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Handwritten Dialogues as Represented Interactional-Pragmatic Design in EFL: A Qualitative Analysis

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ABSTRACT

Written dialogue occupies a distinctive position in English as a Foreign Language (EFL) learning because it is produced through writing while representing interaction between imagined speakers. This study examines independently authored handwritten dialogues as instances of represented interactional-pragmatic design, with particular attention to conversation-construction features, sequential organization, and communicative-pragmatic functions. Using a qualitative descriptive design and directed qualitative content analysis, the study analyzed 25 handwritten dialogue scripts produced by students in an English Education Study Program in Yogyakarta, Indonesia. Two coders independently applied a 24-category binary coding framework to the complete dataset. Across 600 coding decisions, raw agreement reached 100%, with Cohen's kappa of 1.00 for the 18 categories showing variation; for six invariant categories, agreement was reported using raw agreement only. A researcher-developed 20-item post-task perception questionnaire provided supplementary contextual data and was not treated as a measure of cognitive reflection or communicative competence. Topic introduction, topic development, and turn organization appeared in all scripts, while openings occurred in 92%, response relevance in 88%, and closings in 80%. Question-answer sequences occurred in all dialogues, followed in frequency by greeting-response (76%) and invitation-response (64%). The most frequent pragmatic functions were asking for information (100%), closing (80%), greeting (76%), and inviting (68%). These findings suggest that independently authored dialogue can serve as a stable textual artifact for examining how learners represent sequential and pragmatic organization. The study therefore treats written dialogue as a stable representation of interaction, distinct from spontaneous conversational competence.

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1. Introduction

Communicative competence remains a fundamental goal of English as a Foreign Language (EFL) education because successful language use requires more than grammatically well-formed sentences. Foundational models conceptualize communicative competence as integrating linguistic knowledge with the ability to organize discourse, respond to sociocultural conditions, perform communicative actions, and deploy strategies to achieve communicative purposes (Canale & Swain, 1980; Celce-Murcia et al., 1995). Knowing a language therefore involves not only its formal system but also the appropriate use of linguistic resources in relation to participants, purposes, contexts, and communicative demands. Second-language pragmatics similarly conceptualizes pragmatic competence as multidimensional, involving linguistic and sociocultural knowledge of form–function–context relationships and the ability to deploy that knowledge flexibly in situated interaction (Taguchi, 2019). Communicative competence thus provides a broad framework for understanding more specific interactional and pragmatic abilities.

Interactional competence brings the sequencing of communication into focus. A turn is shaped not only by its grammar but also by what has just been said and by the response it makes relevant next (Sacks et al., 1974). Hall (2010) similarly emphasizes that second-language knowledge develops through participation in recurring interactional practices. A question, for example, creates an expectation for an answer; a request makes uptake relevant; and an opening prepares what follows. Interactional competence therefore concerns how learners organize linguistic resources in relation to other participants and the unfolding sequence of interaction (Hall, 2010; Sacks et al., 1974).

Pragmatic competence involves using linguistic forms to accomplish social actions appropriately within particular contexts. In L2 pragmatic interaction, requests, proposals, refusals, and responses do not occur as isolated expressions but develop through sequentially unfolding turns. In role-play assessment, levels of pragmatic performance have been distinguished by interlocutor engagement and the organization of interactional sequences (Youn, 2020a). Stronger management of proposal sequences has similarly been associated with clearer transitions and more coherent topic development (Youn, 2020b). Other research has identified turn organization, contextualization, acknowledgement, and repair as features of stronger pragmatic performance (Youn & Chaipuapae, 2022). Grammatical choices in requests also vary with sequential position and surrounding contextual demands (Youn, 2023). Together, these findings suggest that pragmatic action is best understood through the sequential development of interaction.

Most of this evidence comes from spoken interaction involving real-time contributions from more than one participant. In role play, learners must respond to an interlocutor whose next move cannot be fully anticipated, making contingent performance observable (Youn, 2020a; Youn & Chaipuapae, 2022). Written dialogue provides different evidence: turns, participant roles, communicative functions, and response relationships are planned on the page rather than jointly produced in real time. A plausible written sequence therefore does not demonstrate that the learner could manage the same sequence spontaneously in conversation.

Existing research confirms that written dialogue can take several pedagogically relevant forms. Dialogue-journal research, for example, has examined reciprocal written exchanges between learners and teachers and conceptualized such journals as a form of written conversation based on extensive learner-produced entries (Ghahremani-Ghajar & Mirhosseini, 2005). More recent collaborative-writing research has also investigated how learners jointly construct dialogue texts. Research involving young EFL learners collaboratively writing a role-play has focused on peer interaction, language-related episodes, teacher involvement, and the collaborative composing process (Kos, 2023). Collaborative pair-writing tasks have likewise been used to investigate the effects of task complexity and pragmatic situational demands on learner–learner interaction and opportunities to learn request-making expressions (Kim & Taguchi, 2016). Together, these studies show that dialogue writing provides a meaningful context for EFL learning, particularly for examining collaborative interaction and opportunities for language and pragmatic learning. Their principal analytical concern, however, is reciprocal interaction or the collaborative process through which a dialogue is produced, rather than the interactional organization represented in a completed, independently authored dialogue.

Especially relevant to the present study is research on pragmatic learning through dialogue-construction tasks involving both collaborative and individual task conditions. In collaborative conditions, learners constructed dialogues in pairs, whereas in the individual condition, they completed the same dialogue-construction task individually while thinking aloud (Taguchi & Kim, 2016). This design confirms that individual dialogue construction has previously been used in L2 pragmatics research (Taguchi & Kim, 2016). However, the study primarily examined the effects of collaborative versus individual task performance on learning request-making, with instructional effects assessed through a discourse-completion task and pragmatic-related processing investigated through interaction and think-aloud data (Taguchi & Kim, 2016). Accordingly, its analytical focus was not a whole-text account of how a completed, independently authored dialogue was organized across its opening, topic development, initiating and responding actions, transitions, and closing. This distinction substantially narrows the empirical gap addressed by the present study.

A useful comparison also comes from research on pedagogical dialogue models. Yamamoto (2024) compared dialogues in Japanese EFL textbooks with naturally occurring cross-cultural spoken interaction and found a strong reliance on question-answer formats in the textbooks. The study shows that a written representation of conversation can be examined for the way one contribution is connected to the next. Textbook dialogues, however, are prepared as instructional models. They are not learner-generated texts, so they cannot show how an EFL learner independently designs both sides of an imagined exchange.

In the present study, handwriting is relevant primarily as the material form in which the dialogues were produced, so any claims concerning its role must remain limited. Research on handwriting has generally focused on transcription processes and writing outcomes rather than on the interactional or pragmatic organization of written texts. Handwriting instruction has been associated with improvements in legibility and writing fluency, as well as gains in writing quality and text length among school-age learners (Santangelo & Graham, 2016). Among third-grade students, handwriting training has been examined in relation to handwriting fluency, spelling, and text quality, with working memory also considered as a predictor of text quality (Hurschler Lichtsteiner et al., 2018). Among university students, handwriting fluency was not directly associated with text quality; instead, its relationship with

text quality was mediated by burst fluency (Carnota et al., 2025). Taken together, these studies establish the relevance of handwriting to written production, but they do not show that handwriting itself leads to deeper cognitive reflection. Nor do they address the interactional-pragmatic organization of learner-written dialogue.

Taken together, these neighboring research traditions reveal **a** specific empirical gap rather than a general absence of research on dialogue, interaction, pragmatics, or handwriting**.** Spoken role-play studies provide detailed accounts of sequential and pragmatic performance in jointly produced interaction (Youn, 2020a, 2020b, 2023; Youn & Chaipuapae, 2022). Dialogue-journal studies examine reciprocal written communication between different writers (Ghahremani-Ghajar & Mirhosseini, 2005). Collaborative dialogue-writing studies investigate learners' interaction during the joint construction of dialogue texts (Kim & Taguchi, 2016; Kos, 2023).

