



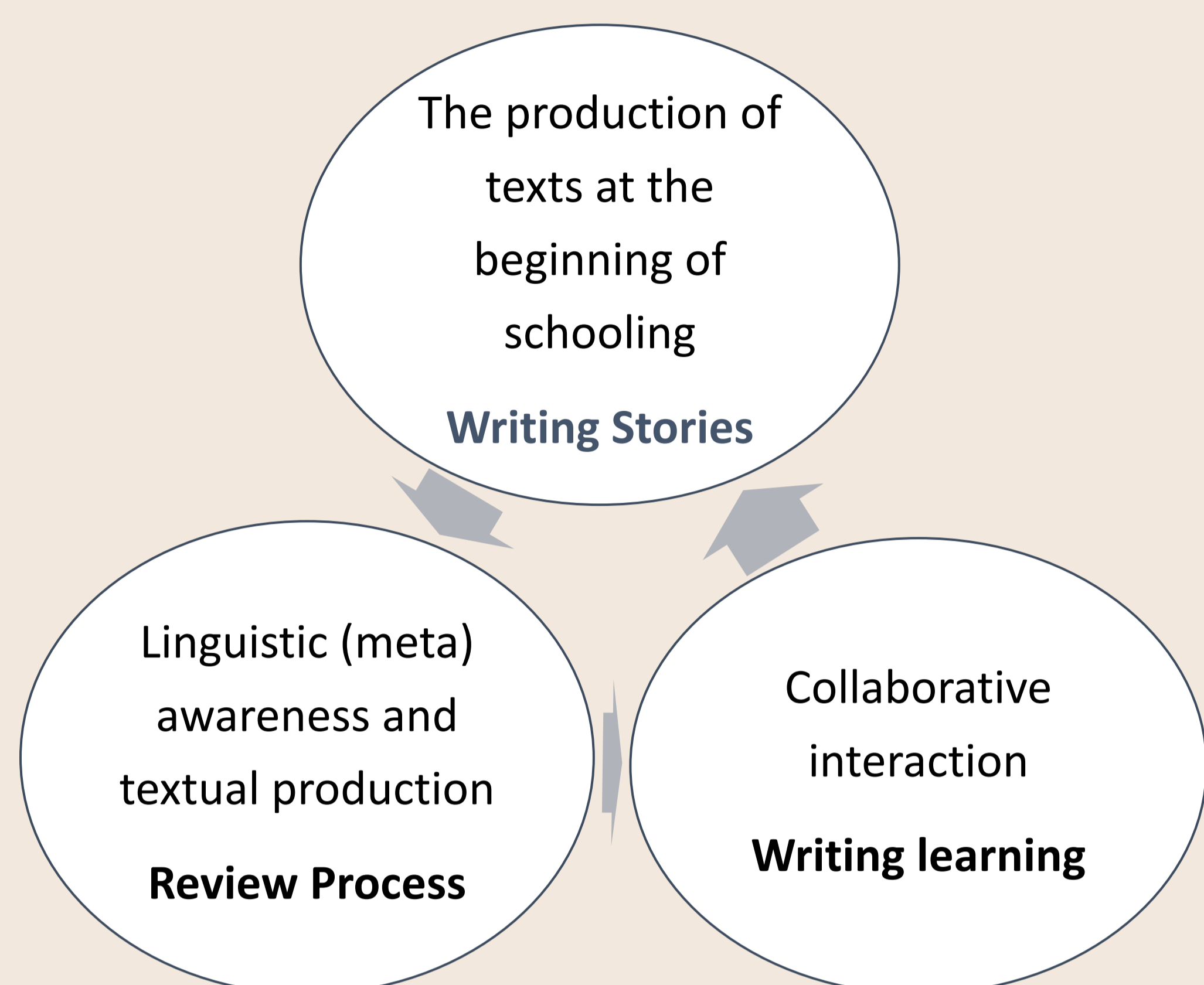
## The metalinguistic competence in the collaborative writing of narratives in the 2nd grade\*

