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Mabel Ortiz Navarrete

Claudine Benoit Rios

Claudio Diaz Larenas

Tania Tagle Ochoa

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IDENTIFYING PATTERNS OF INTERACTION, LRES AND STUDENTS' PERCEPTIONS IN COLLABORATIVE WRITING: A QUALITATIVE CASE STUDY

ABSTRACT

Collaborative writing involves students working together and dividing tasks to co-construct a text, sharing ideas, negotiating content, and refining language. This approach fosters discussion, peer interaction, critical thinking, and active engagement in the writing process. Language-Related Episodes (LREs) occur during these interactions, where learners focus on specific linguistic aspects, such as grammar, vocabulary, or discourse structure. This study aims at identifying the patterns of interactions and Language Related Episodes that occur during the production of an argumentative essay. The study also seeks to describe students' perception towards collaborative writing. It follows a qualitative design with 30 pre-service teachers of English from a Chilean university participating. The data collection instruments included a semi-structured interview, an interaction analysis framework based on Storch (2002) and a Language Related Episode identification framework. The results indicated that the most identified patterns of interaction were collaborative, dominant-passive and expert-novice. Regarding Language Related Episodes, it could be observed that participants of the study focused more on grammar and vocabulary. Finally, regarding students' perceptions of collaborative work, it was found that they recognized more advantages than disadvantages. Some of the identified advantages included promoting discussion, resolving doubts, and learning from others. As for the disadvantages, the only one identified was the difficulty in reaching agreements. Collaborative writing fosters meaningful interactions and language development through varied patterns and LREs. Students' positive perceptions highlight their value in enhancing linguistic and communicative skills as well as fostering teamwork, making it a valuable tool for pre-service teacher education.

Keywords
Collaborative writing; Patterns of interaction; Language related episodes; Students' perception.

1. Introduction

Academic writing in a second language (L2) is an essential skill for pre-service English teachers in Chile. Throughout their academic training, these students are expected to produce a range of texts, including essays, reaction papers, reports, and a final thesis. However, the writing process often presents significant challenges. Many students perceive writing in a second language to be a demanding and complex task, which can lead to a lack of motivation and reluctance to engage in writing activities.

Common difficulties include limited vocabulary, problems with textual cohesion and coherence, and frequent grammatical errors. Additionally, first language (L1) interference often has a noticeable impact on their writing performance. To address these issues, teachers in Chile adopt various methodologies, among which collaborative writing stands out. In collaborative settings, students engage in discussion, exchange ideas, clarify doubts, and negotiate linguistic choices, all of which contribute to a supportive learning environment.

The following literature review presents and discusses key concepts related to collaborative writing, such as patterns of interaction, language-related episodes, and students' perceptions of collaborative work. In addition, it examines relevant studies in the field. This paper is inserted in the Project DIREG 03/2022 "Efecto de la escritura colaborativa de ensayos argumentativos sobre la fluidez y precisión gramatical, a través de Google Docs, en estudiantes de lenguaje e inglés".

2. Literature Review

2.1 Collaborative Writing

Collaborative writing is recognized as a recursive social process, involving a joint task that requires interaction, discussion, and the clarification of doubts to achieve a common objective. (Ajideh et al., 2016; Alwaleedi et al., 2018; Jalili & Shahrokhi, 2017). Several studies have demonstrated that collaborative writing models can significantly improve academic writing performance by encouraging the exchange of ideas and fostering learners' self-reflection (Martins et al., 2025; Chen & Lee, 2022; Huy, 2023; Zhai, 2021). Donato (2004) further argues that the collaborative construction of texts allows students to perform beyond their individual capacities, underscoring the benefits of working collectively to achieve better outcomes.

Despite the existence of several studies on this topic, research on collaborative writing remains limited in comparison to the extensive body of work on individual writing development (Jalili & Shahrokhi, 2017; Veidenberg, 2017; Jelodar & Farvardin, 2019). This observation is supported by Talib Cheung (2017) and Storch and Wigglesworth (2007), who argue that most existing research addresses collaborative work in general, with relatively few studies specifically examining the joint construction of written texts.