Individual dialogue-construction tasks have also been used in pragmatics instruction, but primarily to compare learning conditions and pragmatic outcomes rather than to analyze the finished dialogue as an interactionally organized text (Taguchi & Kim, 2016). Textbook research, meanwhile, examines institutionally produced dialogue models rather than learner-authored ones (Yamamoto, 2024), while handwriting research focuses principally on transcription, fluency, and writing quality (Carnota et al., 2025; Hurschler Lichtsteiner et al., 2018; Santangelo & Graham, 2016). What remains comparatively underexamined across these lines of research is how a complete dialogue independently authored by an EFL learner can be analyzed as a textual representation of interactional organization and pragmatic action.

An independently authored dialogue sits between two better-known objects of study: spontaneous conversation and collaborative writing. The learner does not have to accommodate an autonomous interlocutor because the same person writes both initiating and responding turns. For that reason, the completed script cannot serve as direct evidence of real-time interactional competence. It can, however, show how the learner has represented an interaction on the page: who speaks, how the exchange begins, how turns are connected, how a topic develops, which actions receive responses, and how the encounter ends. The wording of individual turns also reveals which pragmatic actions the learner chose to represent, including requests, invitations, suggestions, agreements, refusals, apologies, thanks, and closings. The artifact is therefore analytically useful as long as represented interaction is not confused with interaction accomplished spontaneously.

To capture this distinction, the present study **c**onceptualizes learner-produced handwritten dialogue as represented interactional-pragmatic design**.** This expression is used as an analytical description rather than as a newly validated competence construct. Represented interactional design refers to the textual organization through which learners construct participants, turns, initiating and responding actions, topic progression, transitions, and conversational boundaries. Represented pragmatic design refers to the linguistic resources through which learners construct communicative actions and relationships between those actions and their contextualized responses. The framework draws on the established importance of sequential organization and pragmatic action in L2 interaction research (Youn, 2020a, 2020b, 2023; Youn & Chaipuapae, 2022) while preserving the methodological distinction between representing an interaction in a written artifact and contingently accomplishing an interaction with another participant.

Accordingly, the present study investigates independently authored handwritten dialogues through three progressively narrower dimensions: the overall construction of the represented interaction, the sequential relationships connecting written turns, and the communicative-pragmatic actions represented within those turns. These dimensions generate the following research questions:

1. What conversation-construction features are represented in independently authored handwritten dialogues produced by EFL students?
2. What sequential interactional patterns are represented in students' handwritten dialogues?
3. What communicative and pragmatic functions are represented in the students' dialogues?

Together, the three questions move from whole-dialogue construction features to sequential relationships and then to communicative-pragmatic functions represented within individual contributions. The first identifies the whole-text organizational features of the scripts; the second examines relationships among initiating and responding turns; and the third examines the communicative-pragmatic functions represented within those relationships. The study therefore does not claim that handwriting produces cognitive reflection, nor does it infer spontaneous interactional competence from written scripts. Rather, its contribution lies in examining an empirically bounded and comparatively underexplored object—the independently authored learner dialogue as a complete textual representation of interactional and pragmatic organization.

2. Literature Review

2.1 Communicative and Interactional Competence in EFL

Communicative competence extends well beyond grammatical accuracy, encompassing grammatical, sociolinguistic, and strategic dimensions in its foundational formulation and, in a later pedagogically motivated model, discourse, linguistic, actional, sociocultural, and strategic competencies (Canale & Swain, 1980; Celce-Murcia et al., 1995). The models organize the construct differently, but they converge on a basic point: successful communication requires learners to connect language form with discourse, social context, and communicative purpose.

An interactional view shifts attention from the resources a learner possesses to how those resources are used with others. Hall (2010) treats interaction as both a means and an outcome of language learning because participation in social activity is central to the development of language. In practical terms, this includes responding to prior contributions, maintaining or changing a topic, managing participation, and adapting to what happens as an exchange develops.

Conversation Analysis (CA) offers a related account of talk as sequentially organized social action. Turns are interpreted through their relationship to surrounding actions, including adjacency pairs, sequence organization, repair, openings, closings, and topic management (Sacks et al., 1974; Schegloff, 2007). The present data do not permit full CA because they are

written scripts rather than recordings of naturally occurring interaction. The study therefore uses selected CA concepts as descriptive lenses for examining how learners represent links between turns and social actions in writing.

2.2 Learner-Produced Dialogue as Simulated Interaction

Writing a dialogue differs from conventional monologic prose in that the writer must construct both the participants and the exchange that unfolds between them. This requires choices about who speaks, how turns are arranged, what communicative purposes those turns serve, and how one action is linked to the response that follows. In this sense, sequential organization forms part of the composition itself, giving the written dialogue an interactional dimension. The resulting artifact can therefore be examined for represented relationships between turns, although it does not provide equivalent evidence about performance in live conversation.

Dialogue-journal research provides evidence that writing can have an interactional orientation. Reciprocal journals have been used to support meaningful written communication and language development (Ghahremani-Ghajar & Mirhosseini, 2005; Yulianawati et al., 2020). Kos (2023) provides a closer empirical neighbor by examining young EFL learners collaboratively writing a dialogue during a classroom lesson. His study focused on peer interaction, language-related episodes, and how collaboratively negotiated decisions entered the written product. The present study differs because the focal data are complete dialogues independently authored by individual students and analyzed for the design of represented interaction rather than for the process of pair collaboration.

2.3 A CA-Informed Perspective on Written Dialogue

CA examines how participants organize social action through sequential relationships. *Adjacency pairs*, such as greeting-greeting, question-answer, request-response, invitation-response, and apology-response, illustrate how one action makes certain types of next actions relevant (Sacks et al., 1974; Schegloff, 2007). Sequential analysis also pays attention to how topics are introduced and developed, how participants move from one activity to another, and how interactions are opened and closed.

Empirical L2 research demonstrates the importance of these features in spoken interaction. Youn (2020b) found that higher-level role-play performances showed more developed transitions and topic organization in proposal sequences. In a related study, Youn (2020a) identified engagement with prior turns and sequential organization as meaningful components of pragmatic role-play performance. Youn (2023) later showed that context-sensitive grammatical choices were linked to the sequential implementation of requests. Together, these studies establish a strong empirical basis for examining sequence organization, but they concern jointly produced spoken role plays rather than written representations produced by a single learner.

CA-informed pedagogy has also been used to make conversational organization more explicit to language learners. The pedagogical use of Conversation Analysis to develop interactional competence has been documented in second-language classrooms (Barraja-Rohan, 2011). More recent research has evaluated a CA-informed instructional model designed to enhance Thai EFL learners' conversational skills across primary, secondary, and tertiary educational levels (Sinwongsuwat, 2025). The present study draws on this

pedagogical and analytical tradition cautiously because several features central to naturally occurring interaction—including timing, overlap, hesitation, prosody, embodied conduct, and naturally occurring repair—are not recoverable from handwritten dialogue scripts. Accordingly, the analysis is limited to sequential relationships that can be represented in the written texts and does not treat the data as constituting full Conversation Analysis.

2.4 Pragmatic Functions in EFL Dialogue

Pragmatic competence concerns how language is interpreted and used in relation to particular interpersonal and contextual circumstances. The same grammatical form can perform different social actions, which means that pragmatic meaning cannot be determined from linguistic form alone. Wang et al. (2024), in their systematic review, identify speech-act performance as a recurring focus in research on EFL and ESL pragmatic competence. In the present study, however, the categories are used only to describe the communicative actions represented in the scripts; they are not treated as validated measures of sociopragmatic competence.