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### Context

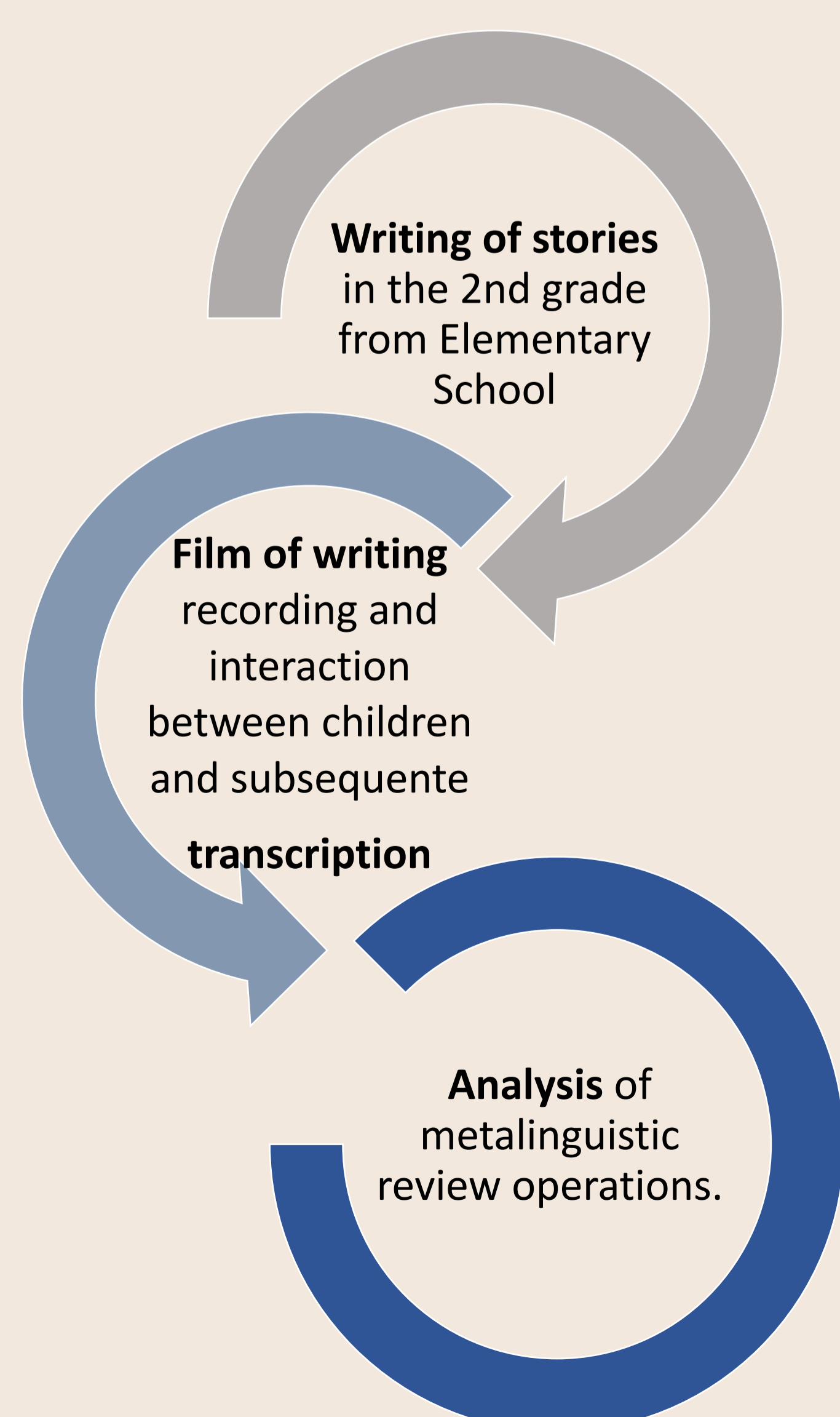


### Aim

The present study aims at **identify and analyze the metalinguistic skills in the process of collaborative creation of four stories by a pair of newly literate students.**

### Procedure of the study

This study is based on the empirical material collected by the International Cooperation Project InterWriting and PROTEXTOS: the interaction of the dyad while producing the stories was filmed and later transcribed as well as the writing movements (handspy).



