collaborative writing by comparing learners based on group, pair, and individual. The results showed that text was longer in individual writing than collaborative writing. However, working as a group produced greater number of language-related episodes (LREs) than working in pairs or as an individual. Also, a higher percentage of correctly resolved LREs were produced by groups than pairs. In general, texts by groups had higher accuracy than works by pairs or individual learners, implying that collaborative writing is more effective than individual writing.

Storch (2001) examined performance of three adult ESL pairs with regard to writing. Recorded conversations of pairs and researcher's observation notes revealed that students working as a pair does not always take place in a collaborative method. The underlying factors behind this may be various, according to the researcher. For example, learners' perceptions toward pair work, degree and types of motivation, or learning goal may affect the process of collaboration. Nonetheless, the works created by the pairs demonstrated that the participants produced higher quality products when they did collaborate.

A later study by Storch (2005) explored collaborative writing in terms of product, process, and students' reflections on their collaborative writing experience. The study participants were 23 adult ESL students of whom eighteen of them worked in pairs and the remaining five worked individually. The results of individual work and collaborative work showed that working in pairs had the

tendency to create much shorter texts than students who were assigned to work individually. However, texts produced by pairs were better than those created by students in individual work group when it came to accuracy and complexity. The qualitative analysis of students' texts validated that the texts produced by pairs had higher scores than the texts produced by students involved in individual work. With regard to collaborative writing process, pair dialogue analysis revealed that group writing was the opportunity for students to interact on a variety of writing aspects (e.g., planning, writing, and revision). This encouraged students to collaborate when brainstorming ideas. Lastly, on the one hand, some students stated that they came to develop positive attitude toward collaborative writing but on the other hand, some other students were reluctant to speak out about their opinion regarding collaborative writing.

Wigglesworth and Storch (2009) examined the effects of pair writing and individual writing in terms of fluency, complexity, and accuracy. 144 ESL students participated in the study and the essays were analyzed based on fluency, complexity, and accuracy. The comparison of individual writing and pair writing validated that collaborative writing did not bring about longer texts and had no influence on grammatical complexity. However, there were significant differences in the performance by individuals and pairs in accuracy. Pairs produced more accurate texts than individuals. When it came to the process of writing, pair dialogue analysis implied that collaboration offered the learners with the chances to interact with peers at different phases of writing. It encouraged students to collaborate when coming up with ideas for their essays. More in-depth analysis of students' interaction also validated that the pair

work activities offered the students with the chance to share ideas and accumulate knowledge.

Furthermore, the study by Shehadel (2011) looked into whether collaborative writing has an influence on the quality of students' writing and students' perceptions of collaborative writing in L2. The study participants were 38 female freshman-year EFL learners in two classes. They were conducted as individual work in the control group whereas as pair work in the experimental group. The results demonstrated that collaborative writing had a significant influence on content, organization, and vocabulary but not on mechanics or grammar. This may have resulted from the participants not being able to give each other proper help due to their low English proficiency. Also, most of the students in the experimental group were positive toward collaborative writing activity and enjoyed the experience.

The aforementioned research in L2 writing supports that collaboration and interaction may be beneficial to the development of L2 writing skills (e.g., Fung, 2010). It positively influence writing performance in both ESL and EFL contexts. In addition, it enhances not only the performance of group writing but also that of individual (Louth et al., 1993 and Sutherland & Topping, 1999).

2.1.3. Challenges of Collaborative Writing

For all the positive findings mentioned above, collaborative writing practice is not always easy to implement and accepted positively by all the students. Especially, it is often challenging for the teachers to adopt collaborative writing in classes with low English level students. Study of Shehadel (2011) with participants of low proficiency level revealed that collaborative writing, which significantly contributed to the improvement of vocabulary, content, and organization, had little effect on mechanics or grammar. In such case, the participants' lack of knowledge to assist each other made resulted in little improvement in the area of mechanics or grammar.

Another shortcoming is that collaborative writing process requires quite a long amount of time for the students to gather and exchange ideas to accomplish the product. In addition to the constraint on time, students sometimes experience a lack of topics (Alyahya, 2015) and struggle with choosing writing topics (Larrotta, 2008).

Some studies on English as a Second Language field argue that the influence of collaborative writing on the writing performance is negligible. For example, in Storch's study (2005), texts written through pair-works were shown to be much shorter than the ones produced by individual works. Storch attributes this phenomenon to the tendency of individual writers to make sentences more detailed and elaborate. That is, unlike the collaborative participants who would utilize the given information to make short yet clear statements, individuals would rather focus on rephrasing the sentences using the given words.

In a similar sense, Wigglesworth and Storch's study (2009) found that collaborative writing does not necessarily produce long texts and has no significant effect on improving grammatical complexity. One possible account for the negative outcome is that the two measures of grammatical complexity has failed to reflect the target construct. Thus, other measures of complexity, such as token ration, or other measures of grammatical verb form, such as modality, tense or voice, may elicit different results.

This suggests that teachers should be mindful of learner needs and their beliefs in language learning and that collaborative writing is not an absolute tool that can meet all the learners' needs. Thus, the teachers need to consider students' agendas very carefully in determining which educational practices will most benefit their students.

2.2. Empirical Findings from Previous Studies

This section illustrates previous empirical studies about collaborative writing to examine how it benefits learners of low English level and promotes their language learning and positive attitudinal changes toward L2 writing. Section 2.2.1. discusses the collaborative dialogue that occurs in LREs. Section 2.2.2. presents the effects of collaborative writing on learners' language development. Section 2.2.3. provides the effects of collaborative writing regarding affective factors. Section 2.2.4. reviews the previous studies conducted in the Korean EFL contexts in more detail.

2.2.1. Collaborative Dialogues

Episode is a unit for group talk analysis, as part of the interaction. It varies in length from a single turn to successive turns. There are two types of episodes: language-related episodes (LREs) and those unrelated to language (non-LREs). The former, which is defined as any part of a dialogue in which students talk about the language they are producing, question or correct their language use (Swain, 1998, p. 70), is used in studies for investigating linguistic aspects in their dialogue (Fernandez Dobao, 2014a, 2014b; Kim & McDonough, 2011; Storch, 1998a, 1998b; Swain & Lapkin, 2000). In contrast, non-LREs relate to learners' interaction in task management, interpersonal communication, and other nonlinguistic aspects (e.g., De Gurrero & Villamil, 1994). Since the present study aims to look into students' collaborative dialogue during the collaborative writing task, it focuses on LREs more than non-LREs.

In the research domain of LREs, learners are viewed as capable of solving language problems and gain new language knowledge from their intellectual resources (e.g., Leaser, 2004; Storch, 2007; Swain & Lapkin, 1998, 2002; Williams, 2001). This newly gained knowledge is further retained in the learner's language system, thus enabling the learner to be "able to use the language of others (and the mental process that interaction has constructed)" (Swain & Lapkin, 1998, p. 321). The collaborative dialogue observed in LREs is considered to represent language learning in progress (see, among others, Kim, 2008; Lapkin et al., 2002; Storch, 2002; Swain et al.,

2002; Swain & Lapkin, 1998, 2002; Watanabe & Swain, 2007; Williams, 2001; Zeng & Takatsuka, 2009).

Some research has also been conducted on the variables and conditions that influence LRE production and subsequent L2 learning. Attention has been paid to the influence of task type (e.g., Alegri´a de la Colina & Garc´ıa Mayo, 2007; Nassaji & Tian, 2010; Storch, 1999; Swain & Lapkin, 2001) and to sociocultural and individual factors, such as the learners' proficiency level (e.g., Kim & McDonough, 2008; Leaser, 2004; Watanabe & Swain, 2007, 2008; Williams, 1999). Studies on the effect of collaborative dialogue on grammar yielded mixed results, suggesting that not all grammatical structures can benefit from collaboration (Storch, 1999) and not all LREs are equally conducive to learning (Storch, 2008). Much research needs yet to be done before we can reach a comprehensive understanding of the opportunities that collaborative dialogue may offer for L2 development.

2.2.2. Collaborative and Individual Writing

A number of studies have investigated the benefits of collaborative writing by comparing the quality of the writing task produced by pairs and individuals. For instance, Storch (1999) analyzed the impact of collaboration on grammatical accuracy with the use of three tasks: a cloze exercise, a text reconstruction task, and a composition task. The findings showed that the students who worked in pairs took longer to finish the tasks than the individual

participants since they were able to discuss their grammatical choices with their peers. In terms of the accuracy of the compositions however, collaborative-writing group produced more accurate texts than the group who had worked alone; Their compositions were shorter and less syntactically complex, but overall more accurate.

In the following studies, researchers began to examine the effects of collaborative writing in the aspect of not only the written outcome but also the nature of the writing process. One example is the study of Storch (2005), which compared dyadic and individual performance on a short composition task based on a graphic prompt. Similar to the study of Storch (1999), it took longer for the collaborative group to complete the task than the individual group, but the texts produced were shorter, syntactically more complex and grammatically more accurate than the individual group. The results showed that learners in pair work had more opportunity to pool their knowledge and ideas during the writing process. Also, giving and receiving immediate feedback on language was beneficial to their language development.

Recent studies found further evidence that supports the effect of collaborative writing in augmenting grammatical accuracy in writing. For example, in the study of Storch and Wigglesworth (2007), 24 pairs and 24 individual learners were compared on two writing tasks (report and argumentative essay), and in the study of Wigglesworth and Storch (2009) the argumentative essay were compared between 24 pairs and 48 individual learners. The two studies yielded similar results: No differences were found in terms of fluency and complexity, but the texts written in pairs, although took longer to finish, were significantly more accurate than those written

individually. Further investigation on pair dialogues indicated that collaborative group cooperated not only in the grammatical aspect of writing process but also the lexical and mechanical LREs. The authors concluded that this collaboration explains why pairs tended to produce linguistically more accurate texts.

Studies by Kuiken and Vedder (2002), Kim (2008), and Nassaji and Tian (2010) were specifically designed to investigate the relationship between collaboration and L2 acquisition. Kim (2008) designed a dictogloss task that must utilize thinking aloud as a strategy for two groups of Korean L2 learners; groups who worked in pairs and groups who worked individually. As a result, individual learners produced a similar number of LREs as learners who worked in pairs, but the latter performed better in both immediate and delayed vocabulary posttests.

Swain (2001) asserted that individual participation is highly enhanced in pair works, thus collaborative tasks should be encouraged to be completed in pairs. When working in groups, learners may not feel comfortable to speak up among their peers when discussing about the writing task, thus individual opportunities to speak are inevitably more limited than in pairs. On the other hand, proponents of group-based collaborative writing argue that learners can benefit from means enlarged linguistic resources gathered from a large number of participants.

2.2.3. Attitudes toward Collaborative Writing

In terms of learners' perception on collaborative writing, several research have reported that second language (L2) learners, both in second and foreign language contexts, view the experience as positive (e.g., Elola & Oskoz, 2010; Shehadeh, 2011; Storch, 2005). Study of Storch (2005) with a total of 23 students was one of the first studies to address this issue. In an in-depth interview with 18 students who engaged in collaborative writing, students replied that writing in pairs provided them with opportunities to pool their resources, observe each other, and learn different ways of expressing the same ideas. They specifically stated that collaboration was helpful for grammatical accuracy and L2 vocabulary learning. As described above, collaboration did in fact result in shorter but grammatically more accurate texts. Two students, however, felt that writing was an inherently individual task and that therefore pair work was better suited for oral activities. Of the 16 students who expressed positive attitudes, five did so with "some reluctance" (Storch, 2005, p. 166).

Shehadeh (2011) compared the writing outcome of two classes of English as a foreign language learners through one semester, where one class were asked to work individually while the other class had to cooperate each other. At the end of the semester, most of the 18 students who worked in pairs reacted positively to the experience. Although collaborative writing was new to them, they enjoyed it and found it beneficial not only to their writing skills, as initially observed by the researcher, but also to their self-confidence and speaking abilities. They stated that collaborative writing "enabled them to generate ideas, pool ideas together, discuss and plan,

generate their text collaboratively, provide each other with immediate feedback, and put their text in better shape” (Shehadeh, 2011, p. 296).

Students’ attitudes on the experience of writing collaboratively with their peers have been investigated in various learning contexts and environments. Elola and Oskoz (2010), for instance, examined advanced Spanish students working collaboratively in a writing task using web-based social tools wikis and chats. The findings from the in-depth interview showed that learners were satisfied with the collaborative activity and experienced an enhancement in the quality of their writing, specifically in the content and the sentence structures. However, they also mentioned that, when working outside the classroom, they preferred to write individually, in order to be able to work on their own time schedule and to develop their own personal style.

In sum, when previous research has questioned L2 learners about their experiences with actual collaborative writing tasks, learners have generally reported positive attitudes toward collaboration (see also Ewald, 2005; McDonough & Sunitham, 2009; Zeng & Takatsuka, 2009). A number of students have succeed in recognizing the advantage of working with a peer on the content, organization, and/or linguistic accuracy of their texts, as well as the learning benefits of the collaborative writing activities in which they participated.