Pragmatic actions also take shape through their relationship with surrounding turns. A request, for instance, initiates more than a propositional meaning: it creates a course of action to which another participant may respond through acceptance, refusal, delay, negotiation, or clarification. Youn & Chaipuapae (2022) show that differences in pragmatic competence can emerge across turn-by-turn role-play interaction, while Youn (2023) demonstrates that request practices vary with sequential position and contextual demands. The analysis therefore attends both to the pragmatic functions represented by learners and to how initiating actions are connected with the responses that follow.

Nevertheless, this study avoids overly broad claims about pragmatic appropriateness. The written scripts analyzed do not consistently provide adequate information about relative power, social distance, or degree of imposition. Therefore, the analysis primarily identifies represented pragmatic functions as well as the range of pragmatic choices represented in the text. This distinction is important because recognition of a pragmatic function is not equivalent to validated evidence of pragmalinguistic or sociopragmatic competence in naturally occurring interactions.

2.5 Handwritten Dialogue as a Textual Artifact

Research on handwriting has largely addressed transcription, spelling, automaticity, fluency, and text quality. Hurschler Lichtsteiner et al. (2018), for example, examined the effects of handwriting training on writing fluency, spelling, and text quality among younger learners. Carnota et al. (2025) investigated handwriting fluency and writing bursts among undergraduate writers and reported relationships between handwriting-related fluency and aspects of text production.

These findings are relevant to the material form of the present data but should not be generalized beyond the contexts and outcomes examined in those studies. The participants in the present study were university EFL learners composing dialogues rather than children developing basic transcription skills or undergraduates producing argumentative prose. More importantly, the present design does not compare handwriting with typing and does not directly observe the cognitive processes that occur during composition.

The handwritten page is therefore treated primarily as a stable textual artifact. It may preserve visible deletions, substitutions, additions, spelling attempts, or other traces of composition, but such traces cannot provide a complete record of planning or reflection. Learners may plan mentally, erase revisions, copy from another source, or receive assistance. Claims about cognitive reflection would require process-oriented evidence such as think-aloud protocols, stimulated recall, multiple drafts, classroom observation, or keystroke records. The analytical value of the present handwritten texts lies in the represented interaction that remains available for systematic examination.

2.6 Empirical Research Gap and Conceptual Framework

The gap addressed in this study is best established by comparing the present object of analysis with recent empirical work in neighboring areas. Table 1 summarizes studies that are especially close in terms of interaction, dialogue, pragmatics, or written representation. The comparison is not presented as an exhaustive systematic review; rather, it identifies the most relevant empirical boundaries needed to specify what the present study adds.

Table 1. Empirical neighbors and boundaries relative to the present study

Study	Data / context	Primary analytical focus	Boundary relative to the present study
Youn (2020a)	102 L2 learners' role-play performances	Fine-grained interactional features and pragmatic performance levels	Spoken assessment interaction; focuses on contingent performance rather than written representation
Youn (2020b)	L2 English role-play speaking assessment	Proposal sequences, transitions, topic organization, interactional competence	Jointly produced spoken role-play; not independently authored written dialogue
Youn & Chaipuapae (2022)	Adult L2 English role-play corpus	Turn-by-turn patterns of pragmatic competence	Pragmatic competence in spoken role-play, not a learner-designed written artifact
Taguchi & Kim (2016)	Collaborative and individual dialogue-construction tasks	Instructional effects on request-making and pragmatic-related processing	Includes individual dialogue construction, but analyzes learning conditions and pragmatic outcomes rather than whole-text interactional design
Kos (2023)	12 pairs of young EFL learners jointly writing a dialogue	Collaborative process, peer talk, language-related episodes, written product	Collaborative authorship and process data; not an independently authored complete dialogue
Youn (2023)	102 L2 learners; request role plays	Grammar-for-interaction and request sequences	Context-sensitive spoken requests; not written dialogue
Yamamoto (2024)	EFL textbook dialogue models and authentic spoken interactions	Question-answer patterns and interaction skills	Written dialogues are textbook-authored models, not learner-produced texts
Sinwongsuwat (2025)	Thai EFL learners across educational levels	CA-informed instruction and conversational performance	Pedagogical intervention targeting spoken conversation, not independent written representation
Carnota et al. (2025)	Spanish-speaking undergraduate writers	Handwriting fluency, writing bursts, and text quality	Handwriting process and text quality; does not examine interactional-pragmatic dialogue design

The comparison shows that the relevant literature is not absent but distributed across different objects, modalities, and research purposes. Spoken role-play studies provide rich evidence of sequential and pragmatic performance but analyze interactions co-produced by separate participants. Collaborative-writing studies examine how peers jointly construct dialogue, whereas textbook studies examine pedagogically authored dialogue models. Dialogue-journal research concerns reciprocal written communication, while handwriting research primarily addresses transcription and fluency. These bodies of work illuminate adjacent dimensions without directly examining how an individual EFL learner designs both sides of a complete imagined interaction in writing.

The present study therefore focuses on learner-produced handwritten dialogue as represented interactional-pragmatic design. The framework comprises three related dimensions. First, interaction design concerns how learners establish speakers, topics, turns, openings, transitions, and closings. Second, sequential organization concerns how initiating actions and responses are linked through patterns such as question-answer, request-response, and invitation-response. Third, pragmatic representation concerns how learners use English to represent social actions such as greeting, requesting, suggesting, inviting, agreeing, refusing, thanking, apologizing, and closing.

Within this framework, learners construct an imagined exchange rather than demonstrate spontaneous interactional competence as interlocutors. Each script reflects the writer's decisions about participants, actions performed through individual turns, responses assigned to those actions, and the progression of the exchange. The analysis is therefore limited to what is observable in the written artifact, preserving the distinction between a planned representation of interaction and interaction produced in real time.

3. Research Methodology

3.1 Research Design

A qualitative descriptive design was used to examine the handwritten dialogues as textual representations of interaction. The analysis did not involve testing a handwriting intervention, comparing handwriting with typing, or assessing changes in communicative competence. Instead, the 25 scripts were treated as a bounded classroom dataset from which recurring interactional and pragmatic features could be described on the basis of the textual evidence. The main analytic approach was directed qualitative content analysis, with the initial categories informed by research on communicative competence, CA-informed interaction, pragmatics, and the three research questions (Assarroudi et al., 2018). Prior to the final coding stage, these categories were specified through explicit operational criteria and used as a practical analytical framework rather than as an exhaustive taxonomy. Frequencies were reported only to indicate how many of the 25 scripts contained each feature and were not intended to support inferential statistical claims.

3.2 Participants and Dataset

The dataset consisted of 25 handwritten dialogues produced by students enrolled in an English Education Study Program at Sanata Dharma University, Yogyakarta, Indonesia. This was treated as a bounded classroom sample rather than a population-representative sample. All scripts were retained for analysis because they were sufficiently legible and could be

anonymized using participant codes S1–S25. The same 25 students also completed the post-task questionnaire.

Participants were asked to write in English about familiar aspects of campus life, including assignments, examinations, lecturers, facilities, libraries, canteens, student organizations, friendships, and study plans. Brief instances of code-switching appeared in several scripts, and two included longer passages in Indonesian. These scripts were nevertheless retained because their turn structure and sequential organization remained analyzable. However, material produced in the L1 was excluded when identifying evidence of English pragmatic realization. The findings are thus interpreted as descriptive of this particular classroom context rather than as a basis for statistical generalization.

3.3 Dialogue Task and Data Collection

For the classroom task, each participant wrote a handwritten dialogue involving two or three students and based on a campus-life topic. Suggested topics covered class schedules, assignments, examinations, lecturers, campus facilities, student organizations, activities in the library or canteen, friendships, and study plans. Participants were instructed to provide the dialogue with a recognizable beginning, develop the topic across successive turns, and bring the exchange to an identifiable closing. Because these instructions explicitly scaffolded a beginning, topic development, and closing, the later coding of these features was interpreted as the degree to which task-elicited organizational features were realized in the completed scripts, not as evidence that those features emerged independently of the prompt.

