



Benefits of Collaborative Writing: University Students' Reflections

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ABSTRACT

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The importance of collaborative activities has been recognized for increasing learning opportunities in language classrooms. However, benefits of collaborative writing in university writing classrooms have not been robustly reported yet. Thus, the purpose of this study was to investigate students' perception of a collaborative writing project and its instructional benefits during a course devoted to teaching transitions from writing paragraphs to essays in an EFL classroom. The project involved 15 students in an intermediate-level writing class at a university in Korea. Each group was assigned with different types of paragraph. Other groups gave suggestions on how to transform the paragraph to a five-paragraph essay in a series of peer feedback workshops. Results of surveys and interviews of participants clearly revealed that the collaborative project helped them develop a positive attitude towards writing in L2 English and working in groups. This study contributes to the practice of academic writing by showing that collaborative writing allows students to achieve the goal of understanding composing processes and the goal of producing a presentable essay. For teachers who are reluctant to implement collaborative writing projects in EFL settings, this study provides useful guidelines for project design and practical applications for the classroom.

I. INTRODUCTION

Composition has never been a focus of instruction in secondary school English classrooms in Korea compared to receptive skills which usually get greater attention. Upon entering a university, however, students are exposed to quite a different expectation on English composition. It is because at the university level, understanding of disciplinary knowledge is often exhibited and evaluated through the medium of writing. Students begin to understand the significance of writing because their success at a university often depends on how much they have developed the academic writing skills. However, since writ-

ing has a higher learning burden than listening, speaking, or reading, it is not an easy task for most students to obtain the expected level of competence for English writing skills in a short period of time like in a semester course.

Along with proper sentence structures, correct grammar, and flawless mechanics, good writing includes a combination of multiple skills such as developing an argument and presenting it clearly by choosing a conventional writing style and addressing a specific audience. Therefore, in order to maximize learning effects while reducing the burden of learning to write, it is necessary to plan writing instructions with the types of classroom activities in consideration of performance conditions along with the connection of

learning contents (Robinson, 2011).

For the past several decades, language educators have recognized the value of group work, and collaborative learning is emphasized in discussions of methodological issues in second language teaching contexts. Collaborative writing tasks, in particular, are often used to promote communicative language environments in second language classrooms (Storch, 2013). Collaborative writing tasks are also useful instructional activities as they increase the learning opportunities in language classrooms (Donato, 1994; Y. Kim & McDonough, 2008).

However, few studies have considered the benefits of collaborative writing in university writing classrooms. More importantly, learners' perception on the value of collaborative writing has not been extensively reported. To fill the gap, this study investigates the perceived benefits of a collaborative writing project for university students who need effective transitions from writing paragraphs to writing essays in an EFL context. The study was motivated by two research questions: 1) How do the students perceive collaborative writing in a university EFL classroom? 2) What are the instructional benefits of a collaborative writing project in a university EFL classroom?

II. THEORETICAL BACKGROUND

1. Collaborative Writing in L2 Classrooms

Although pair and group activities are widely used in many contexts of foreign language classrooms, writing generally tends to be considered as an individual task; thus, research on collaboration in writing is not as robust as other collaboration studies yet. A small number of studies have documented the advantages of collaboration in writing in the second language classroom (e.g., DiCamilla & Anton, 1997; S. Lee et al., 2022; Storch, 2005; Swain & Lapkin, 1998).

Collaborative writing is defined as "the joint production or the coauthoring of a text by two or more writers" (Storch, 2011, p. 275), which involves students working together throughout the entire writing process, sharing decision making and responsibility for the text (McDonough et al., 2016; Storch, 2005). Because students should be able to successfully communicate and interact with each other over the course of writing activities, collaborative writing tasks are often used to promote communicative classroom environments in second language classrooms (Storch, 2013).

L2 research findings have indicated that there are important benefits in collaborative writing activities. First, collaborative writing plays a positive role in promoting lexical and grammatical accuracy in L2 learners' written products (e.g., DiCamilla & Anton, 1997; Y. Kim & McDonough, 2008; Storch, 1998). This is because, compared to individual writing, working in a group requires learners to go through a process of pooling linguistic knowledge, namely collective scaffolding (Donato, 1994). In addition, the constant elaboration of both local and global structures of an essay during

the writing process can give students valuable learning opportunities for L2 development (Ortega, 2009).