2.2.4. Writing Anxiety

While studies introduced in previous section has focused mainly on pair-based writing, there is a number of studies which have explored learners' attitude towards both the pair and small group language learning practice held in classrooms, but without focusing specifically on writing (e.g., Brown, 2009; Garrett & Shortall, 2002; McDonough, 2004; Riley, 2009). Learners' perceptions on group-based language learning were found to be very positive in general. Most students enjoyed sharing opinions with their peers in class (Riley, 2009), and found pair and small group activities more engaging and relaxing than teacher-led activities (Garrett and Shortall, 2002). They found peer interaction helpful for practicing oral skills, but they did not perceive pair and small group activities as useful for learning, particularly for grammar and vocabulary learning (Garrett and Shortall, 2002; McDonough, 2004).

Writing anxiety or writing apprehension, proposed by Daly and Miller (1975a), has been discussed as one of the crucial affective aspects of writing (Cheng, Horwitz & Schallert, 1999). Several scholars have attempted to define writing anxiety. The widely accepted definition of writing anxiety is "the negative and anxious feelings that disrupt part of the writing process" (McLeod, 1987). Writing anxiety is unmasked from the frequency of writing experience (Daly & Miller, 1975a). Writers with less anxiety in writing tend to enjoy writing frequently, and are more confident in their written products (Daly, Faigley, & Witte, 1981). On the contrary, people with high writing anxiety view writing as unrewarding, which makes them to refrain from the writing experience as possible.

Writing anxiety is reflected in numerous aspects of the writing process; in the behaviors while writing a text, in their writing stance, and in their written outcomes (Daly & Miller, 1975a). Some research aimed at exploring the role of L2 writing apprehension. For example, Lee (2005) focused on a variety of inhibiting factors to find out how they affect EFL writing performance. Lee's initial hypothesis was that writing anxiety would hinder the performance on writing. A total of 270 Taiwanese university students participated in the Daly and Miller Writing Apprehension Test (WAT) for 30-40 minutes and were asked to write a short essay for 40 minutes. When the writings were evaluated in terms of writing proficiency, vocabulary, grammar and mechanics, as opposed to Lee's initial hypothesis, the data analysis indicated that participants' writing anxiety did not have a significant effect on writing performance.

Findings from Cheng et al.'s study (1999) suggested contrasting implications from study of Lee (2005). The association between writing anxiety and writing achievement were investigated with four hundred and thirty-three university students. In order to measure writing anxiety participants had to complete the Chinese version of the WAT, and their writing achievement was measured by their final course grades from English writing classes. The results revealed that writing anxiety was negatively related to writing achievement. Higher levels of writing apprehension, lower English writing grades.

Research in writing anxiety was expanded to its relationship with learner variables in Cheng's study (2002). 165 EFL college students were asked to complete the modified versions of the WAT, background information questionnaires in order to measure the

writing anxiety. Writing achievement was assessed by the participants' English writing course grades at the end of the semester. The results of the data analysis showed that English writing achievement was able to predict writing anxiety.

The commonality among the aforementioned studies (e.g., Cheng, 2002; Cheng, et al., 1999; Lee, 2005) is that they focused on the relation between L2 writing anxiety and the writing performance. The findings of these studies, with the exception of Lee (2005), signify that writing anxiety is negatively correlated to writing performance (Cheng et al., 1999) and writing performance is a significant predictor of writing anxiety (Cheng, 2002).

Overall, the previous studies suggest that collaborative writing practice can be an alternative to the traditional way of teaching writing in that it has several psychological benefits such as reducing writing anxiety, increasing engagement and confidence. The overall benefits proposed by the previous studies implicate that collaborative writing can be an enjoyable experience for the learners by leading them to shape positive perceptions in L2 learning, particularly in L2 writing. It is important for the teachers to recognize the students' writing anxiety before implementing writing practice and tailor the lesson to the their needs. Moreover, the teacher should pay attention to the changes in the students' affective factors while implementing collaborative writing and provide appropriate support as a facilitator.

2.2.5. Studies in Korean EFL Contexts

Collaborative learning has been widely used in English writing classrooms in Korea to help improve English of Korean learners since the importance of communicative competency in language learning is acknowledged. However, many studies done in Korea, which are related to collaborative activities either in a small group or a pair work, tend to be limited to English reading instruction or English speaking instruction. Even though there are a few empirical studies exploring effectiveness of collaborative activities in English writing classrooms in Korea, these studies were conducted with students in high school or in college. Particularly, most of those students were of high-intermediate level of English. Therefore, more studies including diverse participants, especially low level students in middle school classrooms, are expected.

In this section, the findings and some limitations of previous studies with Korean subjects are discussed. The first three studies discussed are in common in that all emphasized the role of collaborative dialogue in L2 learning. First, Seo and Kim (2011) investigated the relationship between collaborative dialogues occurred during writing process. The focus of investigation was on the way the students' pair talk exerted a positive influence on their L2 development. Over a six-week period, three pairs with differing levels of L2 proficiency engaged in a two-stage task: pair writing and individual writing. The dialogue shared during the task were transcribed and analyzed qualitatively in language-related episodes (LREs) in order to identify the patterns of prominent pair interaction. As a result, the patterns of pair interaction were found to

significantly influence the frequency of LREs. An interesting finding was that peer interaction, presented in L1 (Korean) as well as in L2 (English), was active among all participants, regardless of L2 proficiency. Based on the findings, it is argued that peer interaction, even in L1, promotes L2 learning by making meaning through creating intersubjectivity between the participating peers.

In the same vein, Park (2015) investigated the role of collaborative dialogues in second language learning as well as the effectiveness of collaborative writing in EFL classrooms. The study involved eight Korean high school students, of whom were divided into two groups of four. Texts written by the students were evaluated in the criteria of fluency, accuracy and complexity. As a result, both groups showed increase in the fluency, accuracy, complexity (as indexed by the number of T-units). Furthermore, the amount of the learners' LREs increased in both groups during the research period., as well as the quality of the written product. This study revealed that the linguistic knowledge that was built up through collective scaffolding was identified in the learners' subsequent written products.

Lee (2015) also explored how collaborative dialogues affect Korean high school learners of English in pair writing and L2 learning. Four female Korean students in the 10th grade participated in a four-week collaborative pair writing program. The dialogue shared among peers was video-taped and analyzed microgenetically, and at the end of the program students were asked to join individual interviews. The results revealed that the L1 collaborative dialogue functioned as a crucial cognitive and social tool for L2 learning and writing of the EFL students. L1 collaborative dialogues enabled the

learners to concentrate on the task, gain a better understanding of English and further supply affective support mutually. Peer scaffolding and private speech in L1 collaborative dialogues provided aid in regulating their cognitive process of strategic L2 writing and L2 reflection. In addition, L1 collaborative dialogues served social functions of mediating communication and establishing intersubjectivity.

While the previous studies mentioned above focused on the positive role of collaborative dialogue in L2 writing, some studies emphasized the importance of feedback occurred during the interaction in a collaborative writing activity. For example, Goo and Lee (2015) explored EFL high school learners' perceptions towards interaction with peers and their teacher in a collaborative writing activity after receiving differential feedback. Three types of feedback (peer feedback, teacher direct feedback, and teacher indirect feedback) were provided to three different groups in the process of collaborative writing, and at the end of the program students had to answer a survey that asked their perceptions toward the interaction triggered by the type of feedback. Results showed that while peer feedback induced students to have a positive attitude toward intra- and inter-group interaction with peers, direct feedback given by the teacher hindered active interaction among groups and increased teacher dependence. However, similar to peer feedback, teacher indirect feedback encouraged students to increase intra- and inter-group interaction. The results implied that a combination of peer feedback and teacher indirect feedback during the collaborative writing activity could be an effective means to foster English writing in Korean secondary school English writing classes.

Collaborative writing can be implemented through various types of writing tasks such as genre-based writing, dicto-comp, etc. Lee and Lee (2014) explored the effects of the genre-based writing instruction on high school students' genre writing performance and learning attitudes. Two experimental groups ($n=90$) worked on the collaborative writing activities at the joint construction stage while a control group did not. The results of this study indicated that the overall process of the genre-based writing instruction is an effective way to help improve students' writing skills. The analysis of the dialogues during collaborative writing demonstrates that the small groups tended to produce more interactions in the process of writing than the pairs, emphasizing content and language use. Finally, the overall process of the genre-based writing instruction through collaborative writing seemed to contribute to raising the students' interest, motivation, and confidence toward learning and writing English.

Huh (2015) investigated the efficacy of collaborative dicto-comp instruction for Korean EFL high school students' writing development. The participants were nine 11th graders divided into three groups and asked to perform 12 dicto-comp tasks over one semester. The results showed that students' fluency gained considerable growth in the dicto-comp texts and the post-test. The quantitative analysis of collaborative dialogues demonstrated a remarkable increase in the total number of episode units. In specific, the most recurrently produced LREs were form-focused LREs, followed by lexis-focused, mechanics-focused, and discourse-focused LREs. Furthermore, the number of correctly resolved LREs rose up to more than 90 percent. In terms of the qualitative analysis of students'

interaction, four salient features were identified. The students reflected feedback from writing conferences, expressed a desire to write their own version, developed a repertoire of meaning-making tactics, and exhibited goal setting on writing quantity. This study also suggested that ample writing experiences through dicto-comp tasks strengthened the students' confidence in English writing and increased their awareness of language use and organizational structure. Overall, the collaborative dicto-comp instruction helped the students to produce a text more fluently, accurately, and coherently.

While many of the studies conducted in Korean EFL contexts were with high school students, some of the studies included college students. For instance, Ku (2011) compared the writing product of the 54 college students between those who experienced collaborative writing and those who wrote individually. With the use of written texts, survey, and interview, findings showed that collaborative writing techniques were helpful for EFL college students not only to achieve knowledge of English but to develop their communication skills and English writing strategies.

Lee (2017) also examined the effects of English collaborative writing and learners' reflections on the experience of collaborative writing. The participants were Korean graduate students majoring in English education. The study compared texts produced by pairs with those produced by individuals. The results showed that collaborative writing had an overall significant effect on students' L2 writing. In particular, pairs produced better texts in terms of content, organization, and vocabulary, but not grammar and mechanics. The results of the student interviews revealed that collaborative writing helped them pool ideas and provide each other with useful feedback.

Most students were positive about the experience. However, since the participants were graduate students majoring in English education, most of them would have been belonged to high proficiency level. Although investigating students of high proficiency level elicits meaningful implications for L2 writing classrooms, more research should be conducted with middle school, especially those of low-intermediate level students because L2 writing has been regarded as one of the most challenging academic skills for those students to learn (Chen, 2002; Kilmova, 2014; Kim, 2008; Reid, 2002; Richard & Renandya, 2002; Silva, 1993). L2 writers of low English proficiency easily find themselves struggling to formulate and express their ideas in English and are less able to display their knowledge in written ways. For this reason, the present study seeks to help low English proficiency students in middle school improve their writing ability and develop positive attitude toward L2 writing through collaborative writing. There were not many studies conducted in Korean middle EFL contexts. Among them, Bae (2012) employed collaborative writing in order to see whether genre-based in-class L2 writing instruction is effective in enhancing the writing ability and attitudes toward second language writing of Korean middle school students. Instructions, held thorough five sessions, were differentiated by the use of a explicit diary genre in experimental group and no explicit writing instruction given to the control group. The experimental group was exposed to 13 writing sample texts, analyzed and identified the characteristics of the target genre, and then constructed a diary text in collaboration with their peers. The findings revealed that a significant improvement in writing was found only in the experimental group. In addition, a set of questionnaires and interview

data revealed that the participants' attitudes and perceptions toward L2 writing were positively affected.

Kang and Lee (2019) investigated the effects of individual versus collaborative pre-task planning on second language (L2) writing. 40 Grade 8 Korean learners of English were asked to complete two writing tasks: one using individual planning and the other using collaborative planning in pairs. The results showed that collaborative planning had advantages over individual planning in fluency and syntactic complexity, but not in accuracy. Although this article is specifically in relation to the stage of planning, it still clearly signifies that two heads are better than one.

The previous studies, in general, are in an agreement that collaborative writing leads to positive effects on the students' writing ability. However, there is a lack of study that carefully looks into the group dynamics during the collaborative writing practices. Moreover, low proficiency level students are rarely investigated. Thus, the present study aims at investigating the group dynamics focusing on collaborative dialogues, by combining qualitative and quantitative methods. Also, the students of low English proficiency level are included in this study in order to seek applicable ways to help them develop writing ability and shape positive attitudes toward L2 writing.

CHAPTER 3. METHODOLOGY

This chapter explains the methodology employed in the present study. Section 3.1. describes the methodological approach adopted in this study. Section 3.2. provides the sampling and information of the research participants. In Section 3.3., the overall procedure of the research and its specific procedures are described. Section 3.4. illustrates the methods for data collection and data analysis.

