# Joys and Challenges of Writing

How adult students in a multicultural EFL classroom respond to process oriented writing

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Acknowledgments

Abstract in Norwegian

Voksenopplæring er et felt som har fått stadig større aktualitet de siste tiårene både i Norge og internasjonalt. Dette henger sammen med økt migrasjon, globalisering og store, raske endringer i arbeidslivet knyttet til framveksten av kunnskapssamfunnet. Slik har begrepet livslang læring fått betydning for mange voksne i dag. I tillegg har politiske styringsdokumenter og læreplaner satt fokus på opplæring i grunnleggende ferdigheter i alle fag i grunnskole, videregående skole og i voksenopplæring. På bakgrunn av dette, har jeg som engelsklærer i grunnskole for voksne ønsket å finne ut mer om skriveopplæring for deltakere i slike klasserom.

Studien rapporterer fra et aksjonsforskningsprosjekt i eget klasserom med seks deltakere fra fire forskjellige nasjoner. Respondentene har deltatt i to runder med prosessorientert skriving med utstrakt bruk av samarbeidsoppgaver. Resultatene av studien bygger på deltakernes tilbakemeldinger gjennom tre spørreskjema og to gruppeintervjuer. I tillegg har jeg hatt dobbeltrollen som forsker og lærer, så mine observasjoner og logg er del av datagrunnlaget.

Å samarbeide om skriving og vurdering av hverandres tekster viste seg uvant og utfordrende for deltakerne. Likevel gir studien indikasjoner på at det er fruktbart å anvende en prosessorientert tilnærming til skriveopplæringen i engelsk for voksne, noe som kan ha overføringsverdi også til norsk som andrespråk. Studien bekrefter funn fra andre studier når det gjelder viktigheten av å gi elevene eksplisitt opplæring og rom for å øve på de ulike læringsaktivitetene i prosessorientert skriving. Tidsaspektet viste seg viktig både når det gjaldt deltakernes forståelse av denne metodikken og for å bygge en kultur for samarbeid og respons i gruppa.

Å være forsker i eget klasserom har vært en krevende, men en svært lærerik prosess. Om enn i liten skala, så mener jeg at denne studien bidrar både med ny og utvidet kunnskap på feltet skriveopplæring i språkfag. Denne kunnskapen har blitt konstruert gjennom samarbeid og dialog med deltakerne og har funnet sin støtte i relevant teori og tidligere forskning på feltet. Det unike ved studien er at det ikke finnes annen forskning som rapporterer fra skriveopplæring i grunnskole for voksne. Til tross for det lokale perspektivet, er det et håp at studien vil ha overføringsverdi til skriveopplæring også i andre klasserom.

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AfL	Assessment for Learning
AR	Action Research
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
NSL	Norwegian as a Second Language
L1	First Language (mother tongue)
L2	Second Language
LK06	National Curriculum for Knowledge Promotion of 2006/2013
POW	Process Oriented Writing
SCT	Sociocultural Theory
Udir	The Norwegian Directorate for Education and Training
ZPD	Zone of Proximal Development

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1. Introduction

1.1 Aim and scope

This master's thesis reports from an action research project in a multicultural adult EFL class at primary and secondary level (*Grunnskole for voksne*).The study has taken place in my own classroom, and thus, I have taken on the dual role of teacher and researcher throughout the project. The aim of the study has been to investigate how the students responded to a process oriented approach to writing with an extensive use of collaborative peer activities. My motivation has been to become a more informed practitioner in the field of teaching writing. Moreover, the fact that my students need to develop substantial writing skills in order to pass their lower secondary exams in English has encouraged me to conduct this research.

For more than a decade, I have worked in the field of adult education both as a teacher of English (EFL) at primary and secondary levels and of Norwegian as a second language (NSL). My interest in the current topic relates to my experiences of both challenges and joys in teaching the complex skills of writing in adult language classrooms. On the one hand, in the adult classrooms I meet students with varied cultural backgrounds who have a lot of life experience to draw on compared to young learners of English. This is an element which may enhance their learning processes. On the other hand, many of the adult immigrant students who have learnt foreign languages previously have been taught in school systems with more traditional approaches to language learning and have not been required to write extensively. Thus, I often find that students express insecurity when faced with the complex writing tasks the EFL classrooms in Norway offer.

The EFL classrooms in primary and secondary education for adults in Norway are generally very multicultural. In addition to the many different cultural and ethnic backgrounds, the students will typically have varied knowledge of English when they start such courses. Adding to this, the participants differ concerning age, school backgrounds, work experience, and proficiency levels of Norwegian. Many of the students will have little schooling from their own country and/or many will be at beginner's level in English when they start '*Grunnskole for voksne*'. At the adult education centre where I teach, the students attending such courses will typically learn English for six lessons a week over the period of two school years. There are local variations regarding how this education is organised throughout the country, but I believe that this timeframe will be quite typical for these courses at many adult

education centres. Therefore, a major challenge is that the students are to obtain a 10th grade level of English in a very limited time span. This implies that both the teachers and the students face considerable challenges when teaching or attending such condensed courses.

1.2 Relevance

1.2.1 Teaching writing

Wolff has said that writing is 'probably the most efficient L2 learning tool we have' (Wolff in O'Brien, 2004, p. 1). This is an interesting statement which could be viewed from many angles. I will not take on a discussion of how true Wolff's statement is, but writing certainly is an important part of literacy skills. To master the complex skills involved in writing has become increasingly important in a globalised society much based on knowledge and technology industries. Learning a foreign language has also become increasingly important for those reasons, and both learning to write and writing to learn are important aspects of the language learning process.

'Writing across the curriculum' is an important aim in many countries' school policies today. In a Norwegian setting, this is also referred to as 'writing in the content areas' (Herzberg & Roe, 2016). The integration of writing into the subject areas in Norway came as part of introducing the National Curriculum for Knowledge Promotion of 2006 (LK 06), which requires the teaching of reading, writing, oracy, numeracy and digital competencies in all subjects at all levels. This reflects what an important role the teaching of writing has come to play, despite the fact that research on writing is a relatively young science developed mainly since the 1970s (Hoel 1997).

The field of writing, both concerning L1 and L2, is a vast area which still needs much research. This is also suggested in review literature on this field (Hoel 1997, Reid 2001, O'Brien 2004, Hedgcock 2005, Polio and Williams 2011). To review all the current research in this complex field will go beyond the scope of the present thesis. Nevertheless, relevant research on teaching writing has informed the present study concerning the planning and conducting of the research, as well as formed a basis for reviewing the findings and discussing the results. For most of this, I refer to the relevant chapters of the thesis. However, some aspects to underscore the relevance of the topic of the present study will be presented in the following.

In accordance with the increased focus on writing in the field of education, The Norwegian Centre for Writing Education and Research was established in 2009. This is a national resource centre for stimulating writing, writing education and writing research. The overarching aim of the centre is to strengthen the writing competencies for children, young learners and adults. A part of the Writing Centre's mandate is to follow up the integration of writing as a key competency in all subject areas in LK06. In the same year as introducing LK06, a national research programme set to investigate writing in different subject areas in Norwegian schools was established under the name 'Writing as a key competency and challenge, 2006 -2010' (SKRIV). The findings of the studies in SKRIV, support that there are needs for increased attention to the teaching of writing in Norwegian schools.

Moreover, some Norwegian research which I consider particularly relevant for process oriented writing (POW) should be mentioned explicitly. The PhD dissertation and further work of Hoel (1995, 1997, 2000a, 2000b, 2007) have contributed strongly to the theoretical framework of the present study. Hoel (1995) carried out research on peer response work in her own class in a Norwegian L1 setting, and the results of her work may be regarded as pioneering in the field POW in Norway. Furthermore, Dysthe's research on dialogic pedagogy and the multivoiced classroom has informed this study's sociocultural frame, particularly with relevance to the interrelations between writing and speaking (1996, 1997).

Dyshte & Herzberg (2012) have done a research review in order to evaluate the status of POW in Norway today. The authors discuss to what extent elements of POW could be deemed an integral part in writing instructions in Norway, even to the extent as to be labelled 'common knowledge'. Their conclusion is that POW has had, and still has, a strong impact on writing instructions in Norwegian classrooms. According to Herzberg & Roe (2016), the integration of writing as key competency[1] in all subject areas makes for increased relevance of research in the area of writing pedagogies in Norway.

In relation to teaching foreign languages in a Norwegian setting, I have found Sandvik's PhD thesis on writing in German at lower secondary level inspirational reading (Sandvik, 2011). Particularly relevant for this study are her findings that the learners in her study welcome peer response work as part of assessment practices. Of further relevance to this study, Golden and

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[1] I have chosen to use the term writing as a 'key competency' rather than 'basic skill' throughout the thesis. This is in accordance with Norwegian researchers in the field (e.g. Herzberg & Roe), and with the European Council's documents in this field.

Hvistendahl (2012) have reviewed research done on Norwegian as a second language and their conclusion is that the majority of studies on writing in NSL have focus either on language levels or text levels, whereas research on contextual aspects of L2 writing is scarce.

Relating more specifically to the field of teaching EFL, Burner (2015) has conducted a study of assessment practices in EFL writing at a lower secondary school. A major finding of his study was the discrepancy between teachers and learners concerning their perceptions of assessment for learning (AfL). Of particular relevance for the present study, the learners expressed a need to be more involved in assessment practices. Furthermore, Mørch & Engeness (2015) report from a case study comparing computer-based response to peer response in EFL writing at upper secondary level. Their findings support that implementation of POW approaches, scaffold the writing processes and lead to better text products.

1.2.2 Formative assessment

An important part of POW is to provide writers with response during their writing process. The teacher, the peers, or most often both, may give the response. Learning and practising revision skills is also an integral part of POW instruction. This may tie POW instructions closely to formative assessment, also known as assessment for learning (AfL). 'Formative assessment' is more the scientific term, whereas at policy levels and in schools AfL is used (Burner, 2015).

The topic of assessment practices and the connections between assessment and learning have gained substantial attention in school research over the last decades. By regulations of 2009, The Norwegian Education Act (Chapter3) grants students in primary and secondary education legislative rights to formative assessment. Furthermore, the schools are required to document that formative assessment is practised. Thus, the Norwegian Directorate for Education and Training (Udir) has developed four basic principles to guide the implementation of formative assessment in all subject areas (Udir, 2011). In accordance with government efforts, the Directorate runs the national programme Assessment for Learning 2010 -2017 which involves schools all over the country. The aim of this programme is to heighten awareness and improve practices of assessment in primary and secondary education (Udir, 2014).

1.3 Teacher as researcher

The concept of 'teacher as researcher' was launched by the English pedagogue Lawrence Stenhouse in the 1970s (Brekke & Tiller, 2013). According to Stenhouse (1975), teachers are the best researchers of their own classrooms because they are the ones who really know the history and background of their pupils and the activities taking place in the classroom. Up until then, there had been a strict division between teaching and researching. The general view was that teachers should teach, and researchers were the ones to conduct research on teaching and processes in school. There are still diverging views as to whether research is best conducted from an outsider perspective or if the insider perspective of doing research on own practices may also be regarded as valid (e.g. Hoel 2000b, McNiff & Whitehead, 2011).

It would go beyond the limitations of this thesis to go deeply into the complex field as to what constitutes research. However, Hoel (2000b) says that both insider and outsider perspectives are needed in research, and that the two stances may complement each other. Furthermore, current curricula and strategic documents in the field of education in Norway call for strengthening teachers' competencies in the field of professional development (e.g.LK 06, The General Teacher Education Plan 2003, Report to the Storting No 30 2003/04). Accordingly, the government has initiated the ongoing programme 'Promotion of the status and quality of teachers – joint effort for a modern school of knowledge' (Ministry of Education and Research, 2016). One intention of the programme is that teachers should generate knowledge through active participation and reflections on own practices. As part of this programme, the government will introduce a five years master's degree for teachers starting from 2017. I find these national policies to support the ideas that practice should become more theory informed, and that theory could become more practically informed through teacher research.

Teacher research is conducted by practitioners on their own (as in the present study), or in collaboration with external researchers. Most teacher research implies the study of particular phenomena within specific contexts (Hoel 2000b). Accordingly, the present study has held the aim to learn more about the processes of teaching and learning writing within the setting of one EFL classroom. The intentions have been to implement changes of practice based on findings of the research. Thus, the study may be classified as action research (AR) something which will be discussed more in the methodology chapter of the thesis (chapter 3).

1.4 Research questions

The competence aims for the English subject area (LK06 /2013) are based on a communicative approach to language teaching (CLT). Thus, both in the oral and written exams the students' competencies in English are tested through communicative production. Moreover, many competence aims are directed at students' writing skills, in addition to more general aims of acquiring learning strategies. The written 10th grade exams in English require a high degree of reading comprehension and of writing competence (text production). Thus, it is any English teacher's challenge to teach and guide the students towards obtaining adequate skills in reading and writing, and to have focus on guiding the students towards developing efficient learning strategies. The teaching contexts of English at primary and secondary education for adults has some additional challenges concerning the diversity in such classrooms and the limited timeframe of the courses, as mentioned above.

I build much of my teaching practice on a socio-constructive view of learning where both sociocultural theory and communicative competences are important. It is my strong belief that students benefit from collaborative learning activities and that communicative interaction promotes learning of both language and culture. An aim for taking on this study was to allow both me as a teacher and the students to learn more about writing processes and to find out more about what could be efficient strategies in this field. With this backdrop, I was inspired to take on an AR study, and I found POW a suitable framework to investigate more in the field of teaching FL writing in the multicultural adult classroom.

To the best of my knowledge, no other research has been conducted in the field of teaching EFL writing in primary and secondary education for adults in Norway. The AR frame contributes further to the uniqueness of the current study.

The research questions for the study have been the following:

1. How do adult students in a multicultural EFL classroom respond to process oriented writing with an emphasis on collaborative activities?
2. Which parts of process oriented writing do the participants find most useful and/or challenging?

Adding to the research questions above I have aimed at critical and systematic reflections of own practices and to review these in the light of the students' responses and relevant theory

and research in the field of teaching writing. Thus, a discussion of some implications of the AR framework and the teacher-researcher learning will be part of the discussion of the findings of this study.

The aim of embarking on this research journey has been at a local level to become a more informed teacher of writing in my EFL and NSL classrooms. Furthermore, the hope is that the report and findings from these interactional learning processes will have relevance and transferability to other adult writing classrooms and to the teaching of writing in EFL at a wider level.

1.5 Organisation of the thesis

The present thesis consist of five chapters. Chapter 1 gives an introduction regarding the aims, scope and relevance of the study and furthermore, the research questions for the study are outlined here. Chapter 2 gives the theoretical background for the thesis, whereas methods and materials of the study are presented in chapter 3. The results of the study are presented and discussed in chapter 4. Finally, the conclusions and future implications of the study are given in section 5.

2. Theoretical background

2.1 Introduction

This chapter aims at giving a legislative and theoretical frame for the present study. The results of the study are to be viewed both in light of the relevance for adult EFL classrooms and for the teaching of writing in EFL more generally. Current theories on POW, sociocultural theory and a framework for formative assessment have been my guidelines while planning and conducting this study. Furthermore, the results from the study have been analysed in light of the theories which are presented in the current chapter.

The first section of this chapter gives background knowledge concerning the kind of classrooms this study takes place in. Then follows a section which gives a brief overview of three main approaches to the teaching of writing. As part of this, contemporary views on POW are discussed. Further, a section is devoted to discuss peer response. The next two sections view POW in light of sociocultural theory (SCT) and theories of formative assessment. In the final section, some relevant research on teaching of writing in a Norwegian setting are accounted for.

2.2 The adult multicultural EFL classroom

If I were to characterise a typical classroom for primary and secondary education for adults in Norway today, the first word which springs to mind is *diversity*. The learners' backgrounds and experiences they bring with them into the classroom vary regarding age, ethnic and cultural backgrounds, work experience and levels of education. Adding to this, there is a vast variety of languages and levels of linguistic competence present in such classrooms concerning both L1 and the mastery of other languages. One may say that these classrooms mirror some of the major changes which have taken place in Norway, and many other countries alike, over the past three decades or so: the transition from a relatively homogenous to a multicultural society. Adding to this, the development of a knowledge society has made the process of 'lifelong learning' more the rule than the exception.

2.2.1   Adult education

The field of adult education has expanded over the past decades due to matters relating to the growth of a knowledge society and increased migration. Consequently, topics like 'lifelong learning' and the learning of key competencies have been put on the educational agendas in

Norway as in many countries alike. As a part of this, the Norwegian Education Act (§4 A) has since 2002 granted adults the right to primary and secondary education (*Grunnskole for voksne*). Little research has been conducted in this field in Norway so far. This study gives voice to some adult participants' learning experiences when learning to write in EFL. As such, this study is unique and may add to the knowledgebase of the teaching of EFL writing in adult education, as well as to increased knowledge in the field of teaching writing in EFL at lower secondary level more generally. Furthermore, this study may also contribute to some transferable knowledge for the teaching of writing in NSL, a field which is constantly expanding as well.

2.2.2 Adult learners

The 21st century is characterised by globalisation and migration and in addition many people live in increasingly knowledge-based societies where work life requires many and rapid changes. This put demands on the citizens and societies concerning further education and learning throughout life. An increasing amount of adults enter basic, further and higher education in order to acquire competences they need to enable them to adjust flexibly to the many changes they are faced with. Against this backdrop, the Council of Europe and the European Parliament have adopted a European Framework for Key Competences for Lifelong Learning (European Commission, 2007). This Framework sets out eight key competences, from which the second is: *Communication in foreign languages* and the fifth is: *Learning to learn.*

In accordance with these current trends with needs for lifelong learning in a knowledge society, Chapter 4A was added (by Act of 30 June 2000 No. 63) in the Norwegian Education Act of 1998 (Act of 17 July 1998 no. 61). This chapter regulates education and training organised especially for adults, and here adults are granted the right to primary and lower secondary education (Section 4A-1). The municipalities are obliged to offer adult education courses at this level to inhabitants over 16 years of age who have a defined need for such education.

Further, in March 2013 the Norwegian parliament (the Storting) adopted a White Paper (Report to the Storting) regarding integration policies. Regarding the aims for adult education, it says in Section 4.7:

To ensure that adults are offered high quality education and training opportunities which builds on the competences they already have, is of vital importance both to the individual and to society as a whole. This may in due course contribute to equalizing social and economic differences between immigrants and the rest of the population.

(Report to the Storting No 6 (2012–2013), my translation)

Another White Paper concerning adult education was adapted in June 2016 (Report to the Storting No 16, 2015-2016*).* The report suggests actions in order to prevent social exclusion and aims for better coordination of the field of adult education. The intentions are to improve policies and actions for lifelong learning. Thus, adults should be granted better opportunities to strengthen their competences and to enter education. Furthermore, the government will initiate actions in order to improve the system for immigrants to get former qualifications accepted.

2.2.3   The multicultural classroom

Burns and Roberts (2010) outline some of the necessary implications concerning education and language learning in a world where most countries have a population which is: 'multifaceted, multicultural, multi-ethnic, multiracial, and multi/pluri-lingual' (p. 409). In our globalized world, many people will migrate either voluntarily or due to more pressing circumstances such as war, natural disasters or lack of work. This is in accordance with Burns and Roberts (2010) who state that: 'Language learning for entry into the sites of (re-)settlement is a primary factor in the ability to re-engage and participate as fully as possible within the political, social, and environmental life of the society' (2010, p.409).

The figure of immigrant participation in primary and lower secondary education for adults in Norway has been high ever since the statutory right to such education was granted in 2002, and it has increased over the years. According to a recent survey, 96% of the participants in the school year of 2007-08 were immigrants. In addition, the vast majority of these learners have non-Western backgrounds (NOVA report 7/2013). Learning languages will therefore be vital in such courses, both concerning Norwegian as a second language and EFL.

According to Krakhellen (2011) the term *multicultural* is repeatedly used, but rarely defined. In this thesis I have chosen to use the term defined as a '[p]olitical term used to characterize a society composed of people from different cultures or an individual who belongs to several cultures' (Kramsch 1998, in Krakhellen, 2011). The adult classrooms in question could be

regarded multicultural societies in miniature, as well as reflecting more complexities as in the characterisation of populations in contemporary societies by Burns & Roberts above.

2.2.4   Learning English

As stated above 'communication in foreign languages' is regarded as one of the Key Competences for Lifelong Learning (European Commission, 2007). Burns and Roberts (2010) write about the important position the English language has as an international language. Accordingly, the knowledge of English may be viewed as an important part of the cultural capital also in countries where English is not a first language. Immigrants and refugees to such countries may therefore need to learn or continue to learn English as foreign language in order to participate in work and educational life in their new settlements (Burns and Roberts, 2010). In relation to this, Helleskjær (2014) reviews the development of English as an international lingua franca, and he refers to studies which show that there are more users of English as second or third language today than there are users of English as a first language. He continues by stating that English has strengthened its position as an urgent means for communication in business settings as well as in higher education and research.

The participants in adult education at primary and lower secondary level, may have varied backgrounds and competence regarding English. Some come from countries where English is an official language, but do not have sufficient papers to enter upper secondary level. Some adults enter complete courses where five different subjects are taught in order to obtain a certificate of lower secondary education. Others may have completed higher education in countries where English has not been mandatory, and they will attend English classes only. Many of the students who participate in the adult English classes at primary and lower secondary level aim for further education in Norway. There are entry requirements for levels of English both in order to attend upper secondary and higher education in Norway. Furthermore, some learners attend because they have found that they need knowledge of English in order to retain good jobs in fields they are already trained for. Others find an increased need for competence in English at work due to internationalisation or other development in their work field.

2.2.5   The English subject in the National Curriculum (LK06)

In the present thesis, the English subject is referred to as EFL. However, in LK06, English is no longer defined as a foreign language even if it does not hold the position as an L2 neither.

Thus, it may be argued that English holds an in-between position in a Norwegian school context today, something which may be regarded in relation to the growth of English as a world language (Horverak, 2015).

The English subject curriculum builds on a communicative view of language learning and teaching (CLT[2]). In accordance with this, the final exams at 10th grade levels put high demands on the candidates in order to produce oral and written texts. In addition, the texts that comprise the preparation material for the written exams require substantial reading comprehension. The revised version of the English subject Curriculum (LK 06/2013) says the following regarding the implementation of writing as a key competency:

> *Being able to express oneself in writing* in English means being able to express ideas and opinions in an understandable and purposeful manner using written English. It means planning, formulating and working with texts that communicate and that are well structured and coherent (2013, p. 5).

This quote reflects some of the high standards of competency which are aimed for in primary and secondary education. Given the many different backgrounds of the adult participants in classes like the one in the current study and the short time span of these courses, it may be particularly relevant to find efficient ways of teaching writing in order to aim for the requirements of the curriculum.

Furthermore, the curriculum is divided into four subject areas: language learning, oral communication, written communication, and culture, literature and society. The main area of language learning is to cover: '[…]knowledge about the language, language usage and insight into one's own language learning. The ability to evaluate own language usage and learning needs and to select suitable strategies and working methods is useful when learning and using the English language (2013, p. 3)'. POW seeks to activate learners as agents in their own learning. Thus, it may be interesting to review participants' views on the strategical usefulness of the activities which are embedded in POW instructions.

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[2] CLT build on contemporary theories within the field of SLA which have had a large impact on development of policies and curricula in many countries. However, it has been deemed to go beyond the scope of this thesis to go into discussions of this.

2.3 Writing theories

When taking on this study, I wanted to explore more about the teaching of writing in a foreign language setting and find out more about suitable approaches as explored from a learners' perspective. Thus, I found that principles of POW constituted a suitable framework for the writing instructions of the study.

The present study seeks to find out how adult students in a multicultural EFL classroom relate to POW. I regard it relevant background knowledge to review briefly major development within the short history of writing theories. However, the development of theories in the field of writing and the relationship between theory and different pedagogical approaches are much more complex than what can be accounted for within the scope of the present thesis. Thus, I am aware that brief overviews like this may tend to over-simplify a complex field and leave the wrong impression of unity within and conflict between the different main directions.

This section starts with a short history of writing theory and continues with an outline of some trends and traits within the three main directions in writing pedagogy. In order to contrast, compare and to complement the original views of POW, it has been deemed relevant to discuss aspects of other writing approaches. Thereafter, follows a subsection on contemporary and more complementary views POW, which have been the inspiring frameworks for my current study.

2.3.1   A short historical background of writing theories

According to Hoel (1997), the 1970s are to be viewed as a watershed with regards to the development of the field of writing theory. Prior to that, the focus of writing research had been limited to literary, rhetorical or linguistic analyses of texts as finished products. Writing was regarded a linear process where writers put ready processed thoughts on paper.

The expressive movement which emerged in the USA in the 1970s introduced POW in its original form where focus was put on the individual writer's expression and where the process of writing was regarded perhaps more important than the product (Hoel, 1997). In addition, cognitive research and theory on writing developed from the late 1970s. The focus was also here on the individual writer. The interest was in the cognitive processes a writer goes through, and research found that writing goes through varied stages, and that the writer moves back and forth between these stages throughout the writing process. Flower and Hayes (1981) are the most central theorists in the field of cognitive writing theory, and their research

contributed to establishing the study of writing strategies as a main field within writing research. The fact that one currently views writing as a cyclic and recursive process, where idea generating, drafting and revising are important elements, is due to contributions from the expressive movement and from cognitive writing research.

During the 1980s and 90s research and theory on writing took a turn toward the social and cultural aspects of writing (Hoel 1997). This change of perspective was influenced by theories which maintain that individual cognitive processes are not mainly universal, but influenced by social, cultural and historical contexts. In relation to the development of writing theories, the writer and the texts were now seen in a larger context in interaction both with social and cultural surroundings. These socio-contextual perspectives are largely influenced by theoretical contributions of Vygotsky and Bakhtin, and the relation between sociocultural theory and POW will be looked into further in section 2.5 below.

2.3.2 Three main approaches to writing pedagogy

The different approaches in writing pedagogy have largely evolved following the shifts and development in theoretical stances discussed in subsection 2.3.1. Most of the theories in the field of writing pedagogy have been developed within the frame of teaching L1 writing. However, these theories have informed research on the teaching of writing in FL/ SL settings, and there seems to be some transferability between L1 and FL/ SL pedagogies in this area. Within the limitation of a master's thesis, it will not be possible to go into the multitude of different directions within each approach nor to reflect all aspects of research and theory building in this complex and multi-faceted field. Thus, solely a brief schematic overview of three main approaches are given, and the relevance for the present study is implied.

2.3.2.1 The product approaches

The product approaches (also known as *rhetorical traditional approaches*) were the major approaches to writing theory and pedagogies before the 1970s. This is a view of writing as being primarily about linguistic knowledge. The focus was on the text as a completed product to be corrected and graded by the teacher. Thus, writing instructions put emphasis on appropriate use of vocabulary, syntax and cohesive devices. The practical implications of these approaches are an extensive use of model texts and controlled writing, and learning may be seen as 'assisted imitation' (Pincas, 1982, in Badger & White 2000). The product approaches are strongly teacher oriented in that the teacher provides stimulus and controls

much of the writing processes throughout. However, the aim of this modelled teaching of writing is that the learners eventually should be able to produce free writing (Badger & White, 2000).

Currently the product oriented approaches are viewed as somewhat dated in that there are no consideration of the writing process nor the writing situation in such instructions. However, research on writing in the foreign language classroom in Norway (e.g. Sandvik 2011, Burner 2015), as well as my own experience, lead me to believe that some writing instructions even today hold elements of the traditional product approaches. Furthermore, many of the adult participants in multicultural classrooms have backgrounds from school systems where teacher oriented pedagogies with a strong emphasis on correctness and product are dominant.

2.3.2.2 Process oriented approaches

The process approaches to teaching writing, although being many and different, share some main features (Badger & White, 2000). POW evolved as a reaction to the strictly form-based focus of the product approaches. In POW pedagogy, it is deemed important to make students aware of how writing goes through different stages and to give them practical tools in order to tackle the writing process. Accordingly, Zamel views writing as being 'a non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning' (1983, p.165).

In accordance with cognitive writing research, a writing process is both cyclic and recursive. Accordingly, in POW instruction writing plays a role in identity development and is regarded a tool for reflection and learning (Herzberg & Dysthe, 2012). A model of White and Arndt (1991) illustrates different stages and recursive aspects involved in writing processes (Figure 2.1).
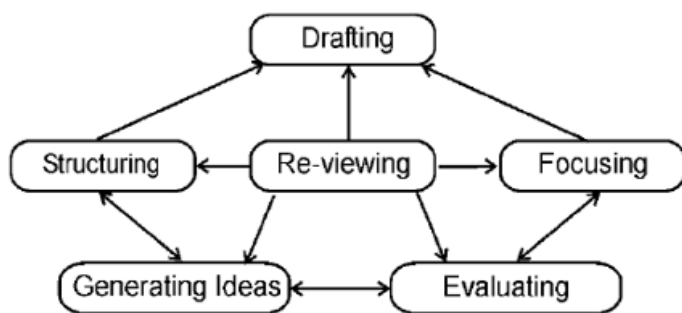
Figure 2.1 The writing process (Arndt & White, 1991)

It is interesting to notice that the principles of the writing processes as depicted in Arndt & White's model could be introduced as stages which writers typically go through individually. However, a core part of POW pedagogy is that students play active roles as resource persons for each other. This may happen through sharing ideas and assessing texts in peer response groups. The collaborative aspects of process writing and the role of peer response is a main topic for this study (see section 2.4).

The different stages of POW are given different names by different theorists, but these five stages are typically identified: pre-writing, drafting, revising, editing and publishing (e.g. Badger & White, 2000). In the pre-writing stages, ideas for texts are generated through gathering of information and brainstorming activities. The writer will have to consider the purpose and the intended audience for the text as part of this. When pre-writing is organised as collaborative activities, this could be viewed as an extended part of peer response (see more section 2.5). A central idea of POW instruction is that writers should draft and revise texts in order to obtain better quality of the products. Text revisions are based on response to drafts, and response is provided by teachers, peers, or both (Herzberg & Dysthe, 2012). At the editing stage, the writers would focus on correcting the text at local levels. The publishing stage involves ways of presenting the final products to others. In the present study, the participants went through two cycles of POW where all these the different stages were included.

Important ideological aspects behind POW pedagogy is that the teachers hold the roles as facilitators and counsellors for the students' writing processes. However, Dysthe & Herzberg (2014) address some of the criticism against POW, when they stress that such writing pedagogies do not mean abdication of the teachers. On the contrary, the implications of such

dialogue-based approaches to teaching require thorough planning and classroom management on the teacher's behalf.

2.3.2.3 The genre approaches

The genre approaches to writing instruction have often been regarded as a reaction to process approaches (e.g. Hyland, 2003). To view writing and the writer in light of the social and cultural context is vitally important in genre-based writing theory which developed from the 1980s, particularly in the USA and Australia. The use of authentic texts in language teaching is deemed important and the teacher plays an important role in giving explicit writing instructions. Many genre-oriented theorists have maintained that process writing have too much focus on the internal processes and developing the general expressiveness of the individual writer. There are also claims that POW instructions view the writing process as being the same regardless of who is writing and what is being written (Badger & White, 2000). Thus, some genre theorists argue that POW lacks the acknowledgement of writing as a socially situated activity (Atkinson, 2003). As will be discussed later in this section, this may have been particularly relevant with regards to POW in its most original form as it developed in the USA during the 1970s (see 2.3.3).

Hyland (2003) is one of the main theorists to criticise process approaches for being too underpinned by mainly individualistic, Western values and for not regarding the writer as part of a wider context. His concerns are the teaching of writing in L2 settings, and he argues that genre-based teaching offers the most efficient tools to reach students from different social and cultural backgrounds. Furthermore, it is an aim of genre based pedagogy to enable the students to participate efficiently in the world outside the language classroom. Thus, Hyland (2007, p. 151) argues that it is vital that we as teachers 'incorporate into our teaching the way language is used in specific contexts.' However, Hyland acknowledges that genre may be constraining on the individual writer's originality and creativity. Even so, he claims that knowledge of discourse and patterns for particular genres, will enhance the learners with a wider variety of options and give them more confidence when they are to write their own texts. Hyland puts it this way:

The ability to create meaning is only made possible by the possibility of alternatives. By ensuring these options are available to students, we give them the opportunity to make such choices, and for many L2 learners this awareness of regularity and structure is not only facilitating, but also reassuring (2007, p. 152).