### Analysis categories

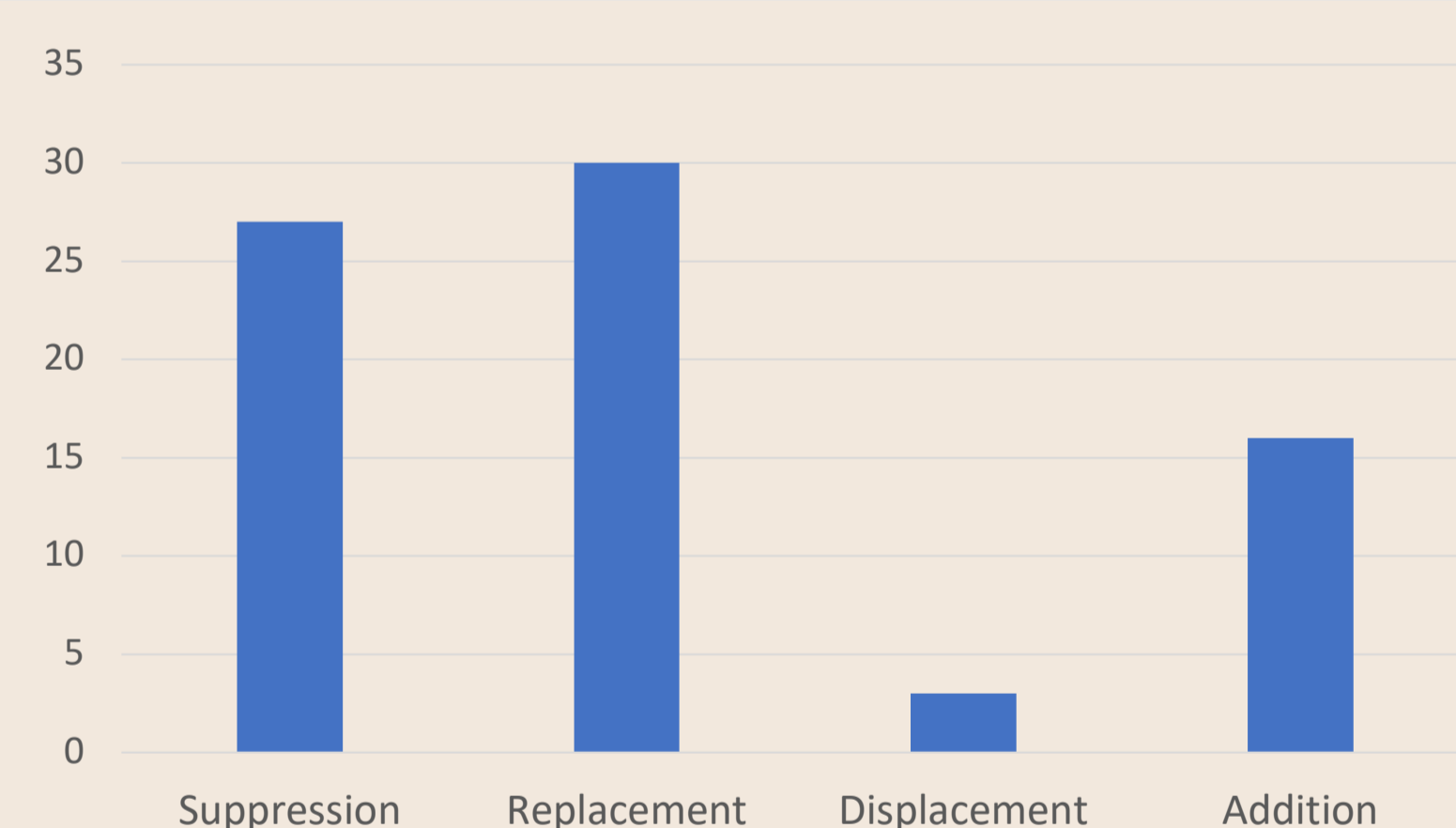
Metalinguistic review operations	
Fabre-Cols (2002)	
Suppression	Delete / delete a certain term without replacing it
Replacement	Suppression followed by an addition
Displacement	Changing the order of elements
Addition	Adding an element