The task was completed in class under the supervision of the researcher, with participants given up to 30 minutes to write. Participation was voluntary, confidentiality procedures were explained, and anonymous participant codes were used in the research dataset. At the end of the writing period, the handwritten scripts were collected, followed immediately by administration of the post-task questionnaire.

3.4 Ethical Procedures

Because the scripts originated in a classroom task, the research procedures emphasized voluntary participation, confidentiality, and anonymization. Participants were informed that participation was voluntary and that confidentiality procedures would be applied. Dialogue scripts were anonymized using participant codes S1–S25 before analysis. Questionnaire results were reported only in aggregate because one participant left the participant-code field blank, and participant identities are not reported in the findings, excerpts, or tables.

3.5 Post-Task Perception Questionnaire

After the writing task, participants completed a researcher-developed 20-item post-task perception questionnaire about their experience of the activity. The instrument was presented in Indonesian and English. Item development followed the conceptual and analytical structure of the study rather than a psychometric construct-development procedure. Items 1–5 documented task clarity, topic support, topic selection, time allocation, and participants' perceptions of handwriting. Items 6–10 were aligned with whole-dialogue construction; Items 11–15 with turn and sequence organization; and Items 16–20 with communicative-pragmatic action. These domains correspond to the CA-informed and L2-pragmatics perspectives used in the textual analysis (Sacks et al., 1974; Schegloff, 2007; Youn,

2020a, 2020b, 2023; Youn & Chaipuapae, 2022). Thus, the questionnaire was theoretically aligned with the study's analytical framework while remaining a task-specific perception instrument rather than a standardized scale.

All 20 substantive items used the same five-point Likert response format: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. For the descriptive summaries reported below, Agree and Strongly Agree were combined. Every participant answered the substantive items, although one participant left the participant-code field blank. Questionnaire results were therefore reported only in aggregate and were not matched to individual dialogue scripts.

The questionnaire was analyzed separately from the dialogue coding and used only as supplementary self-report evidence about how participants experienced the task. Six items that bear most directly on the textual analysis are summarized in the Findings, and all 20 items are reproduced in Appendix A. In particular, the item stating that handwriting helped students "think more carefully" is interpreted as a report of perceived task experience. It is not treated as evidence that handwriting caused cognitive reflection, improved pragmatic performance, or enhanced communicative competence.

The instrument was developed specifically for this classroom task and was not subjected to formal pilot testing, expert validation, factor analysis, reliability analysis, or other psychometric validation before administration. Accordingly, no claim is made that it measures a latent construct such as reflection, interactional competence, or pragmatic competence. Its evidential role is deliberately limited to documenting task-specific participant perceptions and providing a contextual comparison with the textual findings.

3.6 Coding Framework

The dialogue data were coded across three analytically distinct dimensions: conversation construction, sequential interactional patterns, and pragmatic functions. Table 2 gives the operational definitions used by both coders. Conversation-construction features concern the organization of the dialogue as a whole; sequential patterns require an initiating action and a responsive next action; pragmatic functions identify the communicative action represented by an individual contribution.

Table 2. Operational coding framework

Dimension	Category	Operational definition
Conversation construction	Opening	A recognizable initiation of the represented encounter, such as a greeting, address term, opening question, or other initial-contact move.
	Topic introduction	Establishment of a recognizable campus-related topic or activity that becomes the focus of subsequent talk.
	Topic development	At least two later content-bearing contributions that elaborate, extend, evaluate, or coherently shift the introduced topic while retaining a recognizable relation to the ongoing interaction.
	Turn organization	Alternation of contributions among identifiable represented speakers rather than an undifferentiated block of prose.

Dimension	Category	Operational definition
	Response relevance	A response that addresses the action, information need, or topical expectation made relevant by the preceding turn; a material non-response or tangential reply breaks the relation.
	Closing	A recognizable terminal move that ends or prepares to end the interaction, including leave-taking or a coordinated transition to another activity.
Sequential pattern	Greeting-response	A greeting or opening salutation followed by a responsive greeting or acknowledgment.
	Question-answer	An information-seeking question followed by an information-oriented response. Requests or invitations phrased as questions are coded by their primary action.
	Request-response	A non-invitational request for assistance or action followed by acceptance, refusal, delay, or another relevant response.
	Suggestion-response	A recommendation or proposed alternative followed by acceptance, rejection, evaluation, or another relevant response.
	Invitation-response	An invitation to participate in a joint or future activity followed by acceptance, refusal, delay, or another relevant response.
	Thanking-response	An explicit expression of gratitude followed by an interactionally relevant acknowledgment or response.
	Apology-response	An apology directed toward another participant followed by acceptance, minimization, reassurance, or another response addressing the apology.
	Closing exchange	At least two turns that jointly accomplish termination of the represented interaction.
Pragmatic function	Greeting	A greeting, salutation, or recognizable social-contact formula.
	Asking for information	An utterance seeking information from another represented participant.
	Requesting help	An utterance seeking assistance or action from another participant; invitations and information questions are excluded.
	Suggesting	A recommendation of an option, solution, or course of action; joint-activity invitations are coded primarily as inviting.
	Inviting	An utterance seeking another participant's participation in a joint or future activity.
	Agreeing	Explicit propositional alignment or positive evaluation; simple compliance with a request or invitation alone is not counted.
	Refusing/limiting	Declining, restricting, postponing, or withdrawing participation or action.
	Thanking	An explicit expression of gratitude or appreciation.
	Apologizing	An explicit apology or expression of interpersonal regret.
	Closing	A terminal or leave-taking function, including a situational movement that clearly ends the encounter.

Each category was coded once per dialogue using a binary presence-absence decision (1 = present; 0 = absent), regardless of how many times the feature occurred within that script. Percentages therefore refer to the proportion of the 25 dialogues containing a category, not to the total number of utterance-level occurrences. This distinction also prevents an individual pragmatic function from being counted automatically as a complete sequence. For example, "Thank you" is coded as thanking, whereas a thanking-response sequence requires both the expression of gratitude and a subsequent relevant response.

3.7 Data Analysis Techniques

Analysis proceeded from the whole dialogue to progressively narrower units. First, all 25 scripts were read repeatedly to establish familiarity with their participants, topics, turn structure, and overall organization. Conversation-construction features were then coded for Research Question 1. For Research Question 2, the analysis focused on relationships between initiating and responding turns. For Research Question 3, individual contributions were coded for their represented communicative-pragmatic functions.

Sequential patterns and pragmatic functions were kept analytically separate. A question-answer sequence describes a relationship between two turns, whereas asking for information describes the action performed by one turn. Likewise, an invitation to join an activity was distinguished from a request for assistance. After coding, category presence was summarized at the dialogue level. The post-task questionnaire was analyzed separately and used only to contextualize the textual findings.

3.8 Coding Reliability and Analytical Trustworthiness

Because several categories required interpretive judgment, two coders independently coded the complete dataset rather than only a subsample. Both coders used the same finalized 24-category coding manual, including the operational definitions and decision rules summarized in Table 2. Coding was conducted at the dialogue level: for each of the 25 scripts, each coder made one binary presence/absence decision for every category. The coding sheets were completed independently and were not compared during the coding stage; comparison occurred only after both coders had finished the complete dataset.

The reliability analysis therefore covered 600 binary coding decisions (25 dialogues × 24 categories). The two coders reached identical decisions in all cases, yielding 100% raw agreement. Eighteen categories contained both positive and negative cases, and Cohen's kappa was 1.00 for each of these variable categories. Six categories were invariant: topic introduction, topic development, turn organization, question-answer, and asking for information were present in all 25 scripts, whereas apology-response was absent from every script. Because kappa is not informative when the marginal distribution is invariant, agreement for these six categories is reported as raw agreement only, which was 100%.