Furthermore, collaborative writing can foster learners' attention to rhetorical structure and organization (Elola & Oskoz, 2010) and develop audience awareness (Li & Storch, 2017). In their investigation on benefits of collaborative writing in computer-mediated settings, Elola and Oskoz (2010) show that learners discussed structure and organization at an early stage of the writing process so that the outlines collaboratively created provided a structural foundation. They also observed that learners working in the wiki drafts switched paragraphs and sentences around. In learners' chat interaction, discussions on the structure and organization of the essay were robust. Elola and Oskoz argue that such collaboration promotes further linguistic development as well as a better understanding of particular writing conventions.

Storch (2005) compared the writing produced by two groups of advanced ESL learners: those who worked on a writing task in pairs (eighteen students) and those who worked individually (five students). Analyzing with various quantitative and qualitative measures, Storch found that pairs tended to produce shorter texts than those who worked individually, but that the texts produced by pairs were more accurate and the sentences were syntactically more complex. Also, texts produced by pairs had a better global structure and clearer focus. Although it was a small-scale study, it has many implications for collaboration in pairs in an ESL writing classroom.

Storch (2011) points out that the number of studies which show evidence of L2 learning resulted from collaborative writing is small, and the available studies are small in scale as well. Storch suggests, "more research is clearly needed to provided evidence to support the claim that collaborative writing tasks results in L2 learning and, if so, whether they are equally beneficial for all linguistic features" (Storch, 2011, p. 282).

Although collaborative writing has been practiced as writing pedagogy in ESL contexts, it has not been as widely practiced in EFL contexts. S. Lee et al. (2022) investigated writing learning at a Korean elementary school and found that collaborative activities changed the perception of writing learning more positively in addition to improving fluency and accuracy in writing skills. Still, more research is needed to collect evidence to show benefits of collaborative writing activities in L2 learning in many different contexts. It should be noted that few studies have considered benefits of collaborative writing in university settings in Korea from the perspective of students' perceptions.

2. A Process Approach in L2 Writing Instruction

Writing is a thinking process, during which a writer is engaged in the discovery and expression of meaning. That is, students need to be concerned about the act of writing as well as the product of writing. According to Murray (1972), it is important to make a distinction between writing-as-process and writing-as-product. Murray argues that writing

should be considered as a process of discovery not an end product. Recent L2 writing pedagogy emphasizes not only on what students write (product), but also on how they write (process). According to the process approach, student writers “are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts [...], followed by revision of their evolving texts” (Kroll, 2001, pp. 220-221). Rather than being pushed to write a perfect product, the student should be provided with opportunities to explore and discover.

The process approach focuses on the steps involved in creating a piece of work and the process writing allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing, and reworking successive drafts of a text (Nunan, 1991). Thus, teaching focus should be on developing a creative writer who is concerned about how to link ideas to produce paragraphs and essays. To do so, students need to understand that the writing tasks can be accomplished through a cyclical approach rather than a single-shot approach (Kroll, 2001).

Thus, writing is a form of problem-solving processes involving “generating ideas, discovering a ‘voice’ with which to write, planning, goal-setting, monitoring, and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning” (White & Arndt, 1991, p. 3). As White and Arndt argue, writing is a recursive process that involves at least six distinct steps (i.e., the six-stage model). The six-stage model is based on the three premises of the process approach to writing such as generating ideas, drafting, and rewriting. The activities are illustrated in Figure 1.