There are three main directions within the field of genre theory. These are English for Specific Purposes (ESP), Explicit genre teaching (also known as the Sydney school) and The New Rhetoric approach. In pedagogical setting, ESP approaches have traditionally been associated with teaching genres which are to suit the communicative needs of particular academic and professional groups, such as in English for Academic Purposes. The New Rhetoric Approaches are the least school oriented of the genre approaches, and within this direction, there are some claims that writing cannot be learnt in inauthentic contexts such as classrooms (Hyland, 2007).

The theories of explicit genre teaching have been most relevant concerning the present thesis, in that it has been an aim to incorporate a focus of both product and process in the writing instructions (see more 2.3.3). This direction has its theoretical bases in Halliday's System Functional Linguistics and in Vygotsky's sociocultural theory (Hyland, 2007 p. 153). It draws attention to conventions of particular texts types used in different social contexts (genres). With reference to some of Halliday's terms, the learners need to be supported in understanding why they are writing the text (purpose), who they are writing the text for (tenor), what information the text should contain (field) and how to structure or present the text (mode) (Badger and White, 2000).

In explicit genre teaching, a model named the teaching-learning cycle has been developed in order to scaffold students' writing (Hyland 2007). The model involves the following stages: (1) Setting the context; focusing on genre traits and purpose of the writing, (2) Modelling; analysing model texts, (3) Joint constructions: teacher-led co-constructions of sample texts, (4) Independent constructions; students writing independently, yet monitored by teachers, (5) Compare; this includes transference of knowledge to other genres and writing situations. The first stages of the two POW cycles of the present study included a focus on text structure and genre traits, as well as the use of model texts. Thus, elements of this could be regarded to be in accordance with the first two stages of the teaching-learning cycle. This is related to applying a complementary approach of genre and process as will be discussed in the following subsection.

2.3.3 A complementary approach

The three main different directions when it comes to teaching writing have sometimes been presented as opposed to each other. However, it is possible to view the different approaches to writing pedagogy as complementary to a certain extent (Hoel 1997, Badger & White 2000, O' Brien 2004, Dysthe & Herzberg 2014). In the discussions of development of writing theories, also within an L2 frame, some genre theorists have introduced the term 'post process' (Atkinson, 2003). However, Matsuda (2003, p.65) argues that it is important to recognise that 'the notion of post process needs to be understood not as a rejection of process, but as a recognition of the multiplicities of L2 writing theories and pedagogies.' From this, I lead that both theorists within the field of process oriented approaches and in the genre based approaches recognise that there are elements to be learnt from each and that the field of writing theories are complex and in continuous development.

Hoel (1997) claims that the more 'extreme' versions of POW where the focus was only on process and individual expression, were not the versions to be introduced in the Norwegian L1 classrooms during the 1980s. A major reason for this may have been that in Norway POW was introduced at lower secondary level where the students and teachers had to keep focus on the final exams. Thus, the POW approaches would need to have a more specific focus on exam genres alongside with making the students aware of the different stages of the writing process.

In a recent article, Dysthe & Herzberg (2014, p.13), point out that POW pedagogies have developed and undergone changes since it appeared on the agenda in the USA in the 1970s. Process oriented approaches now acknowledge that students need assistance when they write, both prior to and during the writing process. Some of this assistance may come as explicit teaching of genre and using authentic model texts as part of this. Dysthe & Herzberg (2014) further state that all of this may be regarded common knowledge today. However, they claim that the term 'process oriented writing' itself may be blurring the fact that such pedagogy gives focus both to process and to product. Herzberg & Roe (2016) seem to agree upon this. According to them, the views on good writing instructions have taken a major shift from product to process approaches both in the school policies and in the Norwegian classrooms over the past decades. Furthermore, Herzberg & Roe maintain that 'the Norwegian version of process writing includes explicit instruction in genre forms, and the "process versus genre" controversy has not been an issue' (2016, p.557).

Badger& White (2000) review the benefits and constraints of the three main approaches to writing instruction linked to EFL settings. According to them 'an effective methodology for writing needs to incorporate the insights of product, process and genre approaches' (2000, p.157). Consequently, Badger & White have suggested what they call a process - genre approach to writing instruction, which is illustrated in Figure 2.2 below.
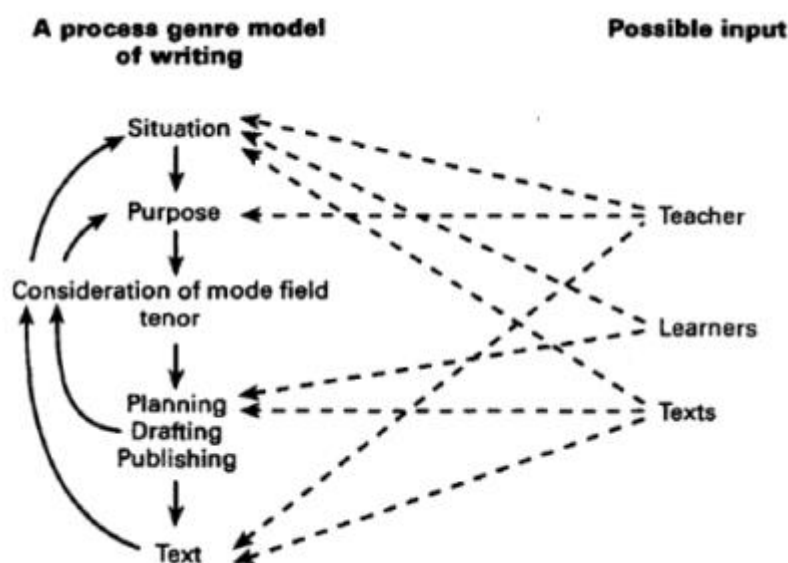
Figure 2.2 **The process-genre model (Badger & White, 2000)**

As seen from this model the teacher, the learners and the texts all play roles in writing processes. Badger & White have labelled this 'possible sources of input'. The way I see it, this should be extended to include the roles of teachers, peers and texts as interactants during the actual writing processes. However, it is interesting to consider this model in relation to views that writer need knowledge related to situation and text conventions, as well as developing awareness of the stages to go through when producing a text.

2.4 Peer response

Peer response is a key element in POW and particularly important when looking at POW from a sociocultural frame which is the case in the current study. Thus, working in peer response groups has played an important part here. Furthermore, research in the field indicates that the implementation of peer response groups where peer assess each other's text may be a challenging aspect of POW (Hoel 1995, Herzberg & Dysthe 2012, Roe & Helstad 2014). Therefore, I have found it relevant to include a separate section on this topic.

2.4.1   Defining peer response

Text revision and feedback on different drafts throughout the writing process are vital parts of POW. Such feedback may come from peers as they organise in peer response groups. Lui & Hansen define peer response like this:

> Peer response is the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing (2002, p 1).

Hansen and Lui (2005) claim that an important theoretical frame for peer response is to be found in Vygotsky's theory of the Zone of Proximal Development (ZPD). There are also other learning theories that support the idea of peer response such as collaborative learning theory and interactionist theories of SLA. The sociocultural aspects concerning POW and peer response will be discussed further in section 2.5 below.

 In the following, I have chosen to view peer response in a wide definition of the word and as peer activities which may take place at different stages of the writing process. Thus, peer response is a component when students are sharing ideas in the planning phase, as well as when reviewing texts in response groups (Ferris and Hedgcock 2004, Hansen and Lui 2005). Hoel (2000a, 2007) defines response in an even broader perspective. She maintains that most literature in the area of peer response and response work is too restricted to response given to text drafts, which are to be further developed into final texts.

According to Hoel (2000a), one needs to go beyond the more limited view on peer response and regard many different processes in the classroom as response work. This is necessary in order to succeed in building the students' response skills. According to Hoel, a broader definition of the term response could view 'response' as synonym to 'reaction' (Hoel 2000a, p. 200, my translation). Thus, reading and responding to literature, classroom discussions and presentations are elements which will build the students' response competences. Adding to this, allowing and encouraging the students to wonder, evaluate, ask critical questions, using their imagination in relation to working with both reading and writing of texts may break ground for peer response. Hoel (2000a) views this to be important parts of building the classroom culture for response. Working with response in this extended way will make the actual activities in peer response groups concerning the students' own texts less strange and

different. Hoel's reference for research and theory is L1 writing. In my view, this is most transferable to teaching writing in the EFL classroom. Furthermore, this extended view on peer response should also be regarded in connection dialogic pedagogy and writing instruction (see subsection 2.5.3).

2.4.2 Possible benefits and constraints of peer response

Ferris & Hedgcock (2005) talk about principles for peer response as 'building a community of writers'. In a review of the relatively short history of research in the field of peer response in L2 writing instruction, they come up with conflicting views on how efficient this tool is.

Some early L2 writing researchers share the enthusiasm of many L1 writing instructors of the 1970s and 80s and regard peer response as an alternative to teacher feedback and as facilitating language acquisition due to its interactive character (e.g. Zamel 1982, Long & Porter 1985). It may be an important distinction to make that presently peer and teacher assessment are mostly regarded as complementary. Thus, peer response is not meant to replace the teacher's assessment (Dysthe &Herzberg, 2014).

However, that peer response work offers opportunities for learning through collaboration gets wide support. Mangelsdorf (1989, in Ferris & Hedgcock, 2005)) is one of the theorist in favour of this, and she has conducted research which found specific benefits for L2 students' linguistic development through engaging in peer response. These kind of activities built communication skills and offered the students opportunities to negotiate, test and revise their L2 hypotheses. Ferris & Hedgcock (2005, p 226) add to this by stating that in peer response groups 'students can engage in unrehearsed, low-risk, exploratory talk that is less feasible in classroom and teacher-student interaction'. Furthermore, peer response could build classroom community and strengthen social ties (Mendonça & Johnson, 1994, Lui & Hansen, 2002).

On a critical note, some theorists have warned against transferring techniques from L1 writing directly to L2 classrooms and there are claims that peer response presents particular challenges to L2 writers due to culture, language and affective constraints (Ferris & Hedgcock, 2005). Concerning cultural constraints, Carson & Nelson (1994) have identified different views on group work by participants from individualist and collectivist cultures. These aspects may create challenges as to implementing peer response in culturally mixed groups. According to Carson & Nelson, it is a main aim in collectivist cultures to maintain harmony among group members when attending group work. Thus, in the case of peer

response work, some participants may be reluctant to offer feedback which may create conflict or possibly offend other members. However, from individualist perspectives the main purpose of peer response groups is to give support to the individual writer and not to consider so much the benefits of the group. Consequently, Carson & Nelson's research could support some of Hyland's views when he maintains that POW mainly 'incorporates an ideology of individualism which L2 learners may have serious trouble accessing' (Hyland 2003, p. 20).

Hansen & Lui (2005) argue for peer response as an effective tool for teaching and learning writing in a second language. They put it like this: 'When properly implemented, peer response can generate a rich source of information for content and rhetorical issues enhance intercultural communication and give the students a sense of group cohesion' (2005, p.31). Furthermore, Lui & Hansen (2002) give an extensive review of research on peer response, including some of the studies which are mentioned above. They found that benefits and constraints of peer response relate to four main categories: cognitive, social, linguistic and practical, as summarised in Table 2.1 below.

	Cognitive	Social	Linguistic	Practical
Benefits	1. Exercise thinking 2. Take active role in learning 3. Engage in explanatory talk 4. Build critical skills 5. Demonstrate and reinforce knowledge 6. Build audience awareness	1. Enhance communicative power 2. Receive authentic feedback 3. Gain confidence and reduce apprehension 4. Establish collegial ties and friendship 5. Influence learners' affective state	1. Enhance meta-linguistic knowledge 2. Explore linguistic knowledge 3. Gain additional language skill practice 4. Enhance participation and improve discourse 5. Find right words to express ideas	1. Applicate across student proficiency levels 2. Flexible across different stages in the writing process 3. Time-efficient in some cases 4. Reinforces process writing
Constraints	1. Uncertainty concerning peer's comments 2. Lack of learner investment	1. Discomfort and uneasiness 2. Lack of security in negotiating meaning 3. Commentary may be overly critical	1. Too much focus on surface structure 2. Lack of L2 formal schemata 3. Difficulty in understanding foreign accent	1. Time constraints 2. Counter-productive feedback 3. Lack of student preparation

Table 2.1 Benefits and constraints in using peer response (Lui & Hansen, 2002, p.8)

I find that the aspects presented above may have relevance when reviewing several aspects of POW, not merely aspects of working in peer response groups. This is also in accordance with the extended view on peer response (see subsection 2.4.1).

2.4.3 Implementing peer response

Both Hansen & Lui (2005) and Hoel (2007) point out that implementing peer response in the writing classroom is not an easy or straightforward procedure whether in an L1 or an L2 classroom. According to Hoel (2007), introducing POW implies more than merely introducing new work methods. For many learners, POW may also entail new ways of thinking about writing as well as of engaging in collaboration. In addition, POW instruction warrants the participants to take on a more active role in their own learning than what may have been customary. This might particularly be the case in the settings of adult multicultural

classrooms, where many of the participants may have been used to more teacher-oriented instructions previously.

There are many possible pitfalls and challenges which the teacher needs to consider carefully in order to make peer response worthwhile and for it to be a beneficial part of teaching and learning writing. Hansen & Lui put it this way: 'The key to making peer response a welcome component in writing classrooms lies in teacher planning and student training' (2005, p.32). Some recent research in ESL/ EFL contexts confirm positive effects of giving participants explicit training in peer response (Hu, 2005, Min 2013, Zhao, 2014).

Theorists in favour of peer response outline several guidelines to be considered before introducing peer response in the classroom (Lui & Hansen 2002, 2005, Ferris & Hedgcock 2005, Hoel 2007). They also discuss how to make peer response an integral part of the writing classroom. Some of this should be seen in relation to extended definitions of peer response discussed in subsection 2.4.1 above. Many of the guidelines overlap, and it would exceed the limitations of the present thesis to go deeply into all of them. Thus, I have selected some major principles which have served as guidelines for me in planning and conducting the teaching sequences as part of the research in this study. Moreover, these principles will serve as reference points regarding the discussions of findings of the data material.

- Work with class culture to establish peer trust and make students prepared for peer response.
- Facilitate the process towards giving criteria based response
- Create appropriate peer response sheets for the given tasks
- Model the peer response process and set up mock peer response activity.
- Plan when to introduce peer response and when to use teacher feedback.
- Monitor student and group progress.
- The teacher should model response in own assessment practices.

(*Based on Ferris & Hedgcock 2004, Hansen & Lui 2005, Hoel 2007*)

2.5 Sociocultural approaches to learning and POW

As stated above, major concepts of contemporary POW are based on learning through interaction and collaboration. During the writing process, the students collaborate and negotiate meanings through discussions of text conventions in the preparatory stages, and

through peer response work both at the idea generating and response group stages. Furthermore, the participants of POW usually engage in the reading of model and/or inspirational texts and other students' texts. In turn, this may lead to dialogic encounters with texts, adding to the dialogue amongst peers through the classroom activities. The writers may also engage in dialogues with own texts through presenting them to others and through doing revision work. In this manner, the ideas behind POW instructions relate to sociocultural theories of learning (Hoel, 2000a, Lui & Hansen 2002, Dysthe & Herzberg, 2014). Consequently, some of the results of this study are discussed in light of SCT (see Chapter 4).

The field of sociocultural theory (SCT) is vast and multifaceted, and to go into a wide account of this fall far beyond the scope of the present thesis. However, a central idea in SCT is that individual cognition relates to and depends on the wide frames of social, cultural and historical contexts. In relevance for this thesis, SCT has had major impact on development in contemporary SLA research, as well as in the field of writing research and pedagogies both in L1 and SL/FL settings since the 1980s (e.g. Hoel 1997, Lantolf & Thorne, 2006). As a backdrop, it is worth keeping in mind that The English subject Curriculum (LK06, Udir 2013) build on principles of CLT, which in turn are rooted in sociocultural views on learning. In the following, the concept of learning in the ZPD, the role of collaboration, and some aspects of dialogic pedagogy are discussed in relation to POW instruction.

2.5.1 Learning in the ZPD

One major contribution of Vygotsky (1978) within the field of cultural and educational psychology is the concept of 'the zone of proximal development' (Lantolf & Thorne, 2006). This concept relates to how individual cognitive development results from social ineraction. As defined by Vygotsky, the ZPD represents 'the distance between the actual development as determined by the independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (1978, p. 86). In other words, the ZPD relates to what an individual (or a group) is capable of doing without support from others and the potential of what may be achieved through assistance. A key to this concept lies in the retrospective aspect of reviewing the actual level of mental development in the individual and the prospective of assessing possible future development through the ZPD. Thus, in a school setting, the understanding of ZPD may offer educators a conceptual tool for assessing students' present development stages, and based on this create conditions for learners' future development and

growth (Lantolf & Thorne, 2006). In my opinion, it is interesting to view learning in the ZPD in relation to theories of formative assessment, which entail intentions of providing learners with assessment of the quality of present achievements and to feed forward on what and how to improve. This will be discussed further in section 2.6.

2.5.2   The role of collaboration

According to Lantolf and Thorne (2006, p 269), 'one of Vygotsky's most important findings is that learning through participation precedes and shapes development'. Hence, a pedagogical implication would be to ensure that learners take an active part in their learning through participation in collaboration and dialogue. The classical interpretation of development in the ZPD is that it involves instruction through dyadic relations between novice and expert. However, understandings of learning in the ZPD have developed over time. Neo-Vygotskian interpretations are influenced by constructionist or co-constructionist views on learning, and tend to view development in ZPD as part of processes where learners jointly build knowledge through working with problem-solving activities (Mitchell, Myles & Marsden, 2014 p. 224). This corresponds well with intended learning effects of the interactional and collaborative activities included in POW instructions.

In light of SCT, Donato (2004) defines collaboration as learning processes which go beyond more loosely configured individual development. According to him, group members collaborating in meaningful core activities hold the potential of forming collective expertise. Thus, the pooling of resources in a group may lead to the collective being able to accomplish tasks which the individual members would not be able to carry out on their own. Donato further points to the fact that both temporal and relational aspects are important to consider in order for a collaborative culture within groups to develop. These perspectives correlate with research in the field of POW, where it is held vital to work on developing a culture for collaboration in order to succeed with peer response activities (Ferris & Hedgcock, 2005, Hansen & Lui, 2005 and Hoel, 2007).

2.5.3   Dialogic pedagogy and POW

The focus of Vygotsky's theories mainly concern individual and/or group development through interaction with the social environment at more local levels. This may be complemented with Bakhtin's theories of the individual in interplay with broader cultural,

historical and institutional contexts (Hoel, 1997, Wells, 2007)[3]. According to Dysthe (1997, p 49), Bakhtin uses dialogue at three different levels. Dialogue at macro levels relates to Bakhtin's views of human existence as being fundamentally dialogic (a universal view). At micro levels dialogue entails the process of generating meaning through interaction (a situated view). A third concern is the relationship between monologue and dialogue.

In this context, the understanding of dialogue at micro levels seems to be most relevant. In a Bakhtinian view, meaning is generated in the interaction between 'self' and 'others'. The essential view is that not the individual, but 'we' create meaning. Through response from 'others' new understandings may be generated. Thus, there are reciprocal relationships between speakers and listeners, writer and readers. Dialogic meetings entail that negotiations amongst participants create new meanings which are unique to the current situation. At the same time, when students in a school setting jointly create new meanings through responding to the utterances of others, a network of other voices are activated. This relates to what the participants of the dialogue bring with them from what they have read, heard or seen previously in other settings. Thus, all utterances (written and spoken texts) should be viewed in sociocultural and historical contexts as well as in relation to the local here and now situations (Dysthe, 2012). In accordance with this, Bakhtin views all utterances as part of an ongoing dialogue and thus, utterances (texts) may be seen as links in a dialogic chain (Dysthe, 1997, Wells, 2007).

Dysthe (1997) discusses how writing is contextualized at three different levels: the immediate writing situation (e.g. to write an assignment in EFL), the institutional context (e.g. lower secondary education for adults in Norway) and the sociocultural and historical context. All of these contextual matters are embedded in Bakhtin's concept of 'speech genres'. In this, genre is defined as 'relatively stable and normative forms of utterances available to the individual speaker or writer, which at the same time are flexible' (Dysthe, 1997, p. 53, my translation). Particularly relevant for POW in the current setting, is that the understanding of genres in a school context may vary greatly from different countries as well as from different school systems and between conventions of different subjects. Moreover, the discourse of different institutional settings may include varying conceptions of what a writing process includes and affect the types of texts students are required to write. Exams are probably the field where the

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[3] The theories of Bakhtin are complex and have been interpreted and extended by several theorists in differing fields. In this thesis, some of the concepts of Bakhtin are discussed mainly with reference to Dysthe and her theories of the multivoiced classroom and with relevance for POW instructions.

institutionalised impacts are most visible, according to Dysthe (1997). Thus, the relevance of including the explicit teaching of genre conventions in classrooms as heterogeneous as the one in this current study may be of particular importance. Adding to this, negotiations that may lead to improved understandings of texts and of different writing assignment should be encouraged.

Moreover, for a teacher it is important to consider that a classroom is always potentially multivoiced since it is comprised of participants from varied backgrounds and with many differing views and opinions. According to Dysthe (2012), it requires particular considerations and efforts on a teacher's behalf to be able to take advantage of this multivoicedness as a potential for learning. This may require to work on classroom culture in order for dialogic encounters to occur (see also in relation to e.g. Hoel in subsection 2.4.1). In a Bakhtinian understanding of dialogue, it will not suffice that multiple voices exist side by side; neither is reaching consensus an aim. Hence, it is vital to invite confrontations and exchange of differing views, since constructive exchange of opinions may lead to new understandings for the participants. This may challenge both the teacher and the learners if they view knowledge as established truths. Furthermore, it urges a willingness to live with and accept differences (Wells, 2007, Dysthe 2012). The reward may be that the dialogic encounters enriches the participants through the creation of new understandings. In my experience, the adult language classrooms where learners bring with them such a multitude of backgrounds and experiences may be particularly good arenas for such negotiations of meaning to take place.

2.6 Formative assessment and POW

Some of the principles of POW could be viewed in light of central ideas of formative assessment. Through engagement in peer response groups, which alternatively is labelled *peer assessment* by some, students are challenged to actively participate as resources for each other in their learning processes. Constructive formative feedback from both peers and teacher are important components during the writing processes. The intentions are to create awareness in order to scaffold text revision and, thus, to improve final text outcomes. Furthermore, awareness raising is an aim in POW, concerning both what a writing process constitutes and what criteria for a 'good text' holds in different discourse settings. Accordingly, to engage learners in the learning processes, to produce constructive feedback, and to heighten learners and teachers' understanding of goals for learning tasks and to be able to assess progress

towards these aims, are major issues in contemporary views on assessment. Thus, it may seem relevant for the present thesis to look into some theory in the field of formative assessment[4].

2.6.1   The basic principles of AfL

The role of assessment in educational settings has gained increased attention over the past 20 years (Burner, 2015, Dysthe, 2008). Summative and formative assessment are two central terms in this field. In a very brief definition, summative assessment intends to measure knowledge through tests and seeks to range the level of the learners' present achievements through marks or scores. This is also much referred to as assessment *of* learning and such testing of knowledge hold long traditions in educational systems in Norway and internationally (Dysthe, 2008). Formative assessment generally takes place as part of the learning and is often labelled assessment *for* learning (AfL) in education policies and school settings (Burner, 2015). AfL practices seek to involve the learners actively in their own learning processes and views learning as something which takes place in an interplay between teacher and learners, as well as between peers. According to Dysthe (2008), the development of formative assessment links closely to the growth of cognitive, constructivist and sociocultural theories of learning which have emerged since the 1980s. William reflects some of these contemporary views on learning when he states that 'Teachers do not create learning, *learners create learning*, teachers create the conditions in which students learn' (2006, p.3).

Research in the field indicates that formative assessment during the daily work in the classroom has a strong impact on students' learning (Black and Williams, 1998, Hattie and Timperley, 2007). According to William (2006, p.13), 'assessment is the bridge between teaching and learning.' He continues by stating that formative assessment is the only way to find out to which degree what has been taught has been learnt. Thus, a main aim of formative assessment is to gather information about what learning has taken place in order to give future directions for the teaching and learning processes (Dysthe, 2008, William, 2006). Furthermore, it is needed to develop mutual understandings between teachers and students about what the concept of formative assessment implies in order for this to be an efficient tool to enhance learning (William, 2006, Burner, 2015).

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[4] The terms formative assessment and assessment for learning (AfL) are used interchangeably throughout this thesis. 'Formative assessment' is more the scientific term, whereas at policy levels and in schools AfL is most used (Burner, 2015).

In order to implement AfL, William (2006, p. 6) differentiates between strategies and techniques. He views the following five key strategies as being essential:

- clarifying and understanding learning intentions and criteria for success
- engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- providing feedback that moves learners forward
- activating students as instructional resources for each other
- activating students as owners of their own learning

William (2006) further argues that working on at least one of the key strategies above is conditional for practising formative assessment. The underlying idea is that teachers should continuously use 'evidence of student learning to adapt teaching and learning, or instruction, to meet student needs' (ibid, p 6). In other words, it is held vital that the gathered information about students' learning is subsequently acted upon. In Norway, learners both in primary and secondary schools and in adult education are granted statutory rights to receive AfL through the regulations of the Norwegian Education Act (§ 3.11, 2009 and 2015, § 4.1, 2009). Thus, the Norwegian Directorate for Education has formulated four key principles for formative assessment which are in accordance with William's strategies above (Udir, 2011).

Hattie and Timperley (2007) state that 'feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.' In their review of research, they have found that the type and the mode of feedback are influential factors. The timing of feedback is also important. Furthermore, Hattie and Timperley maintain that the purpose of feedback is 'reducing the gap' between current understandings or performance and a desired goal. Students and/or teachers should ask three major questions in assessment practices:

1. *Where am I going?*   This relates to directions and goals – referred to as feed up.
2. *How am I going?*   This relates to present achievements – referred to as feed back.
3. *Where to next*?   This relates to how to improve – referred to as feed forward.

(Hattie and Timperley, 2007)

William and Thompson (2008, in William 2011) identify three categories of actors involved in formative assessment: teachers, peers and individual learners. In accordance with Hattie and Timperley (2007), they propose that there are that there are three processes involved:

identifying where the learners are in their learning, where they are going and how to get there. Figure 2.3 is a matrix where William's five key strategies for AfL are organised in accordance with the processes and actors involved.

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying and sharing learning intentions and criteria for success	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating learners as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	Activating learners as the owners of their own learning	

Figure 2.3 Aspects of formative assessment (William and Thompson 2008, in William 2011)

In my view, it is possible to detect links between AfL and theories on learning in the ZPD from the model above. Lantolf and Thorne (2006, p 263) say that 'ZPD oriented assessment provides nuanced determination of both development achieved and development potential.' This may correspond to the stages of assessing 'Where the learner is now' and 'Where the learner is going' in the matrix above. Moreover, the collaborative aspects and the principles of activating learners in their own learning processes correspond with SCT on learning.

The aspects regarding peer roles in William and Thompson's model (Figure 2.3) correlate to implementation of peer response activities in POW. Peer work where learners act as instructional resources for each other is a core element in POW instructions. Furthermore, both teachers and peers should be involved in the processes of understanding of intentions and clarifying criteria of learning, according to this model. This correlates with contemporary views on POW where the teacher plays the vital role as facilitator and is the one who has the ultimate responsibility to guide the leaners towards a goal (see e.g. the genre process model of Badger & White and Dysthe & Herzberg, 2014, subsection 2.3.3).

2.6.2 Formative assessment in ESL/EFL writing

Lee (2007) argues that there is a particular need to address the issue of formative assessment in the ESL/ EFL writing classrooms. He says that POW pedagogies usually entail aspects AfL as an integral part. However, he points out that POW instructions seem to be most widespread in the USA. Here it should be added that POW has spread to other Western pedagogical settings, and has had a large impact on writing instruction in Norway (Herzberg & Dysthe, 2012). However, when Lee argues that POW has not become part of 'the common knowledge' in many other cultural settings, this is of relevance to the adult classrooms as in this study where the participant come from a wide variety of backgrounds.

Lee's argumentation should also be read with reference to research which stresses possible constraints of introducing peer response (see 2.4.) and regarding Hyland's claims that POW favours mainly learners of Western middle-class backgrounds (Hyland, 2003, 2007). This implies that in order to implement POW in the adult language classroom one may need to be particularly attentive to clarifying and sharing learning intentions. This is in accordance with responsibilities prescribed to the teachers in William and Thompson's model above (Figure 2.3).

2.7 Review of relevant writing research in a Norwegian context

Torlaug Løkensgaard Hoel has been a pioneer regarding POW in Norway. Her doctoral thesis from 1995 was based on research on POW in a classroom at upper secondary level where she held the dual role of teacher and researcher. In line with the current study, she studied aspects of POW from a learner's perspective. Contrary to the present study, her study was conducted in a more homogenous L1 classroom at upper secondary level. Furthermore, her study focused more specifically on working in peer response groups, whereas the present study seeks to identify the participants' views on a broader range of POW activities. However, the findings from her doctoral work as well as other work by Hoel, have served as major sources of inspiration when planning and conducting the current research. Her work has also constituted important theoretical references when discussing the results of the present study (see more subsection 2.3.3, section 2.4, and Hoel 1995, 2000a, 2000b, 2007).

Literacy skills are mandated as an integral part of all subject areas at all levels (year 1 -13) as from the introduction of LK06. Concerning writing as a key competency, the SKRIV programme (2006 -2010) investigated how writing in the content areas was practised in 14

kindergartens and schools (primary to upper secondary levels). The research focused on five different subject areas, out of which the English subject was not included. The analyses of the results built on a triadic view on writing. According to this, writers need to consider purpose (why and for who), content (what) and form (how) in order to produce adequate texts (see in relation to genre theory in subsections 2.3.2 and 2.3.3). One main finding from SKRIV was that the classrooms were dominated by writing assignments without a clear purpose and with the teacher as the only audience (Smidt, 2011). One means to address these findings may be to offer opportunities for learners to present their writings to a wider audience. Accordingly, the POW instructions of the present study have included the stages of peer response and publication of text products.

Furthermore, Herzberg & Dysthe (2012) have done a review on the role of POW in Norwegian school settings today. They argue that to include elements of POW is presently considered part of 'the common wisdom' in writing instructions within the Norwegian subject area. This relates to the fact that writing instructions typically include stages of pre-writing which contain explicit genre instructions and idea generating. There is also extensive focus on text revision, often based on feedback. This is further confirmed by Roe & Helstad (2014) who have conducted surveys concerning the practices of POW among lower secondary teachers of Norwegian at three different points in time, in 1996, 2002 and 2013. However, the number of teachers who include peer response groups in writing instructions have decreased between 1996 and 2013. A majority of the teachers seem to have doubts regarding the benefits for participants, and many teachers do not think that learners hold necessary competences to provide assessment (Helstad & Roe, 2014). The present study differs from the research above in that it is conducted within the field of EFL and not in the area of L1. Furthermore, the focus of this study has been to find learner perspectives rather than teachers' views on POW instructions.

The implementation of writing as a key competency in all subject areas (LK06), call for further research in the area of writing in Norwegian schools (Smidt, 2011, Herzberg & Dysthe, 2012, Helstad &Roe, 2014, Herzberg & Roe, 2016). However, in my literary review I have not found much research concerning writing instructions in the English subject area.

The most relevant studies, which I have found, regarding writing in a foreign language (including EFL) in a Norwegian school context, seem to have focus on writing and formative assessment. The relevance for the present study relates to the fact that formative assessment

may be regarded as an integral part of POW. This pedagogy has an aim of improving students' text revision skills and includes aspects of both teacher and peer assessment.

Mørch & Engeness (2015) have conducted a case study on POW in the English subject area at upper secondary level. This case study on essay writing in EFL had focus on multiple ways to organise formative assessment in order to supplement the teacher. The study compares the effect of computer assisted assessment (focus group) to peer assessment (control group) throughout a writing process which included three iterations of the texts. The conclusion of this case study is that both computer assisted assessment and peer assessment have considerable effect on end results. Relevant for the current study is the confirmation of the fact that formative assessment and opportunities to engage in peer discussions are advantageous regarding text production. As a difference from the study above, the present study is conducted at lower secondary level, and it does not attempt to measure outcomes of POW regarding the final texts.