3.1. Participants

The participants in this study were eight 3rd grade middle school students in the same school in Chungnam, Korea. All of the participants were female, who are from two different classes. The study lasted for 6 weeks and the description of participants is listed under pseudonyms. The profile of the students is given below in Table 3.1.

[Table 3.1]

Information of the Participants

Group	Participants	Gender	Proficiency level (English Test-score)
Group1	Yuna	Female	Low intermediate(74.0)
	Arin	Female	Beginner (66.0)
	Suji	Female	Beginner (66.0)
	Yeji	Female	Beginner (62.0)
Group2	Hyerin	Female	Low intermediate (76.0)
	Yujoo	Female	Beginner (62.0)
	Serin	Female	Beginner (66.0)
	Jina	Female	Beginner (67.0)

Note. The name of the participants presented here is a pseudonym. (Low intermediate=above 70, Beginner=Below 70)

The students had belonged to the same extra-curricular class before this study, so they were familiar with each other. They all voluntarily participated in this study. Most of the students had a relatively high desire and motivation to learn English except for one student, Yeji, who followed her best friend, Suji, to participate in this writing class. The interview showed that the students had diverse purposes to learn English and different attitudes toward collaborative writing. One student, Yujoo, said that she signed up for this class because she wants to be a stewardess, which requires a relatively high level of English proficiency. Another student, Serin, expressed that she wants to be a worldwide YouTouber, which also requires English ability to communicate with people from different countries. As for their writing experiences, although they had experiences in writing in English in school, none of them had received formal writing instruction from a private institute. The eight students had

low confidence in their English, especially regarding writing ability. They said that writing in English gives them too much burden that they feel writing anxiety even before starting it. However, they seemed to have acknowledged that written communication is an important part of life in their generation, thus they had a desire to improve their writing ability. After signing a consent form before the study began, the participants' English proficiency levels were diagnosed based on the average scores of the midterm and final examination from the previous two semesters. As can be seen in Table 3.1., the participants' proficiency level can be considered 'low' in general.

The students were divided into two groups. The researcher made the conditions of both groups as similar as possible in order to help students feel safe and comfortable, by lowering their affective filters. The researcher made it clear to students that they should be careful not to dominate the group writing because it could discourage group members from participating actively.

3.2. Procedure

Section 3.2.1. gives a brief overview of the research process, followed by a detailed description of each step. Section 3.2.2. describes the task instruction given to the students.

3.2.1. Overall Procedure

The study was conducted for 6 weeks. In Week 1, task instruction was given to teach the students how to write in groups collaboratively and what general rules they should follow. After that, a free writing task as a diagnostic test was carried out to examine the students' writing proficiency. A piece of paper (A4) was distributed to each student and the researcher asked them to write about their favorite thing (activity, food, color, person etc.) freely for thirty minutes. The writing topic was chosen as such so that the learners can easily think of what to write about. The participants were not allowed to use dictionary. The written texts were evaluated based on the two categories: content and language use (vocabulary and grammar). After the free writing, a pre-questionnaire for individual students was administered and collected. In the following session, semi-structured individual interviews were administered to collect information on previous English learning experiences of the participants and their attitudes towards L2 writing. From Week 2 to Week 6, the students worked in groups to reconstruct a story they had a chance to read before writing. Story reconstruction was chosen as a collaborative writing task because it is widely used in academic settings as a recursive reading-writing activity (Kirland & Saunders, 1991). The collaboration promotes students' active exchange in feedback (Li, 2000).

The study lasted for 90 minutes per week (20 minutes was allotted for pre-writing, 50 minutes for collaborative writing in group, and the last 20 minutes was for post-writing activity). The pre-writing activity was conducted through watching a video clip of

the story and reading the script of the video clip. Individual students were asked to take notes while watching the video clip and reading the scripts so that they could contribute to the group writing. The strategy to take notes was taught in Week 1. The students were encouraged to grasp the storyline and to write down key words instead of full sentences. After the pre-writing activity, the students were given fifty minutes to reconstruct the story collaboratively in groups. The teacher played a role as a facilitator or as a resource person while monitoring the group writing. After completing reconstructing the story, the two groups (Group 1 and Group 2) were asked to exchange their written products with each other and to read what the other group had written down. This allowed the students to notice the gap between what their own group know and what others know. In Week 6, an additional hour was allotted for in-depth individual interviews after the regular collaborative writing practice. This was announced in advance so that all the students could participate in the interviews. The purpose of conducting individual interviews in the last session was to obtain in-depth information regarding any changes in their attitudes toward L2 writing and perspectives on the benefits of collaborative writing experience. The overall procedure is described in Table 3.2.

[Table 3.2]

Overall Procedure of the Study

Week	Activities
	<ul style="list-style-type: none"> • Task Instruction, Model Writing
Week 1	<ul style="list-style-type: none"> • Diagnostic Writing Test (individual free writing) • Pre-questionnaire • Semi-structured Interviews
↓	
Week 2-6	<ul style="list-style-type: none"> • Collaborative Writing <ol style="list-style-type: none"> 1) Pre-writing (Video clip + Reading scripts while taking notes) <li style="text-align: center;">⋮ 2) While-writing (Work in a group to reconstruct stories) <li style="text-align: center;">⋮ 3) Post-writing (Exchange the written products between the two groups)
↓	
Week 6	<ul style="list-style-type: none"> • Post-questionnaire • Semi-structured Interviews

3.2.2. Task Instruction

In the first week, an orientation was held to give instructions and guidelines on collaborative writing. The teacher explained that students will be asked to reconstruct a story in groups after watching a video clip and reading scripts. In the orientation, note-taking strategy was briefly taught in case there were students unfamiliar with note-taking. The students were asked to take notes individually while watching a video clip and reading the scripts. This was to promote equal participation from all the students during the collaborative writing.

With regard to the group writing, minimum length was set initially by the teacher, each story consisting of at least eight sentences. The minimum length was decided as such based on the students' free writing conducted as a diagnostic writing test. The average number of sentences written by individual students was eight, thus eight sentences as a minimum length would be doable and reasonable for group writing. Minimum length of eight sentences could sound too easy for middle school students, but as mentioned above, the participants were of low English proficiency level and most of them were unfamiliar with writing in English. The maximum length was up to each group. Any materials such as dictionary, the Internet, or textbooks were allowed to be used, but the students were noted that they cannot depend on any automatic translator. The students were informed that the main goal of writing practice was to communicate messages and were encouraged to interact with each other actively.

The teacher made it clear in advance that during the post-writing activity, the two groups will have an opportunity to exchange their written products and to read what other group wrote. This was to help students to notice the gap between what they wrote and what others wrote. After each collaborative writing practice, writing entries written in groups were evaluated based on the two categories: fluency and accuracy. Fluency means the length of the writings (i.e., the number of words and clauses) and accuracy relates to making errors (i.e., word choice, spelling, grammar).

The writing task was to reconstruct a story they had read before writing. In this study, reconstruction refers to writing the story as it was written without revising or recreating it. In that

sense, reconstruction is different from rewriting, which means revising something previously written. Since the reconstruction task in this study provides reading materials (script), it is also different from dictogloss (Wajnryb, 1990), which is to reconstruct the text after listening. The reconstruction task was chosen because reconstruction is less cognitively demanding compared to rewriting, dictogloss, or giving writing prompts. The time given for the collaborative writing task was 50 minutes. For the reconstruction task, well-known English fairy tales were selected for the following two reasons. First of all, since most of the students were familiar with the fairy tales, the task requires less cognitive effort for the students. In that case, they could pay attention to the linguistic features as well as content when writing because they were free of the burden of memorizing the content of the story. Another reason is that fairy tales are written in simple English, which is more appropriate for low level learners. The participants had limited knowledge of language, thus the level of language should have been tailored appropriately. Interesting Fairy Tales on EBSe was used for this study (<http://www.ebse.co.kr>). Five well-known fairy tales, Kongji and Patji, Beauty and the Beast, The Frog Princess, Pinocchio, and The Ants and the Grasshopper, were chosen. The length of the VOD was 05:03 to 06:05 minutes long and the scripts contained words from 1700 to 2200. Since reading all the scripts could be overloaded for the low level students, the researcher abbreviated the scripts into simpler ones and changed some difficult words into easier ones. The two groups were seated apart from each other during the writing task so that their conversations could be recorded as clearly as possible.

3.3. Data Collection and Analysis

All the collaborative dialogues were recorded and the group writing entries for six weeks were collected and analyzed to see the changes in group dynamics and improvements in writings in terms of cognitive and affective domains. The students mostly used their L1, Korean, for discussion during the writing tasks. Therefore, their dialogues were first transcribed in Korean and then translated into English. The collaborative dialogues were examined for a detailed analysis of the collaborative dialogue in light of three categories: form-focused LREs, lexis-focused LREs, mechanics-focused LREs. A quantitative method was used to find out the change in the amount of LREs. A qualitative method was employed to carefully look into salient changes in group dynamics based on the collaborative dialogues in groups.

The group writing entries were collected each week, thus five entries from each group were collected in total. The students' language development was investigated in terms of fluency and accuracy. Fluency of the group writings was examined by means of the length of the writings (i.e., the number of words and clauses). Accuracy was measured based on the number of errors (word choice, spelling, grammar). Moreover, in-depth investigation of students' writing experience was conducted in order to find out any significant changes in the group writings over time.

In Week 1, the students were surveyed about their experiences and thoughts about L2 writing in general and L2 collaborative writing. After conducting collaborative writing practices from Week 2 to Week 6, the students were interviewed to see if

there was any change in their attitudes toward L2 writing and L2 collaborative writing. This was to find out changes in L2 writing anxiety, confidence in L2 writing, and perceptions on the benefits of collaborative writing. The students' interviews were conducted in Korean, thus audio-taped and transcribed into Korean later. All these data were analyzed in detail with respect to each research question.

3.3.1. Collaborative Dialogues

Regarding the first research question, dynamics of peer interaction in LREs were analyzed. The students' dialogues during the writing task were recorded and later transcribed into English in part. Once transcribed, the episodes were then coded for language-related function using the framework described in Table 3.3. This framework was developed through the following procedures. First, functions of group talk (i.e. content-related, organization-related, language-related, task-management, re-reading, off-task) identified in previous research that examined similar data were retrieved (McDonough et al., 2016; Storch, 2005). Second, the research applied these functions to code randomly chosen transcripts from the current study from the two groups. This process resulted in the selection of one category (i.e. language-related) because the main focus of this study was to investigate group dynamics of peer interaction by looking into their language-related episodes. Last, the operational definitions of this category and sub-categories were refined through reiterative reading of the data.

[Table 3.3]

Analyzing Language-related Episodes

Function	Operational Definition
Language - related	1. Lexis-related: 1) discussing or negotiating word choice 2) explaining word meaning 3) retrieving L2 vocabulary 4) discussing collocation and word forms 5) self-correcting lexical errors 6) evaluating or seeking evaluation on lexis use
	2. Grammar-related: 1) discussing or eliciting sentence structures, and grammatical forms (e.g. tense, aspect, voice) and rules (e.g. subject-verb agreement) 2) self-correcting grammar errors 3) Evaluating or seeking evaluation on grammar use or sentence structure
	3. Mechanics-related: 1) discussing spelling and punctuations 2) self-correcting mechanics-related errors 3) Evaluating or seeking evaluation on mechanics

As shown in Table 3.3, the language-related function had three subcategories: lexis-focused, grammar(form)-focused, and mechanics-focused functions. Discussion on collocation and word forms such as part of speech of words and countable or uncountable nouns was categorized under the lexis-related function as it mainly reflected learners' knowledge of vocabulary. In contrast, the grammar-related function concerned discussion of grammatical forms

and rules as well as syntactic structures. The mechanics-related function included both punctuation and spelling.

Using this framework, adopted from Zhang (2018), all transcripts were first segmented into episodes and coded for language-related function by the researcher. A second coder who was a colleague native speaker of Korean and had advanced English proficiency level was recruited to code ten percent of the data. Training of the second coder involved explaining the purposes of the analysis, exchanging perspectives of the category in the framework with the researcher, co-coding full-length transcripts of an L1 group talk and an L2 group talk. When there was any disagreement in each other's coding, the two coders tried to resolve it through discussion.

Both quantitative and qualitative methods were used to analyze the dynamics of peer interaction in collaborative writing over time. First, the frequency of LREs (form-focused LRE and lexis-focused LRE) from both groups was examined to see any changes during the collaborative writing practices. Second, the process of LREs during the writing tasks were closely investigated to find out any significant changes over time or differences between the two groups.

3.3.2. Group Writing Entries

From Week 2 to Week 6, each group had an opportunity to reconstruct five stories in total. Therefore, at the end of the project, five writing entries from each group were collected. The stories for reconstructive writing in group are illustrated in Table 3.4. Following similar previous studies (Storch, 2005; Storch & Wigglesworth, 2007; Wigglesworth & Storch, 2009), the written texts were analyzed in terms of fluency and accuracy. Fluency was measured by the total number of words. Accuracy was measured based on the ratio of error-free clauses per total clauses and the number of errors per words were counted. A random sample of two written product were coded by a second rater and inter-rater reliability was 96%.