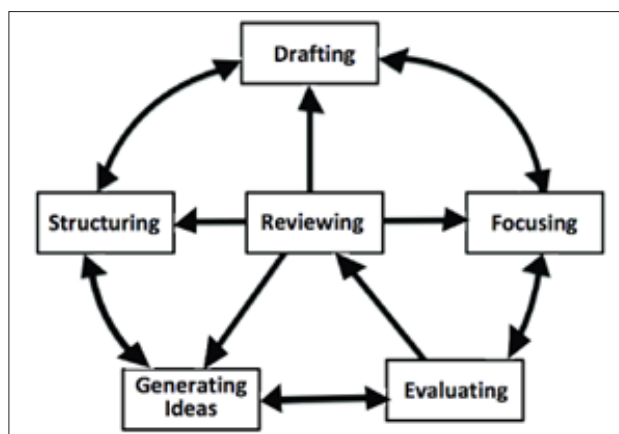


FIGURE 1 A Model of Process Approach to Writing
(White & Arndt, 1991, p. 43)

As indicated in the directions of the arrows in Figure 1, writing is not a linear process but a constant cycle of thinking, drafting, and reviewing. For example, while writers are revising, they might have to return to the prewriting step to develop and expand their ideas. Process writing can be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising, and editing.

Writing should be taught as an ongoing process, and in such a writing process, rewriting and revision are indispensable. Emphasizing the importance of multiple perspectives in the revision process, Matsuda and Silva (2010) comment that “Writers often revise based on comments and suggestions from peers and teachers. The writer may also be able to revise the text by letting it sit for a while, which allows the writer to see the text from a somewhat different perspective” (Matsuda & Silva, 2010, p. 235).

To promote the process approach on L2 writing, raising learner awareness of the nature of writing process is important. Students should write multiple drafts before they submit the final draft, and peer feedback is crucial at every stage which the students go through before completing the final product. Inviting peers as editors and readers is valuable in process writing. In EFL writing classrooms, however, it is often the case that students are not properly trained for how to review peers’ composition or how to apply peers’ comments to improve their drafts. Therefore, instructors who wish to implement the process approach should plan carefully and explicitly teach how to revise and edit their peers’ writing.

Taken together, collaborative writing can be beneficial for implementing the process-oriented pedagogy and promoting the development of language use in L2 writing classes. A process approach that includes collaboration among students can be applied to diverse classroom activities ranging from brainstorming to group discussion for rewriting. Importantly, well-planned collaborative writing projects are required to successfully implement the process approach to L2 writing. For example, in the brainstorming stage where ideas about what to write are generated, discussion can be carried out in pairs or in groups, instead of in isolation. Writing is a demanding and intellectual process, but it can be accomplished by collective experts.

The effect of collaborative activities on writing can be investigated through the process and results of writing, and more importantly, through the students’ perception (Hyland, 2009). A student’s perception in English learning refers to how he or she thinks about the English learning experience, and it can be a key variable for examining the learning effect in the affective domain (Crandall, 1992). In the learner-centered educational philosophy where the learner’s activity is emphasized, students’ perception can have an important effect on overall learning because their perception can promote or inhibit the activity (Schumann, 1999). Thus, students’ perceptions need to be examined in a meaningful way.

The present study seeks to promote the collaborative writing and the process approaches in an EFL university classroom, raising learner awareness on their values. More specifically, the study aims to answer two research questions.

- (1) How do the students perceive collaborative writing in a university EFL classroom?
- (2) What are the instructional benefits of a collaborative writing project in a university EFL classroom?

III. METHOD

1. Background Information

The study reported here was conducted in a 16-week course called Intermediate English Writing at a private university in Korea. The participants in this study included 15 students (5 males and 10 females) who were taking this writing course offered for three credits. With an average age of 22.8 ($SD = 2.11$), all of them were native speakers of Korean, who had been studying English as a foreign language for an average of 11.9 years ($SD = 0.8$) at the time of participation. There were two sophomores, five juniors, and eight seniors in the course.

Being a higher-level writing course available in the departmental curriculum, the specific goal of this course was to introduce essay writing so that the students can create an original essay. The students were expected to understand the basic elements of well-written paragraphs as well as essays. The course content mainly focused on academic writing organization rather than on sentence-level writing skills although there were some grammar-related contents. Students who were advised to enroll in this course were considered to be of intermediate language proficiency. Self-reported TOEIC scores ranged from 655 to 800. Their main reason of taking the course was to improve their academic writing skills and grammatical accuracy in writing.