Collaboration in writing enables students to make decisions about both the linguistic structure and the content of their texts through peer discussions. This approach shifts the traditional roles of teachers and students, fostering greater student autonomy and active participation (Sadaghian & Marandi, 2021). From a metacognitive perspective, Arciniegas & López (2012) highlight that collaborative writing encourages learners to reconsider their approaches to group work, acknowledge the complexity of the writing process, and engage in ongoing reflection. A key element of collaborative writing is scaffolding, understood as the support provided by teachers or peers throughout the learning process. This support typically involves mentoring, along with the use of strategies and resources aimed at problem-solving and knowledge construction. Several studies have shown that scaffolding within collaborative contexts assists students in identifying errors (Dyson, 2016; Fernández, 2012; Zheng et al., 2021).

When forming groups of three to six members, it is ideal to include a mix of novice and experienced students. This arrangement allows less proficient learners to benefit from the guidance of their more skilled peers, while also offering advanced students the opportunity to consolidate their own knowledge. Dialogue plays a crucial role in collaborative tasks, as it enables students to support one another in addressing various writing challenges, including linguistic difficulties. Swain (2006) emphasizes that dialogue and verbalization are effective tools for language development, particularly in relation to grammatical accuracy.

2.2 The Role of Interaction in Collaborative Writing

Interaction can be defined in multiple ways. Vrasidas and McIsaac (1999, p. 24) describe it as “the exchange of ideas that should stimulate the student’s intellectual curiosity and influence their learning.” Similarly, Northrup (2002) argues that interaction fulfills several functions, including fostering collaboration, monitoring and regulating learning, and supporting student performance. In the context of foreign language teaching, the primary aim of interaction is to improve students’ learning outcomes, regardless of the instructional methodology employed. As Storch (2013) points out, students co-construct new knowledge through the process of "languaging."

Building on this, both Storch (2002) and Watanabe (2008) emphasize that the nature of interaction can have a significant impact on students’ writing performance. In particular, Storch (2002) identifies a range of roles and relationships that emerge among group members during collaborative tasks, highlighting the importance of equality and mutuality in effective cooperation. Drawing on these concepts, Storch (2002) proposes a model that categorizes various interaction patterns, as illustrated in Table 1 below.

Table 1. Model of pattern of interaction (Storch, 2002)

	High Mutuality		
Low equality	**Expert/Novice** ○ expert provides assistance that helps novice learn ○ expert provides explanations ○ novice accepts and repeats explanations ○ expert encourages novice to take part	**Collaborative** ○ repetition/extension of utterances ○ positive and ○ negative feedback ○ requests for and provision of information	**High equality**
	Dominant/ passive ○ dominant partner makes self-directed questions ○ little negotiation	**Dominant/ dominant** ○ few requests/collaborations ○ peer repairs given but not accepted	
	Low mutuality		

As shown in Table 1, Storch (2002) identifies four interaction patterns in pair tasks: (1) Collaborative (characterized by high equality and mutuality), (2) Expert/novice (low equality, high mutuality), (3) Dominant/dominant (high equality, low mutuality), and (4) Dominant/passive (low equality and mutuality). In the collaborative and expert/novice patterns, scaffolding occurs through suggestions, repetitions, and explanations, with the expert encouraging the novice to participate, thereby facilitating the co-construction of discourse. In contrast, the dominant/dominant and dominant/passive patterns generally lack joint contributions toward a shared goal. In the dominant/dominant pattern, no consensus is reached, whereas in the dominant/passive pattern, the dominant member assumes full control and completes the tasks without input from the passive partner (Ahmadian & Tajabadi, 2017).

Li & Zhu (2017) emphasizes that equality involves negotiating and contributing equally to group work, while mutuality refers to actively engaging with one another's ideas and offering support during the co-construction of a shared written product. Research indicates that collaborative patterns marked by high mutuality tend to yield higher-quality texts, whereas groups exhibiting high equality but low mutuality often produce less effective results. Similarly, Storch's (2002) analysis of interaction patterns reveals that students do not consistently adopt the roles of expert or novice within a group, indicating that these roles may shift depending on context and task demands. This suggests that interactions are not always equitable in terms of roles and responsibilities (Storch, 2011; Storch & Aldosari, 2013; Wigglesworth & Storch, 2012).

