Collaborative writing to transform and improve the narrative quality of primary school students: challenges and opportunities

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Collaborative writing has long been used and recognized as a very important pedagogical tool leading students to explicit their grammatical and textual choices, deepening their linguistic knowledge. However, since there is still very little research on this topic with early school year students, it is important to develop knowledge about the transposition of grammar into writing from an early age, about the students' own development in this domain, and the quality of their texts.

In this study, we followed the work of the same group of students who were recorded while writing stories in pairs, both in 2nd and 4th school years, in the classroom. Data were collected through a multimodal capture system - Ramos system (Calil, 2019) - that provided us with information about the writing process and the final written versions of the texts. Following previous work (Barbeiro et al., 2020; Calil & Myhill, 2020; Calil & Pereira, 2018), we will first concentrate on the analyses that focused either on the presence of metalinguistic terms or on the discursive or grammatical nature of the language reconstruction operations. The results already obtained show that, both in grade 2 and 4, the competences of spelling and punctuation led the occurrences, and in the 4th year there was an already expected increase in the occurrences of metalinguistic terms.

Based on this analysis, we will compare the metalinguistic terms and operations registered during collaborative writing in the 2 years observed with the stories effectively written, evaluating their quality, both regarding the linguistic dimensions addressed by the children and the compositional aspects of writing. The preliminary results seem to

validate the hypothesis of both a greater metalinguistic competence, as students advance in schooling, and a greater occurrence of those metalinguistic terms translates into better textual production and a greater capacity for textual revision.

Keywords: collaborative writing; grammar; metalinguistic knowledge; narrative quality; primary school.

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