2. Procedures

1) Instructional Method

The class met once a week for three hours including a 15-minute break. In the first half of the semester, the students were expected to understand the basic elements of well-written paragraphs in English academic texts. During the class time, students worked on analyzing organizational and structural characteristics of different types of model paragraphs. They were also engaged in grammar and vocabulary exercises. The second half of the semester was specifically devoted to the group writing project which involved hands-on writing activities. Interaction among the students happened when they participated in class discussion about any issues related to language, structure, organization, and content as well as the topics of the writing assignments.

For the collaborative writing project, five groups of three students were formed. For this class project, students in group worked together to make a booklet to give information to freshmen. The target audience of the writing project was the freshmen of their own department. The topics chosen to be included in the booklet were: “description of the university and the main building” for the descriptive paragraph and essay; “differences between high school and university” for the comparison paragraph and essay; “different types of courses” for the classification paragraph and essay; and “the process of course registration and the effects of failure in course registration” for process and cause-effect paragraph and essay. Among the five groups, one group

worked on the introduction part of the booklet because every member of this group had at least two absences during the project period, not participating fully in the class project.

The group project lasted for about five weeks in the second half of the semester. First, the students were engaged in group activities of writing different types of paragraphs—descriptive, comparison, cause-effect, and classification paragraphs. They wrote one paragraph with an effective topic sentence, supporting sentences, and a concluding sentence. Over the course of the project period, the students were asked to go through the three stages of writing: planning (brainstorming), drafting, and revising, all of which should be submitted in a written form.

After completing the paragraph writing, a peer review workshop was held. The students discussed the given topic and the organization and structure of the particular paragraph together in class. For example, in Week 11 when the lecture contents were about the description essay and the classification essay, each group read the description paragraph written by Group 3 and the classification paragraph written by Group 1, and provided suggestions to the two groups on a possible hook sentence, a thesis statement, and more supporting sentences for a transition from a paragraph to an essay. They wrote an outline for the essay version of it on a peer review sheet (Appendix). In the workshop, therefore, collaboration occurred across groups by sharing the group paragraph and providing suggestions to other groups on how to extend the paragraph to an essay. The whole class divided into groups gave suggestions and ideas about how to transform the paragraph to a five-paragraph essay. In this process, the student writers received multiple comments from other classmates as well as from their own group members.

Collaboration also took place within a group when writing an essay. During the class time, students wrote an essay based on the paragraph that their group had previously written. The original paragraphs were expanded into five-paragraph essays after each peer review workshop. In groups, they made an outline and discussed how to incorporate suggestions and ideas from the peer review workshop in their essay. Many of the supporting examples in the paragraph became main ideas for topic sentences in the essay.

Each group completed the allotted essay writing assignment in two weeks (see Table 1 for the course schedule). The groups turned in the first draft and the revised draft for each writing assignment after the workshop (e.g., giving and receiving comments on the thesis statement). Table 2 illustrates the number of sentences and words that were produced in the final essay.

2) Instruments

Before and after the class project, a survey on affective aspects of English writing was conducted. Students completed two short surveys, one before and one after the project implementation. Questionnaire items mainly addressed students' perception about English writing. Students were asked to rate each item on a 5-point Likert scale from 1

TABLE 1
Course Schedule and Activities

Week	Class topics	Activities
1-7	Introduction to academic English writing; Different types of paragraphs	Lessons
8	Midterm	
9	Project announcement and grouping	
10	Five-paragraph essay	Lessons
11	Paragraph submission; Peer feedback workshop #1 (description, classification)	Collaborative peer feedback workshop (analyzing other group's paragraphs and giving suggestions)
12	Peer feedback workshop #2 (cause-effect, comparison)	
13	Peer feedback workshop #3 (introduction) From draft to final essay (in-class activity) Final group essay submission	Instructor's feedback
14	Reading final essays	Evaluation of contents and organizations
15	Final individual essay submission	

TABLE 2
Length of Group Essays

Group	Type	Number of sentences (word count)
1	Classification	16 sentences (304 words)
2	Cause-effect	15 sentences (350 words)
3	Description	28 sentences (536 words)
4	Comparison	29 sentences (479 words)

(strongly disagree) to 5 (strongly agree).