Burner (2015) has conducted research on AfL and writing across EFL classrooms in a lower secondary school. In his mixed method study, he investigated both teachers' and students' perceptions of AfL. Burner concludes that there is a need to develop mutual understandings between learners and teachers of what practising AfL in the writing classroom entails. Some main findings of his study indicate that the students are only to a small extent engaged in assessment practices regarding their written texts in English. The students express wishes to become more involved in this field. Students who speak other languages than Norwegian at home score the highest with respect to this. Relevant to the present study, Burner maintains that his findings 'highlight the significance of talking more about the whys and hows of assessment with students, maybe more so with non-Norwegian speakers/multi-linguals, who experience even more the need to be involved in assessment practices' (2015, p. 15).

Another study considered relevant for this current study is the doctoral work of Sandvik (2011). Her dissertation addresses writing and assessment practices in German as a foreign language at lower secondary level. The main aim of Sandvik's work has been 'to contribute to an increased understanding of the link between assessment and writing in foreign language teaching' (2011: vii). Like Burner (2015), she holds it vital that teachers and students have common references concerning assessment, something which will strongly influence the assessment culture in the classroom. Particularly relevant for the present study, is Sandvik's research on peer response. Her findings view peer assessment as a possible mediating factor

in enhancing writing skills. In her material, the participating students report positively towards peer assessment as a tool for improving their written texts (Sandvik, 2011, pp. 181-183). It is also relevant that Sandvik discusses assessment and writing in a foreign language in light of SCT.

With the only exception of Hoel's doctoral work, the studies presented in this section are conducted by external researchers. Moreover, none of the research is conducted in the field of adult education. Thus, the teacher- researcher and the adult learner perspectives of this study may add to the knowledge base in the field of teaching writing both within the English subject area, as well as in other SL/FL settings.

3. Methods and material

3.1 Introduction

In section 1.3, I discuss some of the ideas of and rationale for being a teacher- researcher. The first section of this chapter adds to this and gives an outline of some theoretical foundations for action research (AR) in order to give a methodology framework for this study. Next, two sections describe the material and procedures of the study. Included in this, there is an overview of the context and the participants as well as an overview of the teaching material of the study. Then follows a section where the different methods of data collection are accounted for. In the final section, challenges and possible limitation of this study are discussed, hereunder, critical elements of validity and ethics when doing research among my own students.

3.2 Methods

3.2.1 Why action research?

The main aim of this study has been to learn more about the teaching and learning of writing in a multicultural adult EFL classroom at primary and secondary level (*Grunnskole for voksne*). In order to become a more informed teacher and to develop my own teaching practices in this field I have taken on an AR study in my own classroom where I have had a dual role as both teacher and researcher. I have wanted to learn more about teaching EFL writing in general and more specifically about POW. Thus, I have sought to find out how my students perceive this writing methodology. Accordingly, this study has had the following research questions (see also section 1.4):

1. How do adult students in a multicultural EFL classroom respond to process oriented writing with an emphasis on collaborative activities?
2. Which parts of process oriented writing do the participants find most useful and/or challenging?

Doing research includes making several choices and an important part of this is to consider which research design is most relevant to answer your research question(s). Since an overarching aim of this study has been to enhance learning both on the participants' and the teacher-researcher's behalf, I have found AR a suitable design. According to Creswell (2012,

p. 577) AR could be used 'when you have a specific educational problem to solve', and he states that '… the scope of action research provides a means for teachers or educators in a school to improve their practices of taking *action* and to do so by participating in *research*'. Furthermore, AR has a practical approach as it searches to find answers to research questions through systematically examining practice and to enhance professional learning and/or lead to change or improvement in the field which is being examined (Burns, 2010, Creswell, 2012).

3.2.2   Action research

The social psychologist Kurt Lewin first coined the term 'action research' in the 1930s when he introduced group discussions to enhance social conditions. These group processes consisted of four basic steps: planning, acting, observing and reflecting. These are the basic underlying principles for AR where 'action' and 'research' are brought together through a cyclic approach. Theorists refer to this as an action-reflection cycle, and the cycle is frequently expanded into a spiral where the critical reflections on and evaluations of implemented actions may lead to new cycles to further develop the practice in the field (Burns, 2010, McNiff & Whitehead, 2011, Creswell, 2012). This cyclic approach is illustrated in figure 3.1 below.
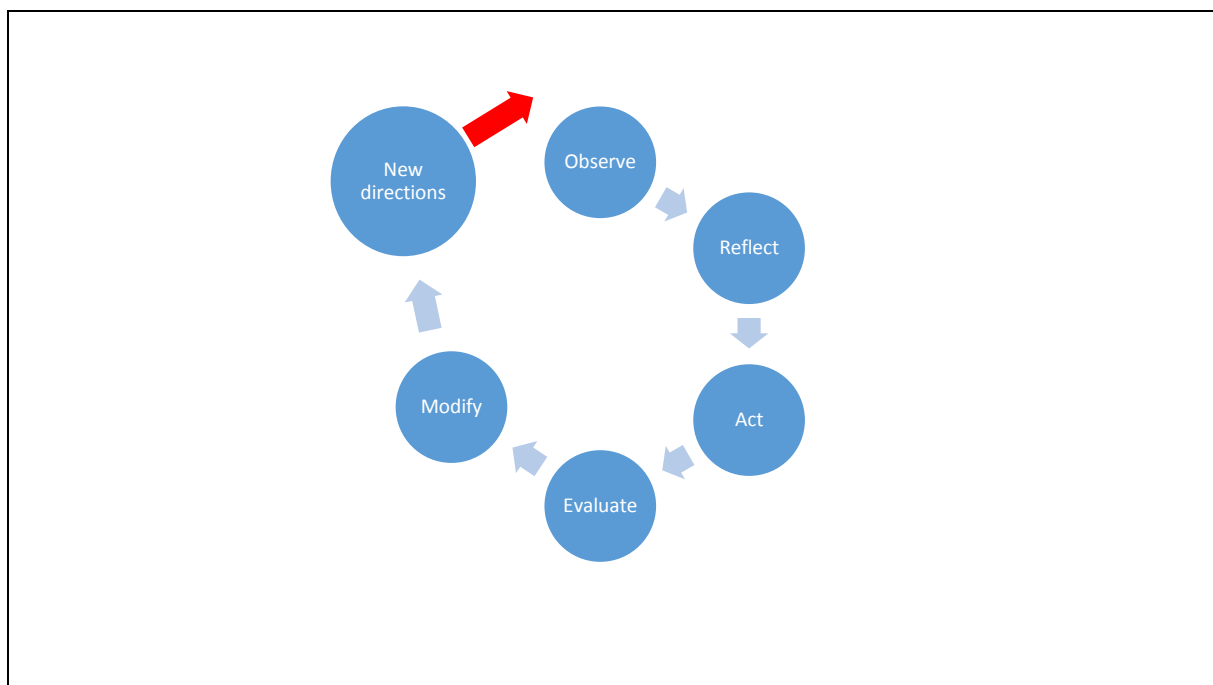
Figure 3.1 The action-reflection cycle (McNiff & Whitehead, 2011 p. 9)

3.2.3 Action research and this study

AR is distinctly different from most other research designs in that it involves practitioners as researchers in one way or the other. However, there are many different views on and ways to conduct AR. Mc Niff & Whitehead (2011) use a metaphor to describe this diversity when they speak about 'the family of action research' where the different family members have developed different interests and opinions on what AR is and how it should be carried out.

It would go beyond the scope of the present thesis to go deeply into these matters, but a major distinction could be made between AR projects which involve external researchers, and those where practitioners carry out research on their own. McNiff & Whitehead (2011) refer to the first as 'interpretative action research' and they name the other main direction 'self-study action research' or 'living theory action research'. Furthermore, Creswell (2012) distinguishes between practical AR where '…educators seek to enhance the practice of education through the systematic study of a local problem' (2012:579), and participatory AR which is more social and community oriented and seeks to bring about change at organisational, community or social level.

With all the different sub-groups and the different terms used in the field of action research, it may be hard to define each study as either one or another 'type' of AR. The current study could be defined as practical AR (Creswell, 2012) in that it seeks to find answers to how to improve teaching of EFL writing in a local setting, namely my own classroom. Moreover, the study is conducted with an 'I' perspective in that I hold the two roles as both practitioner and researcher. It has been an aim to enhance learning on both the practitioner researcher's and the participants' parts. Thus, the negotiation of meaning and the collaborative aspects of the process have been vital. Thus, this links the AR approach in this study to SCT and dialogic theories, which are discussed in section 2.5. Moreover, the study builds on theories of others in the field of teaching FL/SL writing. Through systematic inquiry and reflective and critical analyses of both the processes in the classroom and the gathered data in light of these theories, the results of the study might lead to new and more informed practices on my behalf. Furthermore, this may, even if in small-scale, contribute to some new theoretical perspectives in the field of teaching FL/SL writing in multicultural adult classrooms and hopefully give some information relevant to teaching and learning writing in other types of classrooms as well. The transferability from the local context to other relevant settings would be in

accordance with the way I understand McNiff & Whitehead's (2011) living theory action research.

3.2.4 Methods of data collection in AR

Data in this study have been collected through:

- Participants' individual questionnaires/ learning logs
- Focus group interviews
- Teacher-researcher's logs and field notes

AR studies typically make use of several methods for gathering data, and this often involves a mix of quantitative and qualitative sources (Burns, 2010, McNiff & Whitehead, 2011, Creswell, 2012). Since the main purpose of the study has been to investigate the participants' thoughts, opinions and experiences about the matters in question it may be classified mainly as qualitative research (Creswell, 2012, p. 17). Furthermore, the study has a local setting with few participants, which may make it difficult to generalise about the results, which is often an aim in quantitative research. In qualitative studies, the focus is rather on whether knowledge produced in a study is transferable to other situations (Brinkmann & Kvale, 2015). However, this study also contains quantitative material from some of the closed questions in the evaluation questionnaires.

Mills (2011, in Creswell 2012, p. 590) has organised the different both qualitative and quantitative sources of action research into three dimension:

- Experiencing – observing and taking field notes
- Enquiring – asking people for information
- Examining – using and making records

The three Es of Mills above are represented in the data material of this study. The teacher's logs are based on Experiencing, whereas using questionnaires and focus group interviews covers Enquiring. The audio-recording of the focus group interviews and the written material gathered in the students' questionnaires fall into the category of Examining, as do the overall analyses of the gathered material.

3.3 Context and participants

3.3.1 The context

This study has been carried out in an adult evening class of English at primary and secondary level (*Grunnskole for voksne*). These kind of courses run over two years with two evening classes a week (6 lessons) and lead the participants towards doing a final exam at 10th grade level. The research was conducted during two periods (in January and in March) when the participants were in their final term of the course[5].

The present research has followed the steps of the action-reflection cycle (see Figure 3.1) both regarding the overall planning of the project and for the more specific planning and organising of the two cycles of POW (Cycle 1 and Cycle 2). The cyclic and spiral aspects of AR, are reflected in that preliminary analyses of results in Cycle, led to some modifications of the instructions in Cycle 2.

Furthermore, the current study was planned in accordance with the teacher- researcher's experiences and findings from a previous pilot study in a similar classroom as the one in question. The pilot study was conducted with participants who were in the first term of the course. The main findings showed that the participants found support in reading model texts and found it rewarding to work collaboratively with idea generating. Furthermore, the respondents of the pilot experienced more challenges related to working in peer response groups. In accordance with these findings, there has been more explicit focus on training of peer response skills in the present study.

As it happened, most of the participants of this study did not take part in the first term of the course and were therefore not taking part in the pilot project (see Table 3.1 below). Thus, using some general experiences from the pilot as a reference point could be regarded as part of the triangulation of this study (space triangulation) which may help to strengthen the validity of this research (see section 3.4).

The steps of POW have been carried out chronologically even if in 'real life' the writing process often is both cyclic and recursive (see section 2.4). The reason for working step-by-step was intended as part of raising the participants' awareness of the different stages of a writing process. In addition, I assumed that working in this systematic and linear manner,

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[5] In order to maintain the anonymity of the participants the year of the research is not stated.

made it easier to design the data gathering material, which sought to investigate more specifically what the participants found rewarding and/or challenging parts of POW.

Since the present research investigated an integral part of the English course, it was considered important to define the research periods clearly in order for both the teacher-researcher and the participants to be conscious of when we were actually carrying out research. Accordingly, the participants were given a thorough plan for each research cycle. We spent five full classes (each of three 45 minutes lessons) on Cycle 1 and three and a half classes on Cycle 2. Moreover, the students did some of the writing and reading related to the project at home. Even if the research periods were restricted, elements of POW were implemented throughout the current term, and this has been regarded when presenting and discussing aspects of development and learning processes throughout (see section 4.6).

3.3.2 Participants

On a condensed evening course like the one in question, attendance is a recurring matter. According to the Norwegian Education Act § 4.1, adult students have the right to receive training at primary and lower secondary levels without sitting the final 10th grade exam (Udir, 2012). Thus, some students decide not to do the full evening course in English. The reasons for this may be many and complex, but some of them relate to the following issues: the course is demanding for those students who need to progress from next to no knowledge in English to the fairly advanced proficiency level which is required to pass the 10th grade exams. The progression of the course is very fast due to the limited time span of two years. Going to class two nights a week and doing substantial amounts of homework may also be demanding besides work and family life. Adding to this, 'life happens' to the students during the two years, some of which may make it difficult for them to complete the course or to attend regularly throughout. This could be occurring health issues or unforeseen challenges at home or at work. Some students leave after the first year because they have only wanted to obtain a basic level, or they may want re-enter the course at a later stage in life. Many of the students, who do not want to take the exam, decide to leave or attend less frequently in the last term of the course since this part of the course has an extensive exam focus.

The matters above have relevance to the fact that out of the ten students who had given their consent to participate in this study when asked in December, only six actually took part in the research. Moreover, Student 6 participated in Cycle 1 only, as she was leaving the English

class in the middle of spring term in order to concentrate fully on her NSL exam in June. The participants profiles are presented in Table 3.1 as follows.

	Country of origin	Age	Sex	Participation
Student 1	Syria	47	Male	Cycle 1 & 2
Student 2	Russia	35	Female	Cycle 1 & 2
Student 3	Russia	35	Female	Cycle 1 & 2
Student 4	Russia	56	Female	Cycle 1 & 2
Student 5	Brazil	49	Female	Cycle 1 & 2
Student 6	Thailand	26	Female	Pilot & Cycle 1

Table 3.1 Participants' profiles

The profiles of the participants illustrate that despite the small number, the participants still comprised a heterogeneous group. Adding to the factors above, the participants backgrounds varied in relation to levels of education, and proficiency levels concerning English. Details concerning this are deliberately excluded in the profiles in order to ensure anonymity of the individual participants.

3.4 Procedures

3.4.1 The different stages of POW

The instructions and activities of the two research cycles in the present study were planned and carried out in accordance with POW theory. Thus, the participants worked through the following stages: Pre-writing, drafting, response, revising and publishing. The preparatory work included elements from explicit genre teaching. This was implemented in order to give focus both on product and process, which is in accordance with contemporary views on POW instruction (Badger & White, 2000, Dysthe & Herzberg, 2014, see subsection 2.3.3). Figure 3.2 below illustrates the stages which we went through in the two POW cycles.

Figure 3.2 The stages of the writing process

The preparatory stages (1) entailed explicit genre instructions following the principles of the first two stages of the teaching-learning cycle (see Hyland, 2007, in subsection 2.3.2.3). In Cycle 1, the main focus was on learning how to structure texts in accordance with the 'the basic model of text structure' (Dysthe & Herzberg, 2014 p. 23). This implies learning that a text has an introduction, a main body and an ending, as well as considering how to organise the different paragraphs. In Cycle 2, the explicit teaching focused on traits of three different genres relevant to the writing assignment (for assignments see Appendices 12 and 14). Moreover, the preparation work in both cycles included the use of model texts.

At the idea generating stages (2), the participants received the writing assignments. The students brainstormed for ideas, first individually and then shared their ideas in small groups. Both creating 'word walls' and using mind-maps were introduced as tools for idea generating. Hence, the participants were required to write down ideas before entering oral exchanges in the groups. Eventually, some ideas for and interpretations of the assignments were discussed in full class. The design of the idea generating stages, was planned in accordance with Dysthe's concepts of making use of the multivoiced classroom and make participants enter writing-based oral interactions (1996, see more subsection 2.5.3).

The participants continued by writing **first drafts (3)** of texts individually. Subsequently, the students presented their first drafts in **peer response groups (4).** Peer response was implemented following some of the basic guidelines discussed in subsection 2.4.3. Thus, in order to enhance the peer response activities, the participants received explicit training. This entailed the set up of mock response, and response sheets were provided in order to guide the

peer response into adequate directions (See Appendices 12 and 14). The participants were instructed to provide response at global text levels (see Figure 3.3 below). Furthermore, criteria for the writing assignments were included as a means for both directing the writing process and the assessment work.

In Cycle 1, all the participants in a response group received a written copy of the peers' texts, and the writers read their texts aloud in the group. The response was to be provided in accordance with the principles of 'Two Stars and a Wish'. The intentions were for the students give positive feedback on two specific aspects of the peers' texts (Two stars = I like that…). Further, the participants were to feed forward as in the wish: 'I would like to hear more about…'. Moreover, the peer reviewers provided immediate oral response to the texts in Cycle 1. In accordance with preliminary analyses of the gathered data from Cycle 1, the mode of response was changed to being writing-prepared in Cycle 2. Thus, the peer reviewers received two texts to read, and they were allowed time to write down their responses on the provided response sheets. In this round, the five participants gathered in one group where each writer read their texts aloud and received response from the two peers who had prepared to give feedback. The teacher-researcher took part as an observer in this extended response group.

After receiving peer response, the participants were required to write **second drafts (5)** of their texts. In Cycle 1, the **teacher assessment (6)** provided response at local levels through markings of errors in the margin of the texts (see Figure 3.3 below). Accordingly, the students were asked to detect their own mistakes and make corrections in their **final drafts (7)**. This was implemented as one way of practising AfL, inspired by William (2006). Moreover, the teacher provided response at global text levels in accordance with 'Two Stars and a Wish'. According to the principles of implementing peer response, the teacher should model the modes of response (see subsection 2.4.3). In order to give the texts an extended purpose, the participants were required to give oral presentations on the topic they had written about at the end of Cycle 1. Due to time constraints, the participants were required to write only two versions of their texts in Cycle 2. The second text versions were handed in for teacher assessment together with a self-assessment form.

The aim of strengthening the students' text revision skills relate POW instructions to theories of formative assessment (see more section 2.6). As part of this, it is important for writers to

recognise that writing requires working with different levels of a text as presented in The writing triangle in Figure 3.3.
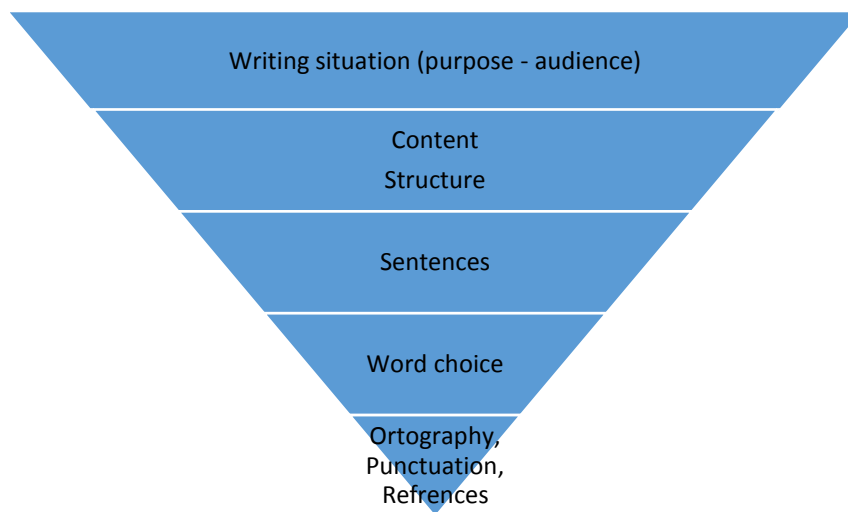
Figure 3.3 The Writing Triangle (modified from Hoel, 2000)

According to the model in Figure 3.3, the different levels of text production may be regarded as a continuum from global down to local levels of the text. It is advised that writers work at one level at a time. Experienced writers tend to spend most time at global text levels, which entail considering writing situations, content and form (Dysthe & Herzberg, 2014). Thus, the participants of the present study were instructed to keep focus at global text levels when providing peer response.

In accordance with contemporary POW instructions and the SCT frame of the present study, collaborative activities were included throughout the different stages of the two cycles. Furthermore, the activities have been teacher-assisted, which entails that the teacher has both provided explicit training to prepare the participants, as well as monitored the group activities in the course of action.

3.4.2 Teaching material and lesson plans

The teaching material of the present study was planned in accordance with the competence aims after Year 10 in the English subject Curriculum (Udir, 2013). The competence aims imply that students are supposed to be able to use suitable writing strategies in order to produce a wide range of texts with structure and coherence. This subsection gives a brief overview of the contents of the teaching material, writing assignments and procedures of the two POW cycles. More details are included in Appendices 11-15.

TOPIC: Holidays and festive traditions

One main aim of Cycle 1 was to introduce the students to the principles of POW and to heighten their awareness of the different stages of writing processes. The topic was taken from the text book of the course[6]. It was anticipated that the topic 'Holidays and Traditions' would be relevant to all the participants as they would be able to draw on own experiences. Thus, this might enable them to concentrate more on the writing methodology at this stage. Table 3.2 gives an overview of the instructions and activities of Cycle 1.

Stages	Instructions and activities
1. **Preparation – setting the scene**	• Introducing the writing process and how to structure texts (teacher led) • Practice writing introductions (collaborative) • Reading model texts from text book in order to detect topics, structure and vocabulary (collaborative) • Mock response activity – 'Two stars and a wish' (teacher led + collaborative)
2. **Idea generating**	• Reading the task – Jointly producing criteria • Working with vocabulary – Creating a word wall (individual + collaborative) • Making mind-maps individually, share in groups and in full class
3. **Drafting**	• Writing first drafts in school • Continue writing first draft at home
4. **Response groups**	• Mock response activity related to a model text • Peer response on first drafts in groups
5. **Revision and editing**	• Writing second drafts at home • Hand in for teacher assessment • Write final version of texts
6. **Publishing**	• Final versions of written texts presented on a bulletin board in class • Students gave oral presentations on their topics • The participants gave response to oral presentations in open class
7. **Assessment**	• Peer response on first drafts (formative assessment) • Teacher response on second drafts (formative) • Teacher grading of final version, written feedback on text + future advice (summative + formative)
EVALUATION **Data collection**	Questionnaire 1 (After writing second drafts) Questionnaire 2 (At the end of Cycle 1) Focus group interview 1 – reviewing Cycle 1

Table 3.2 What we did – Cycle 1

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[6] Bromseth, B.H and Wigdahl,L. (2006): Chapter 4, New Flight 1, Oslo: Cappelen

TOPIC: Taking Chances

At the time of Cycle 2, the exam was drawing nearer. Consequently, it was held relevant to give the students a mock exam as a frame for their writing[7]. The students studied a mock exam booklet with inspirational texts, and two texts directly related to the writing assignment were read in-depth in class. Furthermore, some explicit instructions were included regarding three relevant genres for the writing assignment. In order to resemble an exam situation, the students did not receive the writing task until the day of writing first drafts in school. Table 3.3 gives an overview of what we did and how we worked in Cycle 2.

Stages	Instructions and activities
1. **Preparation – setting the scene**	• Introducing topic, brainstorming associations • Reading mock exam booklet – at home ------------------------------------- • Close-reading (and listening to) two texts in class – Fast Car, Tracy Chapman (Song); A Story of Love, Nicole Krauss (excerpt from novel) • Reviewing genre traits – personal texts, article, story
2. **Idea generating**	• Receiving the mock exam's writing assignment related to the two texts • Working with ideas; producing mind-maps individually – sharing in groups
3. **Drafting**	• Writing first drafts in school (handed in)
4. **Response groups**	• Writing-prepared peer response (each student responded to two texts) • Students read their own text aloud – (all participants in one group) • Receiving oral response + response written in response forms
5. **Revision**	• Writing final versions at home • Hand in for teacher assessment
6. **Assessment**	• Peer response on first drafts (formative assessment) • Teacher: Grading on final version + future advice (summative + formative)
EVALUATION **Data gathering**	Questionnaire 3 (After Cycle 2) Focus group interview 2: Reviewing the writing project as a whole. Conducted three weeks after completing Cycle 2.

Table 3.2 What we did – Cycle 2

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[7] 'Taking Chances' is one of a series of sample exam sets produced by CappelenDamm. These sample sets serve as mock exams in autumn and spring terms at lower secondary schools in the current municipality.

3.5 Data collection and analyses

3.5.1   Questionnaires - structured learning logs

Questionnaires are often used when you want to gather information from several people and it is a method much used in quantitative research (Christoffersen &Johannessen 2012, Burns 2010). Despite the qualitative nature of this study and the limited number of participants, I have regarded evaluation questionnaires useful in order to triangulate data (see section 3.5). As mentioned in section 3.2, in an AR project where the researcher is part of the action, it is often deemed important to rely on a variety of sources in order to add to the validity of the study (Burns, 2010, Creswell, 2012).

The use of questionnaires in this study was chosen as a means of enhancing the participants' reflections on and evaluations of what had been done during the course of the writing project. The idea was to give the participants an opportunity to reflect individually and to express their views on the different activities in a written mode prior to the group interviews which were conducted at the end of each research cycle. Even if the small number of participants prevented anonymity of their answers, the respondents could perhaps feel freer to bring up certain critical aspects in this mode.

The questionnaires were meant to complement the oral and dialogic mode of the group interviews, and as such, they could serve as a means for the participants to prepare for the interviews as well. The topics in the questionnaires followed the same order as the stages we went through during the project. Furthermore, the questions focused directly on the participants' experiences and asked them in detail to evaluate the different aspects of the writing project. The respondents filled in the questionnaires just after the different activities in question had been carried out. Thus, I will argue that the questionnaires of this study could be classified as a form of structured learning logs for the participants.

The participants were asked to fill in three evaluation questionnaires during the course of this study (Q1 during Cycle 1, Q 2 after Cycle 1, Q3 after Cycle 2, see Appendices 3-5). The questionnaires are semi-structured in that they contain both closed, quantitative questions given as rating scales or multiple choice, and open-ended, qualitative questions. According to Dörney (2003, in Burns 2010), questionnaires can give you mainly three types of information: factual/demographic, behavioural or attitudinal. Most of the questions in the questionnaires of this study aim at getting the students' views on the writing projects and are to be classified as

attitudinal. A few questions ask the students about what they did during the process, which classify them as behavioural. That most of the questions are related to attitudinal matters, add to the qualitative nature of this project.

Designing questionnaires is challenging in order to get the information you are looking for (e.g. Burns, 2010). The design of the questionnaires in this study built on and were adjusted in accordance with the experiences from doing a similar inquiry in the pilot project (see subsection 3.3.1). However, this project included a wider range of activities and the respondents participated through two cycles of POW. This made for a substantial amount of questions, and not all the respondents had answered all questions. In retrospect, I see that this could relate to the number of questions, but also to possible ambiguities of the questions. Language matters may also have influenced the understanding of the questions and/ or the quality of the answers. These are all matters which may affect the validity of the material, which is a topic further discussed in section 3.6.

To enhance the data analyses and in order to obtain preliminary overviews of the participants' responses, the answers of the individual questionnaires were written into a joint form immediately after each questionnaire round was completed (see Appendix 6). The questionnaires had both and an English and a Norwegian version, and the respondents were instructed to answer in the language they felt most proficient in. This was a measure taken regarding validity. I translated the Norwegian answers in the process of transferring the respondents' answers into the joint questionnaire forms.

3.5.2   Focus group interviews

The main aim of the present study has been to obtain a broad understanding of the participants' responses to the implementation of POW. In the questionnaires, the respondents gave their individual views in a written mode. In order to make the participants share their experiences, a focus group interview was conducted at end of each cycle (GI 1 and GI 2). Focus group interviews are characterised by open approaches to interviewing, 'where the prime concern is to encourage a variety of viewpoints on the topic in focus for the group' (Brinkmann & Kvale, 2015, p.175). Furthermore, Creswell (2102) says that focus group interviews are advantageous when interaction between the participants may contribute to relevant information. Thus, it was anticipated that group interviews would complement and elaborate on the information gathered through questionnaires and teacher- researcher's

observations. In order to give the group interviews focus and yet allow for flexibility, it was opted for a semi-structured design of the interviews (Appendices 7 and 9).

Given the small numbers of participants, they all took part in the group interviews. None of the participants had Norwegian as their L1. Due to the differing proficiency levels in the group concerning NSL and EFL, the participants were asked to speak in the language which they felt most comfortable with in order to express nuances of opinions. Thus, the interviews were conducted in a mixture of English and Norwegian.

Research interviewing is a craftsmanship which 'requires practical skills and personal insights acquired through training and extensive practice' (Brinkmann & Kvale, 2015, p.73). As a novice in the field, I gained some experiences ascribed to being in a learning process. For one, it was a challenge to keep focus at all time in the group interviews as the dialogue between the participants wandered into directions not planned for in the interview guides. This may not necessarily be a bad thing, since it was an intention to keep an open mind to what the participants brought up and to let the dialogue amongst the participants 'stay alive'. Thus, the analyses of the interview data found that some of the side-tracks proved to hold relevant information. However, some of these 'wanderings' led to the fact that a few of the topics of the interview guides were not discussed. Furthermore, in hindsight I see that on occasions I failed to ask follow-up questions to interesting viewpoints or to involve the rest of the group in order to obtain a wider variety of views on certain matters. Overall, I find that the quality and richness in information improved considerably from GI 1 to GI 2. This may be put down to the fact that the whole project was to be evaluated here, and that the participants had more to discuss at this stage. However, some of the improvement may be related to increased practice both on behalfs of the interviewer and the interviewees.

Transcribing interviews is a complex matter. An interview is a live social interaction, and some of the lively qualities of these face-to-face conversations are inevitably lost in the translation process from an originally oral to a written mode (Brinkmann & Kvale, 2015). How to transcribe the interviews may depend largely on the purpose of the inquiry (e.g. linguistic analyses or analyses for meaning). Furthermore, some ethical concerns will also have to be taken regarding transcription and the use of quotations from interviews. In relation to ethics, Brinkmann & Kvale (2015, p. 213) state that 'oral language transcribed verbatim may appear as incoherent and confused speech, even as indicating a lower level of intellectual functioning.' The quality of language in the interviews is a relevant topic of concern in the

current study, given that the participants must speak their minds on relatively complex matters in a second language, whether they do this in Norwegian or in English. The mixture of the two languages throughout the interviews may also affect the readability of the transcripts. Thus, I have reached for a compromise. The interviews are transcribed in verbatim for the sake of transparency. When using quotes form the data material in the student voices in chapter 4, the participants' sayings have been rendered into a more fluent written style. Furthermore, I have translated the statements which were given in Norwegian into English.

3.5.3   Teacher- researcher's logs and reflection notes

When doing research in own classroom, I have taken on the roles of both instructor and observer. Since an AR project like the one in question involves taking part in the action, I have held the role as participant observer (Creswell, 2012). This involved making observations at the same time as participating in the activities which made it difficult to make systematic notes in the classroom. Thus, most of my observations were written in my teacher-researcher log immediately after each class of the project, yet some field notes were taken during the course of action. The logs contained both descriptive material of what had happened in each class, and reflective material which sought to make sense of what had happened and to plan for further actions in the next class. This relates to applying AR, where a major key is to be able to alternate between observation, reflection and action (e.g. Mc Niff & Whitehead, 2011).

My own recordings of what happened and the way I reflected on this have been compared to the findings in the collected data of the participants' responses. Furthermore, the recordings have been a help to recall what we actually did in the classroom and to remember particular incidents which I held of importance. As such, the teacher- researcher logs have served as tools for recording of and reflection on the action during the course of the study and as a support for triangulation of the data material (see more on this in subsection 3.6.1).