Building on Storch's (2002) model, some studies suggest that the expert-novice relationship plays a significant role in influencing learning outcomes (Cho, 2017; Martinez et al., 2021; Nosratinia & Razavi, 2016). Hsieh (2019) offers a more detailed description of each interaction pattern, as presented in Table 2.

Table 2. Characteristics of patterns of interaction

Patterns of interaction	Characteristics
Collaborative	• Equal degree of control over the task and engagement of each other's contribution • Frequent use of first-person plural pronoun (we) • Text co-construction • Metalinguistic discussion about grammar and lexical choices • Both learners discuss and elaborate on what they will write together
Dominant/ dominant	• Both learners show unwillingness to fully engage with each other's contribution • High levels of disagreement
Dominant passive	• One learner takes an authoritarian stance over the task, while the other adopts a more passive role (low equality) • Self-repaired, non-interactive turns, long monologues • Little negotiation
Expert/ novice	• One takes control of the task (moderate to low quality) • The dominant one tries to provide assistance, encourage the other learner to offer ideas (moderate to high mutuality)

Taken from Hsieh (2019, p. 8)

As illustrated in Table 2, the different interaction patterns reflect varying degrees of control, commitment, agreement, and negotiation. Notably, the *dominant pattern* is characterized by high levels of both equality and mutuality. It is important to emphasize that both advanced and novice students can contribute equally, regardless of their language proficiency (Watanabe, 2008). Since these interaction patterns represent different levels of collaboration and mutual engagement, they play a key role in shaping opportunities for language learning. One specific manifestation of this dynamic is the occurrence of Language-Related Episodes (LREs).

2.3 Language-Related Episodes

Language-related episodes (LREs) are defined as 'a group of utterances or segments of dialogue in which group members discuss the language they have produced or are producing, correct themselves or others, or question or reflect on their use of language' (Swain & Lapkin, 2001, p. 292). This definition highlights that during collaborative interactions, students actively engage with the language they are using, either by self-correcting, correcting others, or reflecting on their language choices.

Storch (2013) categorizes LREs in collaborative writing into three main types: form-based LREs (focused on morphology and syntax), lexis-based LREs (related to word meaning and choice), and mechanical LREs (concerning punctuation and spelling). According to Zhang (2019), "limited existing research has considered the relationship between collaboration types and learners' co-constructed texts" (p. 4). Several researchers (Hsieh, 2019; Storch, 2013; Zheng et al., 2021) argue that students attend to various language aspects during collaboration, including vocabulary,

grammar, and mechanics. Based on the findings of Wigglesworth and Storch (2007), learners also focus on word order, lexical features, style, organization, and usage.

Other studies have shown that vocabulary tends to be a primary focus during collaboration (Mendonça & Johnson, 1994), while Storch (1998) observed that students often prioritize grammar over content. Moreover, research by Storch and Wigglesworth (2007) found that advanced learners pay greater attention to lexical choices.

Zhang (2019) concludes that "the general finding is that the occurrence of LREs increases as the learners' proficiency level increases, with lower proficiency learners tending to focus more on meaning, while more advanced learners concentrate on formal aspects" (p. 4). Moreover, research has shown that task modality influences the nature and resolution of LREs, with differences observed between oral and written tasks (Martinez et al., 2021). For example, oral tasks are more likely to generate lexical LREs, while written tasks tend to lead to form- and mechanical-related LREs (Liao, 2020).

2.4 Research Questions

In order to better understand the dynamics of student collaboration during argumentative essay writing, this study addresses the following research questions:

- What interaction patterns emerge during the collaborative writing of an argumentative essay?
- From the students' perspectives, what are the perceived advantages and disadvantages of working in pairs?
- Which language components do students tend to focus on during collaborative interactions?
- What types of Language-related episodes (LREs) can be identified in student interactions?