[Table 3.4]

Writing Topics for Collaborative Writing

Week		Writing Topics
Week1	Orientation	1) My Favorite Thing (<i>Individual Free Writing</i>)* 2) Cinderella (<i>Teacher's Model Writing</i>)
Week2	CW 1	Kongji and Patji (<i>Group Writing 1</i>)
Week3	CW 2	Beauty and the Beast (<i>Group Writing 2</i>)
Week4	CW 3	The Frog Prince (<i>Group Writing 3</i>)
Week5	CW 4	Pinocchio (<i>Group Writing 4</i>)
Week6	CW 5	The Ants and the Grasshopper (<i>Group Writing 5</i>)

(* means individual writing conducted as a diagnostic test)

3.3.3. Questionnaires and Interviews

Throughout the experiment, the students completed two questionnaire survey (pre- and post-) and had two semi-structured individual interviews. The first interview was conducted in Week 1 to obtain information on their learning backgrounds and attitudes to English. The individual interview took approximately ten minutes. The second interview was carried out after the five group writing practices. It aimed at acquiring students' ideas of collaborative writing and exploring attitudinal changes in English writing and involving collaborative learning in writing class. The interview also aimed to hear about their writing experiences with peers and the overall opinions toward collaborative writing practice. The final interview took approximately fifteen to twenty minutes per student.

Data from a questionnaire survey (see Appendix A and B) was supplemented with face-to-face interviews with the participants. With guided interview questions (see Appendix C), the researcher administered semi-structured interviews with each student. The interview responses were collected to gain more in-depth information about students' attitudes toward their writing. In addition, semi-structured interview provides the opportunity to hear about participant's lived experiences. All the interviews were conducted in Korean and audio-recorded with permission from the students to ensure the accuracy of data collection. The recorded data were ensure to be kept in privacy.

Interview data was analyzed qualitatively and the recordings of participant interviews were transcribed verbatim. Based on the summarization of the transcripts, content analysis, which involves

identifying, coding and categorizing the primary patterns (Patton, 1990), was then used to analyze interview data. The interview data were later translated into English for data analysis and interpretation of the results.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter provides the results and a detailed analysis of key research findings, with reference to the research questions. Section 4.1. reports the dynamics of peer interaction in terms of collaborative dialogues in the two groups. Section 4.2. presents the students' writing development in terms of fluency and accuracy. Finally, Section 4.3. demonstrates how their attitudes toward L2 writing have changed through the process.

4.1. Collaborative Dialogues

The first research question of the present study was to investigate group dynamics during the collaborative writing practices, focusing on collaborative dialogues. By examining the students' collaborative dialogues in terms of Language-Related Episodes (LREs), changes over time and differences between the two groups regarding peer interaction were analyzed with respect to form-focused, lexis-focused, and mechanics-focused LREs.

4.1.1. LREs Increase in Collaborative Dialogues

The analysis of LREs showed that collective scaffolding was provided to every member in both groups during the whole writing processes. Table 4.1 shows the amount of LREs and how it changed each week.

[Table 4.1]

Analysis of LREs

Week	Form- focused LREs			Lexis- focused LREs			Mechanics- focused LREs			Total LREs		
	Group1	Group2	Total	Group1	Group2	Total	Group1	Group2	Total	Group1	Group2	Total
2	9	12	21	30	19	49	21	23	44	44	36	80
3	22	15	37	20	33	53	20	25	45	47	56	103
4	15	30	45	37	57	94	23	24	47	57	92	149
5	18	32	50	35	56	91	29	26	55	58	93	151
6	19	29	44	36	57	93	28	29	57	60	91	151

(Frequency of LREs)

In terms of total LREs, both groups showed an increase in the overall amount of LREs. In Week 2, total LREs produced by the two groups was 80 on average, but in Week 5 and 6, it increased to 151. This suggests that both groups raised awareness on the use of form, vocabulary, and mechanics throughout the practices. Regarding the three subcategories, there were differences between LREs related to form, lexis, and mechanics. First of all, in terms of form-related LREs, Group 1 rarely produced dialogues focusing on grammatical forms in Week 2 (see Table 4.1). In Week 3, they produced more form-related LREs, the amount increased by 13. Although they produced less LREs related to grammar in the following week, Table 4.1 shows that Group 1 still displayed increased amount of frequency in terms of form-focused LREs in the last week. A similar result was shown with Group 2, but with more significant change. While Group 1 showed an increase of 10, Group 2 revealed an increase of 17, in exchanging dialogues about grammatical forms.

With respect to lexis-focused LREs, although both groups displayed an increase in the amount, Group 2 showed a more dramatic change than Group 1 (see Table 4.1). For example, Group 1 revealed an increase of 6 in terms of frequency in the final week, when compared to the first week. Meanwhile, Group 2 showed an increase of 38 in the final week, when compared to the first week. This means that Group 2 paid more attention to the use of their vocabulary as the collaborative writing progressed. It is worth noting that lexis-focused LREs were produced more frequently, when compared to form-focused LREs. Understandably, learners would have needed various lexical items to reconstruct a different story each time, but they would not have needed as many grammatical forms as lexical forms for each story. Besides, based on the post semi-structured interview, it was revealed that the students were passive in talking about grammatical form at the beginning, due to their limited linguistic knowledge. According to one student, Arin, in Group 1, she did not know what to talk about regarding grammar at first, as shown in Excerpt (1).

(1) At first, I had nothing to say regarding grammar because I was not confident in my grammatical knowledge. I was afraid of losing my face by saying incorrect form.

(Arin, Post- Semi-structured Interview)

Another student, Suji, in Group 1, expressed her opinion about why her group talked about grammar less than lexis and mechanics. As shown in Excerpt (2), her group did not pay much attention to the forms in the text at first because they did not notice a gap of

linguistic knowledge between what they want to convey and their ability to convey it. However, throughout group writing practices, the students could reflect on and modify their language use in subsequent writing by comparing their own writing with another group's writing. Excerpt (2) illustrates Suji's opinion.

(2) I did not think of talking about grammar with my group members at first because I did not notice the problem at first. For example, we did not pay attention to the use of article at the beginning, but after reading other group's writing, we noticed that we kept omitting articles. I think comparing our own writing with others' gave us opportunities to reflect and modify our language use, which was helpful for the next writing. In other words, I think collaborative writing gives us opportunities to pay attention to our language use not only through interaction in our own group but also with other group.

(Suji, Post- Semi-structured Interview)

In terms of mechanics-focused LREs, there was not a significant change in both groups. In other words, the results showed that both groups stayed relatively stable in talking about spelling, punctuation, and capitalization. However, when looked in closely, there was a slight change regarding mechanics-focused LREs produced in the last week, when compared to that of Week 2. That is, while the students rarely self-corrected mechanics-related errors, they showed self-correction on mechanics-related errors more frequently in the last week. For example, Group 2 frequently made errors on capitalization

in Week 2 and 3, but they corrected the errors only when someone pointed out them in groups. However, in Week 5 and 6, three out of four, Hyerin, Serin, Jina, showed self-correction on capitalization, adding commas, and spelling, respectively. Excerpt (3) describes self-correction occurred in Group 2.

(3) (Group 2, Week 6)

Hyerin: Should we write 'Grasshoper came to Ants house'?

Serin: Yes. Let's add 'poor.'

Yujoo: Poor grasshoper came to Ants house.

Hyerin: I think there was one more 'p' in grasshoper.

Serin: Poor grasshopper came to Ants house. Like this?)

Jina: There should be an apostrophe after 'Ants'.

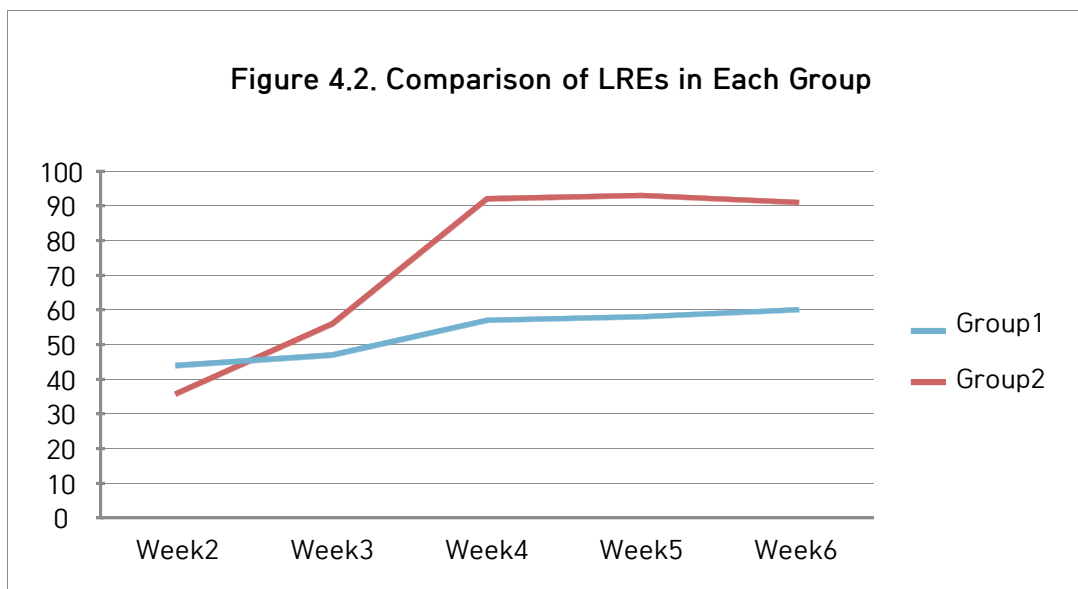
Yujoo: Grasshopper came to Ants' house.

Overall, both groups produced more LREs related to form, lexis, and mechanics in Week 6, when compared to the first week. Figure 4.2 illustrates the comparison of LREs in each group from Week 2 to Week 6. As mentioned before, Week 1 was excluded from the comparison because task instruction and the teacher's model writing was carried out in Week 1.

Figure 4.2. suggests that Group 2 exhibited a more significant change in the amount of total LREs than Group 1. However, Group 1 also, if not much, still showed an increase in the amount of total LREs. The gap between Group 1 and Group 2 can be attributed to two factors. First, the students' current level of L2 proficiency could be one factor.

As shown in Table 3.1., two students, Yuna and Hyerin, were

of low intermediate L2 proficiency, which was relatively higher than others. Hyerin, particularly, was with highest L2 proficiency among the students. Peer interaction in Group 2 revealed that Hyerin played a role of expert in her group to scaffold peers in reconstructing the texts. For instance, by using L1 in order to make meaning of the written text, she helped her group to retrieve appropriate vocabulary from memory. She used the L1 to externalize her thoughts, and expand and explore the contents in order to complete the writing task. Excerpt (4) illustrates how Hyerin assisted her peers in group interaction.



(4) (Group 2, Week 3)

Hyerin: When Beauty looked at the mirror..stared at the mirror.

Yujoo: Look?

Hyerin: It's not like just looking..

Serin: Is it peeping into it?

Hyerin: Yes, wouldn't it be better to use 'stare' or 'peep'?)

Jina: Yes, that's right. When Beauty stared mirror.

It was observed that less proficient learners took their own role in co-construction of the knowledge and provision of scaffolded assistance in group interaction. For example, in Week 5, beginner level learners, Suji and Yeji, initiated more LREs than Yuna, who is relatively more capable learner in their group (see Table 3.1). It meant that Suji and Yeji were ready to take part in the group interaction. Suji in Excerpt (5) showed an active engagement through offering an alternative to her peer's request.

(5) (Group 1, Week 5)

Arin: Pinocchio became a donkey. What is 'became'?

Suji: Changed. Change.

Suji: Become.

Yuna: It's past tense, so 'became.'

Regarding Suji's active engagement in Week 5, the semi-structured interview conducted in the last week revealed that she felt comfortable to suggest her ideas in L1 for completing their collaborative writing because she was familiar with the story. 'Pinocchio' was one of her favorite stories, so she had confidence in assisting others. This demonstrates that social mediation may also come from less proficient peers, which supports previous research

findings (e.g., Kowal & Swain, 1994; Ohta, 2001; Storch, 2001; Watanabe & Swain, 2007). For example, in the study by Watanabe and Swain (2007), the participants achieved on average higher scores when collaborating with their lower proficiency partners than their higher proficiency partners. It suggests that even less proficient peers are able to provide assistance to their more proficient peers.

Yeji in Excerpt (6) also demonstrated an active engagement through producing LREs by using her notes taken during the pre-writing stage (see Table 3.2).

(6) (Group 1, Week 2)

Yeji: Now it's Kongji's turn.

Arin: What did the prince say? Propose? Haha.

*Yeji: Here, I took a note. You are the one I was looking for.
'girl I'm looking for.'*

*Yuna: 'You are the girl I'm...' It's past tense, so 'was looking
for.' Is it right?)*

Yeji: Yes, I think that's right.