3.5.4   Data analyses

According to Creswell (2012, p 236), 'analysing qualitative data requires understanding how to make sense of texts and images so that you can form answers to your research questions'. In the process of making meaning of the gathered data in form of the responses from the participants and from my own observational notes, I have found support in the six steps for qualitative data analyses as suggested by Creswell (2012). This has not been a linear, but

rather a recursive process where revisiting the data material at different stages of the research process has been part of seeking a deeper understanding of what the data tell about the participants' responses to POW instructions.

Data analyses is a complex process. The preliminary stages included preparing the data for analyses and obtaining a general overall sense of what the data were telling. This included filling the participants' responses into one form (Appendix 6), and transcribing the group interviews. These preparations were done immediately after collecting the data in the two different cycles of POW. Thus, some very preliminary analyses of how the participant responded in Cycle 1 informed some of the adapted actions in Cycle 2. In accordance with the AR design and my dual role as teacher-researcher, reflecting on processes in the classroom and on collected data was part of a continuous process throughout. Thus, writing my log notes after each class were also an important part of the meaning making process.

When the data gathering was completed, the process of coding the material started. Initially, I chose a deductive approach by reviewing the data in light of the different stages of POW. From this, four main categories were chosen: preparation work, idea generating, peer response groups, and writing and rewriting. As a next step, the data material was analysed inductively in order to identify the main topics related to each broad category above. In this process, both the open-ended questions of the questionnaires and the transcripts of the questionnaires were coded by means of colouring, and the different sources of data were compared. As an example, under the broad category of peer response groups the subcategories of 'giving and receiving response', 'the impact of audience' and 'text encounters' were identified. Some recurring topics of collaboration and temporal aspects were identified through the analyses, as well, and these are presented and discussed under the main categories where deemed relevant. These topics will also be discussed further in section 4.6 which contains a meta-reflection on development throughout the project.

3.6 Challenges and limitations

All research implies challenges concerning validity, reliability and ethical issues. The topic and design of a study will be influenced by the researcher's interest and preconceptions of the subject. Furthermore, the data collected in any research, will be interpreted through the lenses of the researchers, and thus, the researchers' beliefs and assumptions on the matter will influence the results. Thus, sustaining objectivity is not a possibility nor an aim in qualitative

research studies. However, embedded in AR lies the potentially challenging matters of handling both action and research at once. Blichfeldt & Andersen (2006) say that a possible danger of action research is to be too concerned with the 'action', and hence, to lose some focus of the 'research'. To keep a clear focus on both ends of this matter, may be particularly challenging when conducting research on own practices. Thus, addressing issues of validity and transferability of the results may be of particular importance in studies like the one in question.

3.6.1 Validity

Validity in AR, as in all qualitative research, implies to make sure your claims to knowledge are trustworthy (Burns, 2010). In literature about both qualitative research (Creswell, 2012) and action research (Burns, 2010, McNiff & Whitehead, 2011) **triangulation** is pointed out as a tool to strengthen the credibility and validity of the findings in these types of research. Triangulation usually implies collecting more than one type of data in order to be able to 'compare, contrast and cross-check whether what you are finding through one source is backed up by other evidence.' (Burns 2010, p. 96).

Denzin (1978, in Burns 2010) distinguishes five ways of achieving triangulation, out of which four ways of triangulating data is implied in the current study:

- **Methods triangulation** - the data is gathered through more than one source (individual questionnaires, group interview, researcher's log notes)
- **Time triangulation** - the data collections have taken place at different points in time (Cycle 1 in January, Cycle 2 in March/ April). .
- **Space triangulation** – some of the data are reviewed in light of the findings of a pilot project carried in a similar context as the one in question.
- **Theory triangulation** - the data are analysed from more than one theoretical perspective (see chapter 2 and 4)

As a further means of creating a distance between the roles of researcher and teacher, this study build on a theoretical framework as presented and discussed in chapter 2. In accordance with this, the findings are discussed in relation to theories and reviewed in light of research findings from other studies in the field of teaching writing. Moreover, to enhance transparency, sections 3.3 and 3.4 contain broad descriptions of the research context, the teaching material and the choice of methods for data collections applied in the study.

As in most qualitative research (Creswell, 2012) and in accordance with the intentions of AR (Burns, 2010, McNiff & Whitehead, 2011), personal reflections about the meaning of the data are included as part of the discussion of the results. Hoel (2000 b), states that the insider perspective as held by a teacher-researcher gives insights into situations and knowledge which researchers with outsider perspectives may not gain access to. However, in order to increase validation, it is important that the practitioner pays particular attention to keeping the researcher glasses on when analysing the data. This is in accordance with the way I understand Eikeland (2006), when he says that an important contribution to validity in AR is to build the capacity to alternate between 'performing on-stage' and 'reflecting critically back-stage'.

Some topics of validation interrelate with ethical issues (Hoel, 2000b). The inherent asymmetric power relations between teacher and student are relevant to consider for this study. There is a danger that this power imbalance may have lead the participants to offer pleasing answers on certain occasions. Thus, it was stressed from the teacher-researcher that to offer critical remarks and to come up with what might be considered challenging with POW and the processes we went through, were as important as contributing with positive aspects. When analysing the data material, and furthermore, when considering reactions which came up alongside, I find that the participants contributed with their views regarding both rewarding and constraining aspects of POW. This may be considered a strength concerning validity of the results.

Other aspects concerning validity, is the participants' variations regarding language proficiency both in English and Norwegian. Their cultural backgrounds, previous educational levels and school experiences are factors to consider when reading the results of this study. These variables may have lead way to certain misconceptions on the students' behalf when giving their answers and on the researcher's behalf when analysing the results. (See also regarding transcriptions in subsection 3.4.2).

Concerning transferability of the findings, this study reports from a small scale, local project. Many of the findings should be read as specific for the current situation. However, it has been an aim to include a broad enough description for readers to be able to relate the findings to other settings where the teaching of writing in FL/SL language take place. The discussion of results in light of theory and other relevant research has also meant to contribute to possible transfer to other relevant situations.

3.6.2 Ethical issues

As discussed in the preceding subsection, special care should be taken concerning the imbalance in power in the teacher-student relations in studies like this. Thus, it is particularly important that the teacher-researcher carries out the work in accordance with ethical guidelines for research. These involve giving thorough information about the purpose and the procedures of the study, to ensure voluntary and consented participation, make participants aware of the right to withdraw, guarantee anonymity and making clear how the results will be reported (Kvale & Brinkmann, 2015, Creswell, 2012, Burns, 2010).

In the present study, the participants received both written and oral information about the purpose and procedures of the study prior to signing their letters of consent (Appendix 2). Absolute voluntary participation and freedom to withdraw at any time without having to give any reasons for this were vital aspects. Furthermore, it was pointed out that participation in the research project should not influence the participants' final grades in any negative way. The information was given in both English and Norwegian. As it were, some students decided not to take part in the project (see more subsection 3.3.1), but since the teaching was an integral part of the course some of these students participated in some of the classes, but not in the research end as such.

The anonymity of the participants have been taken care of in that no personal information which could be traced back to the participants is included in the thesis, and the participants are referred to as Student 1, 2 etc., instead of by names. In accordance with the current regulations for research, the Data Protection Official for Research has approved this study as Project no 40220 (Appendix 1).

4. Results and discussions

4.1 Introduction

The present study has held the aim to find out how adult students in a multicultural EFL classroom respond to POW with an extensive use of collaborative activities. The current chapter will present the key findings as detected from the data material and present the results in light of the theoretical framework of the study.

Each section of the chapter provides a short introduction to the topic in question, followed by presentations and discussions of the key themes emerging from the empirical data collected through the three questionnaires (Qs 1-3) and the two group interviews (GI 1 and 2). Moreover, the AR approach of the present study implies that the teacher-researcher has played an active role in the present research project. Thus, field notes and teacher-researcher logs are an integral part of the data material, and the discussion of the results will include some of the teacher- researcher's reflections on certain incidents and actions in the classroom.

The findings of the present study are presented and discussed thematically. The broad categories are in accordance with stages of POW and are labelled as: preparation stages, idea generating, peer response groups, and writing and revising. In accordance with the AR framework of this study, it has been an additional aim to detect development and potential learning among the participants throughout the project. Thus, findings related to aspects of development from Cycle 1 through Cycle 2 are presented and discussed in section 4.6 at the end of this chapter.

4.2 Preparation stages

Some of the didactical rationale for the preparatory stages both in Cycles 1 and 2 draw on theories from explicit genre teaching. More specifically, elements from the first two stages of the teaching-learning cycle were included (Hyland, 2007, see subsection 2.3.3). Thus, the preparation work held focus on texts structure, relevant genre traits and the use of model texts. To incorporate elements of explicit teaching of form and text conventions is also in accordance with contemporary POW instructions (Badger & White 2000, Dysthe & Herzberg, 2014, Herzberg & Roe 2016, see subsection section 2.3.3). .

4.2.1 Setting the scene – Cycle 1

The preparation work in Cycle 1 was intended to set the scene and to give the participants information about the writing project as such, as well as to prepare the ground for the writing task which the participants received on Day 2. Consciousness raising would serve as an overarching aim at this stage. Q1 (Nos 1-3) asked the students to evaluate the work we did at the preparatory stage on Day 1, Cycle 1. When given a rating scale (Q1 No 1) three of the students rate this preparation part as being 'very good' and two students rate it as 'good' (n=5, one participant absent on this day). As a follow up (Q1 No 2), the students were to tick off on a guided item list as to specify which activities they had liked during this part. Figure 4.1 below illustrates the outcome of this question.

Q1 no 2 What has been good about this part of preparation? (n=5)

Category	Value
Learn about different stages in the writing process	4
Discuss how we may prepare to write	5
Learn about structuring the text (The Fish)	4
Learn about different types of introductions	4
Practise writing introductions together with others	3
Practise giving response to texts in textbook	4
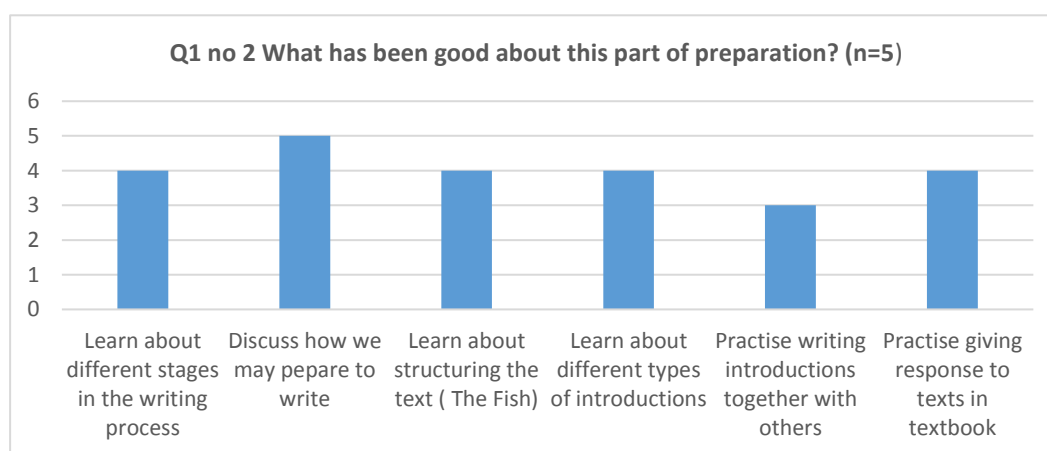
Figure 4.1   **Responses to preparation stage Cycle 1**

When reading this diagram, it seems like most of the respondents deem the activities at the preparation stage as useful. The most interesting seems to have been to discuss how we may prepare to write. We did an initial brainstorming about this and wrote main elements in a joint mind map on the board. The respondents may have thought explicitly about this when giving their answers, or it is also possible that they considered most of what we did in this preparation class as part of 'discussing how we may prepare to write'. Moreover, most students ticked off for liking the more theoretical, teacher led instructions of learning about the different stages of the writing process, as well as more explicitly learning about text structure.

Both teacher-supported learning and peer interaction are elements deemed important in explicit genre teaching. With reference to sociocultural theories and learning in the ZPD, Hyland (2007, p 158) distinguishes between 'borrowed consciousness' which occurs when learners are supported by more knowledgeable others and 'shared consciousness' which refer

to that learners working together may learn more efficiently than if working individually. The respondents' answers above may indicate that they have valued elements of both teacher-led instructions and the dialogic aspects of discussions and working with peers at this preparation stage.

Q1 No 3 was open-ended and asked the students to specify anything, which had not been good about the introduction part. Here three of the students pointed out their critical concerns regarding both **time constraints** and **group work**. Collaborating on writing introductions got a relatively low score (3 out of 5) in figure 4.1. Accordingly, two of the students who worked in the same pair reported in Q1 No3 that they found there had been too little time for doing this task. One of them pointed out that it had taken long to agree on what to write and she would rather have solved this task individually. Another student expressed that we should have spent less time on the theoretical end and that more time should have been devoted to discussions and using oral English.

The critical aspects of time could relate to the matter of too many elements being introduced in a limited frame of one class (three school lessons). Some participants commented on this in relation to reviewing other aspects of the project, too. Furthermore, the reported problems of collaboration could concern both the perceived time pressure as well as lack of experience concerning collaborative writing. The students had participated in an extensive amount of group work on this course. However, cooperation regarding writing was new to all, apart from the one participant who had taken part in the pilot project previously. The importance of temporal aspects relate to more than the preparation work, in that it takes time to establish a culture for collaboration in the writing classroom and in the language classroom more generally (e.g. Hoel, 2000a, 2007, Donato, 2004). This will be discussed more in section 4.6.

4.2.2 Explicit genre instruction – Cycles 1 and 2

According to genre based pedagogies, it is vital for the teacher to consider the students' needs when planning tasks and teaching material (Hyland, 2007). As for the participants of this study, the majority aimed at doing the 10th grade exam at the end of the current term. One purpose of the project was therefore to equip the students with tools that would facilitate them in solving their exam tasks. Learning some general principles of how to structure texts, and to heighten the awareness of patterns of common 'exam genres' was part of this (see section 3.4). The need for a gradual development was taken into consideration, as we moved from the

more general aspects of focusing on text structure and organising content in Cycle 1 to a more specific focus on three types of genres relevant for the writing task in Cycle 2.

In both group interviews (GI 1 and G1 2), the participants expressed views related to the explicit instructions of the preparatory stages. Several of the respondents' remarks related to learning about text structure, which was a highlighted feature of the preparation work in Cycle 1. Regarding this, four of the students told that they had learnt about how to structure texts in school previously, and that generally some of the writing theory was familiar to them. However, two of them explicitly expressed that it had been useful to repeat this, since it was a long time since they went to school in their own countries.

At the other end of the scale, one student told that she had received little formal writing instructions previously and that everything we had been through in Cycle 1 was new to her. She expressed a wish to continue learning about different elements of the writing process in order to become a better writer. The quotes below illustrate these different stands.

STUDENT VOICES	**PREPARATORY STAGE, CYCLE 1**
[…] We have learnt something about structuring texts at school in Russia, but I find it very useful to repeat this now. It is a long time since we went to school (Student 3, GI 1)	
I'd also like to learn more… you know the whole structure, I know it's very hard to do that, and I think it takes time to become a good writer. [….] Everything was good, for me it was new. Ahh….,if I saw before, I don't remember. But I think it was very good to improve our way of writing (Student 1, GI 1).	

In accordance with the findings above, elements of explicit teaching of form seem to have had something to offer learners at different proficiency levels. Furthermore, concerning the value of repetition, it is an important aspect to consider that several adult learners in the L2/ FL classrooms have not attended school in a long time. The participants' previous school-related knowledge may therefore feel somewhat rusted to some of them.

Hyland (2007) addresses how the teaching-learning cycle may allow for flexibility concerning the learners' previous knowledge and give opportunities for repetition. He says that 'the model [….] allows the literacy skills gained in previous cycles to be further developed by working through a new cycle at a more advanced level of expression of the genre' (2007, p 160). Hyland's quote here relates specifically to genre teaching and to the intended effect of the teaching-learning model. Even if the instructions in the present study only included

elements from the teaching-learning cycle, I still find Hyland's statement above to be relevant concerning all the different stages and the cyclic aspects of learning implemented throughout this project. Accordingly, consciousness raising related to the writing process includes elements of activating former knowledge and add new perspectives. Analyses of the data material seem to indicate that several of the respondents of this study have experienced a bit of both.

Moreover, the participants elaborate on how the explicit teaching of genre and structure in both cycles of the project might have scaffolded their own text production. Some quotes to support this are included below. The first two quotes are related to learning about text structure in Cycle 1. The last two quotes refer to the explicit teaching of genre in Cycle 2. As part of this, the device of structuring narratives through 'the 5 wh questions' was introduced.

STUDENT VOICES	PREPARATORY STAGES, CYCLES 1 and 2

I got to know for instance more about structure, how to write an introduction, then content, then ending. It becomes clearer how to write and then to share ideas and that, yes, it makes it better than before (Student 6, GI 1).

Actually, I am quite surprised by myself. [...] I am quite pleased with myself that I can write a text, I wrote nearly a whole text in only one school hour, because I got good teaching about structure, what to do. Introduction first in the text, content and everything [...] I enjoyed writing because it was easy... because the instructions were easy to follow [...]. I was pleased with myself and what I had learnt (Student 4, G1 2).

For me, in our writing process, it was very important with the rules of the five wh's: who, when, where, why and what. And because of the five questions about the topic, it helped me to write a... yeah, a good text and I can use it in my future. It is not only when I write another text, but I can use it in my job, I can use it in my life, because it is complete to help you do some task (Student 4, GI 2).

For me, in general, it is very difficult to write. But I think if I have a challenge it is more important to know these theoretical things about writing. It helps. If I get a very difficult topic and don't know what I will write about, it helps a lot to have a plan, like the 'what' and 'how'. I agree with Student 4 (Student 2, GI 2).

It may be particularly interesting to consider how Student 4 expresses (in the quotes above) that increased knowledge about structure had contributed to her perceiving the writing process as being joyful. Furthermore, this seems to have provided her with a feeling of mastery regarding the writing task. This could be reviewed in accordance with Smidt (2011) when he says that pride and joy are the two most important motivational factors in writing, as in all

learning. Concerning motivation, three of the participants expressed in GI 1 that they generally liked writing, and Student 4 was one of those. The other three participants regarded writing as more of a daunting task, something which is reflected in Student 2's quote above. These differing attitudes to writing are relevant background variables for reading some of the responses throughout the study. However, the quotes above may serve to illustrate that both participants who liked writing as well as the more reluctant ones have found support in explicit instructions.

The value of offering explicit instruction could be regarded in relation to a triadic view on writing, as discussed in section 2.7 (Smidt 2011). This implies that writers need explicit knowledge of the purpose and intended audience of the writing, as well as being able to make the best choices of relevant content and form. There will be an interrelationship between these three elements of purpose/ audience (why and for who), form (how) and content (what). Similarly, Badger & White's process-genre model (2000, see Figure 2.2) addresses the need for developing awareness of tenor, field and mode when writing (concepts taken from Halliday's SFL). Furthermore, Hyland (2003) argues that explicit teaching of genre conventions will equip the student with liberating assets in order to make the right choices for their own writing, particularly in L2/FL settings. The findings of the present study indicate that elements of explicit genre teaching have supported the participants' text production. The participants' responses seem particularly related to heightened consciousness regarding form. How other elements of the process-genre approach may have affected awareness concerning intended audience and the content of texts will be discussed more in section 4.4.

4.2.3   Model texts - Cycle 1

The use of model texts may serve as tools for creating genre awareness, as well as contributing to ideas for own writing. To include models in writing instruction is in accordance with the second stage of the teaching-learning cycle; Modelling (Hyland, 2007). In Cycle 1 of the present study, the model texts were taken from the textbook of the course (see section 3.3), and the participants engaged in collaborative analyses of the texts in order to identify both structure and content.

There were no explicit questions included in the questionnaires of Cycle 1 (Q1 or Q2) related to working with model texts. In retrospect, this may be considered a weakness of the questionnaires. Furthermore, the participants made no specific references to working with model texts in Cycle 1 during the group interviews neither. However, the model texts were

used to set up mock response activities both on day 1 and on day 3 of Cycle1. Q1 Nos 9 and 10 ask the participants to evaluate the mock response activities, and some of their answers to the open-ended question (Q1 No10), may relate to how they had found working with model texts generally in this preparation stage.

Most of the participants valued the mock response activities to be useful (Q1 No 9), and elaborated on how in Q1 No 10. Some related the positive aspects to getting ideas for content and structure from the model text. As such, these answers could be read as relating to the aspects of reading and analysing the model texts in general. Other aspects mentioned were that the mock response on model texts gave opportunities to practise giving response. In addition, one participant appreciated that mock response gave an opportunity to practise in a less personal frame than in the response groups. Another respondent said that through the mock response activity she had realised the importance of understanding a text well before offering response.

The fact that some participants seemed to welcome use of model texts as a device for obtaining ideas for content and structure in own text production, may relate the present findings to theories of explicit genre teaching. Furthermore, the participants seem to have appreciated opportunities to practise the complex skills of providing response. This finds support in POW theories of how to implement peer response. The setup of mock response activities is one of the recommended keys to success when introducing peer response groups in the writing classrooms whether in L1 or L2/FL settings (Hansen & Lui, 2005, Hoel 2007). This will be further discussed in relation to peer response groups, section 4.4.

4.2.4   Model texts - Cycle 2

Cycle 2 of this writing project was based on a mock exam set called 'Taking Chances' (see subsection 3.4.2.2). The main intention at this stage was to familiarise the students with the exam requirements. The model texts in Cycle 2 were a song and an excerpt from a novel, both included in the mock exam booklet. The texts related specifically to the writing task the students received on Day 3.

When the respondents were asked whether they had found it useful to work with the two inspirational texts from the booklet prior to writing own texts (Q3, No 1), four respondents answered 'Yes' and one respondent answered 'No' (n=5). The latter respondent experienced

some difficulties when faced with the writing task (see sub-section 4.3.2). Thus, her answer should be read in accordance with this.

When asked to elaborate on how reading the model texts had been useful (Q3, No 2), one respondent said that reading the texts helped generating ideas for content of her own text. Another student got inspiration regarding sentence starters for each paragraph in his own text, something which he had used as a structural device. Thus, these reports show that some participants found support at global levels of their text production (see Figure 3.3). A third participant replied that reading the model texts had been a good exercise to develop language. This could be read as support for the local levels of text production if 'developing language' means extending vocabulary or grammatical knowledge. 'Developing language' through reading model texts could also concern learning about genre conventions, and thus, serve as inspiration for content and structure (Dysthe,1997, Hyland 2007). In that case, the participant's answer could mean that the reading had enhanced own text production at global levels. This last answer illustrates some of the challenges and limitations when analysing qualitative open-ended questions in questionnaires. In order to find out more specifically what this respondent meant by 'developing language', additional questions would have had to be asked, for instance through an individual interview.

The use of preparation booklets as part of the written exams in English at 10th grade level, relates to theoretical views on reading-writing relationships. This field is too vast and complex to serve justice within the limited scope of the present thesis. Accordingly, the aim of this thesis has not been to take on any in-depth analyses of the participants' texts. However, in relation to the reading of inspirational model texts, it may be interesting to regard how three out of the five participants had chosen to write narrative stories with content from their own life when answering the writing task. Both the choice of genre and the content of these stories were clearly inspired by the literary text 'A story of love' from the preparation booklet.

That writers find inspiration and support in reading model texts relate to explicit genre theory as discussed in the previous subsection. Furthermore, the findings of how the model texts in Cycle 2 clearly affected some of the participants' texts, may carefully suggest that the students had entered a dialogic relationship with the model texts[8]. The reading of the text 'A story of

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[8] Discussions of text encounters and dialogic pedagogy in this thesis are based on Dysthe (1997, 2013) and her interpretations of Bakhtin. The wider aspects of meetings between 'self' and 'other' could have been investigated in a separate study, and this could include theories of text reception and cultural encounters.

love' seems to have evoked memories from the participants' own lives. This could be regarded in relation to the Bakhtinian ideas of the dialogic chain where all utterances are seen as being part of ongoing dialogues (Dysthe, 1997, see subsection 2.5.3). Two students wrote personal love stories, and one other student wrote a personal family story to reflect on the concept of love. Thus, this may serve as examples of how the participants have written from their own world of experiences. Their dialogues with the model text might have put them in touch with memories, and yet provided them with new reflections and offered a different framework for how to tell their stories. Hence, the form of their stories were clearly inspired by the model text.

4.2.5 Summary preparation work

To summarise, the participants of the study largely responded positively to the explicit instructions and the activities at the preparatory stages. The reported advantages fell into the following categories:

- **Explicit knowledge about genre conventions and text structure** scaffolded the writing process and seemed to increase motivation for writing.
- **Discussing writing strategies** enhanced understanding of the writing process.
- **Explicit instructions** seemed to offer support to learners of different proficiency levels and with varied writing experiences.
- **Reading model texts** gave ideas and inspiration for own text production at global and local text levels.

The reported challenging aspects at the preparatory stages related to the following:

- **Time constraints** were experienced both regarding too many new elements introduced in a limited period and too little time to complete certain tasks.
- **Group work and collaboration** contained challenging elements due to time pressure and the lack of experience concerning collaboration in writing.

As we have seen, these are general trends in my material, and there is some variation across the group.

4.3 Idea generating

To include a stage of idea generating in the writing process may serve multiple purposes. As discussed in sections 2.3 and 2.7 and in subsection 4.2.2, writers need to clarify the purpose of their writing. This may include how to understand the writing task and who to address their writing to (intended audience), decide what to write (content and language), and how to structure their texts (form) (Smidt, 2011). Furthermore, actually getting started with the writing may be a daunting task for many writers. Making use of the resources of the multivoiced classroom may scaffold the learners in interpretations of writing tasks and in sparking of ideas. Thus, collaboration and dialogue may enhance the learners' further work in planning the text and getting started with the text production (Dysthe & Herzberg 2014). According to POW theory, this is also a way of incorporating peer response in an extended sense (Hansen & Lui, 2005, Hoel, 2007, see subsection 2.4.1).

4.3.1   Idea generating - Cycle 1

When reviewing Q 1, the six participants generally responded positively to the idea generating activities prior to writing in Cycle 1. When asked to rate this on a ranking scale (Q1 No 4), four ticked off for 'Very good' whereas the remaining two answered 'Good'. The respondents' answers to a multiple-choice question of which activities they have liked (Q1 No 5) are illustrated in Figure 4.2 below.
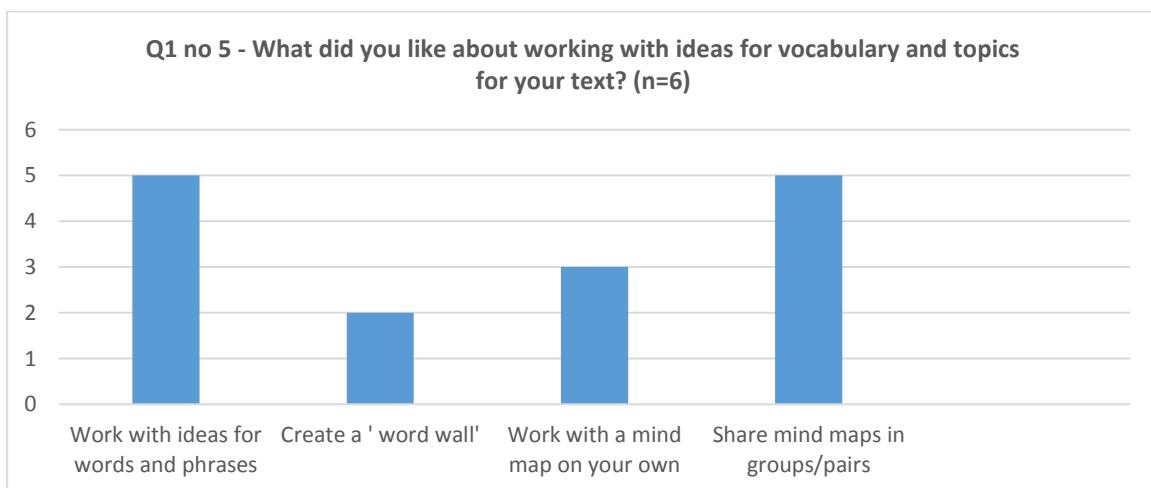
Figure 4.2 **Responses to idea generating**

The results in Figure 4.2 indicate that the students liked working with different aspects of idea generating. Both working with ideas for relevant words and phrases, as well as brainstorming

and sharing mind maps regarding topics get high scores. Furthermore, the answers may indicate that most of the respondents have appreciated the collaborative nature of these activities. Five out of six ticked off for having liked sharing their mind maps in groups. Three of them also ticked off for liking to work with mind maps individually first before sharing.

When elaborating on why they have liked working with idea generating (Q1 No 6), some of the answers correlate with the answers given to the multiple-choice question shown in Figure 4.2 above. Some students seem to have appreciated the time to think individually first and then share ideas with others. In addition, the participants found that working in this manner sparked ideas for content and gave a wider range of vocabulary. Some also pointed to the opportunity to practise additional skills through oral activities in the groups. To illustrate these findings, some of the participants' responses to Q1 No 6 are included.

STUDENT VOICES	IDEA GENERATING – CYCLE 1 (1)
I think it was useful to first work with words and phrases on your own and thereafter be able to exchange ideas with other students. (Student 3, Q1 No 6)	
Sometimes we can do better work when we have different ideas before we start. It is important to be very careful when you begin [writing] (Student 1, Q1 No 6).	
It is useful because we can get a lot more words and phrases for the text. This makes the text not boring (Student 6, Q1 No 6)	
One expands vocabulary through discussions with others. One uses oral language actively. One is challenged to test own limits, one stretches a little extra (Student 2, Q1 No 6).	

Both figure 4.2 and the student voices above show that the participants seem to have found support for text production both at global levels (ideas for content) and at local levels (expansions of words and phrases) through working collaboratively with idea generating. That the participants have expanded their ideas for and the understanding of the writing task through dialogue may serve as examples of advantages of allowing room for the multiple voices in a classroom (Dysthe 1997, 2012, Dysthe and Herzberg 2014).

Moreover, it is also interesting to notice the three respondents who stated that they had appreciated that there was granted time to work individually prior to sharing ideas in the groups (see Figure 4.2). When generating ideas for vocabulary for the 'word wall' and when making mind maps for ideas at an individual level, the participants were required to write down their ideas. That some respondents found this part of working individually useful, may

relate to the aspects of having time to think, as some of them expressed (Q1 No 6 and GI 1). The relationship between thought and speech (in written or oral form) is far more complex than what can be accounted for here. However, Vygotsky views language as an important mediating tool for problem solving and thinking. Language does not merely serve the function of transmitting thoughts, but there is an interrelated process between the two. Vygotsky (1987, p 251) says that 'Speech does not merely serve as the expression of developed thought. Thought is restructured as it is transformed into speech. It is not expressed but completed in the word'. The process of producing mind maps individually might illustrate how thoughts may come into life through the mediation of writing. Furthermore, the jotting down of ideas in a mind map may serve as a first step of the writing process, or to borrow some words of Vygotsky (1978, p 293), as the first part of entering 'a conversation with a blank piece of paper'.

Furthermore, when the participants were asked to share their ideas in groups, they enter what Dysthe (1996) calls a writing-based oral activity. To go through the phase of thinking and writing individually, may give the group activities substantially different qualities than when starting from the point of more spontaneous oral discussions in class. Based on her classroom studies, Dysthe (1996) maintains that these kind of activities may enhance dialogue in a Bakhtinian sense of the word (see more subsection 2.5.3), and thus, create learning for the participants through negotiations of meaning. When sharing their ideas for a writing task, the participants may get new ideas from others or enrich their own through the dialogues, and hence, there may be potential for reaching a wider understanding of the assignment. Consequently, the multiple voices of the classroom and the interaction of writing and talking may enhance creativity and new understandings of the purpose of the writing for the participants.

Some participants brought up advantageous aspects of going through the stage of idea generating in GI 1, as well. Some quotes from this are included below.