To examine students' perceptions on the collaborative writing project in greater detail, retrospective interviews were conducted after the semester was finished. The main questions that were asked include: "What did you like most or least about working on the group writing project?"; "Do you feel any changes in motivation for English writing by doing group writing?"; and "What did you think about other students' or other groups' feedback?" Their answers were analyzed based on themes.

IV. RESULTS

1. Survey

Student's perception of English writing as an affective factor can have a significant impact on the overall learning of writing skills. From this point of view, the effect of collaborative writing activities on the change of perception in English writing was measured by multiple aspects such as interest in writing (i.e., *I enjoy writing in English*), confidence (i.e., *I am good at writing in English*), attitude (i.e., *I work hard in English writing activities*), the importance of writing in English (i.e., *English writing is important to me*), and interest in group work (i.e., *I like working together in group*).

The survey was conducted using a 5-point Likert scale (1: strongly disagree/not at all, 2: disagree, 3: neutral, 4: agree, 5: strongly agree), and the average of each element is presented in Table 3. Compared to the responses obtained before the group project, students' perception on every element changed positively after the project. The students responded highly positively toward interest in group work (4.20) and attitudes (4.40) after the project. Looking at the degree of change in students' perception of writing, the changes in confidence, group work, and attitudes were noticeable as these items were responded at relatively higher levels than before the project. Awareness of the importance of English writing stayed about the same before and after the project. To summarize, students generally held more positive attitudes towards the group writing after experiencing the class project. While the survey results simply showed the overall tendency, in-depth interviews should provide more comprehensive explanations about these responses related to students' perception on the group writing project.

2. Retrospective Interview

Final group essays displayed students' great awareness on the essential elements and organization of good academic writing, such as appropriate thesis statement, topic sentences, hook sentences, and supporting sentences. In the retrospective interview, students answered to several questions related to their experience of group writing. Their responses were analyzed based on themes, and the recurring themes in their responses were classified to be reported in this subsection.

In general, the students reported that they developed awareness on different rhetoric styles of academic writing, along with understanding of essential elements and organization of effective academic writing. Some representative comments are provided below with student code numbers in parentheses.

TABLE 3
Students' Perception Change on English Writing

Survey	The number of students	Students' perception				
		Interest	Confidence	Attitude	Importance	Group work
Before	15	3.73	2.80	3.67	3.73	3.47
After	15	4.27	3.67	4.40	3.93	4.20

First, it was noticeable that students appreciated hands-on writing practices and recognized them as helpful.

- 1) "In the past, I didn't have any system and just wrote a couple of sentences. It now seems that I write under an organized system." (S01)
- 2) "I have grasped complete concepts of paragraph and essay formats." (S02)
- 3) "When I had a foreign professor before, he only explained the concepts, So, it was the first time for me to work on actual writing activities. And it was good." (S03)

Second, according to the interview, the participants developed a better understanding of and a positive attitude towards the writing process in paragraph writing and essay writing in L2 English.

- 4) "I really liked this class because I gained better understanding on writing processes. I realized, 'Oh, this is real writing; I just write it first, then I keep reading what I wrote and thinking about it. And then I see it again while giving feedback, and I read it again as I get feedback.'" (S04)
- 5) "I had a terrible experience in an English writing class last time. So, I was really scared with the name of this course, Intermediate English Writing [...] But after taking this class, I now have complete concepts about descriptive, comparison, cause-effect paragraphs and essays." (S02)
- 6) "I really liked the idea of getting feedback from other classmates and rewriting our draft. The feedback really helped because they pointed out what our group had missed." (S08)
- 7) "It was a fun process. At first, writing in English itself seemed vague to me. But seeing what I wrote was understood OK by other people made me feel confident about myself and my writing." (S09)
- 8) "I realized that English writing is not as hard as I thought. I think I will remember the writing process, thanks to the hands-on activities." (S05)

Third, according to the students, working in a group allowed

them to share group members' knowledge, thus more linguistic resources were available than when working individually.