Based on the findings, it can be concluded that students of low proficiency level as well as more capable learners could provide occasions for learning and collaborative writing practice clearly provides an environment which allows learners to participate freely by using L1 or notes, and by depending on the familiarity with the story. This supports the results of Seo and Kim (2011), which demonstrated that even less proficient peers are able to provide assistance in L2 as well as L1 to more proficient peers during the

pair interaction.

To sum up, the overall amount of total LREs increased throughout the process and all the students, regardless of their proficiency level, could take their own role in co-constructing the texts. A similar result was presented by Park (2015), in which the amount of LRE kept increasing over six weeks, even though the same amount of writing time was given each week. Although the present study did not necessarily demonstrated the positive relationship between the amount of LRE and the quality of the student's written products, it is still worth noting that even low proficiency level students participated in reconstructing a texts through collaboration with others. By exchanging dialogues related to form, vocabulary, and mechanics, the students could raise their awareness on the use of their language, thus influencing their language development.

4.1.2. Form-Focused LREs

The process of collaborative writing was analyzed based on learners' collaborative dialogues. Excerpt (7) is an example of a form-focused LRE. Students were talking about the scene in which a fairy appeared out of nowhere and talked to Kongji, who wished to go to the party.

(7) (Group 1, Week 2)

Yuna: *Okay, we will help you.*

Arin: *Yeah, "I help you."*

Suji: *Don't worry, I help you.*

Arin: *I will help you.*

Suji: *Don't worry, I will help you.*

Yeji: *Then, isn't it "I will help you"?)*

Arin: *Yes, that's right. We need to add "will".*

The learners' LRE ended up with '*Don't worry, be happy. I will help you.*' This form-focused LRE is typical of collective scaffolding during the writing process. Student Yuna said what to write in Korean. Then, student Arin roughly translated it into English. Student Suji then polished the sentence by adding the expression, *Don't worry*. Student Arin and Suji tried to find the proper expression in English by repeating it in Korean. Finally, student Yeji solved the problem by recalling the auxiliary verb for the future tense, *will*. After the collaborative dialogue above, the grammatical form of future tense reappeared many times in subsequent text, as shown in Excerpt (8).

(8)

"I will give you whatever you want, dear frog." (Week3)

"I will come back in a week." (Week4)

"I will be a good boy and go to school." (Week5)

"I will sing for you." (Week6)

Another example of a form-focused LRE is shown in Excerpt (9). Students were talking about the scene in which the step-mother and Patji are surprised when they see Kongji dressed up at the party.

(9) (Group 2, Week2)

Hyerin: Let's just say, 'Where did you get it?'

Yujoo: Isn't it, "Where did you got?"

Serin: "Where did you get it?" is right. "did" is requires for past tense.

In Excerpt (9), Serin provided scaffolding to Yujoo, who was confused by the grammar rule for past tense. In Group 2's subsequent texts, the correct usage of the grammatical form of the past tense was identified several times, as in Excerpt (10).

(10)

"But the frog still didn't move." (Week3)

"Why didn't you go to school?" (Week5)

"No, I didn't want to go to the Toyland." (Week5)

Excerpt (11) shows the most frequently occurred form-focused LRE in both groups. Group 1 was talking about the scene in which Beauty came back to the palace to meet the Beast, but he was already dying.

(11) (Group 1, Week 4)

Yeji: Um..

Arin: Beast was lying down.

Yuna: Where?

Suji: On floor. There was rose with fallen leaves.

Yuna: On 'the' floor.

Arin: So, on floor, Beast was lying down and there was rose with fallen leaves.

In Excerpt (11), Yuna pointed out that they omitted the article 'the.' However, Arin did not pay attention to the form pointed out by Yuna. Instead, the group members focused on the content. Owing to Yuna's comment on the form and by noticing the gap while exchanging the writing entries in the post-writing activity, the members in Group 1 started to focus on the forms they are using. For example, in Week 5, Arin self-revised the form she used while exchanging dialogues with group members, as in Excerpt (12). Excerpt (12) is about a scene in which Pinocchio is sunk into the sea and swallowed by the whale.

(12) (Group 1, Week 5)

Arin: Pinocchio sink in sea.

Arin: Ah, 'The' sea.

Yeji: Oh, what happened? You did not listen to me when I asked to add 'the.'

Arin: Hehe. It seemed that group 2 used 'the' appropriately in the last week.

In Excerpt (12), Arin ended up adding an appropriate article in the sentence in the end. According to her saying, she noticed the gap between what her group wrote and what the other group wrote. As mentioned in the previous section, the students had a chance to exchange their writing entries as a post-writing activity. Overall, the collaborative dialogues of both groups revealed an increase regarding form-focused LREs, meaning that they came to focus on forms more, compared to the beginning.

4.1.3. Lexis-Focused LREs

Dynamics of peer interaction during the collaborative writing were analyzed in terms of lexis-focused LREs. The collaborative dialogues revealed that the students in both groups actively interacted with peers with regard to the use of vocabulary, as shown previously in Table 4.1. The notes taken during the pre-activity were helpful for the students to contribute to the group writing because many of them got a clue from the notes they have taken while reading the scripts. Since both groups had resources on the lexis due to the notes, lexis-focused LREs of the two groups were more active than form-focused LREs from the start.

In Group 1, Yeji, who did not participate much on the part of form-focused LREs, contributed a lot on the part of lexis-focused LREs. She wrote down important words or collocations while reading the scripts. Her note-taking skill was useful for her group to accomplish the writing task. When her group members lost ways in reconstructing the story, she gave an appropriate word on the right

time, as shown in Excerpt (13).

(13) (Group 1, Week 2)

Yuna: She ran without knowing, knowing? her shoes.

Arin: How do we say 'shoes are off'?

Yeji: Shoes are off.

Arin: Oh, thank you.

Yuna: She ran without knowing her shoes are off.

Yeji: The scripts were with the word 'notice' instead of 'know.'

In Excerpt (13), Yeji scaffolded her group members based on her notes taken during the pre-activity. For example, she helped her group to write the sentence, "She ran without noticing that her shoes are off." She contributed on the part of collocation, 'Shoes are off' and on the appropriate use of verb, 'notice.'

In case of Group 2, they focused on watching the video rather than taking notes from the scripts. Thus, during the collaborative writing stage, they had less resources to rely on. Despite the shortage of notes taken, they found another way to complete their writing together. Serin and Jina, although having limited knowledge of vocabulary, were good at searching the right word on the Internet. By searching in the Internet, Serin and Jina provided various words to their group. For instance, when her group was looking for the right words in reconstructing the story 'Beauty and the Beast,' Serin googled the right collocation 'took care of' to write the sentence, 'The Beast took care of her.' Also, Jina used thesaurus on the Internet to find the synonym for the word

‘suddenly.’ However, the use of Internet was not always useful because there were so many options they could refer to, which made them confused. This is illustrated in Excerpt (14).

(14) (Group 2, Week 3)

Hyerin: How do we write ‘turned into’?

Serin: Wait. Let me look it up on the dictionary.

Yujoo: The frog changed..

Serin: There are a lot of words. ‘change into,’ ‘turn into,’ ‘camouflage.’

Hyerin: Which one should we use?

Oh, right! Group 1 used the words ‘turned into.’

When Serin searched on the Internet to write the sentence “개구리가 왕자로 변했다,” several words came up, such as ‘change into,’ ‘turn into,’ ‘camouflage.’ They were confused with which expression to use in their sentence. At that time, Hyerin remembered the sentence group 1 used in the previous session. Group 1 had used the sentence, “Pumpkin turned into a carriage. Mouse turned into wagonman.” By retrieving the words from the previous lesson, Group 2 was able to use the right words in their story reconstruction.

Overall, collaborative dialogues revealed that both groups increasingly paid attention to lexis-focused LREs, but by relying on different resources. Group 1 actively exchanged lexis-focused LREs based on the notes taken during the pre-writing activity. Meanwhile, Group 2 actively exchanged LREs focusing on lexis by searching on the Internet and retrieving words from the previous sessions.

Furthermore, although asking a teacher for help cannot be one of the main features of collaborative writing, it indeed helped students to carry out collaborative writing in groups successfully. Learners from Group 1 actively asked for help from the teacher, while Group 2 rarely asked for assistance from the teacher. The comparison between the two groups is illustrated in Excerpts (15) to (16).

(15) (Group 1, Week 5)

Yuna: Hugged.

Suji: Hug.

Yeji: Hugged.

Arin: Shouldn't we put one more 'g'?

Yuna: Teacher, do we put two 'g's in the past form of the verb 'hug'?

Teacher: Yes, you should add 'g' in the past form of the verb 'hug.'

Group 1 was talking about the scene in which Pinocchio met his father, Geppetto. They tried to write a sentence, 'They hugged each other,' but were confused about the past form of the verb 'hug.' At first, Arin pointed out that 'g' is missing in their writing, but she was not sure of the correct past tense form. Then, Yuna asked a question to the teacher and the instructor scaffolded Group 1 in writing the sentence in the past tense correctly. Another example of asking for assistance from the teacher is presented.

(16) (Group 1, Week 5)

Suji: Pinocchio escaped from Toyland.

Yeji: Yes, escape. 'escaped.'

Yuna: Pinocchio escaped Toyland. *Is it right?*

Arin: *Let's ask for help from the teacher.*

Teacher, is 'escaped Toyland' grammatically correct?)

Teacher: *Nice try, but you should add a preposition after the verb 'escape.'*

Yuna: From?

Teacher: *Good job.*

Suji: Pinocchio escaped from Toyland.

Group 1 was talking about the scene in which Pinocchio escaped from Toyland. This time, they used a correct past tense form of the verb 'escape,' but they were unsure if the sentence was right. Then, Arin asked for clarification from the teacher if their sentence was correct. The teacher gave a feedback that there should be a preposition added after the verb 'escape.' Yuna, in turn, came up with the appropriate preposition for the verb 'escape.'

To sum up, Group 1 actively asked for help from the teacher, which led them to improve the quality of their texts. However, the teacher should be cautious in giving help to the students so that they do not solely rely on the teachers' feedback. Instead, the instructor should encourage learners to resolve the problems through peer collaboration along with teacher's appropriate scaffolding. In contrast to Group 1, Group 2 was not willing to ask for help from the teacher, as shown in Excerpt (17).

(17) (Group 2, Week 4)

Yujoo: The spell was broken. The spell..broke..

Hyerin: I think 'broke' is right.

Serin: I think we should write the sentence in a passive form.

Jina: Was broken. In passive form?

Yujoo: I'm not sure.

Hyerin: Let's just write 'broke.'

In Excerpt (17), Group 2 was talking about the scene in which the terrible spell was broken because of Beauty's love for the Beast. The students were unsure of the passive form of 'break.' However, none of the members asked for help from the teacher. They just decided to write the incorrect form, without trying to resolve the problem. Although Group 2 was unwilling to ask for assistance from teacher, they still produced LREs, which means that they paid attention to their language use.

4.2. L2 Writing Development

The second research question of the present study was to find out the learners' language development over time through the collaborative writing practices in terms of fluency and accuracy.

4.2.1. Overall Fluency, Accuracy and Complexity

Table 4.3 shows the analysis of the written products of each group over six weeks in terms of fluency. First, the number of words was analyzed, which indicates the length of text. The table shows that the length of the written texts increased with some fluctuations. When compared with the length between the written products in the first week and the last week, the progress was much clearer. In case of Group 1, they produced longer text in Week 3, when compared to the previous week. However, in Week 4, the length of the text produced by Group 1 decreased by 20 words, but increased again from the next week. The reason why the number of words decreased momentarily in Week 4 can be understood for one reason, based on the observation of group dynamics. They had a chat on off-topic, thus didn't have enough time to work on the writing task. As for Group 2, the length of the text decreased in Week 3 to 4, but increased in Week 5 to 6. The reason for the momentary decrease in the number of words in texts can be explained, again, by the students' inattention to the writing task. When they chatted off-topic, they were often out of time to accomplish the writing task. Overall, as seen in the table, Group 1's written texts lengthened from

254 to 284 words and the length of Group 2's texts increased from 251 to 314 with higher increasing rates in length than Group 1.

No. of T-units was measured in order to find out fluency of the students' texts. As shown in Table 4.3., No. of T-units increased in both groups. In the case of Group 1, the No. of T-units increased from 38 to 47. As for Group 2, the No. of T-units increased from 39 to 54. Group 2 produced less complex text at the beginning but produced more complex text than Group 1 by the end of the research period.

[Table 4.3.]

Analysis of Fluency of Written Products

Group	Week	No. of Words	No. of T-units
1	2	254	38
	3	260	48
	4	240	38
	5	244	46
	6	283	47
	2	2	251
3		232	32
4		229	32
5		239	39
6		314	54

The accuracy of the texts was also measured to find out any progress in the students' texts. Table 4.4 shows No. of errors and No. of Error-free clauses produced by the students. As for Group 1, the number of errors decreased from 37 to 13 while the number of error-free clauses increased from 4 to 40. In the case of Group 2, No. of errors decreased from 29 to 14, while No. of error-free clauses

increased from 5 to 32. When comparing the changes in No. of errors and No. of error-free clauses, Group 1 showed more progress than Group 2, although both groups produced less errors in the end of the course.