STUDENT VOICES	IDEA GENERATING – CYCLE 1 (2)
I do not like writing so well, but I like to write about something that I have experience from […]. And then I also like that we share, make mind- maps and that we share ideas and so, yes, that makes us write better. [..]. Because usually, if I write alone maybe I only write a little, but we share mind-maps and so I write like wider, much, much more information, yes (Student 6, GI 1)	

> *What was new for me [...] was actually the first part of the writing. To sort ideas and preparing to write. That was such a fine way to learn how you should start writing a text, even if you maybe are not so engaged in the topic or know so much about it (Student 2, GI 1).*

The two statements above may be interesting to view in light of some attitudinal matters which these participants had raised previously. Student 6 often found it challenging to know what to write about when faced with writing tasks. Considering her statement above, the collaborative aspects of sharing ideas seem to have supported her in this respect. Student 2 expressed that she did not like writing in general, and in conversations with the teacher she expressed some initial problems of motivating herself for the intensive focus on writing of this project (from teacher- researcher log, Day 1, Cycle 1). According to her answer above, she seems to have found some motivational support through working with ideas prior to writing. In GI 1, she did not mention the collaborative elements of these activities, but she focused on the strategical aspects in order to enhance her text production. However, when comparing this to her answer in Q1 No 6 (quoted in (1) above), it is possible to conclude that she had also appreciated elements of group work. In that answer, she stated that this stage had given her opportunity to practise speaking and that working in groups had required that she stretched her limits. That collaboration make learners stretch a little further than they are able to do in individual work, and possibly reach new understandings through that, is an important aspect in SCT (Donato, 2004, Lantolf & Thorne, 2006). This will be elaborated on further in sections 4.4 and 4.6.

Regarding possible constraints at the idea generating stage, Q1 No 7 asked the students what they had not liked. Four respondents answered this question, but two of them elaborated further on positive aspects. Thus, those answers added to the previous question. One respondent stated that she would not use 'word wall' as a tool in the future. The other negative remark related to time constraints since we were going through two brainstorming activities and writing first-drafts on the same evening. She would have preferred to have more time for the writing in class. Due to the time constraints, the participants were given the opportunity to continue writing first draft at home.

4.3.2 Idea generating - Cycle 2

In Cycle 2, as in Cycle 1, the students were required to go through the stages of individual brainstorming for the writing task and thereafter to work in groups for sharing ideas. The

writing task was one from the mock exam set 'Taking Chances' (see Appendix 14) and related directly to the two texts from the preparation booklet which we had read and worked on during the preparation stage (see subsection 4.2.4).

The writing task came as somewhat of a surprise to some of the students, and two of them reacted so negatively that they found it difficult to start working with ideas. One of them had a rather angry reaction and said it was impossible to solve such a task. This situation occurred unexpectedly for me as a teacher, as I had thought that there was a rather clear connection between the preparatory texts we had read and the actual writing task. The incident of some students' strong reaction took most of my attention on the first part of this evening and it affected the atmosphere in the group and some practical matters for collaborating on ideas.

However, while I as a teacher was busy with calming down the most upset participant, most of the students started their individual work with generating ideas by the tool of mind mapping, and they subsequently shared ideas with other students. Thus, as noted in my reflection log from this day (teacher-researcher log, Day 3, Cycle 2), the situation at least gave an opportunity to observe that the students had learnt some strategies for the idea generating stage from their experiences in Cycle 1, and that they implemented this way of working without receiving explicit directions by the teacher. Thus, it would seem that some new practices had been established in the group through the working with ideas in the previous cycle.

The incident above is included to provide some background information in order to understand some of the respondents' evaluations of Cycle 2. Furthermore, the strong reactions from some students led to reflections on the teacher-researcher's behalf concerning how to meet resistance. In retrospect, I realised that I probably had been too concerned with 'sticking to the plan', which was to let the students work individually first and then share ideas after. An alternative approach in this case might have been to start by activating the multiple voices of the classroom regarding interpretations of the writing task. Such initial negotiations might possibly have supported those who found this task challenging or even 'impossible' to solve. Practitioner reflections, especially when things do not work out according to plan, are important parts of critically reviewing own practices through AR.

Regarding the participants' evaluations, there was only one question posed which related to the idea-generating in Cycle 2 in Q3 (No 3). This open-ended question intended to give the

students the opportunity to come up with both negative and positive aspects. The students' responses at this stage focused on two factors: First, how working with brainstorming activities sparked ideas and enhanced the writing of the texts. Secondly, how the use of the tools of mind mapping and aspects from genre instruction (the 5 Wh questions) had scaffolded the idea generating processes. One participant remarked on how the writing task was different from what she had expected, but that she had found support in the tools mentioned above. The student who had found the task extra difficult did not reply to this question, which is natural since she was mostly preoccupied with talking to the teacher at this stage. However, both in the review of Cycle 1 and in GI 2, she expressed that learning about going through stages of idea generating and planning the text were maybe the most useful aspects she had learnt from the writing project.

The idea generating phase was not a major topic in GI 2. However, one respondent expressed how he had found support in the aspects of working collaboratively with ideas. His comment might be related more generally to brainstorming as an integral part of the course throughout, particularly when introducing new themes of the syllabus. Even so, including this may serve as a suitable end note to what seems to be the respondents' generally positive attitudes to working collaboratively with ideas in this writing project.

STUDENT VOICE	IDEA GENERATING (3)
It's a good point also, the negotiations before we start to write a subject. Key words and everyone give his ideas and some sentences, some feelings, some meanings, all concentrating on the same subject [..] in the groups and we discuss with you [the teacher] and you write many notes about it on the board and some of us take pictures. [...] For example, if I would like to write something [...] I could get ideas from there (Student 5, GI 2).	

Interestingly, in this quote the participant names this process 'negotiations', and he mentions how the participants come up with differing views and associations to the topic through the brainstorming activities. The way I understand it, these processes may qualify as dialogic encounters between the many voices in a classroom as described by Dysthe (1997, 2013). The many different perspectives on a topic are brought up and this may stimulate open reflections since there is no inherent right or wrong answers in these kind of tasks. Hence, the inclusion of idea generating activities may be tied to ideas of dialogic pedagogies.

4.3.3   Summary idea generating

The participants of this study generally seemed to find that the collaborative and dialogical nature of group work at the idea generating stages scaffolded their writing. To summarise, the reported benefits on working through an idea generating stage seem to fall into the following categories:

- **Group work and collaboration** led to expanded ranges of vocabulary and ideas for content
- **Group negotiations** supported understandings of the purpose of the writing
- **Additional skills** were practised through active use of oral language in groups
- **Alternating between individual written mode and collaborative oral mode** seemed to support thinking processes.
- **Producing joint mind maps in class** supported the understanding of the tasks and gave extended range of ideas.

The reported challenges related to the following aspects:

- **Time constraints** were reported regarding too many activities in Cycle 1
- **Understanding the writing task** was a challenge for some in Cycle 2.

As in the summary of section 4.2, it is important to note that the aspects above build on general trends in my material. What each participant have found beneficial could vary across the group.

4.4 Peer response groups

Participating in response groups where students assess each other's texts is potentially the most challenging part of POW. However, if carefully implemented, this may offer considerable benefits for the participants (Hansen & Lui, 2002, 2005, Dysthe & Herzberg 2012, 2014). The implementation of peer response groups in the present study followed some instructional guidelines based on previous research in the field (see section 2.4). In accordance with this, and also findings from my pilot study (see section 3.3), attention was payed to provide training of the participants in order to build their response skills and to enhance understanding of the purpose of peer response activities.

According to analyses of the data material, the reports and discussions of the participants' responses have been divided into three main categories: giving and receiving response, having an audience and text encounters.

4.4.1 Giving and receiving response – Cycle 1

Working in response groups involves aspects of both giving and receiving response. Being able to provide relevant response and making use of response offered by others put high demands on the participants concerning communication. Hoel (2000a) points out that generally response givers need insight in writing processes, knowledge about text conventions and competencies as readers in order to contribute with relevant assessment of peers' texts. In addition, giving response requires understandings of how to provide constructive feedback or how to feed forward. These aspects tie POW closely to AfL theory (see section 2.6). Providing assessment which enhances learning is regarded a challenge for anyone doing assessment work, whether it being teachers or peers. To master these skills calls for both theoretical 'know how' as well as substantial practice. On the other hand, receiving peer response requires a fair degree of openness on behalf of the writers if they are to receive benefits from the peers' comments.

An additional challenge when implementing peer response in an adult classroom like the one in question may be the participants' proficiency levels concerning the target language (e.g. Villamil and de Guerrero, 1996). Both having sufficient language to express oneself and to understand the others' texts and feedback are affecting variables concerning this. Moreover, the participants' differing cultural backgrounds could represent challenges concerning how they perceive the purpose of group activities (Carson & Nelson, 1994). In this study the students were encouraged to use Norwegian (L2 for the participants) as a support where this was deemed helpful for the group discussions. Furthermore, including mock response activities, jointly working with criteria for the writing tasks and providing the learners with adequate response sheets were measures taken in order to enhance the work in peer response groups. This was also considered parts of creating mutual understandings of the purpose of peer response and to create a supporting class climate (see more section 3.3).

Analyses of the quantitative material from Cycle 1 (Qs1 and 2) found some mixed attitudes towards peer response at this stage. When asked to rank how they had liked taking part in peer response groups in Cycle 1 (Q1 No 11), the answers distribute as follows: two students ticked off for 'very good', three students for 'good' and one student ticked off for 'not so good'.

However, when answering to a multiple choice question to evaluate the most positive or useful aspects of POW at the end of Cycle 1 (Q2 No 6), only three out of six ticked off for 'working in response groups with your first draft'.

The qualitative data from Cycle 1 show more nuances of the participants' responses regarding receiving and giving response. Words like 'interesting', 'educational' and 'exciting' were found in the participants' evaluations. Several participants seem to have found new ideas for text revision through the response from their peers, and one participant valued the opportunity of practising to give opinions in English. However, several respondents gave mixed reviews, and thus, it seems like they had found the experience both challenging and rewarding. Some students' voices are included below to illustrate some positive and some mixed reviews.

STUDENT VOICES	PEER RESPONSE, CYCLE 1 (1)

> *I can get some ideas from peers and then revise my text better later […] (Student 6, Q1 No 12)*
>
> *One gets impulses from others, that is OK […] it was educational both to try to give response and to receive comments on my own text. […] This is a good way to reflect on theoretical info which we received in advance. It was an exciting part of the project (Student 2, Q1 Nos 12 and 13).*
>
> *The feedback from the group is very important. [Normally]I just write a text and finish, but when I get much feedback from the group here, I find a lot of good information to write and to rewrite and I believe that this text […] is better because of the help from the others. Even if I sometimes feel disappointed, and that it is hard to accept [feedback] for the first moment, but after a while I found that it is important and positive, even if it was a little negative for me in the beginning. So it is very important to get feedback from the others (Student 5, GI1)*
>
> *I liked it – especially that it gave us the opportunity to speak and to practise giving opinions in English (Student 4, in Teacher Notes, Day 3)*

According to Lui & Hansen (2002), one advantage of peer response is that it offers students to take an active part in their own learning. As part of this, the students may 're-conceptualize their ideas in light of their peers' reactions' (Mendonça & Johnson 1994, p 746). In the quotes above, the students report that an exchange of ideas had taken place, and furthermore, 'new information' had been added. Student 5 says that he normally would spend much shorter time on writing a text on his own compared to when he received support in the form of comments and ideas from other students. These findings indicate that the negotiations of meaning in the response groups provided the participants with new understandings of their own texts. This could be viewed in light of that Dysthe (1997, 2013) encourages teachers to make use of

multivoicedness in the classroom. In this case, the multiple voices in the response groups seem to have contributed the participants' development of texts. Furthermore, the statement of Student 4 above could be read in accordance with claims that engaging in peer response activities may offer the participants opportunities to practise additional language skills and thus, enhancing their overall English language proficiency (Mangelsdorf, 1989, Lui & Hansen, 2002).

When reviewing what they did not like about working in response groups (Q1 No 13), four of the six participants reported of some difficulties concerning communication and group work. An important backgrounding factor to consider is that working collaboratively with writing was reported to be new to all of the participants, except the one who had previously taken part in the pilot study. The student voice below serves to illustrate some of the participants' former experiences with writing in this respect.

STUDENT VOICE	PEER RESPONSE CYCLE 1 (2)
It was new to me to work in groups, to give feedback to each other and receiving ideas. I have gone to school in Russia, and there we usually work individually with writing. We never have teamwork. We just get a topic and we are supposed to write about that. I actually think it is difficult to collaborate, because I have made up my mind and I am used to deciding what to write. I have an idea and then I am used to receiving comments from the teacher. But it is new for me to receive comments from other students, and to give comments. So I thought this part was difficult and new to me (Student 2, GI 1).	

The student who evaluated the work in response groups as 'not so good' in Q1 No 10, elaborated by reporting on miscommunication in the group. In her view, this led to useless discussions and not receiving relevant feedback. However, it may be worth noticing that this respondent still said that she had learnt from giving response (in Q1, No 12). As mentioned previously, it requires complex skills to be able to offer constructive feedback to peers. In accordance with the reactions above, Lui (1998) points out that learners frequently report uncertainties concerning the quality of peers' comments. This may in turn lead to a lack of enthusiasm towards these activities.

One student reported that she found it difficult to give response because she did not fully understand the others' texts. She would have wanted more time to read the texts. This could support the importance of considering temporal aspects when introducing peer response activities, particularly in mixed level groups. Moreover, this student's comment may serve as

an example of how readers need adequate textual and linguistic knowledge in order to feel comfortable in providing feedback (see Villamil and de Guerrero, 1996 in this subsection, Lui & Hansen 2002, Hoel 2000a, 2007). However, an important intention of implementing peer response is that participation in response group activities in itself will enhance the participants' understandings of textual aspects and assessment. This is in accordance with sociocultural views of how collaborative activities constitute learning opportunities.

Other remarks concerning challenges with working in response groups related to the fact that it was difficult to find good ways of giving response to what was regarded 'not good texts'. In other words, some students were concerned about how to give feedback in a constructive manner. This should be viewed in light of some of the guidelines for implementing peer response (see subsection 2.4.3). The importance of both training and practice in peer response skills are part of this, and it should be considered that the participants were at beginners' levels concerning this in Cycle 1. Moreover, one student stated that she was apprehensive to openly criticise or offend any of the others in the group. This may be regarded in relation to cultural backgrounds, as in a study by Nelson & Carson (1994) which identified different attitudes between participants from collectivistic and individualistic oriented cultures concerning attitudes to group work (see discussion of this in subsection 2.4.2). Furthermore, some of the students' apprehensiveness towards providing critical response may be viewed in light of them holding competing roles (Skulstad, 2005). Participation in response groups required the students to take on a new role as assessment provider. This is a role which traditionally has been distributed to the authority of the teacher. Students in a class will often define themselves as friends, a role which put them on equal terms with their fellow students. Thus, some participants may have experienced internal conflicts between holding the dual role of assessment provider and friend.

The participants' reports tell of defensive reactions either by themselves or by others towards receiving response. Findings that the students sometimes may be overly critical to each other's writings, and that peer response may lead to some uneasiness and defensive reactions amongst the participants correlates with findings of some other studies (e.g. Nelson & Murphy, 1992, Amores, 1997). Related to this, some students brought up the importance of being open-minded when receiving response from others. The following quote addresses this issue.

> *Maybe it is important to be a bit open for discussions, because we are not used to this. We like working together, but at the same time we are not used to it. So we do not open up fully to being positive and we take all comments as criticism. So it's better to take it as something positive, isn't it? (Student 4, GI 1)*

The student voice above may relate to creating a culture for response, an important issue in POW theory (Hansen & Lui, 2005, Hoel, 2007). Culture here refers to establishing norms for how to communicate and collaborate in a classroom comprised of participants with differing backgrounds, experiences and expectations. As part of this, it is a responsibility for both the teacher and the participants to create an atmosphere of openness in the classroom. According to Dysthe (1997, 2012), dialogue requires that participants are open to other's viewpoints and that there is a high level of acceptance concerning conflicting views on a matter. Hence, there may develop a culture which truly appreciates multivoicedness. Regarding peer response, this may entail that participants listen openly to the comments provided by others, and yet maintain the right to make final decisions on how to revise their own texts. However, it is important to recognise that establishing group norms to support such collaboration and openness takes time and requires continuous practice both on the teacher's and the students' behalf (Donato 2004, Hoel, 2007, Dysthe, 2012).

4.4.2   Giving and receiving response – Cycle 2

In the reports from the participants through Q 3 and in GI 2, there seems to be consensus that the peer response work had developed from Cycle 1 to Cycle 2. At the stage of GI 2 where the participants reviewed the whole project, the students seemed to have developed deeper understandings of the purpose and collaborative nature of peer response. When asked to compare the peer response activities in Cycle 2 to their experiences from Cycle 1 (Q3 No 5), all the respondents reported about an improvement. The answers addressed affective matters in that the respondents felt more confident in giving response and that it was easier to accept response from others. The participants commented on changes both at individual and at group levels. These findings are illustrated by the respondents' answers to Q3 No 5, as quoted below.

STUDENTS VOICES	PEER RESPONSE, CYCLE 2 (1)

I loved it. It gives us more freedom to talk to each other about our opinion. Also is nice to hear from our friends (Student 1, Q3 No 5).

Much nicer. It seemed like the whole group got a better understanding of the important elements in a good text. Many sensible and to the point comments. A big progress compared to the last time (Student 2, Q3 No 5)

I feel it went better this time. It felt more natural for me to give response and to receive response (Student 3, Q3 No 5).

This time it was more efficient to work in response group. (Student 4, Q3 No 5)

I have felt that all the students accept the response from others better than in January (Student 5, Q3 No 5).

It may be worth noticing the positive reports from students 2 and 3 who had found the writing task in Cycle 2 particularly challenging at start (see subsection 4.3.3). They seem to have found support in working in response groups in order to receive ideas for how to solve the writing task, something which they elaborated on in GI 2. This will be further discussed in the subsection of text encounters (4.4.5).

The topic of working in response group received a lot of attention in GI 2. The participants elaborated on how the peer response work had developed, and analyses of the data detected three main reasons for perceived improvement. For one, the respondents reported that the response work was facilitated by practice. Secondly, they said to have obtained better knowledge of what the writing process entails. Thirdly, the participants reported of improved social relations which again led them to feel more relaxed during peer response work. That all the participants had gained new perspectives on peer response at the end of Cycle 2 is a significant finding related to possible learning outcome in this study. I have found it relevant to discuss some aspects related to development and change in a separate section. Thus, more participants' voices on these matters will be added and discussed in section 4.6, where developments from Cycle 1 through Cycle 2 are reviewed in a theoretical perspective.

4.4.3   Having an audience

According to research in the field of peer response, one possible benefit may be that the writers develop increased audience awareness through working in response groups. Furthermore, the implementation of peer response may provide the participants with opportunities to receive authentic feedback (Lui & Hansen, 2002, see Table 2.1). In the

analyses of the data of this study, the aspects of having an audience seem to have concerned several of the participants, and some student voices relating to this are included below.

STUDENT VOICES   **HAVING AN AUDIENCE**

It [peer response] helps us to see better from other point of view, and to know what others think about what you wrote. It's great and improves our thoughts (Student 1, Q1 No 12).

I have written about this in my commentaries also [in Q 1], about doing a job together, which is what we are all talking about now. Because, you don't normally look aside in a way, at what is the best part of you text or what you actually have to improve. And, then those who listen to you have more of an overview of your text, and then it is very good to work together. This, I think, is what I am learning. Because we are individual people, I like to write alone. But just now, in school, in this class, I learn to collaborate, working together, I think. Yes (Student 4, GI 1).

I would like to say that we were presented with the whole process right from the start, so we knew that we were going to end up giving a presentation[9]. And then, in a way, we had to prepare ourselves for giving a presentation for other people. And we knew it would have to be interesting for those who we were going to give our speech to. That's why when we exchanged ideas, not only for structure, but to get some impulses about what the others wanted to hear, it was a bit important to get a dialogue about what was expected (Student2, GI 1).

The process of revising texts based on comments from peers may 'develop in students the crucial ability of reviewing their writing with the eyes of another' (Zamel, 1982, p 206). The participants' comments on advantages of getting an outsider's view on their texts through working in response groups seem to correlate with Zamel's statement above. The respondents further seem to appreciate the collaborative aspects of these activities, and have found that receiving comments on their texts may lead to wider understandings of how to develop the texts.

Many writers both in L1 and SL/FL classrooms are used to writing with the teacher as the only reader in mind. To participate in peer response groups may lead the students to direct their texts at a broader audience. Hoel (2000a) talks about this as a process of moving from internal self-directed writing activities to the more external reader-directed writing. Furthermore, engaging in peer response activities may enable participants to write texts which are more in line with the needs of their audience (Hoel, 2000a, Lui & Hansen, 2002). Some of the student voices in the present study seem to confirm these perspectives. As quoted above,

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[9] The task in Cycle 1 asked the students to both write a text and to give an oral presentation on their topic, see section 3.4., and appendix 12.

Student 2 seem to have found value in entering negotiations with her audience. The opportunity to discuss her first draft in the response groups, may have scaffolded her in developing her text more in accordance with 'what the others wanted to hear'.
The importance for teachers to enhance learners in developing audience awareness may be regarded in relation to findings from the SKRIV programme (Smidt 2011, see more section 2.7). The importance of knowing why you write (purpose) and who your writing is intended for (intended audience /tenor) is also in line with genre-process theories of writing (e.g. Badger & White, 2000, subsection 2.3.3). The aspects of purpose and audience will in turn affect the writers' choices concerning both form and content of the text. According to Smidt (2011), it is a fundamental aim for all writing instruction to discuss the purpose of the writing with the students. Smidt relates this to findings in the SKRIV studies, which show that this aspect may be under-communicated in writing instructions in Norwegian school settings. Findings of the present study may carefully suggest that working in peer response groups may be one way of heightening the students' awareness regarding purpose and intended audience.

4.4.4   Text encounters

In subsection 2.5.3 the connections between POW and dialogic pedagogy based on Bakhtin and Dysthe are discussed. In accordance with Bakhtinian ideas of dialogue, texts (written or oral utterances) are always interrelated with other texts. Consequently, writers will be in dialogue with other texts, which they have formerly read or heard, and simultaneously be in dialogue with their present developing text and with an anticipated audience (Dysthe 1997, 2013). These aspects were briefly discussed in accordance with the participants' encounters with model texts in Cycle 2 (subsection 4.2.4). Working in response groups will provide the writers with encounters of own and others' developing texts. This may be considered as both adding to and being a part of the dialogue of multiple voices in the classroom.

4.4.4.1 Encounters with own texts

Some students reported to have found advantages in reading their text aloud in the response groups. Listening to their own texts seems to have created increased awareness of what the texts were missing and provided the writers with new ideas for developing their texts further. These new insights seem to relate to both global levels (content and ideas) and at local levels through hearing own grammatical or lexical mistakes. The student quotes below may illustrates these aspects.

The finding that reading own texts aloud created new awareness regarding own writing, corresponds to findings of other studies in ESL settings (e.g. Tang & Tithecott, 1999). When some participants state that hearing their own texts add to textual development, I find that this may be classified as dialogic encounters with own texts.

4.4.4.2 Encounters with the texts of others

Both in the evaluation of Cycle 1 and Cycle 2 some participants touch upon aspects of encountering the texts of other students in the response groups. In Cycle 1, this seems to relate mainly to being able to 'steal ideas' from the others' writing. These negotiations of meaning concerning global aspects may happen through conversations in the group. In my opinion, additional dialogic encounters occur through reading and/or listening to the others' texts. The student voices below seem to reflect some of this.

STUDENT VOICES	TEXT ENCOUNTERS (2)

Yes, we may steal ideas from each other, yes, from peers. For example, when our text is missing something, we can see 'Aha, they have written like this or this – very good' So maybe we need this to improve things (Student 6, GI 1).

Yes, of course it helps to hear from the others [.....] for instance we do not copy what the other students do, but sometimes we can copy some of the sentences or the way that they write the sentences. We can write it by our ideas. (Student 5, GI 2).

The findings that the participants valued listening to other's texts and that this gave them new ideas for own text production correlates with findings in Hoel's studies in a Norwegian L1 setting (1995, 2000a). Furthermore, some research in ESL/EFL settings seem to support the value of text encounters in response group. As an example, Zhao (2014) reports on similar benefits detected in interviews with Chinese EFL students. The participants of his study claimed to learn from reading their peers' writing because these texts sometimes included ways of thinking and structuring that were new to them as readers.

Adding to gaining ideas of content, some respondents seem to be concerned with picking up relevant words and phrases from the meetings with the others' texts. This could be read in accordance with Mangelsdorf (1989, 1992) who says that peer response groups offer the participants opportunities to negotiate their L2 hypotheses (see subsection 2.4.2). This may relate to the oral discussions in the response groups, but reading and listening to the texts of the others seem also to have extended some of the participants' linguistic awareness.

As elaborated on in subsection 4.3.3, some students had initial problems with interpreting the writing task in Cycle 2. Thus, it may be particularly relevant to consider their reflections on how the encounters with the others' texts gave them new perspectives on how to solve the writing task in question. In turn, this led to reflections on how to meet challenging writing tasks in the future. Some participants' responses regarding this are included in the following.

<table>
<tr><td>STUDENT VOICES</td><td>TEXT ENCOUNTERS (3)</td></tr>
</table>

I thought it was very useful [...] to hear what the other students had written, how they had solved the task. This is because when I read the task I felt a bit confused because I had not expected to get this kind of topic, and then I had problems finding out what to write about. But when I heard for instance what Student 4 and Student 5 had written about, I got ideas that you may not need to make it so complicated [...] So, yes it was very useful to get input from the other students about how to solve the task (Student 3, GI 2).

I think in a way when I heard the texts of Student 1 and Student 4, I got an aha-experience about how to turn the task around, because there are many different genres in writing, short story, narratives. This means that you have to think carefully and then you may turn it around [the solving of the task] to something easier. You may make use of the past or the present or anything really. So I try to change my way of meeting challenges. There are so many smart ways of solving tasks [...] I was very impressed [...] this was very useful and interesting to see (Student 2, GI 2).

The quotes above may indicate that the two participants had moved from initial resistance of solving a perceived difficult task to gaining new understandings on text production through the dialogue with the other students in the response group and through dialogic meetings with the texts of others.

In subsection 4.2.4, there is a discussion on how reading a model text (A Story of Love) affected some participants' choice of genre and content. Some participants elaborated on how listening to the others' texts in the response groups also set off thoughts and memories related to their own life stories and experiences. This may serve as examples of how the voices of others may bring in new perspectives on own experiences. It seems like some of the

participants gained new ideas and insights both through the encounters with model texts and with the texts of other students. Some students' voices from GI 2 regarding how reading the texts of others sparked memories and thoughts about own experiences are included below.

STUDENT VOICES	TEXTS ENCOUNTERS (4)
I agree with you [another student] that when we hear about the story of the others it helps you, you can remember one story like this one so you can use from it (Student5, GI 2). *Student 4, for instance, has written a story about her family, and about what they experienced in St Petersburg. And I also have a grandfather who experienced the war there, so I could have solved the task in that way, then (Student 3, GI 2).*	

The findings discussed in this subsection seem to indicate that the learners develop new understandings related to text production through meeting and relating to the texts of the others in response groups. Reading and listening to other student texts seems to add to insights gained through oral dialogues about texts in the groups.

4.4.5 Summary peer response groups

Some major findings concerning the participants' positive reports on working in response groups could be summarised as follows:

- **Collaboration and dialogue** in the response groups provided new ideas and inspiration for own text production.
- **Having an audience** gave new perspectives on own texts and enhanced understanding of the purpose of the writing.
- **Text encounters** through reading and listening to the others' texts provided new insights and perspectives on own writing processes
- **A stronger sense of group cohesion** seemed to enhance peer response work.
- **Time and practice** affected understandings of and attitudes to peer response.

Some aspects of peer response received mixed reports.

- **Working in peer groups with writing and assessment was new** to most of the participants. It was held a challenge, yet most participants found benefits from peer response work.
- **Receiving and giving response** was reviewed as both challenging and rewarding.

The respondents reported of constraints regarding the following aspects:

- **Language barriers** made it difficult for some students to understand the other students' texts and to provide response
- **Some misunderstandings between group members** were reported.
- **To provide adequate response in an appropriate manner** was viewed as demanding.

Like in the summaries of findings in the previous sections, these are general trends of my material. The individual experiences may have varied across the group.

4.5 Writing and revising

A vital part of POW is to enhance the learners' revision skills. Several writers regard text revision as tedious and challenging processes. However, a major key to success lies in the revision work (Dysthe & Herzberg, 2014). In the present study, both peer and teacher assessment was provided with the aim to give learners feedback on the quality of their writing and to feed forward on aspects of potential improvement (for more details see section 3.4). The present study does not aim at evaluating the quality of the different sources of feedback, nor at analysing whether the peer or the teacher response led to quality revisions of students' texts. This section regards how the participants viewed doing text revision, and their views on peer response and teacher assessment.

4.5.1 Aspects of doing text revision

According to Dysthe & Herzberg (2014), text revision ties closely to assessment. In order for the assessment to have the intended effect, response from peers and/or teachers should be provided during the writing process (William, 2006, Dysthe, 2008). Thus, the writers are enabled to act upon the feedback when revising their texts.

Analyses of the data in the present study find that revising texts was not necessarily a customary part of the participants' writing practices. In GI 1, some respondents gave their views on the fact that they had been compelled to write three versions of their texts during Cycle 1. The student voices below reflect some participants' views on doing revision work.

To me it is very good to have someone make corrections, for instance peers or the teacher. I think it is very useful also, because normally I don't read over and over again so much (Student 6, GI 1).

To me it was very good to read the text many times, because it gave me a chance to take out some words and add some words and correct some words. So that was very good (Student 1, GI 1)

As I said initially, I do not like writing very much, so I thought it was strenuous. It was educational, but it was strenuous to write on the same topic over and over again.

    Interviewer: *But it was educational also?*

Yes, it was, because the text got better in the end. I see that. But I had to strain myself, so now I am pretty finished with the holiday topic [Laughs] (Student 3, GI 1).

Adding to the student voices above, the participants reviewed the compulsory writing of third drafts in Cycle1 in Q2 No 4. On a critical note, one respondent said that it had been boring and a second participant reported of feeling time pressure. From a more positive perspective, some said that it had been interesting to compare the last version of their texts to the first drafts and that teacher feedback and 'knowing what to do' enhanced the revision work at local text levels.

The findings presented above indicate that some of the participants generally have found it useful to engage in revision work. According to Dysthe & Herzberg (2014) text revision should be made compulsory for the students. This is particularly important since text revision may be regarded a daunting task by many. A Swedish study conducted at lower secondary level, supports this. The findings of that study showed that it was insufficient to offer the students opportunities to hand in revised drafts. Only when handing in new versions was made obligatory, did the learners engage in revision (Brorsson, 2007 in Dysthe & Herzberg, 2014). The quote of Student 3 in Student voices (1) above is interesting to regard related to this. However reluctant this student felt towards writing and revising, she values the experience and the fact that being compelled to revise had improved her final product.

Student 1 seems to have appreciated the aspects of doing revision in both cycles. In GI 2, she added some interesting perspectives concerning the relations between thoughts and writing.

STUDENT VOICE	TEXT REVSISION (2)
I think it's good to write one time and then rewrite one, two, three, or four times because sometimes when you think and write at the same time a lot of words stay in your mind and don't come down on paper. So I think it's good that you write and then you read, and you see 'Oh, I forgot this word'. Because many times when you write something your thinking and writing, it doesn't come out in the same speed as the hand, So it's good, because then you can put things in order with time (Student 1, GI 2).	

This student quote could be read in relation to Vygotsky's views on the inter-relationship between thinking and language (see more subsection 4.3.1). Furthermore, POW instructions build on the view that writing is a cyclic and recursive process. Thus, revision has a major role to play as to 'put your text in order with time', as Student 1 puts it in the quote above.