No adjudication was required because the independently completed coding sheets contained no disagreements. The matching records were used to construct the final coding matrix from which the descriptive frequencies in the Findings were calculated. The perfect agreement should be interpreted as evidence of consistency in applying this finalized manual to this bounded dataset, not as evidence that the categories are objectively self-evident or that the framework itself has been independently validated. To make the reliability evidence

auditable, Table 3 summarizes agreement by analytical dimension and Appendix B reports category-level counts together with the dialogue IDs coded as positive.

Table 3. Summary of intercoder reliability

Analytical dimension	No. of categories	Raw agreement	Cohen's κ	Invariant categories
Conversation construction	6	100%	1.00 for 3 variable categories	Topic introduction; topic development; turn organization
Sequential interactional patterns	8	100%	1.00 for 6 variable categories	Question-answer; apology-response
Pragmatic functions	10	100%	1.00 for 9 variable categories	Asking for information

4. Results

The first three findings subsections answer the three research questions. Frequencies indicate the number of dialogues in which a category was identified at least once. The narrative focuses on the pattern and its interpretation rather than restating every value shown in the tables. Section 4.4 reports supplementary questionnaire data to contextualize the writing experience; it is not treated as a separate answer to a research question or as an independent validation of the textual coding.

4.1 Conversation-Construction Features in Represented Interaction

At the whole-dialogue level, all 25 scripts contained topic introduction, topic development, and turn organization. These frequencies must be read in light of the task instructions, which explicitly asked participants to begin the dialogue recognizably, develop a campus-life topic across successive turns, and bring the exchange to an identifiable closing. The figures therefore show how consistently task-elicited organizational features were realized, not whether learners independently chose to include them without prompting. Openings occurred in 23 scripts (92%), response relevance in 22 (88%), and closings in 20 (80%) (Table 4). The variation in openings and closings is particularly informative because these interactional boundaries were scaffolded by the task but were not realized consistently across the dataset.

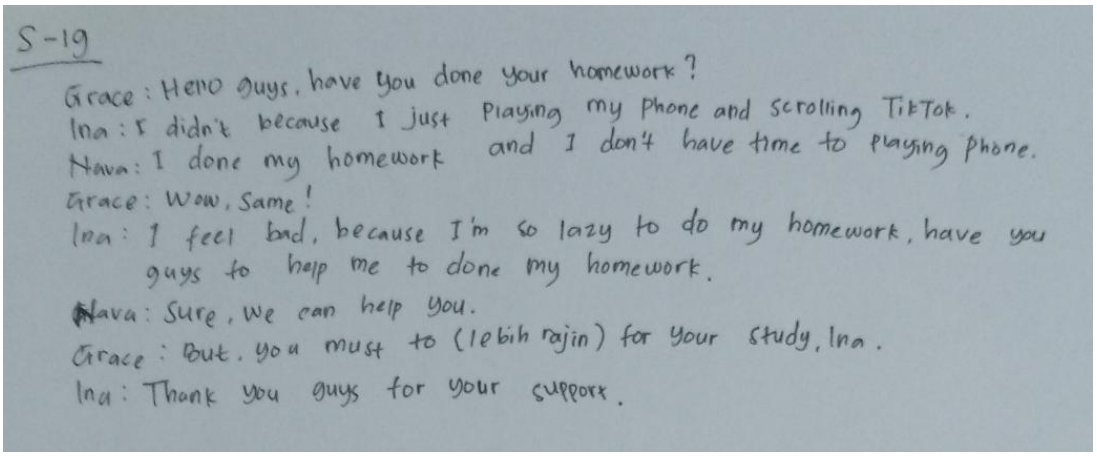
Table 4. Conversation-construction features across the 25 dialogues

Construction feature	n	%
Opening	23	92
Topic introduction	25	100
Topic development	25	100
Turn organization	25	100
Response relevance	22	88
Closing	20	80

The three dialogues without response relevance contained at least one material non-response or tangential reply that disrupted the projected relation between turns. The five scripts without a recognizable closing did not fully realize the terminal boundary requested by the task: they either stopped after a content turn or ended without a coordinated terminal

move. These cases show that a prompted dialogue format and alternating turns did not by themselves guarantee a fully connected represented interaction.

Illustrative Excerpt 1 (S19: assignment and peer assistance)

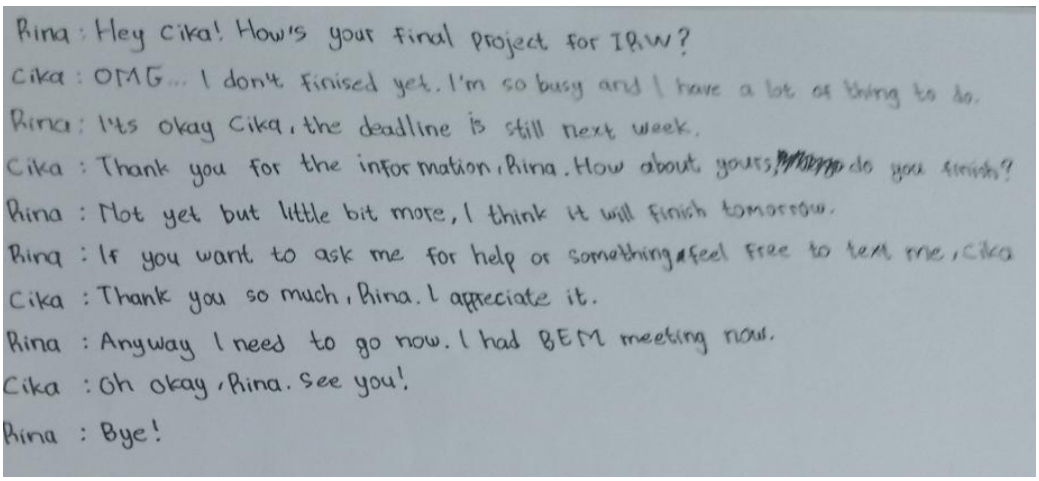

S-19

Grace : Hello guys, have you done your homework?
Ina : I didn't because I just Playing my Phone and scrolling TikTok.
Nava : I done my homework and I don't have time to playing phone.
Grace : Wow, Same!
Ina : I feel bad, because I'm so lazy to do my homework, have you guys to help me to done my homework.
Nava : Sure, we can help you.
Grace : But, you must to (lebih rajin) for your study, Ina.
Ina : Thank you guys for your supporx.

Grace: Hello guys, have you done your homework?
Ina: I didn't because I just playing my phone and scrolling TikTok.
Grace: Wow, same!
Ina: I feel bad, because I'm so lazy to do my homework, have you guys to help me to done my homework.
Nava: Sure, we can help you.
Ina: Thank you guys for your support.

Excerpt 1 illustrates that a coherent interactional sequence can still be recognizable despite grammatical inaccuracies in the English used. Grace introduces the topic through an opening question, after which Ina shifts toward requesting help, Nava responds to that request, and Ina completes the sequence by expressing thanks. What matters analytically here is not grammatical accuracy, but the fact that the intended actions and the links between them remain traceable across the written turns.

Illustrative Excerpt 2 (S15: final project and offer of help)


Rina : Hey Cika! How's your final project for IRW?
Cika : OMG... I don't finised yet. I'm so busy and I have a lot of thing to do.
Rina : It's okay Cika, the deadline is still next week.
Cika : Thank you for the information, Rina. How about yours, do you finish?
Rina : Not yet but little bit more, I think it will finish tomorrow.
Rina : If you want to ask me for help or something feel free to text me, Cika
Cika : Thank you so much, Rina. I appreciate it.
Rina : Anyway I need to go now. I had BEM meeting now.
Cika : Oh okay, Rina. See you!
Rina : Bye!

Rina: Hey Cika! How's your final project for IRW?
Cika: OMG... I don't finished yet, I'm so busy and I have a lot of thing to do.
Rina: It's okay Cika. The deadline is still next week.
Rina: If you want to ask me for help or something, feel free to text me, Cika.
Cika: Thank you so much, Rina. I appreciate it.
Rina: Anyway, I need to go now. I had BEM meeting now.
Cika: Oh okay, Rina. See you!
Rina: Bye!