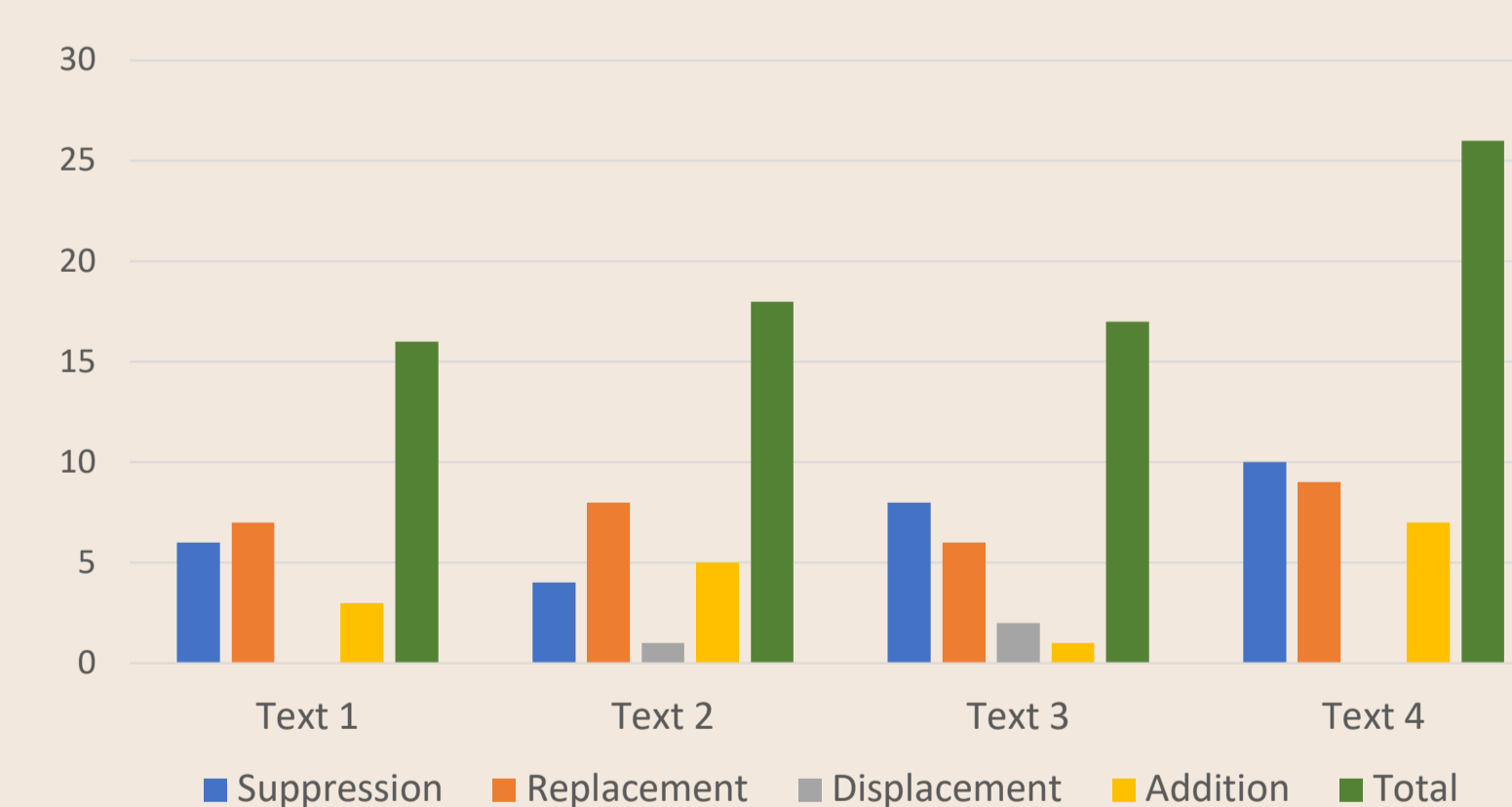
Fig 1. Image extracted from the film synchronized with the Ramos System

Oral comments	
Calil (2012); Gombert (1990)	
Graphic-visual	Identification of some problem related to the drawing, the graphic form of the letters
Pragmatics	Justification of the reason for writing or maintaining the element already written
Spelling	Identification of a spelling problem
Lexical	Change one word to another
Semantics	Relationship of the meaning of a word or expression with the written text
Syntactic	Identification of problems of nominal or verbal agreement
Textual	Resumption of the wording of the text, taking into account what had already been written or referred to orally
Punctuation	Comment on using some punctuation mark

### Results



Graf. 1 Number of metalinguistic revision operations performed



Graf. 2 Number of metalinguistic revision operations performed for each text.