3. Method

This research adopts a descriptive qualitative case study design (Flick, 2013), situated within the interpretative paradigm. It focuses on exploring the nature of students' interactions and the occurrence of Language-Related Episodes (LREs). The aim is to understand how participants interpret and construct meaning based on their perceptions of pair work. As Martinez (2013, p. 4) states, "human beings do not discover knowledge; they build it and interpret concepts and phenomena based on their individual experiences." In this study, the phenomenon is observed, interpreted, and analyzed without manipulating variables. Specifically, the research seeks to examine the types of interaction that emerge during the collaborative writing of an argumentative

essay, the language components students attend to during these interactions, and the different types of LREs that arise in the process.

The study involved 30 pre-service English teachers from a Chilean university located in the southern region of the country. All participants had a B2 level of English proficiency, as defined by the Common European Framework of Reference for Languages (CEFR).

The inclusion criterion was, therefore, having a certified B2 level of proficiency. The sample size was determined based on the saturation point, which, as Valles (2002) explains, "is reached when the information collected is sufficient in relation to the research objectives" (p. 68).

The research followed the ethical guidelines established by the Ethics Committee of the institution where the study was conducted. Participants were first informed about the nature and purpose of the study and were given the freedom to decide whether or not to participate, with the assurance that they could withdraw at any time without consequence.

The confidentiality of participants' identities was maintained, and their emotional well-being was safeguarded throughout the process. As D'Espíndula and Sottile (2016) point out, it is essential to "maintain the best possible relationship with the interviewee so that they feel comfortable" (p. 496). Finally, participants were asked to read and sign an informed consent form, which "ensured their voluntary participation and explicitly stated their right to withdraw from the study at any stage" (Kvale, 2011, p. 64).

To collect data, three instruments were employed. First, a semi-structured interview was conducted to obtain in-depth insights into participants' perceptions and reflections regarding their collaborative writing experiences. The interview comprised six open-ended questions, providing flexibility to probe further based on participants' responses. Second, an interaction analysis framework, grounded in Storch's (2002) model, was applied to categorize and examine the patterns of interaction that emerged during the task. Third, a framework for identifying Language-Related Episodes (LREs) was designed to analyze and classify the episodes related to language use observed in student interactions. Audio recordings of the sessions were used to ensure the accurate identification and analysis of both interaction patterns and LREs. A total of 15 dyads, comprising 30 students, participated in the collaborative writing task. Each pair was asked to produce a 300-word argumentative essay while being audio-recorded. Given the complexity of the task, each session lasted approximately one hour and a half. Regarding the semi-structured interviews, 15 participants were interviewed individually, each lasting between 30 and 40 minutes.

The research followed a structured intervention process divided into three main phases.

- **The planning phase:** Participants were first introduced to the definition and key features of an argumentative essay, provided with examples, and given detailed guidelines for its construction. Subsequently, collaborative work was organized, including an explanation of collaborative techniques, assigned roles, and expected interaction patterns.

- **The execution phase:** This phase involved group formation, role assignment, topic selection, brainstorming, and outlining of ideas. Participants also formulated thesis statements and topic sentences prior to the writing stage. The essay was then collaboratively constructed in pairs, with their interactions audio-recorded for subsequent analysis. Following the writing task, semi-structured interviews were conducted and later transcribed. The interviews took place in a quiet office setting, free from distractions or interruptions that could affect the quality of participants' responses.
- **The analysis phase:** As shown in Figure 1 below, content analysis was employed to examine the interaction patterns and students' perceptions of collaborative work. This qualitative technique is considered 'highly systematic' (Flick, 2013, p. 170), ensuring an organized and objective approach to analyzing interview data. According to Cho and Lee (2014), a key characteristic of qualitative content analysis is its 'flexibility to use inductive, deductive, or a combination of both approaches' (p. 4). This means that the analysis may emerge from the data itself or from theory. This flexibility allows researchers to adapt the analysis to the study's needs, offering multiple perspectives and deeper insight into the data.