To summarize, the analysis of the written text revealed that, throughout the five collaborative writing practices, the students produced longer and more accurate texts. Previous studies also analyzed fluency, accuracy and complexity of the collaborative written text. In Storch's (2005) study, pairs produced shorter but superior texts in terms of grammatical accuracy and complexity. In Dobao's (2012) research, texts written by groups were shorter, but more accurate than texts written in pairs or individually. In Wigglesworth and Storch's (2009) study, collaboration had a positive impact on accuracy, but did not affect fluency and complexity.

There is a difference between previous studies and the current study in that while the previous studies analyzed the texts of different groups (individual, pair, and/or group), the current study examined the written texts of the same groups (Group 1 and 2).

[Table 4.4.]

Analysis of Accuracy of Written Products

Group	Week	No. of Errors	No. of Error-free Clauses (EFC)
1	2	37	4
	3	37	32
	4	25	38
	5	16	31
	6	13	40
2	2	29	5
	3	30	23
	4	31	20
	5	20	28
	6	14	32

4.2.2. Grammar, Vocabulary and Mechanics

The students' linguistic development was examined in the three aspects: grammar, vocabulary, and mechanics. Regarding the students' linguistic development in grammar, improvements were observed concerning word order and agreement. Excerpt (18) reveals grammatical improvements in Group 2.

(18) (Group 2, Week 1)

The stepmother gave Cinderella many works. The King announced party and the two sisters was invited.

Excerpt (18) illustrates a subject-verb agreement errors made by Group 2. Since none of the group members corrected the error,

they did not revise the incorrect sentence. Another grammatical error was spotted in Week 2, as shown in Excerpt (19) to (20).

(19) (Group 2, Week 2)

Kongji fast went to the party. She did not realized her shoe slipped off.

(20) (Group 2, Week 2)

Patji tried to put on the shoe, but her foot were too big.

Excerpt (20) illustrates an error on word order as well as on subject-verb agreement. Group 2 incorrectly wrote down, 'fast went,' which should be corrected into, 'went fast.' However, none of the group members noticed the error, thus the problem was not resolved. Likewise, none of the group members pointed out that 'were' after 'foot' should be corrected into 'was,' as shown in Excerpt (20). So far, Group 2 did not show much improvements in grammar. However, starting from Week 3, Group 2 showed some corrections in their grammatical errors, which were done through peer collaboration. Excerpt (21) to (22) support this.

(21) (Group 2, Week 5)

Serin: On the way to school, someone called Pinocchio.

Jina: It is more likely that Pinocchio hear someone call him.

Yujoo: Right, Pinocchio hear someone call him.

Hyerin: But, we should put -s after the verb because the subject is Pinocchio.

Serin: On the way to school, Pinocchio hears someone call Pinocchio.

In Excerpt (21), Group 2 was talking about the scene in which Pinocchio hears someone call him. Jina first made a subject-verb agreement error, omitting -s after the verb following third person singular subject. Following her, Yujoo still did not notice the error. However, Hyerin pointed out that they should add -s after the verb since the subject 'Pinocchio' is third person singular. As a result, Group 2 was able to resolve the grammatical problem. Another improvement is shown in Excerpt (22)

(22) (Group 2, Week 6)

Hyerin: It was summer and the sun was very hot.

Yujoo: Ant family in a row walked.

Hyerin: Shouldn't we put 'walked' before 'in a row'?

Serin: Yes, I think that's right. Ant family walked in a row.

In Excerpt (22), Group 2 was talking about the scene in which the ant family walked in a row in the hot summer. At first, Yujoo made an error regarding word order. This might have arisen from L1 transfer because in Korean, 'in a row' comes before 'walked.' That is, Yujoo literally transferred the words from Korean and made a wrong sentence. However, Hyerin expressed her idea that they should switch the word order. As a result, Group 2 were able to write down a correct sentence, although they still omitted the article

before 'Ant family.' To sum up, the students' language use was improved in the aspect of word order and agreement. This supports the previous findings (Seo & Kim, 2012) that peer collaboration leads learners to notice gap between what they know and what they don't know, resulting in the L2 development. The findings of the present study implicate that the students were able to expand their linguistic competence and improve the quality of their writings by pooling linguistic resources from each other. The students became aware of the linguistic features, mechanics and grammar, by exchanging collaborative dialogues and working together in groups to reconstruct the stories.

In addition to the improvement in grammatical accuracy, the students showed improvements in their vocabulary through the group writings. At the beginning, the students in both groups used limited range of vocabulary simple words. Especially, Group 2 showed low lexical variety. However, throughout the course, they became to use a variety of words and also tried to paraphrase their sentences, as illustrated in Excerpt (23). The scene is about the situation in which Pinocchio and his father seek ways to escape from the whale.

(23) (Group 1, Week 5)

Yuna: Suddenly, Pinocchio had good ideas.

Arin: Wait. I will look for different expression.

Arin: We have 'came up with.'

Yuna: Oh, good.

Also, at the beginning, many of the students tended to translate Korean words directly into English, thus the sentences sounded somehow awkward. However, as the collaborative writing practices progressed, the students employed rich vocabulary and used the contextually appropriate words. By engaging in meaningful interactions, they became more attentive to word meanings. Excerpt (24) illustrates the improvements in word choice. The scene is about the situation in which Pinocchio forgets his promise to Geppetto and exchanges his books for a ticket and runs to the puppet show.

(24) (Group 2, Week 5)

Yujoo: Gave. give and take? Pinocchio gave his books. Is it right?

Serin: Instead of 'gave,' we are supposed to write 'exchange his books for a ticket.'

Hyerin: exchange.

Serin: Ah, right, then 'exchange his books with a ticket.'

Jina: Not 'with,' 'for.'

In (24), Student Yujoo literally translated the word '주고받다' with 'give and take.' However, with the help of Serin and Hyerin, Group 2 was able to use the word '*exchange*,' which sounds more natural.

Mechanical errors were also investigated in the students' written texts. Mechanical errors are related to capitalization, punctuation, and spelling. One of the examples is given in Excerpt (25).

(25) (Group 1, Week 2)

Yuna: The cow ate all the grass and disappeared.

Suji: Right, 'disappear' is the word we learned in the previous class.

Arin: The cow ate all the grass..

Yeji: and disappeared.

Suji: The cow at all the grass and disappeared.

In Excerpt (25), Group 1 was talking about the scene in which the cow ate all the grass and disappeared to help Kongji. Suji retrieved the word, 'disappear,' which they learned from the previous class. In the previous lesson, they made a spelling mistake by omitting 'p.' However, Yeji correctly spelled the word this time. In the end, Group 1 was able to write down a correct sentence in reconstructing the story. Improvements were made in Week 6 in terms of mechanics, as shown in Excerpt (26).

(26) (Group 1, Week 6)

Yeji: When autum came.

Yuna: We should add 'n' to 'autum.'

Arin: Right, when autumn came the ant family still worked hard.

Yuna: We should put comma.

Yeji: After 'came.' 'When autumn came,' Like this?

In Excerpt (26), Group 1 was talking about the scene in which the ant family was walking in a row when autumn came. At first, Yeji made a spelling mistake in the word, 'autumn.' Following Yeji, Yuna corrected the spelling mistake by suggesting to add 'n' to the word. However, Group 1 still made an error regarding mechanics by omitting appropriate comma after the time conjunction, 'When autumn came.' Yuna pointed out that they should put comma and Group 1 was able to write down the correct sentence. To sum up, Group 1 showed improvements regarding mechanics through collaborative writing practices. Improvements in mechanics were also revealed in case of Group 2. Excerpt (27) illustrates errors on the capitalization committed by Group 2.

(27) (Group 2, Week 3)

"i will look for my father," Bell said. However the weather was so cold. she was tired and thirsty. Finally she arrived at the big house and opened the door.

"Father! Father! i'm here! Where are you!"

In Excerpt (27), Group 2 did not capitalize the first letter. Also, they left out a comma after 'however' and 'finally.' None of the group member paid attention to the errors. A similar phenomenon was observed in Week 4, as shown in Excerpt (28).

(28) (Group 2, Week 4)

After that the prince and princess fell in love and were married. And they lived happily ever after.

In Excerpt (28), Group 2 again omitted a comma after the time conjunction, ‘After that.’ The error was not corrected at this time. However, in Week 5, Group 2 was able to correct the errors related to mechanics, as shown in Excerpt (29).

(29) (Group 2, Week 5)

Hyerin: Suddenly Fairy appeared.

Yujoo: Right, Suddenly Fairy appeared to Pinocchio.

Serin: Guys, we forgot to put a comma again. After ‘suddenly.’

Yujoo: Suddenly, Fairy appeared to Pinocchio.

In Excerpt (29), Group 2 was talking about the scene in which Blue Fairy appeared suddenly and asked Pinocchio why he didn’t go to school. Yujoo, at first, omitted a comma after the word, ‘*suddenly.*’ However, Serin pointed out that they should add a comma, leading her group to write a correct sentence. This suggests that repeated collaborative writing practices help learners to pay attention to their language use, especially in terms of mechanics.

To sum up, the students’ language use has advanced over time in terms of mechanics, grammar, and vocabulary. In other words, they made fewer mechanical errors such as punctuation, capitalization, and spelling. They gradually paid more attention to the grammaticality in the sentences written in a group. They produced more accurate sentences with rich vocabulary and better word choices, appropriate for the contexts.

4.3. Changes in Affective Factors

The third research question of the present study was to investigate changes in affective factors throughout the collaborative writing practices. Three specific factors were investigated through qualitative manners: L2 writing anxiety, confidence in L2 writing, and perceptions on the benefits of collaborative writing. The students who had high anxiety and low confidence in L2 writing in the beginning came to have lower anxiety and higher confidence throughout the study. Moreover, most of the students became positive about participating collaborative writing.

4.3.1. L2 Writing Anxiety

According to the pre-questionnaire surveys conducted in the first week, all the eight students showed high anxiety in writing in English. They were low-intermediate level students in general and did not have any experience in practicing in L2 writing. However, throughout the course, they became less afraid of writing in English.

In the interviews, most of the participants in this study expressed positive attitudes toward group writing practice in that it helped them to reduce writing anxiety. For example, Yeji expressed that working on the familiar fairy tales helped her group members to exchange opinions more freely, as shown in Excerpt (30).

(30) Interview 1: Yeji

I liked that the stories were familiar to me and my group members. If the stories were unfamiliar one, We did not have to memorize the content nor have to memorize words. I felt less anxiety, which encouraged me to exchange opinions with my friends more freely.

Excerpt (30) reveals that Yeji became less afraid of writing in English because the collaborative writing task had less cognitive load. Also, she said that contributing to her group helped her to reduce writing anxiety. The similar findings were observed in the previous study (Chen & Yu, 2019), which examined the factors that influence learners' attitudes towards L2 writing.

(31) Interview 2: Yuna

I liked my group members. When I was grouped with different level peers, especially those who were way capable than me, I easily felt nervous and intimidated. In that case, I couldn't participate actively even though I wanted to. Working in groups of similar level peers was helpful for me to accomplish the writing task collaboratively.

According to Excerpt (31), Yuna felt less inhibited by being grouped with peers of similar level. When she was interviewed in depth, she said that when she worked in mixed-level group before, she felt inhibited and had higher anxiety, which debilitated her

learning. However, working with peers of similar proficiency level, she felt comfortable to participate and came to know that she could learn a lot from peers. Another student, Jina, stressed a positive influence of collaborative writing as shown in Excerpt (32).

(32) Interview 3: Jina

I think writing collaboratively with peers is more helpful for me to improve language because writing individually makes me become blank in my mind. While communicating and interacting with group members, I could pay more attention to the forms as well as lexis. This not only helped me to improve linguistic knowledge but also to be less afraid of writing in English.

Excerpt (32) reveals that group writing practices encourage students to pay more attention to the linguistic features. This supports the findings from the improvements made by the two groups in terms of two aspects, grammar and vocabulary (see Table 4.3).

4.3.2. Confidence in L2 Writing

Overall, the students showed increased confidence in writing in English as a result of collaborative writing practices. Of those who improved their confidence, Excerpts (33) and (34) illustrated Yujoo's and Arin's comments.

(33) Post Semi-structured Interview: Yujoo

I'm a lazy person so I hate looking up dictionary, but I learned many vocabulary by searching on the Internet or using dictionary. This helped me to actively participate in the group writing and I felt rewarded when I helped my group reconstructing the story. As a result, I became more confident in writing in English. I want to try another collaborative writing next time. But for the next time, I wish that the topic would be given free to our choice!

Yujoo's interview reveals that contribution to the group writing motivated her to look up more vocabulary, which helped her to be more confident in L2 writing. A similar findings were observed in Seo and Kim (2011) in which the participants stressed the idea that collaborative writing gave them chances to help peers out and they felt rewarded whenever they contributed in resolving the problems.