4.5.2 Text revision and peer response

In the questionnaires (Q1 and Q3), the respondents were asked questions related to text revision and the value of peer response. Some of the responses to this should be read in accordance with the discussions in section 4.4. Concerning Cycle 1, three out of six students said that they had used ideas from the response groups when they wrote their second drafts (Q1 No 14). When asked to specify which changes they had made, all three reported to have implemented changes regarding content and structure of the texts (Q1 No 15). In the evaluation of Cycle 2, an equal number of three students reported to have made use of the peers' comments when writing their second drafts (Q3 No 6). As in Cycle 1, the implemented changes in Cycle 2 seemed mainly to concern global text levels. My teacher- researcher's log notes from both Cycles 1 and 2 confirms that the participants managed to focus at global levels when providing peer response. However, some teacher support was needed in order to give response in a constructive manner (see also subsection 4.4.1).

A potentially challenging aspect when implementing response groups, is to make participants accept and/or understand feedback given by peers (e.g. Nelson & Murphy 1992, Lui 1998, see also sections 2.4 and 4.4). This may be particularly challenging in L2 classrooms with participants from cultures where teacher centred instructions are most common. Moreover, challenges may also relate to the participants' proficiency levels in the target language (e.g. Nelson & Murphy 1992, Villamil and de Guerrero, 1996, Hu, 2005). These are all aspects to take into consideration when reviewing that not all the participants in the present study had made use of peers' comments.

Furthermore, some researchers have suggested that participants may tend to direct their response towards local text levels such as linguistic errors or provide only superficial or vague comments (Nelson & Murphy, 1993, Lui & Hansen, 2002, see also Table 2.1). As elaborated on in section 2.4, it is possible to overcome some of the potential challenges of peer response work through careful training and guidance of participants throughout (Hansen & Lui, 2005 Min, 2005, Hu, 2005, Hoel 2007, Zhao, 2014). The students' reports of making changes mainly at global levels, may indicate that the participants of the present study had followed instructions of directing their response at aspects of content and structure. The participants may have found further support for this by the use of response sheets to guide their response. The findings above may lend support to the importance of providing explicit training and to making use of scaffolding devices, such as mock response activities and response sheets, when implementing peer response (see subsection 2.4.3). These factors may have facilitated the participants in not being too concerned with linguistic errors when providing response at the stage of drafting. Furthermore, the participants reported about improvement regarding peer response from Cycle 1 to Cycle 2 (see subsection 4.3.2 and section 4.6). This could lend support to the importance of being able to practise response skills over time.

Some of the respondents who answered that they had not made changes based on peers' feedback still reported that discussions in the response groups had influenced their revision work in various ways (Q1 Nos 15 and 16, 3, No 7). These answers related to having an audience and effects of hearing one's text while reading it in the group (see subsections 4.4.3 and 4.4.4). In addition, one student said that he had to review some issues of vocabulary when he realised that the other students did not understand what he was trying to express (Q1, No 16). These findings may support other research which have showed that peer response work have a wider impact on both revision and understanding of writing, than merely revising texts in accordance with peer comments (e.g. Hoel, 1995, 2000a, Lui & Hansen, 2002). DiPardo & Freedman addresses this when they say that: 'Even when no one-to-one relationship can be found between talk in groups and improvement on an individual piece of writing, learning might still be occurring in groups' (1988, p 21).

In GI 2, Student 2 reflects on how working in peer response groups may have affected revision of own texts and how this may give opportunities for text revision more generally. This student was also quoted in Text revision (1) in subsection 4.5.1. According to the quote below, she seems to have developed her views on doing revision work since then.

> *I think that through our writing project we got increased opportunities to work on our texts. When we write texts otherwise, we hand them in and then they are forgotten about. Here we have exchanged experiences and we have heard what the other students have written. Then I started thinking more about my own text, and about what I had written there. In this way, one may pick up positive aspects from the others' texts and then maybe change some of what you have written yourself (Student 3, GI 2).*

In my opinion, this student voice relates to some central aspects of how social interaction may lead to individual development. This student seem to have appreciated both exchange of viewpoints in the response groups and the opportunity to listen to other students interpretations of the writing task. In turn, this made her review her own text production. Thus, the interactional and dialogic activities seem to have supported her revision work and have extended her views on such activities.

4.5.3   Text revision and teacher assessment

Generally, the respondents seem to have valued response from the teacher. In Q2 No1, four students rate it as 'very good' and two as 'good' to receive teacher response on second drafts. In Q2 No 6, the respondents were given a multiple choice question in order to review what had been the most valuable aspects of Cycle1. 'Receiving response from teacher' got the highest score here, as all the participants had ticked off for this. By comparison, only three students ticked off for 'working in response groups'. These results correlate with several other studies where participants value teacher feedback over peer response (e.g. Nelson &Carson, 1998, Min, 2005). However, it should be taken into consideration that these evaluations were given at the end of Cycle 1, at a stage when the practices of providing and receiving peer response was new to the participants. This links to the discussions of temporal aspects of establishing a culture for response (see more subsection 4.4.1 and section 4.6).

To implement POW in the language classroom may be considered as a way of practising AfL, which is a major aim in current Norwegian school policies (see section 2.6). According to William (2006, p. 5), AfL practices require that teachers create classrooms where 'participation is made compulsory'. To make learners engage in peer response groups and to make revision work obligatory are practices in accordance with this. However, it is important to consider the different roles held by peers and teachers in this respect. Dyshte & Herzberg (2014) draw a line between 'response' and 'guidance' concerning assessment. Whereas both

teachers and peers may contribute with response to texts, the formal responsibility for providing formative assessment and the constructive guidance this entails, lies solely with the teacher.

Concerning POW practices, it is not a question *whether* to implement teacher feedback. It is more a question of considering *when* the teacher response should be provided (Lui & Hansen, 2002). In consideration of research which tell that students seem to value teacher response over peer response, it was decided to provide teacher assessment on the students' second drafts in the present study. In accordance with the AfL principles of providing response that move learners forward (William, 2006, see section 2.6), the teacher marked errors at local levels in the text with signs in the margin of the texts in Cycle1. Thus, the participants were to detect and correct their own mistakes when entering the editing phase. In order to model for peer response, the teacher also provided feedback at global levels in accordance with the response sheet 'Two stars and a wish'. Due to time constraints, the participants only received teacher assessment on their second and final versions of their texts in Cycle 2. However, some of the students took the opportunity to hand in third versions, even if this was not made compulsory and that the grade was already provided. This could indicate that there had developed an increased awareness amongst the participants regarding the value of revision.

One participant said that doing text revision had been one of the most profitable aspects of this project. He was particularly concerned with the mode of the teacher assessment. He expressed some of this as quoted below.

STUDENT VOICE	TEXT REVISION (4)
[...] I would like to thank you [the teacher] about the way you censored the text here [...] I feel that I understand you very well when you do not correct directly, but you marked the mistakes, and I have to search for the good results or corrections myself. This is a very good way to show the students how to work themselves (Student 5, GI 1).	

It is interesting to review this quote in light of the fact that an ultimate aim for both AfL and POW instruction is to offer tools to support further individual work. In the present study, it seems like several of the participants gradually appreciated advantages of doing text revision, and some reported to have developed new strategies for writing an revising throughout this project. This could relate to aspects of learner autonomy and self-regulated learning. However, the limitations of the present thesis do not allow for going into discussing this here.

4.5.4   Summary writing and revising

Concerning doing text revision the participants reported of advantageous aspects as summarised below.

- **Compulsory text revision** gave the participants the opportunities to re-read their texts and find aspects to work on.
- **Reading own texts several times and listening to others' texts** enhanced both thinking and revising processes.
- **Peer response** affected the revision work both in direct and more indirect manners.
- **Teacher response** was highly valued by the participants and some appreciated being involved in detecting and correcting own errors.
- **Writing and rewriting** enhanced the students in improving their texts.
- **Text revision** heightened students' awareness of text quality and may support AfL.

The reported constraints related to some of the aspects of working in peer response groups as summarised in 4.4.5. The one aspect which concerned revision work in itself was that:

- **Text revision** may be strenuous work.

These are reports of the general trends of the findings in the data material concerning benefits and constraints of doing revision work.

4.6 Aspects of development from Cycle 1 through Cycle 2

In this section, I will review some aspects of change and development from the start until the end of this project and discuss these in relation the theoretical framework of this study. Thus, this section will provide meta-reflection on development throughout the project. To review and reflect on both challenges and changes that occurred throughout the study is deemed particularly relevant in relation to the study's AR framework where the teacher has taken an active part as both instructor and researcher. According to AR, it is an aim to observe and analyse practice in the light of theory in order to achieve better and more informed practices. (see more sections 3.2 and 5.2). The findings of this section will be discussed in relation to theories of POW (see sections 2.4 and 2.5) and to sociocultural views on group work and collaboration. Moreover, in order to discuss some of the development which occurred in light of SCT, an illustrative case of learning in the ZPD is included and discussed at the end of this section.

A major reason for discussing aspects of development in a separate section is that I find that the changes in attitudes and understandings amongst the participants interrelate to all the aspects of POW which the students took part in through the two repetitive cycles. In the data material, some of the most explicit reports of change may be found regarding working in response groups. As discussed in section 4.4, this was initially regarded the most challenging aspect by most of the participants, even if several of them found that this had been interesting and beneficial as well. However, as discussed in sections 2.5, it is necessary to view peer response as a wider concept than merely the acts of giving and receiving response (Hansen & Lui 2005, Hoel, 2000a, 2007). Consequently, participating in several different POW activities may contribute to creating a culture for response in the classroom (Hoel, 2007). To borrow an expression from Ferris & Hedgcock (2005), the overarching aim for POW instruction may be a matter of 'building a community of writers', and subsequently, this may lead to improved text products and increased awareness of what writing entails for the members of the community.

As seen in the preceding sections, the participants report that they have experienced a number of both challenging and rewarding aspects of working with POW. The reported improvements at both individual and group levels seem to relate to three main categories: (1) increased awareness of what the writing processes entail, (2) opportunities to practise peer response, (3) improved social relations and collaborative skills. Three student voices on the perceived development throughout the two cycles are included to illustrate these aspects.

STUDENT VOICES	ASPECTS OF DEVELOPMENT (1)

> *It was a little bit difficult for me to start writing project, because I felt like to write alone. […] I thought is it not efficient to collaborate with other people when you write text. But this project I think it was very good and I learnt a lot of new things,, for example I like to collaborate with another student now and I like to hear response about my topic, about my text (Student 4, GI 2).*
>
> *I think it was a little bit difficult to give response and to take response from other students, but it was much easier second time than the first time. […] I think it is because we know each other better now […]. It is easier to give response, and, yeah, we are more relaxed […], and we know more about what the writing process is (Student 3, GI 2).*
>
> *[Referring to increased accept of peer response] So one is that we know each other better, but I believe that also because of our experience of getting negative feedback or giving the negative feedback with more respect, so it is easier for us to get the feedback and to give the feedback for the others[…] and to respect the others' ideas. […] Maybe it helped that we took it step by step, not only worked through one time, gave the feedback and then finished (Student 5, GI 2).*

In the first quote above, Student 4 speaks about changes in attitude through getting increased experience of working collaboratively. She draws a line from how she felt at the start of the project and how she reviews the value of collaboration at the end. The topic of the novelty of working collaboratively with writing has been touched upon previously; since this was an important backgrounding variable in order to understand some participants' reactions (see e.g. subsection 4.4.1). Student 3 point to the fact that both improved social relations and increased knowledge of the writing process has enhanced response work. Student 5 speaks about the values of practicing and the benefits of going through more than one cycle of POW.

4.6.1 Awareness of the writing process

Analyses of the data show that some of respondents feel more comfortable with peer response due to increased knowledge about what the writing process entails. On the one hand, this may relate to the importance of receiving explicit instructions on writing, as in the preparation stages. According to Hoel (2000a, 2007), the participants will need extensive textual competence in order to review other students' and own written productions. Explicit teaching of text conventions, focusing on criteria for writing tasks, reading model texts and encouraging general discussions about texts in the classroom may all be contributing factors to enhance awareness of what it takes to write a 'good text' in accordance with a writing task and in a given situation. This corresponds with a contemporary view of POW where elements of genre instructions should be included (Badger & White 2000, Dysthe & Herzberg, 2014).

On the other hand, the respondents' reports of development may be viewed in light of engaging in a wide range of activities. Participation in POW may constitute several arenas for increased understanding of some of the complexities of writing. Through taking part in peer response work in order to exchange ideas and negotiate understandings of texts, and through being compelled to assess and revise texts, the participants may gain wider insights in what producing written texts entails. In my view, engaging learners in POW may lead to what some respondents term 'increased knowledge of the writing processes'.

4.6.2 The value of instruction and practising

 Student 5 (in the quote above) speaks of the value of both experience and repetition. He also finds it good that the elements of POW were included 'step by step'. Several researchers stress the importance of giving the participants instructions and introducing POW and peer response carefully and consciously (Hansen & Lui, 2005, Hu, 2005, Hoel, 2007). In the

present study, explicit instructions of the stages of a writing process, the introduction of mock response and using response sheets to guide the feedback were intended as mediating tools in order to establish an increased understanding of what peer response activities in the writing classroom entail. To make use of these devices are in accordance with guiding principles for POW (see subsection 2.4.3). Adding to this, the participants were given the opportunity to use Norwegian (L2 for the learners) when this was deemed supportive for communication. Although the participants did not bring up all the aspects above when reviewing the POW cycles, these factors may have been background variables related to the reported development and learning throughout the project.

In addition to instructing teachers to plan carefully how to introduce peer response, Lui & Hansen (2002) underline the importance of granting the participants time to practise their response skills. They put this down as a major key to success when implementing peer response in the SL/FL classrooms. In this respect, it is interesting to see that some of the students respond that the opportunity to practise was a reason why it had been better to work in peer response groups in Cycle 2 than in Cycle 1 (see quotes in Student voices (1) in this section and more in subsection 4.4.2).

4.6.3 Social relations and collaboration

One finding of this study is that the participants seem to have developed a stronger sense of group cohesion throughout the project. This is reflected when they report that it is easier to take part in peer response activities because they know each other better, and thus, feel more relaxed. Relevant to this, Donato (2004) stresses that time is a crucial element required in order to establish the social relations necessary for collaboration. Furthermore, he states that little research on language learning in interactive contexts seem to take into account the temporal requirements for achieving learning through collaboration. To allow time to establish social relations and to acquire new competences through repeated practice seem to be particularly important when the individuals of the group are instructed to collaborate in areas where they are not accustomed to working together (Donato, 2004).

The participants of this study had been working a lot in groups during the English course in order to discuss different topics, do roleplays or solve relevant tasks, e.g. related to understanding of texts or grammar exercises. However, they reported that they were not familiar with working in groups regarding writing. They had not been used to sharing their written products in a school setting with others than the teacher. That some tension and

resistance occurred in the group at an early stage could be related to the fact that getting used to new practices takes time.

Moreover, the implementation of POW put demand on the participants to involve in more complex collaborative activities than they may have been used to previously. As discussed in section 2.5, Hoel (2007) says that to introduce POW does not only imply getting used to new working methods, but includes new sets of thinking which may require new attitudes to what learning entails. Thus, it implies taking the classroom culture into consideration. In GI 2 the participants were asked to provide the teacher with some advice for future practices when working with POW. In the quote below, one participant addresses the particular responsibilities which resides on the teacher when introducing methods which are new to the students.

STUDENT VOICES	ASPECTS OF DEVELOPMENT (1)
[It is important] to be patient. Because we [the learners] are of different cultures and we have different personalities [...] We cannot see the final aim. You know more about this. But all of us do not see this when we start, and then of course, we receive things maybe with frustrations, maybe with doubt. Then the teacher must be patient [...] and give the students time to understand things. Maybe not try to persuade them, but try to give them time to discover and understand more by themselves (Student 4, GI 2)	

This student voice regards the demands on the teacher in order to consider the temporal aspects of change and to establish a good framework for the new rules and routines of interaction and communication. Furthermore, the teacher may expect some resistance when new working methods like POW are introduced, and need to be aware of strategies of how to deal with this (Donato, 2004). This may be of particular relevance in such heterogeneous groups as the adult classroom in question.

4.6.4 Learning in the ZPD

The reported development in understanding and attitudes among the participant in the present study, could be discussed in relation to the concept of learning in the ZPD. In a Vygotskyan view learning leads to development within the ZPD. This development may occur both at individual and at group levels, and may happen through guidance of more capable others, or in and through peer collaboration in itself (Donato, 2004, Lantolf & Thorne, 2006).

In order to build the participants' response skills and to contribute to developing a culture for response in the class, increased opportunities to practise giving feedback were included during the weeks between the two research periods. As part of this, the participants were asked to give feedback to other students in open class when oral presentations were held. In this, it was held relevant that oral presentations also entail text production. On these occasions, the students were invited to give their response in accordance with the principles of 'Two Stars and a Wish' (as in Cycle 1). In the following, an illustrative case of development regarding receiving response is included.

One student reacted very emotionally when she received feedback after her oral presentation at the end of Cycle 1. Despite receiving a substantial amount of relevant and deserved 'stars', she found it hard not to take the 'wishes' as criticism. As it happened, the same student gave an oral presentation on the day when GI 2 was conducted. In my field notes from this day, I had noted how very confident this student appeared when giving her presentation. At the same time, I noticed how the other students automatically reached for their pen and paper to make notes for giving feedback without me instructing them to do so. When the student had finished her presentation, she initially assessed aspects of her own work, before she leaned back and awaited the responses from the others. All the students took turns and gave their stars and wishes. I contributed with my teacher response at the end. I made a note: 'Have we built a culture for response here?'

Interestingly, one respondent pointed to this situation in the preceding group interview (GI 2). He was concerned about the changes in attitudes towards giving and receiving response. He said that, though the students had found this challenging, they were all now requesting to continue with this practice. In the following quote he refers to his own and other students' development in order to accept response.

STUDENT VOICE	LEARNING IN THE ZPD (1)
I am talking about myself and I am talking about all the group. What I found from the group is that all of us accept, nowadays, we accept the feedback from the others. But maybe in the beginning it was hard to accept (Student 5, GI 2).	

Later in the interview, he got back to this and referred to what had happened regarding the presentation on the same day.

> *[Directed to the student]: I noticed it today that when you gave your presentation you were waiting for the feedback.*
>
> *[Directed to the group]: When she was finished, she was standing and waiting for the feedback, so she accepted. This means that from the inside of her, she accepted the feedback from the others (Student 5, GI 2).*

Several other students gave their confirming 'mhm's to this last statement in GI 2. Furthermore, the student who held the presentation in question reported of having gained considerable confidence regarding giving presentations and receiving response since the first incident in Cycle1.

The report above, could exemplify some of the development and learning in the ZPD which occurred throughout this project both at individual and group levels. The student who gave the presentation had moved from a stage where she found it hard both to give presentations in English and to receive peer comments, to a stage where she had found increased confidence in both fields. She also reported to understand better the value of receiving response. Thus, it could be argued that she had reached a new level of development, and that the interpersonal activities of POW seem to have enhanced this learning in her ZPD.

Furthermore, in the first quote above Student 5 refers to changes which he had observed both in himself and at group levels. Throughout GI 2 he was concerned with changes as to accepting response. He stated that both he and the other participants had moved from some degree of resistance when others commented on their text to accepting and requesting response from others at the end of the project. Furthermore, other students confirmed that a change in attitudes and understanding had taken place. My observations of how the response activities took place automatically in the classroom on the occasion described above may add to this picture. Thus, this may lead to the finding that there had been a development in the ZPD at group level regarding peer response and assessment of texts throughout the project.

As a finishing remark, the findings discussed in this section do not imply that all the participants had gone through the same degree of changes in the fields which are discussed, nor that all participants fully appreciated peer response work at this stage. However, it seems like all the participants had undergone some kind of learning in the field of writing and assessment through taking part in POW and the collaborative activities this involved.

5. Conclusion

In this chapter, I seek to summarise and reflect on the overall findings of this study. An overarching intention of the study has been to explore the area of teaching writing in an adult EFL classroom with participants of different cultural backgrounds. The study builds on my own sociocultural views of learning and a belief that knowledge may be co-constructed through collaboration and dialogue. Thus, I have found it interesting to explore how adult students in my own classroom would respond to POW with an extensive use of collaboration. Consequently, this study reports of implementation of POW from a learner perspective.

Six adult learners in an EFL class at primary and secondary level have participated in the study. Two cycles of POW were an integral part of the writing instructions in the term when the participants were to sit their 10th grade exams. I have served the dual role of teacher and researcher throughout, and the study has had an AR design. In the following, I will first review the findings of the study in light of the research questions. Next, I will discuss some impact of the AR approach. Finally, I present some of the study's implications regarding the teaching of writing in language classrooms and give some ideas for possible future research in this field.

5.1 Participants' responses

In both two cycles of POW in this study, the respondents participated through five set stages: explicit preparation, idea generation, drafting, peer response groups, and revising. Furthermore, the stage of publishing was included when the participants were required to hold oral presentations related to their written texts in Cycle 1. Adding to this, the participants received formative assessment during the writing processes both from peers and from the teacher.

In the following, I will summarise the findings in order to answer the two research questions which have been guiding this study. The research questions were as follows:

1. How do adult students in a multicultural EFL classroom respond to process oriented writing with an emphasis on collaborative activities?
2. Which parts of process oriented writing do the participants find most useful and/or challenging?

The two research questions relate closely to each other, and thus, the summarised findings seek to answer both. Given the qualitative nature of this study and the fact that the number of respondents have been limited, there is no attempt made to give any specific quantification related to the research questions.

5.1.1 Beneficial aspects

In terms of beneficial aspects, the participants reported of improved understanding of what writing processes entail. Related to this, some participants said to have developed better writing strategies through taking part in this project. Furthermore, there seems to have developed increased awareness among the participant concerning text conventions. The analyses of the material find that the reported improvements came as results of a combination of explicit teacher led instructions and of extensive and repeated opportunities to practise accordingly. To negotiate meaning through participation in collaborative activities also seems to have been influential. Furthermore, reading model texts seems to have played a role concerning developing heightened awareness of text conventions and provided the participants with ideas and inspiration for own text production. These findings relate to theories and principles of both genre and process approaches to teaching writing, and this may lend support to adapting a combination of process and genre approaches in writing instructions.

Moreover, the participants found that the collaborative activities in the pre-writing stages contributed to more ideas for content in own texts. The negotiations in the groups also led to increased understandings of the writing tasks. It appears to have been beneficial to alternate between the individual written mode and oral activities through group work in the idea generating phase. To require that the participants worked in both written and oral modes seem to have enhanced the interrelationship between thought and speech. This could be viewed in accordance with SCT and the views on how language serves as a mediating tool for thoughts. Furthermore, to enter into dialogue through sharing ideas and negotiating possible ways of solving the writing tasks seem to have scaffolded the participants in getting started with their writing. Thus, the pre-writing activities made use of the resources of the multivoiced classroom, something which relates these findings to theories of dialogic writing pedagogy.

Working in peer response groups provided the participants with more ideas of how to solve writing tasks and gave further inspiration for revision of own text production mainly at global, but also at local text levels. The encounters with own texts through reading them aloud in the

group gave some respondents new insights for how to develop their texts. To be provided with useful response and to get an outsider perspective on own text were other beneficial aspects mentioned. Working in response groups seem to have contributed to increased audience awareness amongst the participants. Moreover, some reported that it was beneficial for own text production to practise giving response and that this contributed to more awareness of criteria for a 'good text'. There are findings in the material to support that working in peer response groups over time led to learning in the ZPD both at individual and at group levels. Furthermore, the activities in peer response groups provided the participant with opportunities to take an active role in their own learning, and engaged the learners as instructional resources for one another. Thus, this ties working in response groups to basic principles of practising AfL.

Adding to encounters with own and others' texts in the response groups, the reading of model texts seems also to have heightened awareness of texts and provided participants with ideas both at global and local levels. Furthermore, through reading of inspirational model texts in Cycle 2, some participants seem to have entered into dialogue with the texts. Thus, reading of these texts sparked memories from own life experiences and thus, gave ideas for content and form when writing their stories. The different modes of text encounters both through working in response groups and through reading model texts may be regarded in light of Bakhtinian ideas of dialogism and concerns the idea of how texts relate in ongoing dialogic chains.

Finally, it appears to have been of value for the participants to go through compulsory stages of text revision. The work in response groups provided the participants with some useful feedback on own texts and gave them the opportunities to see how others had solved their writing tasks. Previously, most of the participants had been used to writing one version of texts and having the teacher as the only reader. Thus, in their reviews some participants reported that being compelled to revise had improved the quality of their texts. Both participation in response groups and receiving formative assessment from the teacher had enhanced the processes of rewriting. These findings relate to several aspects of POW and to fundamental principles of AfL.

5.1.2 Challenging aspects

Some major challenges reported by the participants of this project relate to aspects of collaboration. The participants of this study had engaged in a wide range of group activities in order to practise language throughout this EFL course. However, working collaboratively

with writing was new to all the participant apart from one, who had taken part in the pilot project on POW. The participants welcomed the collaborative aspects regarding idea generation. As a contrast, working in peer response groups was deemed more challenging by most. This may relate to the fact that working in response groups put considerable challenges on the participants concerning knowledge of text and how to provide constructive feedback. In Cycle 1, some participants reacted defensively and found it hard to accept response on their texts from other students. This may be related to the fact that presenting your texts to others to a certain degree means exposing yourself. Some participants also seemed to lack trust in the value of the other students' comments, something which may be related to their experience with more teacher centred practices from their own countries. Moreover, there were reports of problems related to language proficiency since the participants both had to understand each other's texts and had to rely on English or Norwegian as an L2 in order to communicate in the groups.

Introducing POW and the work in peer response groups involved fundamentally new practices for the participants of this study. The POW methods were sometimes met with initial resistance and scepticism from some of the participants. However, the aspects of working with writing were also met with openness and eagerness to learn something new. To implement change takes time, and it puts demands on the teacher as a leader. Some respondents said that they had felt stressed due to too many new elements being introduced in a relatively short time span and some felt that they had been granted too little time to complete certain tasks. These are findings which emphasise the importance of considering temporal aspects when introducing the wide range of activities in POW.

5.1.3   Development over time

In this study, there were significant findings of changes in attitudes amongst the respondents from Cycle 1 to Cycle 2. This was particularly related to the perceived value and usefulness of working in response groups. Some of the changes seem to relate to the fact that the participants had gained more experience through practice. Moreover, the participants reported to have reached new levels of understanding regarding texts and assessment through participating in a second round of POW. Importantly, the participants report of a stronger sense of group cohesion as well. This seems to have facilitated the peer response work in Cycle 2, according to the participants' reviews. Thus, the temporal aspects seem to have had

impact on social relations, the development of assessment skills, as well as on increased levels of understanding regarding what writing processes entail.

In reviewing the summarised findings above, it should be stressed that the responses and attitudes to the different activities varied across the group and some participants gave mixed reports to certain aspects. It is important to acknowledge the individual differences regarding what was perceived as challenging and/or rewarding. However, I find it possible to conclude that all the participants reported of some improved understandings and benefits regarding writing in a foreign language from taking part in the present POW project.

5.2 Implications of the AR approach

An aim of this study has been to become a more informed practitioner in the field of teaching writing in language classrooms. The AR design of this study implies that I have taken an active part in this project as both teacher and researcher.

Burns (2010, p. 2) states that in the field of education AR 'involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts'. A central aspect of the action part of AR is to bring about change in order to improve practices. In order to qualify as research the understanding of the topic in question and the implementations of changes must build on solid sources of information. Thus, in order to be critical I have consulted theory and research of others when planning and conducting this study. The data material has been gathered systematically and through recognised methods of data collection. Moreover, the theories to inform this study have been tools in order to analyse the data.

However, in this AR study, both the action and the retrieved data have been viewed through the eyes of an insider. One advantage of this insider position is that I have been able to act on and analyse pressing matters in my own teaching context. Furthermore, doing research in my own classroom has provided me with contextual understandings and I may have retrieved information from the participants which could be more difficult to access for an outsider. On the other hand, to serve the dual role of teacher and researcher also entails several challenges. One of them is to be able to create necessary distance to own home grounds in order to make valid interpretations of what is going on in the classroom as well as of the collected data.

In order to strengthen validity and transferability of this kind of research, I have sought to achieve transparency. I have aimed at this through making explicit my own pre-assumptions

and my underlying sociocultural beliefs on learning from the start of the present thesis. Furthermore, I have sought to enclose thick descriptions in order for the reader to understand the context of the research. This involves thorough descriptions of what we did in the classroom, as well as extensive use of contextualised quotes from the participants when presenting and discussing the findings. Furthermore, transcripts of interviews, the participants' answers to the questionnaires and relevant teaching material have been enclosed as appendices. Through this, I open up for readers to see aspects that I have not seen. Furthermore, I hope that teachers in a broad field of teaching writing in language classrooms may find some transferability from the present study.

Through this project, I find that as a teacher and as a researcher, I have been on an educational journey. In collaboration with the participants of this study, I find we have created new knowledge. This informs my present practices in the writing classroom today. I have implemented several changes in the adult language classrooms where I teach, and this study has encouraged me to seek to learn more through a practice which is currently more theoretically informed. With reference to Hansen & Lui's (2005, see subsection 2.4.3) statement that the key to success regarding peer response lies in the teachers' planning and the students' training, I would also like to add the important dimension of the teachers' training and practice in this respect. Thus, I find the following quote from another AR researcher in the field of teaching FL writing suitable:

> We can also expect teachers to benefit from the opportunities that working with peer review will offer them to develop their own understandings of writing and the teaching and learning of writing. Thus, it can provide openings for mutual development and improvement on the quality of life in the classroom (Hu, 2005, p. 325).

The theorists quoted above have peer response work specifically in mind. The present thesis investigates a broader range of POW aspects, but I find that the quotes above apply for all the POW activities which have been discussed in this thesis.

5.3 Future implications

Concerning didactical implications, the results of the present study correlate with findings from other research in the field of POW instruction. Of particular relevance are the principles of planning how to implement the stages of POW and to provide learners with explicit training and opportunities to practise. Furthermore, a combined focus of product and process

in writing instructions seem to be valuable to the learners. To build a culture for collaboration and dialogue in the language classroom may enhance learners in learning to write, and may also support the learning of the target language more generally.

Regarding future research, there are still vast grounds to be covered in the field of teaching and learning writing in language classrooms. When reviewing the present study, I find that it has covered several aspects of POW which could be investigated more in-depth. Much of the previous research concerning POW instruction both in L1 and SL/FL settings have been related particularly to working in peer response groups. Thus, to conduct research on different aspects of the idea generating stages would be interesting. Furthermore, it would be relevant to explore the topic of text encounters in relation to POW and to review this in light of theories of text reception and of developing intercultural competence.

The present study has reviewed POW from an adult learner perspective in an EFL classroom. A topic for future research may be to do similar research in the growing field of NSL classrooms. It may also be of relevance to conduct studies on POW from a learner perspective in the ordinary EFL classrooms at lower secondary levels in order to compare and contrast with adult learners' experiences.

Furthermore, the field of teaching writing in adult language classrooms in Norway generally needs more exploration. This may have gained increased relevance through the present focus on lifelong learning and on writing as a key competency. Thus, it would also be relevant to investigate teachers' thoughts on writing instructions and to survey different practices in the field of teaching writing in adult education.

How to activate learners as agents in their own learning and to how to promote AfL in language classrooms are topics which are touched upon in the present study. These are also relevant areas to go deeper into in future research in the foreign language classrooms and in studies of teaching and learning writing.

5.4 Final reflections

In retrospect, I find that the present study has constituted a wide range of educational experiences for both the teacher-researcher and the participants. I would like to end my thesis with a story in order to illuminate this. On the last evening of the present course, eleven students were gathered for a party in order to celebrate the end of the course and to say

farewell. With the intention to send the students off on a positive note, I invited them all to contribute with one final remark as to what had been good about taking part in this English course. Here I found myself slightly taken aback, when the five participants of the present study were to give their final 'short remarks'. They ended up giving in-depth reflections on rewarding and more challenging aspects of what they had learnt during the English class, and particularly concerning the writing project. They seemed to find that they had a lot to tell about their learning experiences to the other students who had not taken part in the study.

In my reflection log from this evening, I made notes of what I had witnessed. I found that this incident was a tale of how the writing project had contributed to building the participants' reflection skills. Taking part in the present study where the students had been required to evaluate what we had been doing in the writing classes throughout, appeared also to have provided the participants with meta-language in order to speak about own learning processes. On the evening in question, this came forward in a very natural manner, and it seemed that engaging in dialogues about learning had developed as a norm in the group. Furthermore, the strong social ties which had formed and aspects of how participants had come to value collaboration were also topics in this final evaluation round.

