Reformulations vs. models in individual and collaborative writing by EFL primary school children

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The present study analyses the effect of two types of written corrective feedback (WCF) on the output by primary school children working individually and collaboratively. A comparison was made of the effect of reformulations and models on learners' noticing of features and their subsequent incorporation in their revised drafts. Collaborative writing (Storch, 2013) has been found to lead to noticing of problematic linguistic features, operationalized as language related episodes (LREs). Moreover, written corrective feedback (WCF) also facilitates their noticing, which might subsequently lead to further L2 learning (Nassaji & Kartchava, 2017). Models (Coyle & Roca de Larios, 2020) and reformulations (Yang & Zhang, 2010) appear to be useful at different linguistic levels. However, there is a clear gap in research regarding the comparison of these two types of WCF, specifically when used by primary school foreign language learners when they produce a text in collaboration as compared to individual writing. The aim of the present study was to compare the effects of models and reformulations on the written output produced by 39 6th year EFL Primary Education children (age 11-12), writing individually and collaboratively. The children's LREs and their written drafts were analysed to explore their noticing of problematic features at Time 1-before WCF- and their incorporation of those features at Time 2 -comparison with WCF- and Time 3- delayed post-test. Few statistically significant differences between the two WCF groups were found but, rather, tendencies in the following sense: models and reformulations led to noticing and incorporation of different types of features and pairs were found to notice and incorporate a greater number of features than individuals. The findings will be discussed in the light of the potential benefits of collaborative writing for young learners and pedagogical implications will be considered.