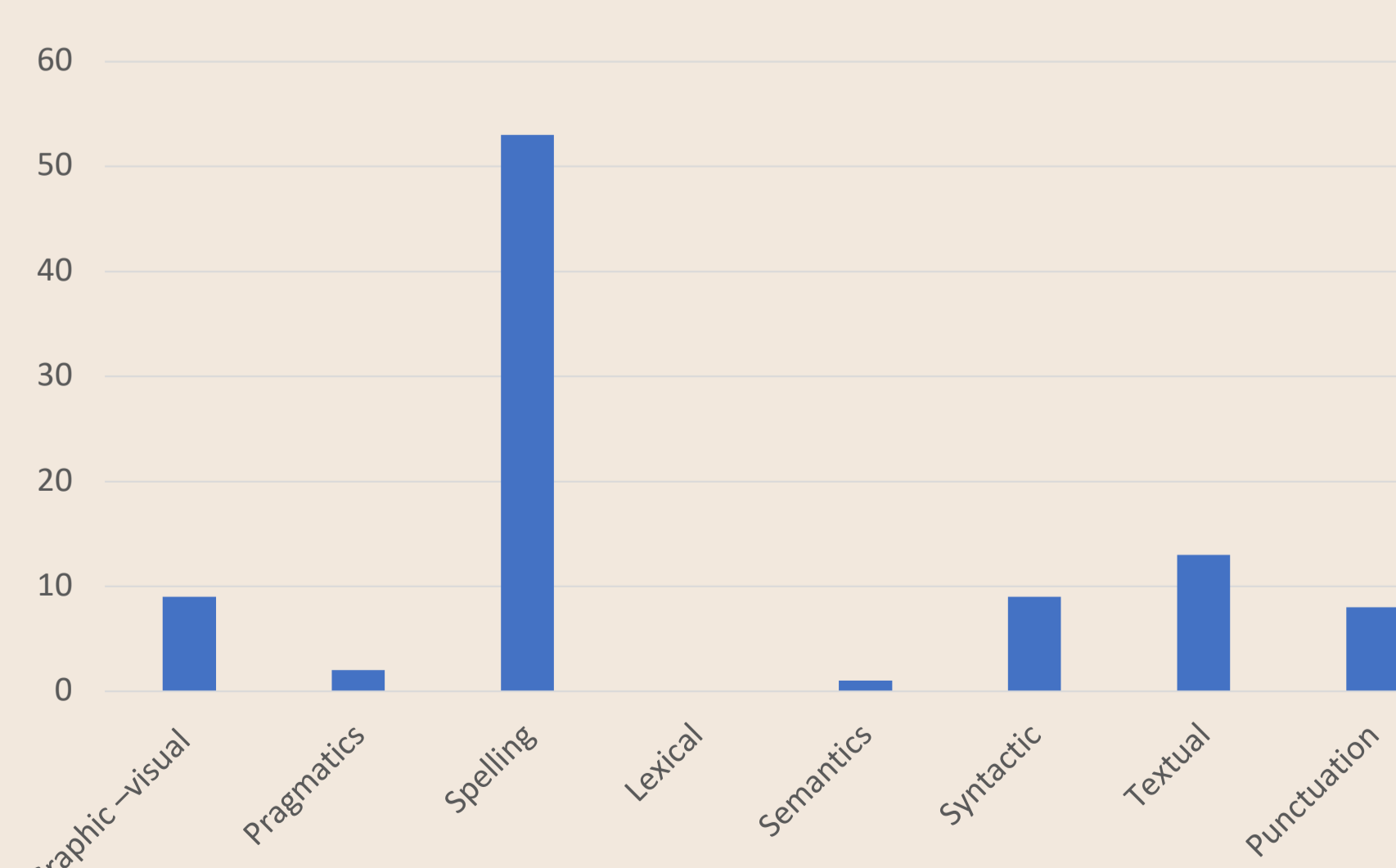


Gráfico. 3. Number of oral comments produced in textual productions

### Conclusion

- Replacement is the most relevant operation.
- Increased metalinguistic review operations throughout the various texts.
- Throughout the production of the four texts, the students of the dyad acquired a greater knowledge and mastery over writing, which in turn implies a higher level of metalinguistic awareness.
- Greater dominance of orthographic erasure (relating to the learning content of this reading and writing learning phase).
- The student responsible for the handwriting reveals a greater focus on spelling, while the other student who is formulating the text out loud might be more concerned about the organization of the stories.

### References

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