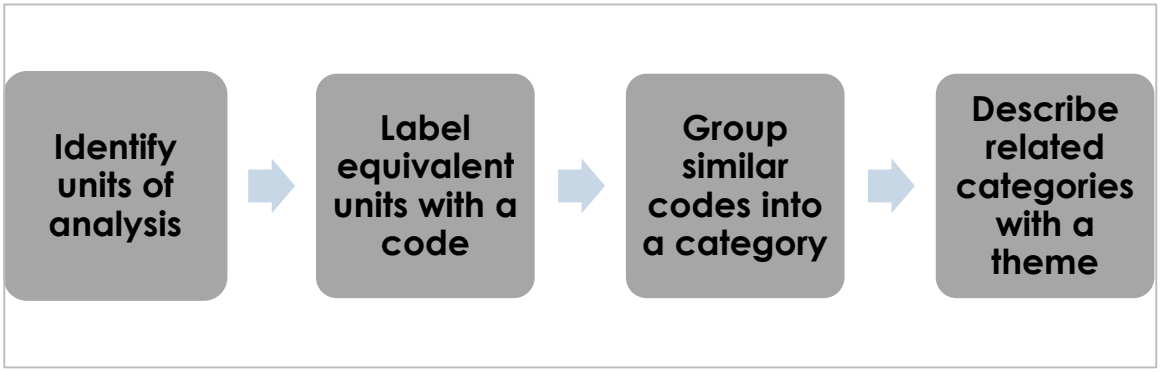


Figure 1: Content analysis process (Adapted from Kleinheksel., et al., 2020)

Analysis Tool:

The analysis was conducted using Nvivo 15 software.

Transcription Analysis:

- The transcription of the semi-structured interview was analyzed.
- Units of analysis (phrases, sentences, key themes) were identified.
- These units were systematically coded.
- Similar units were grouped based on meaning or context.

Coding Approaches:

- Inductive approaches were used (codes emerged from the data).
- Deductive approaches were used (codes based on predefined theoretical frameworks).

Code Organization:

- Codes were organized into categories and subcategories.

Interaction Pattern Analysis:

- The same process was applied to the interaction patterns from audio recordings.
- Categorization was predetermined by Storch's interaction pattern framework.

Process Outcome:

- The systematic process allowed for the identification of recurring themes and patterns.
- Meaningful conclusions about the underlying dynamics of the data were drawn.
- The data was coded by **two researchers** independently, and discrepancies were discussed until consensus was reached. An external expert also validated the final categories.

4. Results

Table 3 below provides examples of interaction patterns observed during the study, illustrating how students engaged with various language components during the tasks.

Table 3. Examples of patterns of interaction

Collaborative		Expert/Novice		Dominant/Passive	
Description	**Example**	**Description**	**Example**	**Description**	**Example**

Requests for and provision of information Positive and negative feedback	A: *Let's use another verb here*. B: *Ok, it could be affirmed or declare?* A: *Affirm is ok* A: *Do you think this sentence is correct?* B: I think so.	Expert provides assistance does not impose view Encourage novice to take part.	A: *As this is an academic paper, we should not use contractions. For example, instead of isn't, we should write is not.* *I think we are using the same verbs on several* occasions Why don't we replace the verb **A:** What do you think of this idea? You can think of a new supporting idea in this part	Dominant partner makes self-directed questions Little negotiation/ passive participant gives few contributions	A: *Delete that idea, it's wrong. Write the following instead.* B: *Ok*

Table 3 provides a detailed view of interaction dynamics in collaborative work, showing a predominance of collaborative patterns through expressions like "How about?" and "Why don't we?", which reflect open dialogue and shared decision-making. The presence of expert/novice roles suggests varied experience levels, yet a collaborative spirit persists.

The rare occurrence of dominant/passive patterns indicates a general tendency toward balanced participation, while the absence of dominant/dominant patterns points to a cooperative rather than competitive approach. Some dyads displayed more than one interaction type, highlighting the fluid nature of teamwork. Additionally, students engaged in brief exchanges focused on grammar, vocabulary, and ideas.

Table 4 illustrates examples of Language-Related Episodes (LREs) identified during the study.

Table 4. Examples of language related episodes

Language Related Episodes	Fragments
Form-oriented LREs	**Dyad 2** A: (typing)Rao (2019) states B: state, remember final –s in third person A: Ok, then! I always forget final -s **Dyad 4** A: How do I say, la gente dice? People say/ people says? Do we add an –s?