(34) *Post Semi-structured Interview: Arin*

I liked that the teacher gave us opportunities to exchange the written entries produced by another group. Even though my group member actively interacted and talked on the forms and vocabulary to reconstruct the stories perfectly, we could never be perfect. However, by reading what the other group wrote, we could notice the differences between what we wrote and what others wrote, which helped us to improve our next writings. Through the collaborative writing practices, I became confident in writing in English.

As Arin said, findings from previous studies (Seo & Kim, 2011) claimed that the students could simply learn from watching what other wrote. This suggests that encouraging students to read what others wrote could be a good way to model a L2 writing.

Hyerin and Suji became confident in particular linguistic features as a result of collaborative writing practices, as illustrated in Excerpt (35) to (36).

(35) *Post Semi-structured Interview: Hyerin*

When I thought of English, I was not confident in using appropriate words in contexts. Whenever I came up with English word, it sounded somehow awkward because I always tried to translate directly from Korean. However, with the help of group members, through scaffolded dialogues, I could elicit the right words appropriate for the context. I think

working in groups to produce a text through collaboration helped me to write better.

(36) Post Semi-structured Interview: Suji

I am an impulsive person who easily make errors. Thus, I frequently make mistakes on punctuations, capitalization, or contractions and was not confident in my writings. However, when working with peers in groups, I could focus on those repeated errors. More heads are better than one head!

Based on the comments from Hyerin and Suji, it is suggested that collaborative writing practice can provide opportunities to develop vocabulary and grammar in L2 writing.

4.3.3. Attitudes toward Collaborative Writing

The participants' responses to the pre- and post-questionnaires were analyzed for in-depth investigation into their attitudes toward collaborative writing. The participants had a very positive attitude toward small group activities in general. Most of them found it beneficial to work in groups in L2 classroom, especially with regard to writing class. Table 4.5 shows the learners' responses whether they consider group work to be either helpful, very helpful, or extremely helpful.

[Table 4.5.]

Learners' Views on Small Group Work

		Group1	Group2	Totals
		(n=4)	(n=4)	
Working in groups in class is	Not helpful	1	0	1
	Helpful	0	1	1
	Very helpful	2	1	3
	Extremely helpful	1	2	3

Only one student responded with negative view in working in groups. Yeji said that, “it is easier to sit back because people are likely to talk at the same time in groups and this distracted me to focus on the task.”

As already discussed, the eight learners knew each other very well since they had participated in the same extracurricular activity before. Furthermore, the writing task was operated for six weeks, so they were very used to working together in groups. However, one student from Group 1 mentioned that although she liked her group members, she would have preferred to write individually because working with close friends was often distracting. She said, “I liked working with my group members but I sometimes felt it was inefficient to work collaboratively with my peers because it took more time to gather ideas and finish the task. We enjoyed chatting off-task. I think I could have used the class time allotted for the work more efficiently if worked individually.” She also raised an issue, such as “I would have preferred to write a story alone. Another student stressed the idea that she would have preferred to work in pairs. She said, “I would have preferred to work in pair instead of in a group because we had so many ideas floating in groups. I sometimes felt unorganized. It was sometimes difficult to

reflect everyone's ideas in the story reconstruction. If I had worked in pairs, just with one friend, it would have been much easier to exchange our ideas regarding the content or language and reach an agreement."

However, except for these two students, all the others found positivity in group writing. Those who found group writing beneficial said that they could equally contribute to the final product with greater ideas. For instance, Serin said, "I felt less inhibited when working in four, especially with peers of similar proficiency level. When I worked in mixed-level group before, I felt inhibited and had higher anxiety, which debilitated my learning. However, working with peers of similar proficiency level, I felt comfortable to participate and came to know that I could learn a lot from my peers." Another student, Jina said, "Diverse ideas pooled by group members helped us to reconstruct the story together. Most importantly, talking about our language use helped me to reflect on my English. It was fun looking up dictionary or asking for help from peers. I also felt responsibility when I contributed to my group writing." Yeji commented, "I enjoyed exchanging ideas with my friends. We sometimes had different viewpoints on the same story. We all have different strengths, which help us to contribute to the different aspects of the task. We felt rewarded when we finished all the five story reconstruction by helping each other."

Some of the students mentioned that they had more linguistic knowledge working collectively. Excerpt (37) illustrates Yeji's opinion.

(37) Post Semi-structured interview: Yeji

At the beginning of the course, I doubted if group writing would work well for me because I haven't had any experience in collaborative writing. Although I liked working together with my friends, I was quite skeptical about collaborative writing. However, now I think it is a good way to learn writing in English because whenever I was confused about word choice or grammatical items, there were people in my group from whom I could get help.

Excerpt (38) describes Hyerin's interview.

(38) Post Semi-structured interview: Hyerin

Working with peers helped me to combine knowledge and broaden my perspective.

Other students stressed the idea that group writing changed their attitudes toward L2 writing. For example, Yujoo stated, "I thought writing class would be boring because I couldn't pull out more from my limited linguistic knowledge. Also, I expected the course would be burdensome because I could not imagine writing some sentences to reconstruct a story in English. However, as working in a group, I could compensate my limited linguistic knowledge by pooling resources with my group members and this gave me less cognitive load." Arin stated, "I came to know that writing is not a boring activity at all." Suji expressed that she felt

accountability by being a teacher herself to peers: “I never thought I could be contributive to my friends in English class, especially when it comes to a writing class. When I was able to help my friend on the word choice by using my note-taking, I felt motivated to improve my English.”

To sum up, the learners who expressed a preference for writing in small groups agreed that there were more ideas floating in terms of content and language use. With these ideas, learners could provide and receive assistance from peers. These results are in the accordance with the findings of previous research, which supported that more ideas and knowledge are derived in collaborative tasks (see, among others, Fernandez Dobao, 2012; Kim, 2008; Storch, 2005; Swain & Lapkin, 1998; Wigglesworth & Storch, 2009).

4.4 Perceptions on the Benefit of Collaborative Writing

The participants were asked to reflect on the benefits of working with peers in small groups. Table 4.6 reveals that most of the students acknowledged a positive influence of collaborative writing on both grammar and vocabulary. However, some learners had different perspectives regarding the content of the text. They felt working in groups was not helpful to develop content of their text. They felt that they had better ideas themselves but that they were not able to persuade peers to write the way they wanted. For example, Yuna said, “I agree that collaborative writing is helpful in terms of vocabulary and grammar because I could not have found the right words or correct errors without group members’ support.

However, one thing I did not like about the writing task was that I could not freely write the story the way I wanted to. Since all the group members had their own ideas, it was difficult to simply push our own ideas.” This reveals that some students had difficulty in reflecting their ideas in reconstructing the story while working collaboratively.

[Table 4.6]

Learners’ Perceptions of the Impact of Collaboration on the Text

		Group 1 (n=4)	Group 2 (n=4)
content	Better	2	2
	The same	1	2
	Worse	2	1
vocabulary	Better	3	3
	The same	1	1
	Worse	0	0
grammar	Better	3	4
	The same	1	0
	Worse	0	0

Furthermore, Serin pointed out that organizing ideas in a group was difficult. She said, “I think I could have made my text more organized had I done it myself.” On the contrary, the learners, who answered that the content would have been worse if the writing was done individually, commented that the content of their texts had been positively influenced by peer collaboration. They argued that when writing collaboratively there were more ideas to choose from and more creativity. Jina explained, “I liked that we could choose the best idea among the ideas contributed by everyone. I think more brains are better than one.”

Regarding the vocabulary, 7 out of 8, believed that their texts had been positively influenced by peer collaboration. They agreed that, there were more resources to rely on when working collaboratively since different learners know different words. Even though they did not know sufficient words to complete the story, they could enhance the lexical variety and accuracy of vocabulary in the end. As explained by Yeji in Group 1, “We had several times when one of us could not remember a word, but someone else could.”

However, quite different opinions were suggested by Group 2. Serin did not see a noticeable impact of collaboration on vocabulary use. She felt that there was a limitation in helping each other solve the lexical problems because they were at the similar vocabulary level. She explained, “Sometimes we had to rely on dictionary or ask for help to the teacher because none of us knew certain words or grammar. This reveals that although most of the learners agreed on the positive influence of collaborative writing on vocabulary, the teacher should provide appropriate assistance to the learners so that they do not simply depend on the dictionary. For instance, pre-teaching vocabulary as a pre-writing activity or appropriate word cues could alleviate the lexical burden on the students.

In terms of grammar, the number of learners who saw a positive influence of collaboration on grammar was similar to that of vocabulary, 7 out of 8. Most of the learners who worked in groups perceived the benefits of collaboration on the grammatical accuracy of their written texts. This shares the similar results from Dobao (2013), in which, 15 out of 27, believed in the positive influence of the peer collaboration on the grammar of the texts. However, in Dobao’s (2013) study, the number of learners who saw a positive influence of

collaboration on grammar was slightly lower than what have been observed for vocabulary, 26 versus 31. One interpretation for the gap between his study and the present study could arise from the proficiency level of the participants. In his study, the participants were intermediate learners of Spanish, enrolled in university. In contrast, the present study was conducted with middle school EFL learners of low-intermediate level. Since the individual participants of the present study lacked sufficient linguistic knowledge, both vocabulary and grammar, peer collaboration might have been more helpful for them to complete the texts.

As shown in Table 4.6, one student from Group 1 felt that the texts would have been similarly accurate if she had written them individually. Suji did not see a significant impact of collaboration on vocabulary as well as grammar. She argues, “We were on a similar level with our grammar and vocabulary. We often got stuck on a grammatical issue and just made a guess because none of use were sure of the correct one.” Also, she said, “I think we repeatedly faced the same problems.”

Apart from the problem of lacking grammatical knowledge among the learners of similar proficiency level, there was a problem of reluctance to correct errors of others. For example, some students did not feel comfortable to correct grammatical errors in the text produced by their group, although they were aware of them. As explained by Yeji, “I spotted lots of little grammatical problems in my groups’ story, such as spelling and punctuations. However, I was reluctant to point them out and seem knit-picky.” She was afraid of being viewed fastidious by peers because they preferred to ignore these errors. She said, “I once tried to correct the misspelling, but

my friend said we don't have to consider all the small errors since the task was not being assessed and graded by the teacher." In the same vein, the study by Elola and Oskoz (2010) found that most learners enjoyed collaborating with peers who actively correct and edit their writing, but some did not enjoy being corrected by their peers because they perceived it as a criticism.

Learners who found collaborative writing task extremely helpful for improving their vocabulary said that they were able to retrieve collocations they learned in the previous lessons. For example, the fairy tales used for the group writing included a common collocation, "Once upon a time" and "They lived happily ever after." As explained by one, "By repeating the same phrase every class, I could retrieve it unconsciously in the end." However, there was also an opposite opinion in that some words were not retained because they had had no opportunity to repeat the words in the following classes. For instance, in the story "Pinocchio," there appears a word, 'regret,' which does not reappear in the following stories. When the students were asked the meaning of the words in the last week, most of the students were unsure of the meaning. This implicates the importance of giving students opportunities to recycle the words they learned.

With regard to grammar, collaborative writing activity gave the students to consolidate previously learned grammar. As commented by Hyerin, "It helped me to use future tense appropriately." Arin said, "I was confused with the tenses all the time before, but as I practice writing in group, I could retrieve the rule I learned." Yujoo commented, "I liked that we could practice what we learned in regular class by actually using those items in our own story."

For all the benefits the learners felt as above, it is also notable that 2 out of 8 learners felt collaborative writing task as not helpful for improving their grammar knowledge. The reason was again, that they were similar level. These learners did not think they could learn grammar while working with other learners of the same proficiency level. For example, Hyerin commented that although collaboration in group is beneficial to produce better product, there was a limitation with regard to the grammar because most of her group members had limited grammar knowledge. However, it is worth noting that they still engaged in collaborative dialogues related to grammar, which contribute to their language development.

CHAPTER 5. CONCLUSION

This chapter concludes with the major findings and pedagogical implications of the present study. Section 5.1. summarizes the major findings; Section 5.2. presents pedagogical implications; and Section 5.3. discusses the limitations of the study and makes suggestions for further research.

5.1. Summary of Major Findings

The present study was designed to explore three research questions. The first was to examine the dynamics of peer interaction in low intermediate proficiency level Korean middle school students' EFL group writing in terms of LREs. Furthermore, the learners' language development and attitudinal changes throughout collaborative writing practices were investigated.

Concerning the first research question, the students increasingly exchanged collaborative dialogues focusing on their language use. Overall, the results based on the recorded and translated dialogues occurred during the interaction revealed that the students engaged in LREs more as the writing session progressed.

Regarding the second research question, the students' writing has improved in terms of fluency and accuracy. The increase in the length of words and clauses in both groups signifies that the students improved their writing ability in terms of fluency. The decrease in the number of errors in both groups shows that the students became more accurate in writing in English. When examined

in terms of three subcategories of LREs (grammar, vocabulary, and mechanics), the students' language use has advanced over time in terms of grammar, vocabulary, and mechanics. In other words, they made fewer mechanical errors such as punctuation, capitalization, and spelling. They gradually paid more attention to the grammaticality in the sentences written in a group. They produced more accurate sentences with rich vocabulary and better word choices, appropriate for the contexts.