- 9) "It was more effective to write together than write alone because good ideas were shared quickly, I think." (S06)
- 10) "When I write alone, I tend to use the same words and expressions over and over again, but my group members suggested different expressions. So, the written product can have diverse expressions." (S07)

Fourth, collaborative writing helped them develop motivation to write better, and furthermore, to study English harder.

- 11) "I feel motivated to study English in general. I want to express my ideas in writing better, and I've figured what I need is to study English much harder. It was a stimulating opportunity for my development." (S15)

Fifth, the students pointed out effectiveness. Given the relatively limited instructional hours compared to the amount of content to cover, one of the important purposes of project implementation was effectiveness. The students seemed to admit the project promoted the effective transitions.

- 12) "Regarding essays, although we didn't write all types of essays, we worked on different topics via outlining activity. So, I was able to understand each of them in a short period of time." (S08)

Lastly, the students appreciated feedback from their peers. The comments below specifically expressed the value of peer feedback.

- 13) "I really liked that we wrote in group and then exchanged feedback with other people. Because when you submit it to your professor, the professor talks about it from his own point of view. But in feedback workshop, everyone else sees it comprehensively. When I hear from multiple people, my perspective broadens. In the writing course I took last time, I submitted my writing, and the professor gave me a score and that was it. It was just over like that. There was not much feedback than you think."

As shown in the representative comments above, these students' voices appear to demonstrate that they acknowledged the benefits of collaborative writing project in multiple aspects.

Students also appeared to become highly aware of the process approach, that is, the relationship between a writing process and a written product. They also valued the merits of collaboration and peer feedback over the course of completing the writing project.

V. DISCUSSION

1. Learners' Perceptions on the Collaborative Writing

The purpose of this study was to investigate the effect of collaborative writing activities by examining students' perceptions. The students reported that the collaborative project had multiple benefits in learning English, specifically in English writing. Results from the survey and the retrospective interview clearly showed that the collaborative project helped the students develop a positive attitude towards the act of writing, the process of writing, and the peer feedback while writing a paragraph and an essay in L2 English. Specifically, they valued the hands-on nature of collaborative writing in the process of completing the writing project. This naturally yielded positive perceptions on group work.

Also, as some students mentioned, the writing product produced with group efforts could have richer content and expressions than individually written product where a student depends exclusively on one's own linguistic knowledge. In other words, it seems that this kind of group work helped the students pool linguistic resources as a form of collective scaffolding so that they could manage the writing tasks that were cognitively challenging (Donato, 1994; Storch, 2011).

It was also clear that students developed motivation to study English because the writing project made them recognize the gap between what they wanted to express and what they were able to write at the moment, implying that group work can play a facilitative role in increasing motivation to study L2 English.

Therefore, the study has presented promising results suggesting that collaboration maximizes learning effects while reducing the burden of learning to write. Taking its benefits in the affective domain into account, classroom teachers should consider implementing the collaborative writing in their classrooms to give learners different kinds of learning experiences, which is eventually connected to fostering their development in English writing skills.

2. Instructional Benefits of the Collaborative Writing

As students' comments revealed, the practice of collaborative writing was beneficial for implementing the process-oriented pedagogy in an L2 writing class. Collaboration has helped the students understand writing as a process, not a one-time product. While attempting to improve their own prose, students increased their sense of mastery of what was initially perceived as a complex and difficult task.

In a writing classroom, students should be trained for how to do a peer review or how to apply their peers' comments to improve the drafts. In this study, the students

were provided with clear guidelines of how to give comments on their peers' writing in terms of contents and organization. This type of focused feedback exercises seemed to be successful in achieving the course objectives.

Another benefit revealed from students' reflections was the fact that the implementation of group project promoted effectiveness in instruction. They learned how to write a paragraph and how to extend it to an essay based on peer feedback and suggestions in a short amount of time. Although the students did not have chance to write all types of essays, they worked on different types of essays by outlining activities, which helped them to understand each type in a short period of time. Pursuing effectiveness in instruction is crucial when limited time is allotted compared to the amount of content to cover. The students seemed to recognize that the project promoted the effective transitions from learning about different types of paragraphs to learning about different types of essays. The students reported that they developed great awareness on different rhetoric styles of academic writing, and they understood essential elements and organization of effective academic writing.