	B: I do not think so. I would say people like, for example, **Dyad 6** A: (continue typing) Depending of the tool, technology can play… B: wait!! the correct preposition is on A: Are you sure?
Lexis-Oriented LREs	**Dyad 5** A: English is often required in work applications B: I would say in job applications **Dyad 10** A: Which verb could be used instead of say??…We repeat say too much B: mmm I would use declare, affirm, state. I think they are more formal. A: You are right! **Dyad 13** A: ..Is it big ok in this sentence? B: You cannot say a big number., I would say a large number A: Why?
Mechanics-Oriented LREs	**Dyad 15** A: Acording to .. B: According is with double c **Dyad 8** A: (typing) English as a second language is often required in job applications therefore B: In this case the connector should go between commas. A: Which connectors go between commas? **Dyad 9** A: How do you write comentarios in English, with double m? B: Yes, c-o-m-m-e-n-t-s

Table 4 presents examples of the Language-Related Episodes (LREs) identified during the discussions. These examples highlight how the dyads prioritized different aspects of language, specifically form, lexis, and mechanics, while working on their argumentative essays.

The table illustrates the dynamics of interaction, focusing on the areas that received attention during the collaborative writing process.

Each example provides insight into how the participants engaged with language-related challenges and negotiated linguistic forms. It's interesting to mention that form received the highest frequency of discussion, which could suggest that the participants prioritized grammatical accuracy and structure. The substantial number of instances concerning lexis indicates that vocabulary choices were also a significant focus, likely reflecting the importance of precise language in argumentative writing.

In contrast, fewer instances related to mechanics (e.g., punctuation and spelling) suggest that these elements were less central to participants' discussions. This finding invites further exploration of how language aspects are prioritized in collaborative writing.

Table 5 presents the categories and subcategories that emerged from the analysis of the interview data.

Table 5. Students' perception towards collaborative work

Category	Subcategory	Students' Fragments
Benefits	**Promotes discussion**	"Working in pairs allows the exchange of ideas. That is not possible when working on your own" (participant 10)
	Solves doubts	"You can dissipate doubts with a partner. This is not possible when the work is done individually, unless you ask your teacher" (participant 15)
	Learn from others	"When you work in pairs or in groups, you share with people who have different knowledge, or more knowledge. Thus, you can learn from them" (participant 1)
Drawbacks	**Get to agreements**	..." sometimes, it's difficult to reach agreements because we have different point of views" (participant 2)

Table 5 illustrates students' perceptions of collaborative work, categorized into benefits and drawbacks. Benefits include promoting discussion, solving doubts, and learning from others, as evidenced by students' reflections on the exchange of ideas, clarifying uncertainties, and gaining knowledge from peers. Drawbacks focus on the challenge of reaching agreements due to differing opinions or personalities.

5. Final Considerations

The results of this study indicate that various interaction patterns emerged during the composition of argumentative essays; however, the dominant-dominant pattern was not observed. This absence may be explained by the students' autonomy in selecting their partners, as they tended to choose peers with whom collaboration was smooth and consensus easily reached. This preference for compatible partners contrasts with the rigid dynamics typical of dominant-dominant interactions.

Additionally, it was observed that a single interaction pattern generally prevailed throughout the task, with dyads consistently maintaining the same mode of interaction during the essay-writing process.

Furthermore, although some dyads displayed various types of interactions during the argumentative essay writing process, the predominant trend was the consistent use of a single communication pattern. In this regard, Storch (2002, p. 205) notes that "when one dyad establishes an interaction pattern, it is usually maintained throughout." Conversely, the dominant-passive interaction pattern was the least frequently observed.

Wall (2018) suggests that interaction types may be influenced by learners' personalities, with more outgoing students often taking on leadership roles, though this does not necessarily imply dominance, while more reserved students may adopt a passive stance. While other factors, such

as cultural differences, might affect interaction patterns, this was not significant in the present study, as all participants shared a similar cultural background.