Excerpt 2 contains a longer chain of related actions. The exchange moves from a question about the final project to reassurance, an offer of help, gratitude, a reason for leaving, and finally leave-taking. Because all of these moves were designed by the same writer, the example is best read as evidence of represented interactional-pragmatic organization rather than spontaneous conversational performance.

4.2 Sequential Interactional Patterns

The question-answer sequence was the only sequential pattern found in all 25 dialogues. Greeting-response occurred in 19 scripts and invitation-response in 16. Suggestion-response and closing exchanges each appeared in 12 scripts, whereas request-response and thanking-response were found in four scripts each. No dialogue contained a complete apology-response sequence under the operational definition used here (Table 5).

Table 5. Sequential interactional patterns across the 25 dialogues

Interactional pattern	n	%
Question-answer	25	100
Greeting-response	19	76
Invitation-response	16	64
Suggestion-response	12	48
Closing exchange	12	48
Request-response	4	16
Thanking-response	4	16
Apology-response	0	0

Within this task, the distribution primarily reflected information exchange and cooperative joint activity. The distinction between a pragmatic function and a complete sequence is important here: a script could contain a request, expression of gratitude, or apology without containing the corresponding two-turn sequence if no relevant response followed. The absence of apology-response sequences, together with the lower frequency of request-response and thanking-response, indicates that the task generated relatively few interactionally delicate contingencies.

4.3 Communicative and Pragmatic Functions

The pragmatic-function analysis produced a different distribution because a function was counted when the action itself was represented, even when no complete response sequence followed. Asking for information occurred in all 25 dialogues. Closing, greeting, and inviting were also common, while suggesting and agreeing appeared in about half of the scripts (Table 6).

Table 6. Communicative and pragmatic functions across the 25 dialogues

Pragmatic function	n	%
Asking for information	25	100
Closing	20	80
Greeting	19	76
Inviting	17	68
Suggesting	13	52
Agreeing	12	48
Thanking	8	32
Refusing/limiting	5	20
Requesting help	4	16
Apologizing	1	4

Requests for help, refusals or limitations, and apologies appeared in relatively few scripts. This distribution can be understood in relation to the task: familiar campus-life topics readily prompted information questions, suggestions, invitations, and agreement, but they did not consistently create situations requiring apology, refusal, negotiation, or repair. The percentages therefore describe this particular task and dataset; they should not be read as fixed characteristics of the students' wider pragmatic repertoires.

Grammatical problems occurred in several scripts, and some students code-switched. These features were recorded without automatically treating them as pragmatic failure. A pragmatic function was coded only when the intended action could be recovered from the represented context, and Indonesian stretches were not used as evidence of English pragmatic realization.

4.4 Supplementary Data on Students' Perceptions of the Writing Task

The questionnaire was used only to provide additional context about how participants experienced the writing task and was not intended to address an independent research question. Table 7 summarizes six items that are most directly connected to the task and the textual analysis, while the full 20-item questionnaire is provided in Appendix A.

Table 7. Selected post-task perception questionnaire results

Questionnaire statement	Agree + Strongly Agree	%
Understood the task instructions	24/25	96
Campus-life theme helped generate ideas	24/25	96
Easy to choose a dialogue topic	23/25	92
30-minute time allocation was sufficient	19/25	76
Handwriting helped them think more carefully	22/25	88
Tried to provide clear turns for each character	23/25	92

Overall, participants viewed the task as relatively manageable. Twenty-four of the 25 participants indicated that the instructions were clear and that the campus-life theme supported idea generation. In addition, 23 participants reported that they had tried to assign clear speaking turns to each character. This pattern is broadly consistent with the textual analysis, which identified turn organization in all of the scripts. However, the questionnaire

responses were treated only as supplementary self-report data and were not used as an independent means of validating the coding.

With regard to handwriting, 22 participants (88%) agreed or strongly agreed that writing by hand encouraged them to think more carefully while completing the task. This response is interpreted as a perception reported after the activity rather than as evidence of cognitive reflection or proof that handwriting is more effective than typing. A smaller proportion, 19 participants (76%), considered the 30-minute time allocation sufficient, suggesting that participants did not experience the available writing time in the same way.

5. Discussion

5.1 Task-Elicited Conversation Construction in Represented Interaction

The organizational patterns found in the handwritten dialogues need to be interpreted in relation to the task that elicited them. Participants were explicitly instructed to provide a recognizable opening to the exchange, develop a topic, and provide a closing; consequently, the occurrence of these features cannot be taken to mean that learners introduced them spontaneously. Their uneven realization across the dataset is more analytically informative. Openings occurred in 92% of the scripts, response relevance in 88%, and closings in 80%. Thus, although the task established the broad organizational frame, learners still made choices about speaker roles, topic progression across turns, and the ways in which communicative actions were connected to subsequent responses.

Such organization is compatible with broader accounts of communicative competence in which language ability extends beyond grammatical knowledge at the sentence level (Canale & Swain, 1980; Celce-Murcia et al., 1995). The scope of the present interpretation is narrower, however. These scripts are not treated as evidence of interactional performance unfolding in real time; instead, they are examined for the interactional relationships that learners constructed within independently authored texts.

This difference places clear limits on what the scripts can show about interactional competence. In Youn's role-play studies, learners respond to contributions from another participant while the interaction is unfolding (Youn, 2020a, 2020b). In an independently written dialogue, by contrast, the same learner determines both the initiating turn and the response that follows it. A well-formed question-answer sequence can thus show that the script contains an appropriate next response, but it cannot show how the learner would deal with an unexpected question in spontaneous conversation.

The completed dialogue nevertheless provides a different form of analytical access because it remains available as a stable artifact that can be revisited at multiple levels. Topic development, relationships across turns, and represented communicative actions can all be traced after composition. Relative to Kos (2023), this shifts the unit of analysis from the collaborative composing process to the organization of an independently authored finished dialogue. The present findings therefore extend work on dialogue writing not by claiming equivalent evidence of interactional competence, but by showing that a completed learner-authored script can be analyzed as a representation of interactional-pragmatic design.

5.2 Question-Answer Dominance and the Limits of the Sequential Repertoire

Question-answer sequences occurred in all of the dialogues and were therefore the most consistently represented sequential pattern in the dataset. Yamamoto (2024) similarly found a strong reliance on question-answer formats in EFL textbook dialogues. The present finding qualifies and extends that observation: question-answer dominance is not confined to institutionally authored textbook models but can also emerge in dialogues independently authored by EFL learners. At the same time, the present data cannot establish whether learners acquired this pattern from textbooks, classroom routines, or other interactional experience.

Other complete sequences occurred much less consistently, with invitation-response clearly more frequent than request-response, thanking-response, or apology-response. This distinction between the occurrence of an initiating pragmatic action and the construction of a complete responsive sequence sharpens the comparison with spoken role-play research. Youn (2020b) showed that interactional quality involves not only paired actions but also transitions and coherent topic organization. The present results suggest that this sequential perspective is also useful for analyzing written representation, while requiring an important methodological qualification: the scripts display designed next-action relationships, not contingent responses to an autonomous interlocutor.

The task itself may have contributed to this distribution. Assignments, schedules, food, libraries, and study plans provide natural contexts for questions, suggestions, invitations, and cooperative planning without necessarily creating a need for apology, challenge, clarification, or repair. This task sensitivity is consistent with Youn's (2023) finding that pragmatic and grammatical choices vary with sequential position and contextual demands. In the present study, however, the consequence is not a performance-level interpretation; rather, it is a reminder that the written prompt helped delimit which pragmatic and sequential possibilities became available for representation.