The present study has sought to investigate aspects of teaching and learning of writing in a language classroom from a learner perspective. Thus, I find it relevant to lend an ear to a student voice from this end of term party as the finishing lines of this thesis.

> *When I did exams previously, I never used to care much about other students' results. Or if I did, it was only to compare my own result to students whom I competed with. However, in this class, on this exam, I found that it was not **my** result that was important, but **our** result. This meant that I was as happy for the good results of the other students as I was about my own. I feel that the results belonged to the group, not to each one of us.*

In my view, this quote reflects some of the benefits of developing a common culture in the classroom and tells about some deep impacts which collaboration may have on learning. As a result of taking part in the collaborative activities in the present study, the participants seem to have found increased joys of writing.

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Appendices

Appendix 1: NSD Approval

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

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Vår dato: 21.10.2014   Vår ref: 40220 / 3 / KH   Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 08.10.2014. Meldingen gjelder prosjektet:

40220	*Erfaringsbasert master i undervisning med fordypning i engelsk, ENGMAU 630. How alddult students in a multicultural classroom respond to process oriented writing*
Behandlingsansvarlig	*Universitetet i Bergen, ved institusjonens øverste leder*
Daglig ansvarlig	*David Newby*
Student	*Inga Hesseberg Byrne*

Personvernombudet har vurdert prosjektet, og finner at behandlingen av personopplysninger vil være regulert av § 7-27 i personopplysningsforskriften. Personvernombudet tilrår at prosjektet gjennomføres.

Personvernombudets tilråding forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database,
http://pvo.nsd.no/prosjekt.

Personvernombudet vil ved prosjektets avslutning, 01.12.2016, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Kjersti Haugstvedt

Kontaktperson: Kjersti Haugstvedt tlf: 55 58 29 53
Vedlegg: Prosjektvurdering

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

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Appendix 2: Letter of consent – participants

Forespørsel om deltakelse i forskningsprosjektet
"Joys and Challenges of Writing"

How adult students in a multicultural classroom respond to collaborative, process oriented writing

Bakgrunn og formål

I forbindelse med at jeg tar deltidsstudiet Master i undervisning ved Universitet i Bergen, ønsker jeg å samarbeide med deltakerne på engelskkurset på kveldstid for å finne ut om hvordan vi kan gjøre skriveopplæring bedre.

Som tema for masteroppgava mi har jeg valgt Skriving i engelsk som fremmedspråk. Nærmere bestemt ønsker jeg å prøve ut noen metoder for skriveundervisning og deretter finne ut sammen med de av elevene som vil delta på prosjektet om disse metodene oppleves som nyttige i forhold til å kunne skrive engelsk og for å kunne forberede seg til skriftlige eksamensoppgaver.

Skriveopplæringen vil gjennomføres som en del av undervisningen og dere kan være med på undervisning og gjøre oppgaver, selv om man fritt kan reservere seg mot å delta på selve studien.

Ledelsen ved skolen er informert om at dette prosjektet skal gjennomføres.

Hva innebærer deltakelse i studien?

Som grunnlag for studien, ønsker jeg å gjennomføre 2-3 perioder på ca 2 uker, hvor dere som elever får skriveoppgaver innenfor et relevant tema på pensum og hvor dere skal samarbeide om forberedelse og gi hverandre ideer og respons på utkast til tekster dere skriver.

Etter at vi har gjennomført hver skriveoppgave, vil de som deltar i studiet måtte svare på spørreskjema om deres mening om det arbeidet vi har gjennomført. Her er det viktig at både positive og negative erfaringer kommer fram, og svarene dere gir i runde 1, vil føre til endringer av opplegget i runde 2.

I tillegg til spørreskjema vil materiale for studien samles inn ved at jeg som lærer gjøre observasjoner med fokus på samarbeidet deres i grupper underveis som jeg loggfører, og i tillegg vil jeg også sammenlikne de ulike utkasta av tekstene som dere skriver for å kunne se på hvilke endringer dere foretar underveis. Det vil også både kunne gjennomføres gruppe-intervju og noen elev-intervju for å finne ut mer av hva dere finner nyttig eller utfordrende ved å jobbe med skriving på denne måten og for å finne ut mer om hvilke endringer dere har gjort av tekstene underveis.

Hva skjer med informasjonen om deg?

Alle personopplysninger vil bli behandlet konfidensielt. Det er kun jeg og eventuelt min veileder som vil ha tilgang til å se det dere svarer på spørreskjema og lytte til opptak av intervju underveis i analyseringene av materialet. Dere trenger ikke å opplyse navn eller andre personopplysninger på spørreskjema. I intervjuene vil vi snakke om deres tidligere erfaring med språkopplæring og skriving og opplysninger om nasjonalitet vil kunne tas med, men disse opplysningene vil også anonymiseres i selve oppgaven.

Oppgaven vil skrives slik at det ikke skal være mulig å identifisere dere som enkeltpersoner, kun som en del av deltakere i en engelskklasse i grunnskole for voksne.

Innsamlingen av data avsluttes i løpet av våren XXXX, og masteroppgaven skal etter planen leveres i mai 2016 (alternativt medio november 2016), og dataene som er samlet inn vil anonymiseres eller slettes så snart masteroppgava har blitt vurdert og godkjent.

Frivillig deltakelse

Det er helt frivillig å delta i studien, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn. Dersom du trekker deg, vil alle opplysninger om deg bli anonymisert.

Det er viktig å understreke at det **ikke** vil ha negative konsekvenser for deg hverken når det gjelder karakterer eller annen vurdering i faget dersom du velger ikke å delta i studien!

Jeg vil i tillegg til dette skrivet gi muntlig informasjon om prosjektet, og jeg svarer gjerne på de spørsmål om studiet som du/dere har før dere bestemmer dere om deltakelse eller ikke. De som ønsker å delta må levere inn skriftlig samtykke.

Studien er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS.

Inga Hesseberg Byrne
Lærer

---SVARSLIPP

Samtykke til deltakelse i masterstudien «Joys and Challenges of Writing».

Jeg har mottatt informasjon om studien, og er villig til å delta

----
(Signert av prosjektdeltaker, dato)

Appendix 3: Questionnaire 1

EVALUATION OF WRITING PROJECT, CYCLE 1 - PART 1

DAY 1　　　　　**Preparation for writing texts**

 1. How useful have you found it to learn about writing and preparations to write texts?

Very good ____ Good ____ A little good ____ Not so good ____ Don't know____

2. What was good about this preparation part? *(You may tick off for several alternatives or none.)*

To learn about different stages in the writing process _____

To discuss how we may prepare to write _____

To learn about structuring the text (The Fish) _____

To learn about different types of introductions _____

To practice writing introductions together with others _____

To practice giving response to texts in text book _____

Other things which were good:

_____

 3. What was not so good about this preparation part?

_____

_____

DAY 2　　　　　**WORKING WITH IDEAS**

 4. How useful did you find working with IDEAS AND MIND-MAPS before you started writing?

Very good ____ Good ____ A little good ____ Not so good ____ Don't know____

 5. What did you like about working with ideas for vocabulary and topics for the text?

(You may tick off for several alternatives or none.)

To work with ideas for words and phrases _____

To create a 'word wall' _____

To work with a mind-map for topics on your own _____

To share the mind-maps in groups/pairs _____

Other things: _____

 6. Why did you like to work with ideas (if you liked it)?

_____

_____

7. What did you not like about working with ideas in this way?

_____

_____

WRITING THE FIRST DRAFT

8. How was it to write the first draft of your text after we had done preparation work at school?

_____

_____

DAY 3   RESPONSE GROUP

9. How did you find practicing to give response to Emma's text about Thanksgiving?

Very good _____   Good _____   A little good _____   Not so good ____   Don't know____

10. How was it useful (if it was)?

_____

11. How did you like working with your first drafts in response groups?

Very good _____   Good _____   A little good _____   Not so good ____   Don't know____

12.   What did you like about giving and receiving response in the group?

_____

_____

13. What did you not like about giving and receiving response?

_____

_____

WRITING A SECOND DRAFT OF THE TEXT

14. Have you used any ideas from the response groups in your second draft?

   YES _____   NO _____

15. If yes, which ideas did you use?

_____

Other things you want to say about writing the second draft:

_____

16. Other comments:

_____

_____

Appendix 4: Questionnaire 2

EVALUATION OF WRITING PROJECT, CYCLE 1 - PART 2

TEACHER RESPONSE ON SECOND DRAFT OF THE TEXT

    1.   How was it to get response from the teacher on you second draft?

Very good _____   Good _____   A little good _____   Not so good ____   Don't know____

    2.   What was useful or good with this response?

_____

    3.   What was not useful or good with this response?

_____
_____

 WRITING A THIRD AND FINAL VERSION OF THE TEXT (EDITING)

    4.   How has it been to write the third version of the text?

_____
_____

    5.   Have you made any changes in your third version?   YES_____   NO _____

        If YES, which changes did you make:

_____

_____

PROCESS ORIENTED WRITING

    6.   What has been useful or good for you in this whole process of writing?

To learn some theory about writing and the writing process   _____

Working with ideas for your text

        a.   Alone   _____

        b.   Together with others (sharing ideas)   _____

Working in response groups with your first draft   _____

Receiving response from the teacher on your second draft   _____

Writing three drafts of the same text   _____

Making an oral presentation of the same topic as I have written about   _____

Other things you have liked about or learnt from working with writing in this way:

_____

_____

7. What has been difficult or challenging with working with writing in this way?

_____

_____

8. How has it been to work with writing in this process oriented way compared to working with 'ordinary' writing tasks where you normally work alone and at home?

_____

_____

9. How do you think we should work with writing further in the English course?

_____

_____

10. Other comments

_____

_____

_____

Appendix 5: Questionnaire 3

<u>EVALUATION - WRITING PROJECT - CYCLE 2 – MARCH</u>

1. Did you find it useful to work with the inspirational texts, *Fast Car* and *The History of Love,* from the preparation booklet before writing your own text ?

   YES _____   NO _____

2. How was it useful? (If it was.)

_____

3. How was it to work with IDEAS for this writing task (Brainstorming, mind-maps, group discussions)

_____
_____

4. How was it to have time to give written feedback to the other students texts before working in response groups?

_____
_____

5. How was it to work in response groups this time compared to the last time (in January?

_____
_____

6. Have you used any of the ideas that you got from the response groups when revising your own text?

   YES _____   NO _____

7. If so, which ideas did you use?

_____

8. How was it to evaluate your own text before handing it in?

_____
_____

9. What have you learnt about evaluating your own and other students' texts through process oriented writing?

_____
_____

10. What been the most useful part of process oriented writing **in this round**?

_____
_____

11. What has been different in this round of process oriented writing compared to in January? You may bring in both positive and negative elements.

_____
_____

12. Which techniques will you make use of in further writing?

- Work with ideas before writing   _____
- Plan the text before writing   _____
- Find ways to get response from others   _____
- Write drafts before my final version   _____
- Work more with evaluating my own text   _____

Other things:

_____

13. Other comments:

_____
_____

Appendix 6: Participants' responses, Questionnaires 1-3

Numbers in the left columns refer to the participants by Student numbers (Student 1, Student 2, etc.)

QUESTIONNAIRE 1 (Q 1)
EVALUATION OF WRITING PROJECT, PART 1, WEEK 2-3
DAY 1   PREPARATION WORK

1. How useful have you found it to learn about writing and preparations to write texts?

Very good __3__   Good __2__   A little good ____   Not so good ____   Don't know____

2. What was good about this preparation part? *(Mulitple choice, n=5)*
   (You may tick off for several alternatives or none.)

To learn about different stages in the writing process	4
To discuss how we may prepare to write	5
To learn about structuring the text (The Fish)	4
To learn about different types of introductions	4
To practice writing introductions together with others	3
To practice giving response to texts in text book	4

Other things which were good:

1	Just having a teacher that is willing to help us and teach the writing process, how we can become good writers, is wonderful.

3. What was not so good about this preparation part?

1	Cannot say anything against this method of preparation. It's very nice to improve ourselves and our self-esteem. We must take this chance now.
2	It could have been more interesting to spend more time on discussion and exchange of ideas, use more the oral English and less time on repetition of the theoretical part of a writing process.
3	There was too little time for writing a good introduction. We spent far too much time to decide which kind of introduction we should write and had therefore too short time for the actual writing. I think this should have been an individual task.
6	We spent a lot of time preparing the text (the introduction).

DAY 2 WORKING WITH IDEAS

4. How useful did you find working with IDEAS AND MIND-MAPS before you started writing?

Very good ___4_ Good __2__   A little good ____   Not so good ___   Don't know___

5. What did you like about working with ideas for vocabulary and topics for the text?
   (You may tick off for several alternatives or none.)   *(Multiple choice, n=6)*

To work with ideas for words and phrases	5	
To create a 'word wall'	2	
To work with a mind-map for topics on your own	3	
To share the mind-maps in groups/pairs	5	

Other things:

1	Exchanging ideas with friends
6	To make mind-maps alone first, afterwards share with another

6. Why did you like to work with ideas (if you liked it)?

1	Sometimes we can do better work with we have different ideas before we start. It is important to be very careful when you begin.
2	One expands vocabulary by discussing with others. One uses oral language actively. One gets challenged to test one's own limits, one stretches a little extra.
3	I think it was useful to first work with words and phrases on your own and thereafter be able to exchange ideas with other students.
4	Phase no 1 help me to write the text most of all
5	Because the ideas from other students and with the help of the teacher, refresh my memory and could help me to find more vocabulary.
6	Because it is useful, because we can use a lot more words and phrases in the text. This makes the text not boring.

7. What did you not like about working with ideas in this way?

1	I like all of the information and suggestions from the teacher and the students. Nothing negative about it.
2	One gets new impulses from other students
3	I don't think I am going to use 'word wall' when I will write texts in the future, but I thought structuring ideas and exchange ideas with others was useful.
4	Perhaps working with mind-maps in pairs/groups was not so efficient. I think it was enough to create a 'word wall'. We spent too much time on the first part of day 2.
5	-----------
6	----------

DAY 2   WRITING THE FIRST DRAFT

8. How was it to write the first draft of your text after we had done preparation work?

1	It was fine to do so. But I didn't like so much the theme I have chosen. I will do better next time.
2	It was OK, but perhaps it would have been easier for me if I would have thought narrower at start – one specific celebration (holiday)/ and not generally any holiday/ celebration like I did.
3	I decided what I should write about in school, bur I needed to find more facts at home.
4	It was a short time to write a text. It was just possible to write plane.
5	It was easier.
6	It was useful for me because I have not got so much time to write the text. It helps a lot for to focus and have a lot if ideas for to write the text.

DAY 3   RESPONSE GROUP

9. How did you find practicing to give response to Emma's text about Thanksgiving?

Very good ___2_ Good ___4_   A little good __1__   Not so good ___   Don't know___

10. How was it useful (if it was)?

1	It had a lot of information about it and she also talks about herself.
2	One learnt about standard criteria for the text. One could give general response and not just personal.
3	It was useful to learn/repeat in practice what we should focus on when we judge if a text is good.
4	---------
5	Even though the text has been written by an expert, I found a way of to think about how it has been written. I found ideas to use myself.
6	If we shall give response to the text we have to understand the text well. I mean, that we read the text properly to have ideas about the text.

11. How did you like working with your first drafts in response groups?

Very good _2___	Good _3___	A little good ____	Not so good ___1_	Don't know___ _

12. What did you like about giving and receiving response in the group?

1	Very important. It helps us to see better from other point of view, and to know what others think about what you wrote. It's great and improves our thoughts.
2	One gets impulses from others, which is OK. But it may be difficult to just listen to 'wishes' without being able to answer. Did not feel that everything that was said was relevant. But it was educational both to try to give response and to receive comments on my own text.
3	I thought it was educational to practice giving response to other students.
4	I think it's always better to read my text to another person to find both new ideas and mistakes.
5	I found what my text was missing to be a good text.
6	I can get some ideas from peers and then revise my text better later. At the same time I give some response to my peers. I hope this is useful for them too. I can pick words and ideas from my peers' texts also.

13. What did you not like about giving and receiving response?

1	I did like it.
2	Nothing. This is a good way to reflect on theoretical info that we received earlier. This was an exciting part of the project.
3	One of the students in my group misunderstood the task. And we spent a lot of time on useless discussions. The feedback which I received from this student was also of very little relevance.
4	It could be more discussions after reading texts. If we were able to answer the questions, we would understand better own tasks.
5	Sometimes it is hard to tell someone who did not write a good text that he did it in good way. Also sometimes I received negative response but I accept it at any rate. Some students reacted vulnerably.
6	Sometimes it is difficult to give response to peers because I don't fully understand the text. I have to spend time reading and understanding.

HOMEWORK: WRITING A SECOND DRAFT OF THE TEXT

14. Have you used any ideas from the response groups in your second draft?

YES	4	NO	3

15. If yes, which ideas did you use?

1	------------
2	No, but the discussions in the group absolutely helped me to understand how I wanted to develop the text further
3	-----------
4	Write introduction, short. Write more about historical facts.
5	I have used the idea which was telling me to write about my private or personal experience and to write about clothes on 17 May.
6	Something which I forgot, e.g. title and some more in the introduction. Or for words and phrases, it is very useful if I can pick up some from peers.

16. Other things you want to say about writing the second draft:

1	Now we have a little knowledge to write better.
2	---------
3	When I read my text aloud to other students, I got many ideas which I used to revise my text at home.
4	I used information from the Internet, but not too much because we worked with text in group.
5	I tried to find different words even I was satisfied with the previous ones. But because I found that my colleagues did not get the meaning correctly.
6	It is very good because I can correct myself and understand more about structure to write a better text.

17. Other comments:

1	I do wish to learn how to write correctly. It will help me in life. Sometimes I think it's better to write down than to talk out loud.
5	I would like to know how to use ' as long as' 'as far as'
6	It is very good to learn how we should write the text in a correct manner. At the same time the students can share ideas (mind-maps). I think this makes me able to write more texts and maybe write better than before.

QUESTIONNAIRE 2 (Q2)

EVALUATION OF WRITING PROJECT, (Part 2)

TEACHER RESPONSE ON SECOND DRAFT OF THE TEXT

1. How was it to get response from the teacher on you second draft?

Very good ___4_ Good __2__ A little good ____ Not so good ___ Don't know___

2. What was useful or good with this response?

1	She tries to teach the correct way of writing. And I think it is very important.
2	Ok to get feedback on both grammar and content.
3	I got recommendations on what I could add to the text, also was made aware of grammatical errors.
4	It was easy to find the mistakes in the text because they were marked in colour. I received both positive and negative comments.
5	I have got a chance to correct the mistakes that I had in the text.
6	It was good because I get to know what the mistakes are, e.g. grammar and words. Next time I may write better.

3. What was not useful or good with this response?

1	I learned and try to do as she said. It is good to write in a way that everyone understand.
2	-----
3	I got feedback on adding more information to the text, but had very little time to make the changes.
4	--------
5	-------
6	We had to work a lot with the text and the grammar. This was not so good for me because I have little time to do homework/ If there is too much to do I get stressed.

WRITING A THIRD AND FINAL VERSION OF THE TEXT (EDITING)

4. How has it been to write the third version of the text?

1	---------
2	Boring.
3	It went fine, but I had very little time (as mentioned before) to make changes.
4	It was interesting to compare the first version to the text I managed in the end.
5	When I received the last feedback from my teacher, it was easy to look for the mistakes and correct them as much as I can.
6	It went very well because we know what to do with the text.

5. **Have you made any changes in your third version**?

YES: 5	NO: 0	No answer: 1

If YES, which changes did you make:

1	-------------
2	Made corrections in accordance with comments from the teacher.
3	I have made some small changes in the structure, corrected grammatical errors and added some information to the ending.
4	I have written a new ending to the text.
5	I have added info about a celebration in my country. I corrected many errors which I got noticed about from the teacher
6	I wrote more facts and an ending.

PROCESS ORIENTED WRITING

6. **What has been useful or good for you in this whole process of writing**? (*Multiple choice, n=6)*

To learn some theory about writing and the writing process	5
Working with ideas for your text	
c. Alone	2
d. Together with others (sharing ideas)	5
Working in response groups with your first draft	3
Receiving response from the teacher on your second draft	6
Writing three drafts of the same text	2
Making an oral presentation of the same topic as I have written about	5

Other things you have liked about or learnt from working with writing in this way:

5	I got some good ideas that how to write the text in a good way, for example comparing between two celebrations, write my own private impressions.
6	I like it if we make mind-maps together. It makes it easier to write.

7. **What has been difficult or challenging with working with writing in this way?**

1	When you follow your thoughts and not know how to lead it, going into different way.
2	To find inspiration.
3	I am used to working individually and therefore it was new and not so very useful for me to work in response groups.
4	Oral presentation of topic. Little oral practice in class.
5	To get the idea connected together to present the subject.
6	To listen to the text of the others. Sometimes they use words and expressions which I don't know.

8. **How has it been to work with writing in this process oriented way compared to working with 'ordinary' writing tasks where you normally work alone and at home?**

1	Having a leader it is always good. Since we don't know much it always helps.
2	One gets more aware of the whole process but I am not sure if we were the right target group for this project.
3	I think it was a little difficult to keep the motivation up when we had to write the same text several times and to focus on the same topic for several lessons
4	Much more efficient to work in groups.
5	I got a chance to remember some new words and correct grammar in my text.
6	Some good and some not so good. We could write texts in this way, but not so often. That is too much. Maybe once or twice a year.

9. **How do you think we should work with writing further in the English course?**

1	Maybe we should have more time to do a better text. But we know the time we have is short. So we try our best in it.
2	In the 'ordinary' way.
3	I would like also in the further to get response from the teacher on text structure, content and grammar, but I do not feel that I need a new complete going through the whole writing process.
4	Write the 1st draft ourselves, thereafter work in groups; find more information at home, make the text and present in class.
5	It is a good idea to repeat the same text many times, or sometimes it is good that all of the students write about the same subject, so all of us can get more ideas from each other.
6	Sometimes I like writing at home and alone. Or we can write in school sometimes.

10. **Other comments**

1	Too much information at once sometimes became a little confusing in our minds. Having more time on it may be good.
2	---
3	---
4	----
5	I will appreciate that if my teacher finds my weakness points and help me to get them in a good manner, for example grammar, using some words in wrong way. Thank you.
6	This school year I think we have too much homework and it is more difficult than before. Last year we had a cosier course than this year. Maybe because we were more relaxed and do not stress so much. Or maybe I am at the English course at the wrong time. I think I should wait a little until I have finished my Norwegian course.

QUESTIONNAIRE 3 (Q 3)

1. **Did you find it useful to work with the inspirational texts, *Fast Car* and *The History of Love,* from the preparation booklet before writing your own text ?**

YES: 4	NO: 1

How was it useful? (If it was.)

1	Fast Car talks about love and struggle. She wants to have a better life, but everything looks impossible. But she is persistent.
2	-------

3	I got ideas of what to write in my text, since these texts describes stories of broken heart/ dreams.
4	A good exercise to develop language and to express yourself.
5	I have learned that in each paragraph I can begin to write such as I am writing a new story. New telling in each paragraph.

2. **How was it to work with IDEAS for this writing task (Brainstorming, mind-maps, group discussions)?**

1	As we write down single words things that happened before in our lives come to our mind. And then we can begin to write about it. I like very much to start like this.It helps.
2	-----
3	I used a kind of mind-map when I worked with this writing task.
4	'Brainstorming' was the most difficult part of this task. I felt more prepared to write a text which was a discussion about one of the articles in the magazine. There was a help in mind map and the 5 W's (Who, When, Where, Why, What)
5	It gives a chance to create many good ideas.

3. **How was it to have time to give written feedback to the other students texts before working in response groups**?

1	I think it is always good to know what others think about what we do, because it helps
2	It was useful. One got time to sort out thoughts and form an opinion.
3	It was positive, because I got the opportunity to think through my response.
4	The response form was detailed and easy to follow. It went quickly.
5	It is a good first step to correct the ideas and modify some of them.

4. **How was it to work in response groups this time compared to the last time (in January?**

1	I loved it. It gives us more freedom to talk to each other about our opinion. Also is nice to hear from our friends.
2	Much nicer. It seemed like the whole group got a better understanding of the important elements in a good text. Many sensible and to the point comments. A big progress compared to the last time.
3	I feel it went better this time. It felt more natural for me to give response and to receive response.
4	This time it was more efficient to work in response group.
5	I have felt that all the students accept the response from others better than in January.

5. **Have you used any of the ideas that you got from the response groups when revising your own text?**

YES: 3	NO: 2

6. **If so, which ideas did you use?**

1	---
2	Tried to focus the content of my text more to 'failing'
3	I may have used some of the ideas that I received from the other students, but I had already decided on these when I had thought through at home what I could change in my text.
4	Work further on structure.
5	I tried to find any grammar errors or meaning error in my text's title.

7. **How was it to evaluate your own text before handing it in**?

1	Well, for me it was a little sad, because it was a true story.
2	I thought this was difficult and I absolutely needed all the time and feedback to manage this task.
3	It went OK. I got many new ideas after I had written the first version, and I am quite confident that the text became good.
4	Better than the first draft.
5	It helped me to find more information to write especially the conclusion.

8. **What have you learnt about evaluating your own and other students' texts through process oriented writing?**

1	The students think it was good to do this work.
2	That there are many ways of to handle tasks. Some are braver when it comes to writing about own personal experiences than others. Good structure in a text is vital with regards to make the message of the text come across in a right way.
3	It has been educational to see how other students solve the tasks.
4	I should use more words and expressions and information from the articles in the preparation booklet.
5	Get the good ideas from other students, even if it is very common. Recreate the others' ideas in my words.

9. **What been the most useful part of process oriented writing <u>in this round</u>?**

1	The orientation from the teacher.
2	The evaluation round in peer response groups when presenting your own and the others' texts.
3	That I should not get stressed up if I don't have many ideas right away, and rather write a more basic text first and improve it along the way when I get more ideas.
4	Good help from the response group.
5	------

10. **What has been different in this round of process oriented writing compared to in January? You may bring in both positive and negative elements.**

1	-------
2	We spent more time on analysing and discussing our texts. This part is most interesting for own development and to acquire new ideas and experiences.
3	I think we had a great presentation of our texts on the second day. I was a bit unprepared for the topic we got to write about (It was unexpected), and this led to me being very stressed on the first day which made me struggle with getting ideas and being productive. That we had a time limit for writing this time was also extra challenging.
4	Positive: 1.There was more focus on practical writing of a text. 2. Better work in the response group. Advice: Must have more discussions in response groups.
5	----------

11. **Which techniques will you make use of in further writing?** *(Multiple choice; n=5)*

Work with ideas before writing	5	
Plan the text before writing	4	
Find ways to get response from others	3	
Write drafts before my final version	3	
Work more with evaluating my own text	2	
Other things :	Student 1	More advice from the teacher

12. **Other comments:**

1	Try to improve more
2	-------------
3	I have very much appreciated taking part in the project and I have learnt a lot from it!
4	It has been interesting to learn something new again. Thank you to the teacher.
5	--------------

Appendix 7: Interview guide – Group interview 1

Relationship to writing

1. How do you like writing in general?

Experiences / Evaluation of the project

2. *What has been useful in this cycle of POW? And Why?*
How has it been to work with model texts/ learning about text structure?
How has it been to work on ideas?
How was it to give and receive response?
How was it to write several drafts?
   - And how could the positive aspects be implemented in the future?

3. *What has not been so good?*
   - Why?
   - And how could this be improved?
- In the class
- Individually
-

Compare this experience to other writing

4. *How has this project been different from the way you are used to doing writing exercises?*

Future implications

5. *How would you like to work with writing in English in the further?*

Appendix 8: Transcript – Group interview 1

Transcript Group Interview 1

[Interviewer's introduction missing due to technical problems with the recorder at start.]

Student 4:
Yes, I like to write text. Jeg liker å skrive tekst, because... excuse me. Fordi når jeg var liten og gikk på skole i Russland en del av vår vanlige rutine, vår opplæring og undervisning var å skrive, å skrive tekst. Vi leser litteratur og skriver tekst, skriver oppsummering om en eller annen roman som vi leser. Da er jeg vant, var jeg vant å skrive tekst og når du er vant da du liker det.

INT:
Så du sier at det er for eksempel viktig å øve eller skrive mye for å like det, tror du det ...?

Student 4:
Ja, jeg synes at det er veldig viktig å skrive mye, å skrive og øve, da det kommer denne kunnskap å skrive. Da jeg kjenner litegranne de prinsipper vi lærer nå på skole, på engelskkurs, fra før. Ja.

INT: Student 3, du vil også si noe om å skrive?

Student 3:
At jeg kommer også fra Russland samme som Student 4, og jeg er enig med Student 4 i at vi har lært en del om struktur av teksten på skole i Russland, men jeg synes det er veldig nyttig å repetere det no. Det er lenge siden vi har gått på skole. Men jeg er litt uenig med Student 4, jeg syns at.... eh, jeg for eksempel har alltid likt å lese, har lest mye, men jeg liker ikke å skrive og vi har skrevet veldig mye på skole fordi vi måtte skrive. Jeg kan ikke si at jeg liker det da.

INT: Nei, men vi har forskjellige preferanser.

Student 2:
Ja, men jeg syns at det som var nytt for meg som kom fra samme... og som har samme oppvekst, som har samme bakgrunn, det var faktisk den første delen til skrivning. Det å sortere ideer og forberedelse til skriving. Det var en sånn grei måte å lære på hvordan man skal starte og skrive tekst. Og sjøl om man kanskje ikke er så engasjert i temaet og ikke kan så mye om det.

INT: Så tenker du da spesielt på den delen som gikk på å lage tankekart?

Student 2:
Ja.

INT: Og dele tankekart også?

Student 2:
Ja

INT: Var det nyttig?

Student 2: Ja. For meg.

INT:
Fint. Du da, Student 6, har du noen tanker om å skrive generelt. Liker du å skrive?

Student 6:
Ehm.

INT:
På morsmålet ditt eller på...?

Student 6:
Ehm, ja, egentlig jeg liker ikke å skrive så mye, men liker å skrive noe som jeg har erfaring, for eksempel noe om ferie som jeg opplever forskjellig eller noen i høytid i Norge også hvis jeg opplever og kjenner da jeg liker ... og jeg skriver og forteller. Da også jeg like samme som.. kan deler, lage tankekart og så vi deler ideer og så, ja, det gjør sånn skrive bedre.

INT:
Okay, du skriver bedre etterpå når du er ferdig med prosessen vi har holdt på med?

Student 6:
Ja, jeg tror det.

INT:
Kan du si noe om hva som er bedre?

Student 6:
Ehm... jeg får vite for eksempel struktur, samme som introduction hvordan skrive, så content og ending. Eh, det er så mer konkret hvordan vi skal skrive og så dele ideer og sånn, ja, det gjøre bedre enn før.

INT:
Så du likte å lære om struktur.

Student 6:
Ja.

INT:
Og du likte også å jobbe med ideer?

Student 6:
Ja, jeg tror det er veldig nyttig. Og alle i klassen vi deler ideer og lager tankekart. For vanligvis hvis jeg lager aleine kanskje jeg får... jeg skriver bare litt, men vi deler tankekart så jeg skriver sånn bredde mye, mye mer informasjon, ja.

INT:
Det hjelper deg til å skrive mer?

Student 6:
Ja.

Student 5:
Yes. Can you, can you repeat the question, please.

INT: I think I will speak in English, and then you may answer in the language you feel most comfortable with. Yes, we are talking about your relationship to writing. What, eh, have you any thoughts about writing?

Student 5:
Yeah.

INT: It is a bit of an open question.

Student 5:
Yes, yes, Of course that I like to write texts and normally I learned about it from Arabic language, the same structure and the same process as we, processes…. But maybe I am in need for a little improvement here and I believe that I get some, I notice how to correct my mistakes when writing texts. Yes, that's what I can speak about the texts. If you have another question I can answer that…

INT:
[Laughs] Yeah. Yeah. …. Did you like to write when you went to school before?

Student 5: Yeah.

INT:
And you learnt about how to structure your texts in Arabic, in your own language?