Regarding Language-Related Episodes (LREs), the findings indicate that students focused more on lexical items and grammar. Liao (2020) observed that learners tend to discuss lexical items more frequently than grammatical ones, suggesting that students often concentrate on familiar aspects, which may imply that lower-proficiency learners pay less attention to grammar. It can be inferred that the frequency of LREs depends largely on students' English proficiency levels. According to Zhang (2019), the overall occurrence of LREs increases as proficiency improves (p. 29), meaning that more advanced students are more likely to engage in metatalk and reflect on linguistic features during text construction. Nonetheless, vocabulary consistently remains a primary focus in students' discussions.

Additionally, it is important to consider the cultural context. In Chile, where the study's participants are from, English is still viewed primarily as a foreign language, and teachers tend to place greater emphasis on grammar. This focus on grammar may help explain the students' heightened attention to grammatical issues during their interactions.

Regarding students' perceptions of collaborative writing, several advantages were identified. Firstly, collaborative writing fosters meaningful discussions and facilitates peer learning. Through these discussions, students generate new ideas, share knowledge, and deepen their understanding of concepts. As a result, collaborative writing serves as an effective tool for enhancing comprehension and broadening knowledge on a given topic. The benefits identified in this study align with findings from previous research on collaborative work (Cho, 2017; Fernández, 2012; Jelodar & Farvardin, 2019). It is also noteworthy that participants had the autonomy to choose their partners, which likely contributing to more productive discussions.

Regarding disadvantages, students primarily highlighted difficulties in reaching agreements. However, it is important to note that achieving consensus is generally easier in pairs than in larger groups of three or more. In pairs, task division tends to be simpler, allowing for a more equitable distribution of responsibilities. Conversely, larger groups often experience unequal participation, with some members contributing less—a common source of dissatisfaction among students. Additionally, differing opinions in bigger groups can complicate efforts to reach a unified conclusion.

Storch (2002) notes that dominant-passive interaction patterns often lead to limited negotiation and reduced language use.

Based on these findings, various types of interaction occur during collaborative work, influenced by different factors affecting students' performance in writing tasks. In terms of LREs, participants demonstrated particular attention to grammar and lexis, which aligns with other studies (Liao, 2020; Martinez et al., 2021; Zheng et al., 2021). However, it is important to recognize that this focus may vary depending on contextual factors and students' levels of English proficiency, with different groups prioritizing distinct aspects during collaboration. Furthermore, students

expressed a generally positive perception of collaborative work, acknowledging more advantages than disadvantages.

In conclusion, collaborative work is a valuable approach for fostering interaction and improving students' writing skills. Future research could investigate additional factors influencing interaction patterns, as well as the specific benefits associated with collaborative writing contexts.

From a methodological point of view, this study, grounded in an interpretative qualitative approach, enabled a deep understanding of students' collaborative writing and peer interaction. Storch's interaction model served as both a theoretical and analytical framework, while content analysis—supported by NVivo and combining inductive and deductive strategies—ensured a systematic examination of the data. This methodological integration reinforces the study's rigor and offers a reference for future research on collaborative L2 writing.

Ethical Approval: The study followed the ethical guidelines of the Universidad Católica de la Santísima Concepción, ensuring data confidentiality and obtaining informed consent from all participants. Due to the small sample size, formal approval from the institutional ethics committee was not required.

Informed Consent: Participants were first informed about the nature and purpose of the study and were given the freedom to decide whether or not to participate, with the assurance that they could withdraw at any time without consequence.

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Mabel Ortiz Navarrete
Universidad Católica de la Santísima Concepción, Chile
https://orcid.org/0000-0001-7481-1293
✉ mortiz@ucsc.cl

Claudine Benoit Rios
Universidad Católica de la Santísima Concepción, Chile
https://orcid.org/0000-0002-1791-2212
✉ cbenoit@ucsc.cl

Claudio Diaz Larenas
Universidad de Concepción, Chile
https://orcid.org/0000-0003-2394-2378
✉ claudiodiaz@udec.cl

Tania Tagle Ochoa
Universidad Católica de Temuco, Chile
https://orcid.org/0000-0002-0299-1827
✉ ttagle@uct.cl