5.3 Pragmatic Functions as Represented Choices

The function-level coding reinforces this task-sensitive interpretation. Information seeking, inviting, suggesting, and agreeing were prominent resources for coordinating campus-related activities, whereas requesting help, refusing or limiting, and apologizing were much less visible. Wang et al. (2024) identify speech-act performance as a major strand of EFL/ESL pragmatic-competence research. The present study contributes a different emphasis: rather than treating individual speech acts as direct measures of competence, it examines how pragmatic actions are selected and embedded within a whole learner-designed exchange.

The analysis should therefore not be read as a direct assessment of pragmatic appropriateness. Role-play studies such as Youn and Chaipuapae (2022) and Youn (2023) provide turn-by-turn contingencies and more explicit situational demands for interpreting pragmatic performance. The handwritten scripts often provide less information about relative status, social distance, or degree of imposition. The present findings consequently qualify competence-oriented interpretations of speech-act data: they show what pragmatic actions learners chose to represent and how those actions were sequenced, but they do not validate the learners' sociopragmatic competence in spontaneous interaction.

From a pedagogical perspective, the relatively infrequent representation of apology and refusal may be just as informative as the predominance of questions. Clarification, disagreement, negotiation, and repair offer additional directions for future task design, although these were not coded as separate frequency categories in the present framework. Tasks could, for example, place learners in situations where they need to decline an invitation, negotiate unequal responsibilities in group work, clarify a misunderstanding, or repair an inappropriate remark. Introducing such interactional demands could allow a wider range of sequential consequences to become visible in learners' dialogues. CA-informed pedagogy provides practical ways of directing learners' attention to these consequences (Barraja-Rohan, 2011; Teng & Sinwongsuwat, 2015).

5.4 What Handwriting Can and Cannot Support in the Present Study

The questionnaire responses concerning handwriting warrant a limited interpretation. Of the 25 participants, 22 reported that writing by hand helped them "think more carefully," but this response came from an instrument that had not been validated to measure cognitive reflection, and the study included no typing condition for comparison. It is therefore more appropriate to read the finding as a report of participants' experience of the task than as evidence that handwriting itself led to deeper reflection.

Existing handwriting research supports this cautious reading, although it addresses somewhat different aspects of writing. Handwriting training has been investigated in relation to fluency, spelling, and text quality among younger writers, while handwriting fluency and writing bursts have been examined among university students (Carnota et al., 2025; Hurschler Lichtsteiner et al., 2018). Their findings help establish a relationship between transcription-related fluency and written production, but they do not provide evidence that the handwritten dialogue activity examined here elicited cognitive reflection. In this study, handwriting is consequently treated primarily as the material form through which the dialogues were produced and preserved as stable textual artifacts.

The completed handwritten page also offers only partial access to the composing process. Visible deletions, substitutions, or insertions may indicate that revision occurred, yet the absence of such markings cannot be taken to mean that no planning took place. Mental planning, erased changes, or other aspects of composition may leave no observable trace on the final page. Stronger claims about cognitive processes would therefore require process-oriented evidence, such as think-aloud protocols, stimulated recall, multiple drafts, classroom observation, or keystroke data. For this reason, participants' reports that handwriting helped them "think more carefully" remain analytically separate from the study's claims about represented interaction.

5.5 Analytical and Pedagogical Contribution

One analytical contribution of the study lies in positioning learner-produced dialogue between monologic writing and spontaneous interaction. Although the script is written by a single learner, it is not simply monologic in form: the learner constructs imagined speakers, communicative actions, responses, and a sequence through which the exchange develops. Nor can the resulting text be treated as equivalent to spontaneous conversation, because the same writer controls both sides of the interaction. Represented interactional-pragmatic design is therefore used here as a term for this intermediate analytical position, not as a new construct of competence.

This distinction limits how CA-informed concepts can be applied to the data. Adjacency relationships, topic continuity, openings, and closings can be examined because they are visible in the scripts, whereas timing, overlap, prosody, embodied conduct, and naturally occurring repair are not available. Sequential concepts are therefore used only when supported by textual evidence, keeping represented interaction distinct from naturally occurring talk.

In classroom use, written dialogue may be more appropriately treated as a formative artifact than as a standardized diagnostic measure. Teachers can examine whether initiating actions receive relevant responses, how topics develop across turns, where exchanges end abruptly, and which pragmatic functions are common or rarely represented. These observations may inform later instruction but do not constitute a validated measure of communicative competence.

5.6 Pedagogical Implications

One possible use would be to position dialogue writing near the beginning of a sequence of classroom activities rather than treat the written script as an endpoint. Students might begin with a familiar situation and, after completing the dialogue, return to it to examine how individual turns connect with preceding ones, how changes of topic are managed, and whether the exchange develops a recognizable opening and closing. The same script could then be considered from a pragmatic perspective by asking what individual turns accomplish and whether the interaction relies too heavily on questions, agreement, or other cooperative moves.

Further activities could introduce interactional demands that are less easily accommodated within a straightforward cooperative exchange, including disagreement, refusal, clarification, apology, negotiation, or repair. Students might compare a revised version of their script with authentic or carefully selected model interactions and examine how speakers give reasons, mitigate dispreferred actions, seek clarification, and move between activities. Performing the dialogue as a role play would introduce an additional challenge: learners would have to respond to the contingencies created by another participant in real time. A subsequent written comparison could focus on what was relatively easy to design in the written dialogue and what became more difficult once the exchange involved another person.

These pedagogical possibilities should not be interpreted as intervention effects demonstrated by the present study. The study included no control group, pretest-posttest design, or comparison condition. The implication is therefore formative rather than causal: a written dialogue can serve as a visible starting point for instruction that subsequently moves toward less scripted forms of interaction.

5.7 Limitations

Several limitations bound the interpretation of these findings. First, the dataset consisted of 25 dialogues from a single English Education Study Program, so the distributions should be treated as context-specific rather than transferable to EFL learners more broadly. Second, the task instructions explicitly asked participants to provide a recognizable beginning, develop a campus-life topic, and bring the dialogue to an identifiable closing. The frequencies of openings, topic development, and closings therefore partly reflect the design of the elicitation task and should not be interpreted as features that emerged independently of the

prompt. Third, because each learner authored both sides of the exchange, the scripts cannot provide evidence of spontaneous interactional competence or the ability to respond contingently to an autonomous interlocutor.

Fourth, the campus-life prompts mainly elicited cooperative exchanges and produced relatively few coded apologies, refusals or limitations, and request-response sequences; no complete apology-response sequence was identified. Different scenarios may yield a different pragmatic distribution. Fifth, the coding framework used binary presence-absence decisions at the dialogue level, which supports transparent comparison across scripts but does not capture within-script frequency, sequential complexity, or the quality of individual realizations. Brief code-switching also occurred in several scripts, with longer Indonesian passages in two; those L1 stretches were excluded as evidence of English pragmatic realization.

Sixth, although intercoder agreement was complete under the finalized coding manual, reliability indicates consistency of coding within this dataset rather than external validation of the framework. Finally, the post-task questionnaire was researcher-developed and not psychometrically validated, and the study included neither a handwriting-typing comparison nor process-oriented evidence capable of supporting claims about cognitive reflection. These limitations restrict the claims to the represented interactional and pragmatic organization observable in this bounded set of written artifacts.

6. Conclusion

In this study, learner-produced handwritten dialogues were examined as written representations of interaction in an EFL classroom. Handwriting itself was not taken as evidence of reflection. Rather, the scripts were treated as artifacts through which learners constructed imagined speakers, topics, communicative actions, responses, and the progression of an exchange.

Across the 25 scripts, topic introduction, topic development, and turn organization occurred in every dialogue, while openings, response relevance, and closings were less consistent. Because the task explicitly scaffolded a recognizable beginning, topic development, and closing, these conversation-construction frequencies are best understood as patterns of task-elicited realization rather than unprompted evidence of interactional competence. Question-answer sequences were present throughout the dataset, with greeting-response and invitation-response appearing frequently, whereas no complete apology-response sequence was identified. At the pragmatic-function level, information seeking, closing, greeting, inviting, suggesting, and agreeing occurred more often than requesting help, refusing or limiting, and apologizing. These patterns reflect what was elicited by the campus-life task and should not be interpreted as a general measure of spontaneous conversational competence.