Concerning the third research question, the results based on the semi-interview and questionnaire revealed two important things. First, the students became more confident in writing in English. At the beginning of the experiment, all the participants were quite low in confidence when writing in English because their overall proficiency level in English was low. However, after experiencing collaborative writing over six weeks, the students came to feel that they could write in English even with limited knowledge of vocabulary and grammar, through exchanging collaborative dialogues with peers in groups. The results were consistent with the findings of previous research on collaborative writing tasks, which emphasized opportunities to solve language-related problems by pooling individual resources in a group and to build new lexical and grammatical knowledge (e.g., Fernandez Dobao, 2012, in press; Kim, 2008; Shehadeh, 2011; Storch, 2005; Storch & Wigglesworth, 2007; Swain & Lapkin, 1998).

Second, the level of writing anxiety which the students had at the beginning of the experiment became lower. They came to think writing as tools for communicating their ideas, that is, meaning. Overall, collaborative writing practice helped the students of low

proficiency level to have positive attitude toward L2 writing by having higher confidence and lower writing anxiety. Overall, these findings support the use of collaborative writing tasks in the foreign language classroom. Although not all learners

5.2. Pedagogical Implications

The findings of the present study have some pedagogical implications for the Korean EFL teaching and learning. First, L2 collaborative writing can assist low proficiency level Korean middle school students in improving English writing and language proficiency. Especially, collaborative writing would be a viable option for teaching English writing in Korean middle school context, where a classroom is often full of twenty to thirty students. It is challenging for the teacher to give feedback to all the students in a limited time, but by giving students opportunities to negotiate meaning through peer collaboration, learners can produce a better written product, which could not be accomplished individually.

Second, employing group writing can reduce Korean students' anxiety toward English writing. Since students feel that they have peers from whom they can get help or to whom they can give help, they feel supportive atmosphere when writing in groups. This relates to the confidence in writing. The students have confidence in L2 writing when writing with peers in group because they could rely on variety of resources from each other. Thus, exchanging collaborative dialogues can lead those students who have little confidence to have positive attitudes toward L2 writing.

Third, teachers should provide proper resources for learners during group writing. They have to be aware of the dynamics of the collaborative dialogues, and provide assistance when learners are in need of their help. The intervention can be provided either during the peer writing or afterwards in a form of written feedback. Moreover, dictionary use strategy training can be integrated into the English writing class (Bishop, 2001; Harvey & Yuill, 1997; Liu, 2014). Learners often randomly choose the target word without considering the context (Chon, 2009; Harvey & Yuill, 1997). Thus, teachers have to encourage learners to exploit all available information in the entry, spelling, meaning, synonyms, syntactic and collocational information, before deciding on the word for use.

5.3. Limitations and Suggestions for Future Research

There are some limitations to be considered in the present study. First, the research findings were based on a small number of participants. Though small scale research was chosen for a in-depth understanding of collaborative writing in small groups, quantitative studies with a large number of students would provide more concrete ideas on the effectiveness of collaborative writing in EFL classrooms. Second, since the study lasted only for six weeks, there exists the limitation of generalization in terms of results. A longer period of longitudinal study would give us more sufficient information on the language learning potential of collaborative writing. Third, since learners were asked to engage in one type of writing task, story reconstruction, the findings cannot be generalized. Fourth, although

this study aimed at investigating low proficiency level students, only one proficiency level examined in a lab setting also limits generalizability of the results.

An important issue to be addressed is how to encourage learners to collaborate in regular EFL writing classroom. In the regular classroom, individual learners would possess different learning styles, which may affect the learning outcome. Some learners might prefer working individually rather than working collaboratively. Depending on their learning styles, the learning outcomes would be different. Thus, the teacher should pay attention to the students' individual differences and tailor the lesson into students' needs. Moreover, the students' personal relationship in a group should be paid attention because it could affect the patterns of interaction and L2 learning outcomes. In the present study, all the learners were quite close to each other since they have already participated in the same extracurricular activity. However, in the regular classroom, it is more likely that the students might experience some emotional conflicts with each other while engaging in group writing. This might affect the amount of LREs that occur during group writing and thus have an influence on their L2 learning outcomes.

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APPENDICES

Appendix A: Pre-Questionnaire

This questionnaire is intended to understand your language learning experiences regarding English writing, and your reply will not be employed for the purposes other than research. Read carefully and answer the questions.

1. Name:

2. Age:

3. Gender: A. Female B. Male

4. Years learning English:

5. Have you taken other English writing classes before?

A. Yes B. No

If yes, what type of writing task have you worked on?

A. Story reconstruction B. Free Writing

C. Other (please specify:)

If yes, have you worked on writing task in a group or a pair or individually?

A. In a group B. In a pair C. Individually

If you checked A(in a group) or B(in a pair) above, which language did you use to interact with your partners/ partner?

A. Korean B. English

C. Other (please specify:)

6. Have you taken private English course before?

A. Yes B. No

7. Have you visited any English-speaking countries?
- A. Yes (please specify the country: _____ ; _____ months)
 - B. No
8. How helpful do you think it is to work in small groups in English writing class?
- A. Not helpful
 - B. Helpful
 - C. Very helpful
 - D. Extremely helpful
9. If you have any questions regarding this course, write them down.

Note. The questionnaire was provided to the students in Korean, and translated into English by the researcher.

Appendix B: Post-Questionnaire

1. How helpful do you think it was to work in a group?

- A. Not helpful
- B. Helpful
- C. Very helpful
- D. Extremely helpful

Why?

2. How would you describe the group in which you worked? Did it work well? How collaborative was it? Did you all get to contribute in a balanced way?

3. If a writing task can be done in groups of four, in pairs, or individually, which of these three options would you prefer? Why?

4. How helpful do you think this collaborative writing task was for improving your vocabulary knowledge?

- A. Not helpful
- B. Helpful
- C. Very helpful
- D. Extremely helpful

Why?

5. How helpful do you think this collaborative writing task was for improving your grammar knowledge?

- A. Not helpful
- B. Helpful
- C. Very helpful
- D. Extremely helpful

Why?

Appendix C: Guided Interview Questions

1. Are you interested in studying English?
2. How do you normally study English?
3. Why do you think that English is important to study?
4. Have you ever been taught English writing?
5. What do you think about writing in English?
6. Have you ever participated in collaborative English writing?
7. Have you ever participated in collaborative learning in any class?
8. Do you think collaborative writing in a group helped you improve your writing ability?
9. Did collaborative writing helped you reduce writing anxiety?
10. Did collaborative writing helped you increase writing confidence?
11. Did you enjoy collaborative writing practice?
12. What did you find it most difficult in collaborative writing in a group?

Appendix D: Students' Written Products

(Group 1 Week 2)

NO. Week 2
DATE

Once upon a time, Kongji live with stepmother and
stepsister, Patji. Stepmother and Patji did not like Kongji.
They said, "Cut all the grass." Kongji cried. A big
cow came and ate all grass. Stepmother and Patji said,
"fill the pot with water." But ther is a hole. Kongji cried
A ~~frog~~ came and covered the hole. "Thank you."
toad
One day, there was a party. A fairy came and
gave dress and pretty shoes. But Kongji lose shoes.
in the party. She ran without knowing. ^{her shoes are off.} Prince
looked for Kongji. Finally Prince met Kongji. "You
are the girl ~~I'm~~ looking for." They lived happily
was
together.

(Group 1 Week 5)

Week 5.

NO.

DATE

There lived a old man His name was Gepetto

He had no family. One day, he made Pinocchio with

wood. "You are my son. Promise you go to school

good boy." But, Pinocchio met somebody going to

school He forgot promise and go to see a show

Pinocchio was locked in cage. Suddenly, ^a fairy appeared.

Pinocchio lied and his nose became longer. He promised

he will not lie and ^{the} fairy helped Pinocchio. When

coming back to home, Pinocchio met a cat and went

to Toyland. Suddenly, storm came and a whale

~~ate~~ Pinocchio. "Dad!" He met Gepetto inside the
swallowed

whale. "I'm sorry. Forgive me father." "I love

you son." "Let's get out here." Pinocchio came up with

a good ideas. They made whale sneeze and escaped.

Pinocchio turned into a ~~human~~ and they lived

happily ever after. ^{real person}
_{boy}

(Group 2 Week 4)

NO. Week 4

DATE

Once upon a time, there was a girl. Her name was Beauty.

One day, her father went to market. There was a big storm.

He finds a palace and went inside. Then he met a beast.

Beast said, "bring your daughter." Beauty came to save her

father. Beast released him. Beauty and beast became good

friends. Beauty took care of beast. But, Beauty missed her

father. "I miss my father." She promised to come back and

leaved the Beast. After seven days, Beauty came back

to palace and the spell broke. The beast turned into

a handsome man. They lived happily ever after.

(Group 2 Week 6)

NO. Week 6
DATE

It was ^{very hot} summer. Ant family worked hard, but grasshopper only sang a song. Weather changed and Autumn came. Ant family kept working. Grasshopper kept singing. Finally it became cold winter. Ant family went inside home with many food. Grasshopper stopped singing because it was so cold. Grasshopper was hungry but he did not have food. Grasshopper found Ant family house and knocked the door. Poor grasshopper came to Ants' house. Ant family gave food to poor grasshopper. Grasshopper promised to work hard.

국 문 초 록

영어수준이 낮은 한국 중학교 학생들의 협업 L2 글쓰기 탐구

서울대학교 대학원
외국어교육과 영어전공
함수진

본 연구는 한국 중학교 학생들 중 영어 수준이 낮은 학습자들을 대상으로 협력적 글쓰기 과업이 제2언어 학습에 어떠한 영향을 미치는지 살펴본다. 이를 위해 본 연구에서는 협력적 영작문 쓰기 과업에서 학습자들의 상호작용 양식을 살펴보고, 협력적 대화의 기능과 언어 관련 담화에 서 나타나는 변화 양상을 분석한다. 여덟 명의 한국 중학교 3학년 여학생들(집단 1과 집단 2)이 6주간의 그룹 영작문 쓰기 방과후 학교 프로그램에 자발적으로 참여하였다. 영어 수준이 비슷한 하위 학습자들이 한 그룹을 이루어 매주 이야기 재구성 쓰기 활동을 실시하였다. 6주간의 탐구는 다음과 같은 세 가지 연구 문제를 밝히는 것을 목적으로 한다: 1) 언어 관련 담화 측면에서 학습자들이 어떠한 협력적 상호작용 양상을 보여주는가? 2) 유창성과 정확성 측면에서 학습자들의 언어 발달이 어떠한 변화를 보여주는가? 3) 협력적 글쓰기 활동을 통해 학습자들이 제2언어 쓰기에 대해 어떠한 태도 변화를 보이는가? 학생들의 협력적 대화 양상을 분석하였으며, 프로그램이 끝난 후 학생들의 개별 인터뷰를 실시하였다. 이러한 분석을 통해 살펴본 언어 관련 담화의 양상, 언어 발달, 영어 쓰기에 관한 태도 변화를 다음과 같다.

첫째, 언어 관련 담화의 양이 시간이 지날수록 증가하였다. 특히, 협동 과정을 통해 동료들과 언어 관련 담화를 주고 받으며 학습자들은

문법과 어휘에 대한 인식이 증가하였다. 둘째, 쓰기 결과물 측면에서의 발달을 찾기 위해 학습자들의 텍스트가 세밀하게 분석되었다. 언어 발달 측면에서, 학습자들은 시간이 지남에 따라 더 긴 텍스트를 만들어 내었다. 뿐만 아니라, 어휘 사용과 문법적인 측면에서 향상하였음을 보여주었다. 더욱 풍부한 어휘를 사용하였고 문법적인 오류가 줄어들었다. 마지막으로, 협력적 글쓰기 활동을 통해 학습자들은 영어 글쓰기에 대한 불안감을 감소시킬 수 있었고 자신감을 얻을 수 있었다. 또한 협력적 글쓰기 활동이 영어 쓰기에 대해 도움이 된다고 생각하는 것으로 나타났다. 그룹 안에서 자신의 생각과 의견을 동료들과 교환함으로써 언어 능력을 향상시킬 수 있었을 뿐만 아니라 영어 쓰기에 대해 자신감을 형성할 수 있었다.

본 연구의 결과는 한국 EFL 학습 환경에 있는 중학교 학습자들 중 특히 영어 수준이 낮은 학습자들을 대상으로 효과적인 영어 쓰기 활동에 대한 통찰을 제공한다. 연구 결과에 기반을 두어 본 연구는 협력적 글쓰기 활동이 학습자들이 자신감 있고 효과적인 글쓰기를 할 수 있도록 도와줄 것을 시사한다.

주요어: 협력적 글쓰기; 협력적 대화; 언어 관련 담화; 제2언어쓰기; 쓰기태도

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