For this kind of writing projects, selecting motivating topics is a key to success. In this study, the overarching theme of the writing activities were "useful information for freshmen," which naturally targeted specific audience. Along with the clear target audience, the subtopics that they were willing to share with new members of the department allowed students' active engagement throughout the writing processes. To increase students' motivation to write in L2, it is important to choose stimulating topics that they can collaboratively work on.

VI. CONCLUSION

This classroom-based study examined the benefits of a collaborative writing project in teaching transitions from paragraphs to essays in an EFL classroom, providing preliminary insights into how collaboration should happen in writing instruction. This study suggests that if implemented with an effective curriculum design, the collaborative writing project can have great potential in making university English writing classes much more interesting and engaging. For teachers who are reluctant to implement collaborative writing projects in EFL settings, the study has offered some useful guidelines for a project design and instructional methods which would help practical applications to the classroom.

Some limitations of the study need to be acknowledged. First, the case of one class with fifteen students is limited in scope and in depth. Due to the small number of students, factors such as gender difference or proficiency difference that would have affected the results could not be addressed. Thus, it is necessary to uncover the effects of such factors in future study. This specific group of students, however, has been a good enough case to answer the research questions to investigate the potentials of collaborative writing in the university writing instruction.

Second, a follow-up study is needed to verify and extend

the findings from this study. Importantly, the text quality of group essays should be analyzed to examine if the group writing activities helped to promote linguistic development. Also, an in-depth analysis of different essay genres and their effects on the results is necessary to complete the picture. The future studies can be done using a computer program such as Coh-Metrix (McNamara et al., 2014), which analyzes texts in terms of fluency, accuracy, and complexity.

The study was mainly concerned about the benefits of adopting collaborative writing in an EFL classroom setting, but for those who want to adopt it in their own courses, some caveats to the method need to be mentioned. As in the case of most group works, individual student may make a different contribution to the group, and the instructor should be able to notice any unpleasant incidents occurring during group activities. The class where this study took place had five groups with three students, which made it relatively easy for the instructor to monitor the group activities. To make the implementation of collaborative writing successful, therefore, the manageable class size and constant and friendly monitoring by the instructor should be guaranteed.

In this study, students' perception of collaborative writing and its instructional benefits were investigated, and implications for designing a writing curriculum which works both for the students and the instructor were presented. It is hoped that despite its limitations, this study will contribute to the practice of academic writing by showing that collaborative writing allows EFL students to achieve the goal of understanding the composing processes as well as the goal of producing a presentable essay.

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APPENDIX
An Example of Peer Feedback Sheet

Outlining a Descriptive Essay

- audience는 이미 freshman으로 정해져 있기 때문에 'you'로 바꾸어서 좀 더 친근하게 느껴질 수 있도록 하겠다 (구어체식)
1. Introduction (Paragraph 1)
 - A. Hook: + 학교가 약하기 때문에 자신의 경험은 다른 많은 사람도 볼 수 있을 것 같아서
 왜 신입생이 학교 건물에 익숙해 지는 것이 중요한 일인지에 대한 이유를 간단하게 덧붙여주면 좋을 듯 + for using the useful facilities conveniently.
 - B. Connecting information:
 - C. Thesis:
 2. Body Paragraph 1 (Paragraph 2) topic sentence:

학교 건물의 흥행 특징을 잘 써놓았기 때문에 지향서로는 좋으나 왜 이 시설들로
 만들어져야 하는지 이유를 생각해봐서 설명이 필요하다 ... For this reason, this
 [Support] building has significance of ...
 3. Body Paragraph 2 (Paragraph 3) topic sentence:

[Support]
 4. Body Paragraph 3 (Paragraph 4) topic sentence:

Main building 하의 교육적 특징 (ex. 교학당)을 언급한다면 좋을 것 같고
 [Support]
 5. Conclusion (Paragraph 5)

Body의 마지막 para의 balance 부족
 must → ~~should~~ need to know what building has the lecture room is
 in advance and where students could study.
 Through this article, we hope you would be satisfied
 with this information...

같은
어떤!