The study's analytical contribution lies in positioning the independently authored dialogue as represented interactional-pragmatic design. From this perspective, the written dialogues can be examined for the ways learners link social actions across turns without treating those planned sequences as equivalent to interaction produced contingently with another interlocutor. Handwriting, in this account, serves as the material form in which the dialogues were produced and preserved; it is not presented as the basis of the study's analytical

contribution or as evidence of cognitive reflection. Further work could examine whether the interactional patterns represented in writing are also evident in subsequent oral performance. Comparative designs involving handwritten and typed dialogue production would also help clarify the role of writing mode, particularly when combined with process-oriented data on planning and revision. In addition, prompts that require disagreement, refusal, clarification, apology, negotiation, or repair may bring a broader range of sequential and pragmatic resources into view than the predominantly cooperative campus-life scenarios examined here.

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Appendix A. Complete Post-Task Perception Questionnaire

The questionnaire was administered bilingually in Indonesian and English immediately after the dialogue-writing task. Participants responded to each substantive item on a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The wording below reproduces the instrument used in the study.

Table A1. Complete bilingual post-task perception questionnaire

Section	No.	Indonesian item	English item
A. General reflection on the dialogue-writing task	1	Saya memahami instruksi untuk menulis dialog bahasa Inggris tentang kehidupan kampus.	I understood the instruction to write an English dialogue about campus life.
	2	Tema kehidupan kampus membantu saya menemukan ide percakapan.	The campus-life theme helped me find ideas for the conversation.
	3	Saya dapat memilih topik dialog dengan cukup mudah.	I was able to choose the dialogue topic quite easily.
	4	Saya merasa waktu 30 menit cukup untuk menulis dialog.	I felt that 30 minutes was enough to write the dialogue.
	5	Saya merasa menulis dialog dengan tangan membantu saya berpikir lebih hati-hati.	I felt that writing the dialogue by hand helped me think more carefully.
B. Reflection on conversation construction	6	Saya berusaha memulai dialog dengan pembukaan atau sapaan yang sesuai.	I tried to start the dialogue with an appropriate opening or greeting.
	7	Saya berusaha memperkenalkan topik percakapan dengan jelas.	I tried to introduce the conversation topic clearly.
	8	Saya berusaha mengembangkan isi percakapan agar tidak terlalu pendek.	I tried to develop the conversation so that it was not too short.
	9	Saya berusaha membuat respons antarpenutur saling berhubungan.	I tried to make the responses between speakers connected to each other.
	10	Saya berusaha menutup dialog dengan ungkapan penutup yang sesuai.	I tried to close the dialogue with an appropriate closing expression.
C. Reflection on interactional patterns	11	Saya menggunakan pola sapaan dan balasan dalam dialog.	I used greeting and response patterns in the dialogue.
	12	Saya menggunakan pola pertanyaan dan jawaban dalam dialog.	I used question and answer patterns in the dialogue.
	13	Saya berusaha membuat setiap tokoh mendapat giliran bicara yang jelas.	I tried to give each character a clear speaking turn.
	14	Saya berusaha membuat percakapan mengalir secara logis dari awal sampai akhir.	I tried to make the conversation flow logically from beginning to end.
	15	Saya merasa dialog yang saya tulis sudah menyerupai percakapan nyata.	I felt that the dialogue I wrote resembled a real conversation.
D. Reflection on communicative and pragmatic functions	16	Saya menggunakan ungkapan untuk menyapa dalam dialog.	I used expressions for greeting in the dialogue.
	17	Saya menggunakan ungkapan untuk meminta informasi.	I used expressions for asking for information.
	18	Saya menggunakan ungkapan untuk meminta bantuan, memberi saran, atau mengajak.	I used expressions for requesting help, giving suggestions, or inviting.

Section	No.	Indonesian item	English item
	19	Saya mempertimbangkan kesopanan ketika memilih ungkapan bahasa Inggris.	I considered politeness when choosing English expressions.
	20	Saya berusaha menyesuaikan bahasa yang digunakan dengan situasi kehidupan kampus.	I tried to adjust the language used to the campus-life situation.

Appendix B. Intercoder Coding Audit Trail

Coder 1 and Coder 2 independently applied the same 24-category binary coding framework to all 25 dialogue scripts. The table reports the final matching counts, raw agreement, Cohen's kappa where estimable, and the dialogue IDs coded as positive for each category. N.E. = not estimable because the category was invariant across all 25 scripts.

Table B1. Category-level intercoder reliability and positive-case audit

Dimension	Category	Coder 1 / Coder 2 n	Raw agreement	κ	Positive dialogue IDs
Conversation construction	Opening	23 / 23	100%	1.00	S1, S2, S3, S4, S5, S6, S7, S8, S9, S11, S12, S13, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25
Conversation construction	Topic introduction	25 / 25	100%	N.E.	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25
Conversation construction	Topic development	25 / 25	100%	N.E.	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25
Conversation construction	Turn organization	25 / 25	100%	N.E.	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25
Conversation construction	Response relevance	22 / 22	100%	1.00	S1, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S15, S16, S18, S19, S20, S21, S22, S23, S24, S25
Conversation construction	Closing	20 / 20	100%	1.00	S3, S4, S6, S7, S8, S9, S11, S12, S13, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25
Sequential pattern	Greeting-response	19 / 19	100%	1.00	S1, S2, S3, S4, S5, S6, S7, S8, S9, S12, S13, S15, S16, S17, S19, S21, S23, S24, S25
Sequential pattern	Question-answer	25 / 25	100%	N.E.	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25
Sequential pattern	Request-response	4 / 4	100%	1.00	S1, S4, S12, S19
Sequential pattern	Suggestion-response	12 / 12	100%	1.00	S5, S7, S8, S9, S10, S11, S12, S14, S17, S18, S19, S21
Sequential pattern	Invitation-response	16 / 16	100%	1.00	S2, S4, S6, S7, S8, S9, S10, S11, S12, S14, S16, S17, S18, S20, S23, S25
Sequential pattern	Thanking-response	4 / 4	100%	1.00	S4, S5, S13, S21
Sequential pattern	Apology-response	0 / 0	100%	N.E.	None
Sequential pattern	Closing exchange	12 / 12	100%	1.00	S3, S6, S9, S12, S13, S15, S16, S17, S18, S21, S23, S24
Pragmatic function	Greeting	19 / 19	100%	1.00	S1, S2, S3, S4, S5, S6, S7, S8, S9, S12, S13, S15, S16, S17, S19, S21, S23, S24, S25

Dimension	Category	Coder 1 / Coder 2 n	Raw agreement	κ	Positive dialogue IDs
Pragmatic function	Asking for information	25 / 25	100%	N.E.	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25
Pragmatic function	Requesting help	4 / 4	100%	1.00	S1, S4, S12, S19
Pragmatic function	Suggesting	13 / 13	100%	1.00	S5, S7, S8, S9, S10, S11, S12, S14, S17, S18, S19, S21, S22
Pragmatic function	Inviting	17 / 17	100%	1.00	S2, S4, S6, S7, S8, S9, S10, S11, S12, S14, S16, S17, S18, S20, S23, S24, S25
Pragmatic function	Agreeing	12 / 12	100%	1.00	S3, S5, S8, S9, S10, S13, S14, S17, S18, S20, S21, S24
Pragmatic function	Refusing/limiting	5 / 5	100%	1.00	S1, S7, S10, S11, S25
Pragmatic function	Thanking	8 / 8	100%	1.00	S3, S4, S5, S13, S15, S19, S21, S25
Pragmatic function	Apologizing	1 / 1	100%	1.00	S12
Pragmatic function	Closing	20 / 20	100%	1.00	S3, S4, S6, S7, S8, S9, S11, S12, S13, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25