Student 5:
Yeah, even in English because I already got TOEFL…

INT:
The TOEFL test?

Student 5:
TOEFL course, not test, just the TOEFL course and it helped me so much to, to move my writing but it was long time ago and because I did not use the language too much, just reading and reading and reading, no writing. Maybe I forget some of it

INT:
Okey. Student 1. Do you want to say anything about writing?

Student 1:
Yeah, I like to write, especially when it is on my own …eh, theme. I think it is easier to write when you have something coming from inside of you instead of when you get a title.., a name or a suggestion from someone else. I think then you can make a better job, but.. I always liked to write when I was young, 14-15, I wrote a lot. I'd also like to learn more… you know, the whole structure, I know it is very hard to do that. And I think it takes time to be a good writer.

INT:
So you are saying that what you like is to write freely?

Student 1:
Yeah. I think you do better and express much more instead of having a title…

INT: A task?

Student 1:
Yeah.

INT:
A school task. This is the school way…?

Student 1:
Mhm, I think it is a lot easier to write freely. … But I want to learn more about paragraphs and commas. So, it's good, it helps a lot.

INT:
So you are learning, or you would like to learn about text structure?

Student 1:
Yeah.

INT:
But you would also like, or you prefer to write more freely?

Student 1:
Yeah.

INT:
Okey. When we talk about what we have done here in this group this time. Student 2 has already said that what she found most useful was to work with ideas and to share them with others. So have you any other comments? What did you like from the activities we listed on the board earlier today, all the things we have done. What has been good out of all these activities in this round?

Student 1:
Everything was good, for me it was new. Ahh… if I saw before, I don't remember… but I think it was very interesting and good to improve our way of writing.

Student 5:
The feedback from the group is very important. It was … I can give my experience, I normally just write a text and finish, but when I get many feedback from the group… here, I find many good information to write and to rewrite. I believe that this text which we.., which has been done now… because of the help from the others, even if it sometimes I feel disappointed, that it is hard to accept feedback for the first moment, but after a while I found that it is important and positive. Even if it was a little negative for me in the beginning. So it is very important to get feedback from the others.

Student 3:
Det var nytt for meg å jobbe i gruppe, å gi tilbakemelding til hverandre og få ideer da. Eh, jeg har gått på skole i Russland og der liksom at vi jobber vanligvis individuelt med skriving. Vi aldri altså har teamarbeid da. Vi får bare et tema og vi skal skrive om det. Det synes jeg at det faktisk er vanskelig å samarbeide, synes jeg.. fordi jeg har bestemt meg da, og jeg er vant å bestemme hva jeg ønsker å skrive om, og jeg har en ide og da er jeg vant til å få kommentar fra læreren, men det er nytt for meg å få kommentar fra andre elever.... og så gi kommentarer da. Så jeg syntes at den delen var vanskelig og ny for meg da.

Student 5:
I share my feeling the same about this theme. But as I said, as I understood, she said the same as what I am saying. But I don't know if she was agree with me or if she wanted just to stop this idea? I'd like that to continue with this idea even if you feel a little disappointed from one of your colleagues you say, and as I said the first time I spoke about the text of …..

INT:
Emma? Emma's text?

Student 5:
Yes, yes. It was the first time for me to just comment about text so I used very hard words to speak, but I … [laughs], and I received also some very hard words also from my group, but I accept.

INT:
So hard words were said? I would like to comment on that, because I think this is something which we will have to practice on. It is very difficult to give constructive feedback. I feel this as a teacher also. But you have been brave enough to share your texts here. Would you like to say anything more on this?

Student 4:
Jeg skriver i mine kommentarer skriftlig også om det at .. ehm.. å gjøre en jobb sammen.... det som alle snakker om nå, fordi vanligvis du ikke ser til sida på en måte. ... hva du best må gjøre, hva er beste sida med din tekst eller hva du faktisk må rette opp. Og da de som hører deg, da har litt mer oversikt på din tekst og da det er veldig bra å jobbe sammen i lag. Det synes jeg er det som jeg lærer meg for vi er veldig individuelt folk, jeg liker å skrive aleine …. Men akkurat nå på skolen i denne klassen jeg lærer å samarbeide, å arbeide i lag, jeg synes. Ja.

Student 2:
Jeg vil bare si at vi ble presentert hele gangen og hele prosessen med en gang, så vi visste at vi skal slutte med presentasjon og da på en måte at vi må forberede oss på at vi skal holde en presentasjon for folk, og vi visste at det måtte være interessant for dem som vi skulle holde tale for. Der var derfor når vi utvekslet ideer for ikke bare vår struktur og sånn og for å få noen impulser om mer hva andre ønsker å høre om, at det var liksom litt viktig å ha litt dialog om hva man forventer.

Student 4:
Kanskje det er veldig viktig å være litt åpen til diskusjoner, fordi det er vi ikke vant til. For vi liker det å arbeide i lag, men samtidig vi er ikke alle vant til det og ikke åpne heilt opp for det å bli positiv og ta alle kommentarer som ikke kritikk, men ta det som .. som bedre ting som veldig positivt da alt. Ikke sant?

INT:

So we have to practice both how to give response and how to receive it. There are two ends to it and both may be quite complicated ?

Student 4:
Mhm.

INT:
Have you anything to say to this, Student 6?

Student 6:
Kanskje litt da. Jeg liker også vi samarbeider og vi deler sånn respons fordi det er noe nyttig og noe er bra. Ja, vi kan stjele ideer fra noen, fra hverandre, ja, kollegaer. For eksempel, noen sånn tekst vi mangler noe og vi kan sånn, aaah, de har skrevet sånn,sånn – veldig bra. Og kanskje vi må ha for å bedre ting.

INT:
So it was good to share ideas. How was it to receive feedback ?

Student 1:
Yeah, it's nice. We must be open about to receive and give comments about each other because we think what we are doing is right, but maybe a friend will see and you think, oh no, this is not like this, it is that way. So I think it helps a lot when we can hear from each other and the way must… uhh, you know, take the road.

Student 2:
Jeg synes det var også vanskelig å gi konkret tilbakemelding om innholdet da. Vi kunne kanskje gi tilbakemelding om struktur eller grammatikk eller tittel, men når vi ikke hadde inngående kunnskap som om tema, da var det vanskelig å gi noen gode råd. For eksempel når noen har skrevet om 17. mai det var enkelt for oss. Alle kjente denne ...eh.. feiringen og det som det var enkelt å være litt konkret. Du kan skrive litt mer om det og det.... men for eksempel det som om andre tema det... som for eksempel Student 4 har skrevet om en feiring i Amsterdam, det jeg kjente ikke til den feiringen fra før og da jeg visste ikke hva jeg ville høre mer om, ja. Så det var litt vanskelig å være konkret, det synes jeg.

INT:
Yes, it may be quite difficult to be specific and constructive when you give feedback. Have you any more critical remarks on the project? They are important, too.

Student 4:
Maybe… når vi bruker tiden, eh… Jeg synes vi brukte mye tid når vi skapte ideer, akkurat i den, i det... Når vi skaper ideer vi skal arbeide for oss sjøl og så vi kan jobbe i gruppe etterpå. Kanskje denne, den biten når vi jobber sjøl og prøver å finne ord og sånn er nok. Jeg synes at det gikk mye tid, det kanskje var det hvis vi arbeider i gruppe det var bedre hvis vi bare arbeider i gruppe med en gang og finne det som vi kalte tankekart og skriver disse ideene som map og skrive det alle sammen og diskutere det. Begynne å diskutere med en gang og finne ut struktur på tekst kanskje. Det første utkast vi har skrevet, det var veldig... vi fikk bare 20 minutter og det var litt stressende. Det var veldig kort tid, jeg synes. Ja, men jeg ser ikke noen mer ting som var.... Det var veldig perfect som sånn laget struktur av vår undervisning på akkurat hvordan vi skal skrive tekst. Veldig mye ideer, veldig bra.

Student 3:
Jeg tenkte kanskje at vi kan få tema sånn som når vi har skrevet om Holiday, at vi kunne fått vite tema litt på forhånd, for eksempel. Så kunne tenke til neste undervisningstime da...hva vi kan skrive om og så kunne vi dele ideer da. Ja, for at vi skulle forberede oss litt da. Slik at vi kan være litt mer effektive da.

INT:
Ok. I would like to hear: How has it been to write many versions of the same text?

Student 3:
Som jeg sa da innledningsvis, jeg liker ikke så godt å skrive, så jeg synes at det var anstrengende. Det var lærerikt, men det var anstrengende å skrive om og om igjen om samme tema da.

INT:
Men også lærerikt?

Student 3:
Ja, det var det, fordi teksten ble bedre til slutt. Jeg ser det. Men jeg måtte anstrenge meg ... så at nå er jeg ganske ferdig med holiday-temaet. [Ler].

INT [ler også]:
Det forstår jeg.

Student 5:
Can I have one last comment? I would like to thank you about the way you censored the text here, and I feel…

INT:
Are you talking about the teacher response?

Student 5:
Yes. I feel that I understand you very well when you, even when you do not correct it directly but you marked the correction here and you noticed how …And I have to search for the good result or the correction myself. This is a very good way to show the students how to work themselves

INT:
I will try to do this more in the future, give you the clues and you will have to be detectives in your own texts. Student 6, hvordan var det å skrive flere versjoner av teksten?

Student 6:
For meg det er veldig bra å ha noen rette for eksempel en kammerat og lærer. Jeg synes det var veldig nyttig og så. For vanligvis jeg ikke leser om igjen og om igjen så mye. Men denne gang jeg måtte lese og forstå tekst til alle og også å forstå og gi ønske .. og gi eeh... poeng ... eller noe sånt, ja, til de andre. Jeg synes det var nyttig. Men av og til litt vanskelig å si sånn negativ til andre, hvis de ikke liker det.

INT:
Okey. I'm sorry, because of the technical problems with the recorder, we got a little bit of time pressure and I see that time is running out. Any last remarks?

Student 1:
Yeah, for me it was good to read it many times the text, because it gave me the chance to take out some words and add words and correct some words. So that was very good.

Student 5
For example here is [points to his paper]: Can you rewrite this sentence to make it clearer … That is to say that you do not correct the mistake here, just you mark that here there is a mistake and you have to find it yourself. That was good….

INT:
Okey, we have to finish off, since time is running out and some of you have to go for the boat. Thank you all very much. Thank you for having been patient during the part with technical problems at start. And I hope that what we have done in this project may be useful for you when you continue to write on the course. And it will be interesting for me to hear after a while, after we have completed the next round, if you have used any of these techniques when you have done other writing tasks and if it has been useful. Thank you very much.

Appendix 9: Interview guide – Group interview 2

INTERVIEW GUIDE – GROUP INTERVIEW 2

Introduction:

1. Brainstorming: what does 'writing' mean to you?

Evaluation

2. What has been **the most rewarding aspects** in the whole project? Why?

3. What has been **challenging?** Why?

Aspects:

- Preparation work
- Idea generating
- Peer response groups
- Writing and rewriting
- Understanding the writing task

- Collaboration – generally

4. CHANGES : What changes have you experienced from Cycle 1 to Cycle 2?

Student quote, Cycle 1: We may not be the right target group for this project.
- Has this changed in any way?

Future aspects

5. What will you take with you from this project?
6. What advice will you give the teacher for teaching writing in the future?

Appendix 10: Transcript – Group interview 2

INT:
Ok everybody. We are now going to have a second group conversation about the project that we have carried out. We have worked in two rounds of process oriented writing, one in January and one in March, and I think it has given us all some valuable experiences. I hope that we can talk about our experiences. What has been challenging and what has been rewarding? As a warming up question I would like us to brainstorm, we have brainstormed a lot during this project, so if I say 'Writing'- what are your first thoughts?

Student 4:
[Mmhh], it was a little bit difficult for me to start writing project, because I felt like to write alone. I like write to myself and I thought is it not effektivt to collaborate with another people when you write texts. But this project I think it was very good and I learned, I learned a lot of new things [… ehhm], for example I like to collaborate with another student now and I like.. eh … to hear response about my topic, about my text.
INT: Thank you.

Student 3:
Ja… ehm, Inga, skal jeg snakke om skriving generelt eller.. hvordan jeg skal begynne?

INT:
Det kan du gjøre som du vil. I initially said 'writing' to set you off, if you have comments or thoughts about writing generally, then say that. Or feel free to comment on writing in relation to this project.

Student 3:
Ja, okay. Mhm. I also learned a lot after this project, I think I am much better now to write texts with good structure and it was very useful to learn share ideas and… eh, with other students. I think it was a little bit difficult to give response and to take response from other students, but it was much easier second time as the first time, I think.

INT: Good, thank you.

Student 2:
I think also it was many very different challenges with this project and …eh.. we adult people have different backgrounds and some of us are going to this evening class to learn oral English, other people... eh, will take exam at last. And for me, it was difficult to motivate myself in the beginning, but I understood more at last… eh… Ja, jeg forsto til slutt bedre hva eksamen handler om og så da på en måte at jeg må anstrenge meg mer med tanke på faktisk hvordan jeg skal prestere der og da på eksamen. Så sjøl om at det er få av som blir kanskje forfattere til slutt, så likevel at i hvert fall for meg og Student 3 som skal ta eksamen, at det var veldig nyttig at du må mobilisere deg der og da. Og da var tankekart og alt prosess som fører til slutt til en god tekst at det faktisk var veldig nyttig. Om det er spennende eller ikke, det er veldig nødvendig da for vår målgruppe, synes jeg.

Student 1:
Writing for me, eh, it's not new, I always liked to write, but I didn't know exactly..ah.. you know, how to make writing the text with the right structure.. ah, so, I'm not a hundred percent yet, but I learned a lot in this process in the English class with you. How to write and I know if start talking or writing something I can make a long text. I can make, not a book, but a ..eh.. how you say, yeah, a booklet. I could write about a lot with all the help I have had from all the friends, and getting response and giving response was very good. I don't think I could do that before, but now it's good to know what other people think about you, because we don't see in ourselves when we do wrong. So it's good to know so you can make right for the next time. So, it was very good this two times we made texts.. or…

INT: When we worked process oriented?

Student 1:
Yeah, yeah, I think everything we do, it's nice to be oriented so we can do the right thing.

Student 5:

I agree with them and it is also my experience in this writing project… eh, when I hear the word writing, or what is writing means to me, even in my mother language writing is a little difficult to find out the structure of the subject. But in English now, even if it was a little… eh, I could write in the subject but it was difficult to know how was the quality of the writing language. But, nowadays when I start to write, I find myself that when I myself read the text again I find many wrong or grammatical wrong, and even I can hear this. So, with the help of the teacher also, it is easier to revert the sentences And also I cannot forget to mention also that the cooperation with the…eh …colleagues. It helped me a lot … and as they said in the beginning, it was difficult to accept the other students' thinking or in the beginning, for me, I thought that, the first moment I thought that I was just like a small child, thinking that: No, I was not wrong, that I was right. But, nowadays….

INT: Can you explain that a little bit more? Did you feel like a little child in the beginning?

Student 5: Yes, I…

INT: When you did not accept the response...or?

Student 5:
Exactly, yes, and even I saw some of the colleagues did not accept it because of the same feeling, I believe, but then the next time… eh… we accepted more. And, nowadays, they ask, all the students ask, and find this way is a very good way to give the feedback to the others.

INT: What did you mean by nowadays students ask… eh, what do they ask for?

Student 5:
They request to continue with this even if in the beginning it was hard to accept it.

INT: Okay, so now you think the students are more positive towards this?

Student 5:
Yeah, the feedback from the students also, it is giving more feedback and are giving more ideas which one cannot find in ones' mind, so .. [pause].

INT:
I am trying to find out if I understand you right. Are you saying that you have learnt something about how useful it can be with comments, or..?

Student 5:
Yes, of course. This is exactly what I mean.. eh, that… I am talking about myself and I am talking about all the group, what I found from the group that all of us accept, nowadays, we accept the feedback from the others. But maybe in the beginning it was hard to accept.

Student 3:
I think it is because we know each other, we know each other better now. .. eh, If for example we didn't know each other… if it was the first time, it could be difficult to give feedback, but now we are going to the same English class twice a week and it is easier to give response… and, yeah… so we are more relaxed

INT:
So, one of the reasons why you are more relaxed is that you know each other better?

Student 3:
Yeah, and because we know what the writing process is, hm? We know more about the process and we know more about… we know each other more

Student 5:
Yeah. Maybe this is one of the acceptances. So one is that we know each other, but I believe that also because of our experience of getting the negative, for example, negative feedback or giving the negative feedback with more respect, so it is easier for us to get the feedback and to give the feedback for the others.

Student 3: Yeah, of course… mhm
Student 5 :.. to respect the others' idea.

Student 1:
I think that we must think if we want to write something for the public, for. you know, millions of people that are going to read it, we can't write alone. We need to have response, negative and positive.. eh.. words from other people so we can make right, so we can write something that take attention of the public, so they're gonna read it, get it and read it, so we must have this feedback, back and forth.

INT:
And you have a dream of writing something for a wider audience?

Student 1:
Oh yeah, Yes, I do. With your help. [Laughs].

INT: That's nice.

Student 1:
It's important. I think that we are more relaxed with each other, eh.. and I think we share private things inside of us with each other, and …it must die here, between us. And I think it was very nice as we corrected each other in how to express ourselves from inner out, it was very good too. And I am thinking that Student 5 and I we have almost been feeling the same situation in our life and Student 4 had that extremely sad, I don't know the word, story about her family and so on. It was exciting, very exciting, to be in this group.

INT:
A strong story, I think we could say, student 4's story. A very strong story. [Directed to student 4] The family story in our last writing.

Student 1: Yeah.

INT:
So, I hear maybe two things here. One thing is that you know each other better, so that makes it easier to give response. And that practice also makes it easier to give and receive response.

Several students: Mhm, yeah, to give and receive response, yeah.

INT:
So would you like to say anything about how response work could effect this thing of getting to know each other?

[Silence]

INT: Has it brought you closer..?

Student 3:
It was interesting to hear how other students.. are doing, eh, eh, have done the exercise. What thoughts they have and what they decided to write about…it was inspiring, I think.

Student 4:
I hope, I think we were working hard all together to understand each other and to give response and to have hearing response. I think it is the best of our writing project, and of course we have learnt a lot of tekniske things, but I think it's very important that what we have learnt about… eh, eh… the writing process is… i grunn, i grunn.. eh..

INT: Is basically..?

Student 4:
… is a basic that we learn to communicate to each other. Because the purpose of the writing process it was to give response, to get response.. and to do something that you could show to people, to students.

INT: So you have had an audience to…?

Student 4:
Yes, an audience… You do it because you need to, you have to show it to other people. I think so. But can I say one thing…

INT: Of course.

Student 4:
Eh, eh, for me in our writing process, it was very important the rules of 5 double W's. Who, when, where, why and what. And because the five questions about the topic helped me to write… eh, ja fullstendig… fullstendig klar… eh, ja… a good text and I can use it in my future .. it's not only when I write another text, but I can use it in my job, I can use in my life, because it is complete to help to do some task.

Student 3:
It is more of a general knowledge, then about..?

Student 4:
Yeah, general knowledge about writing, about writing.

INT: And this relates to the tips you got in the booklet on text types?

Student 4:
Yes, but it was basic of the writing process that we got, we were speaking a lot around this one.

INT:
So this relates to learning a bit about structuring your text, about genre and tips on how to start writing, yeah?

Student 4: Yes.

INT:
Very good. That's interesting. I'm also thinking about the two tasks you had to solve. The first one was more open. You had to write about a festivity or a tradition. The second one was an exam task which in one way limited you more and in another way it was more complex. It was maybe more difficult to understand this task? What was useful in this round in order to understand the task, for instance?

Student 2:
For me, in general it is very difficult to write. But I think if I have a challenge it is more important to know these theoretical things about writing. It helps. If I, get very difficult topic and don't know what I will write about, it helps a lot to have a plan…like what, how… and, yeah, I very agree with Student 4. In the other round we learnt more about writing process and although the topic was more difficult, it was easier at last.

INT:
And that was maybe because we had worked like this in the previous cycle also?

Student 2: Mhm, mhm

INT:
And we also added some new things in the last round… Eh, but I also thought of what you said [directed to Student 3], that you found it interesting to hear how many different ways there were of understanding this task.

Student 3: Mhm, mhm

INT: Have you any more comments on that?

Student 3: Kan jeg si det på norsk?

INT: Ja, gjerne.

Student 3:
Jeg synes det var veldig nyttig å høre respons fra de andre elevene, ikke respons, men høre liksom hva de har skrevet, hvordan de løste oppgava. Og det er fordi at når jeg leste temaet så ble jeg litt forvirra for jeg har ikke

forventet å få den type tema og da jeg hadde problemer å finne ut hva jeg kan skrive om. Men når jeg for eksempel hørte om hva Student 4 eller Student 5 har skrevet om så har jeg fått den ide liksom at man trenger ikke gjøre det vanskelig og jeg for eksempel,.. og Student 4 for eksempel har skrevet en historie om sin familie, da liksom at som de har opplevd i St Petersburg. Og jeg har også da en bestefar som har opplevd krigen, så jeg kunne ha også ha løst det på den måten da. Ehh, ja så det var veldig nyttig da å få innspill fra de andre elevene da om hvordan man kan løse slike oppgaver da, mhm.

INT:
What do you think? What Student 3 is saying is that to hear the others' texts give you inspiration and understanding of different ways solving a possible exam task for instance. Have you any thoughts about that? How do you get affected by hearing other people's texts?

Student 5:
Yes, of course it helps to hear from the others about the way that… Yes, it helps even if… for instance we do not copy what the other students do, but sometimes we can copy some of the sentences or the way that they write the sentences. We can write it by our ideas. And, as you say student 3, I agree with you that when we hear about the story of the others it helps you, you can remember one story like this one so you can use from it.

Student 2:
Og jeg synes på en måte også når jeg fikk høre at Student 5, Student 4 og Student1 sine tekster, jeg fikk sånn aha-opplevelse at hvordan man skal snu oppgava. For det finnes forskjellige sjangre i skriving, novelle og fortelling og det viser at man må tenke litt nøye gjennom det så man kan snu det til lettere, men kan bruke det som fortid eller nåtid eller hva som helst egentlig. Så jeg prøver å finne nye måter å unngå utfordringer på, eller å løse utfordringer på. Så det er mange sånne smarte måter å lese oppgaver på, så det var veldig... jeg ble veldig imponert, i stedet for å prøve å gjøre det veldig komplisert og formulerer noen store filosofiske spørsmål, så kan man så faktisk gjøre det på annen måte også, så det var veldig... eh nyttig og interessant å se.

Student 4: Lærerikt i alle fall....

Several: Ja, yeah

Student 5: I believe that this...

INT: Did you understand?

Student 5: Yes, I understood.

INT: Good, good.

Student 5:
I believe that it helps because we accept the ideas from the others. I myself, I accept to hear, and focus to hear from the others and try to collect some ideas and to use it. And if one of the students for example do not accept the feedback, so they could not get the benefit of the others' ideas.

INT: So you think it is important to be open?

Student 5: Yes.

Student 3:
Så jeg tenker at gjennom skriveprosjektene vi fikk mulighet til å moderere litt mer tekstene våre, for når vi skriver tekster ellers, så vi leverer dem inn og så blir det glemt, ja. Men nå liksom at vi hadde for eksempel, ja, en utveksling av erfaringer og da liksom at vi fikk høre hva andre har skrevet og så har jeg tenkt litt mer om min tekst og hva jeg har skrevet der og det man kan plukke opp liksom, ja positive ting fra andre sin tekst og så kanskje endre litt på det du har skrevet. For eksempel, jeg har lært at man kan skrive sin personlige historie og så oppsummere det litt mer sånn generelt. Ja, liksom at jeg for eksempel pleide før å skrive veldig generelt og så noen skriver veldig personlig, men nå vi tre skal liksom prøve å finne mellomveien da. Men nå opplever jeg da at i skriveprosjektet, gjennom skriveprosjektet, vi fikk litt mer tid å analysere og tenke gjennom hva vi skriver da. Det er veldig positivt.

Student 5:
I have another idea, I don't know if I can say this?

INT: Of course, mhm.

Student 5:
Even I mentioned this for example to my friends, the course became interesting because all the students in the group are now equivalent on the same level. But in the beginning when I started there are many different levels and I know that it is hard for the teacher and also for the students to communicate with each other if it is so different level between the students. And nowadays also I believe one of the helping with this project is that the students are near to each other in the levels. So they understand each other and they understand the ideas easy.

ME:
Mhm, okay. Yeah, and we could also guess that it is the most motivated students in many ways that are left, because you will do the exam. So you know that you have to write [laughs].

Student 1:
I was just wondering, I think when we have to write a text or whatever, it is much easier to express something that is real that happens to your own life, than to have a topic and you must write about that. You must think about that and just put feelings on it and it is very hard for myself to write about it if you just give me a word and you say: Write about this. I think it is much easier for me to write about things that happened to me, and I have a lot to write about. I just don't have the time. And, and, still that having the feedback from your friends, correcting yourself in a way, and telling you which way you should go to better is very important.

INT: Good. You have a very interesting life to tell about, Student 1.

Student 1:
Oh, yeah! Yeah, my God. [Laughs]. And this is one part of the story. I am here in Norway with, you know, Russians and Syrian and Norwegians. I never thought this. It was never in my dreams to be in Norway and to be in class with the people from other countries. For me it is a big gift and we are very thankful for that, very thankful.

INT:
Yes, this certainly makes these courses very interesting. I would also like to comment on something which I've learnt in this last round. I learnt how complicated a writing task can be. I knew that at the exam you will be faced with some challenges when it comes to tasks. But because we worked intensively with this in this last round, and because some emotional reactions came up, I think this made me realise that we have to work even more with understanding writing tasks.

Student 4:
Once upon a time … When I am going to be a writer [laughs], I can use all these things which we have learnt during our project. Thank you, teacher. It was maybe a little bit nervous, in the beginning it was a little bit nervous, but it was, it takes a good end.

 [The students laughs a little]

INT:
Yes, I think so, too, very much so. We have talked a bit about group work in the first interview, and some of you said that you were not used to working in groups. What are your experiences about group work now?

[Silence.]

INT:
You were talking about efficiency. And there could be negative aspects,…, positive and negative aspects of group work, any thoughts?

Student 1:
It's good, so everybody cooperates, and so there is no tsj,tsj, tsj… you know.

[Students giggle.]

INT:
What's tsj, tsj,tsj? Talking behind backs?

Student 1:
Yeah. So I think this is a very hard thing to do in the world today, being in a group, even for the big ones and the experts, I think they fight and argue all the time. And we don't have that here. It's very hard to be in a group and to have positive, you know and not negative eh.. charge at each other. So I think it's a very special group, and we are working, you know.

INT:
Yeah, I think we are faced a lot with working in groups. We have to work in teams in our jobs. So … and learning to accept that we are different and understanding that others may have other ideas than ourselves…

Student 5: Maybe…

Student 3: At work we don't get a mark… as we are going to have here.

INT [Laughs]: That you are going to get a grade.

Student 3:
Yeah. Because here we have to learn how to write in English, it's a new.. eh, language and it's… eh, eh, I think first time it was difficult to give feedback because it was first time and we didn't know how other students will…

Student 5: React?

Student 3: Yes. But the other time it was easier, I think.

INT: The second time?

Student 3:
The second time, yes, it was easier when we know each other better and we accepted more the response from other students. And it was more useful the second time because of the difficult oppgave [laughs a little].

INT: Den vanskelig oppgaven, ja, the difficult task.

Student 3: Yes.

INT: So you saw more the use for it in this round?

Student 3: Yes.

INT:
But how was it then to prepare, to give written response? The first time around you listened to the others' texts and then gave immediate response

Student 5: This is what I wanted to say….Maybe because of the use of the… the.

INT: The response sheets?

Student 5:
Yeah, the response sheets… It was the first time just to give the positive and give the negative as a wish. So the second time also maybe from the beginning, we worked in small groups, so maybe it helps to know each other, to accept the other's ideas about our language or writing or ideas… So maybe it helps that we take it step by step… eh, we took it step by step, not did just do this one time and give the feedback and finished. This worked.

INT: But having time to prepare the response like you did the second time, was that better?

Several: Yeah, mhm, yes

INT: It gave you time to think?

Student 3: Yes, it was less spontan..

INT…Less spontaneous?

Student 3: Yeah.

Others: Mhm, yeah,,

INT:
Mhm. How about working with the texts more than one time, to write several drafts… eh, do you usually practice that at home?

Several: No…

INT: No?

Student 1:
I think it's good to write one time and then rewrite one or two, three, four times because sometimes you think and write at the same time, but eh, a lot of words that stay in your mind don't come on paper. So I think it's good that you write and then you read, and' oh' I forgot this word. Because many times when you write something in a letter your thinking and writing, it doesn't come out in the same speed as the hand, So it's good, because then you can put things in order with time

Student 3:
Sometimes when I write at home, first I start writing and I write all ideas I have and so I stop and I write the same thing another day. So that during the day I can think about more ideas. So it's always better to think about text and not just write it… eh, eh..

INT:.. straight away..?

Student 3: Yes, but come back to the text. I think so.

Student 2:
Yeah, I agree with you. I think it's a big benefit to have time, especially if you don't like write so much, like me [laughs], so I need long time. I prefer to write one day first, and usually it is very short and then another day I find more ideas. So I think it is very important to have the time, if we have the possibility to write two drafts, so at last we will get much better texts.

INT: Is this something which you have learnt more about from this project, do you think?

Student 2: Mhm.

Student 3: Yes, yeah.

Student 4: What do you mean about.. eh..?

INT:
You know, to be more aware of what am I doing when I do writing. And the value of writing and rewriting?

Student 2 and Student 3: Mhm, yeah

Student 3:
Maybe it was logical, but I didn't practice this way of writing before the writing project. Because I don't like writing actually, so before the writing project I just, I just wanted to be finished [laughs]. But now I think I can start writing and come back to the text another day and often it will be much better texts I write in this way.

INT. And do you agree with that, Student 2?

<u>Student 2</u>:
I agree. I used to do, to write my texts in one day, but not anymore, I use more than one day.

ME: And you did that before the project also?

<u>Student 2</u>: No..

<u>Student 2</u>:
I look at my early texts, before Christmas for example, and it's very short texts. I think I improved my a lot.

INT: Yeah?

<u>Student 2</u>: Yeah.

INT: You have become more aware maybe of the usefulness of writing and rewriting…

<u>Student 2 and Student 3</u>: Mhm, yes.

<u>Student 5</u>:
I spoke about this the last time we spoke, and I still want to speak of this again and again, because in my experience, to rewrite the text is very useful, it helps the structure of the subject. And also the feedback from the teacher was also very helpful for me, and the way that I get the feedback was also helping a lot because I did not get the correction by the words, only it gave me the ideas here and there… Can you, for example one of the sentences, if I write the sentence in a difficult way to be understand, I get from the teacher: Can you write it more clearly? And here maybe you must change the position, the structure of the sentence, without giving me the correct sentence. So it helps me also to practice more and to get the correct idea myself.

INT:
Mhm. So you prefer the teacher to give you feedback where you have to find your own ways of doing it afterwards?

Student 5: Yes, yes.

INT: … not just to make corrections and give you the answer?

Student 5: Yes.

INT:
Ok, good. Yeah, eh, Working with the text several times, you said, it was hard work. But what I get from you now is that it has helped you to write better. The last time I asked you to assess your own texts. Maybe if I asked you to assess your own texts before Christmas, it would have been more difficult. I don't know. Do you find it easier now to find some of the strengths and weakness of your own texts?

Student 3:
Det var enklere å vurdere sin egen tekst også fordi vi er klar over hva vi skal se etter, liksom. At vi må fokusere på hva en god tekst må inneholde, at vi har liksom lært litt teorien da. At det skal være god innledning, hoveddel og oppsummering og ja… også, ja. Så vi visste det, også at teksten skal ha innholdet som er relevant i forhold til tema. Ja, så vi fikk litt mer teoretisk kunnskap, da. Så da vi hadde bedre utgangspunkt for å vurdere teksten egentlig. Og så hadde jeg en liten kommentar i forhold til det om hvorfor det er positivt for oss å skrive second draft. Det er ikke bare på grunn av innhold, men også på grunn av grammatikk da, fordi at når du kommer tilbake til teksten så plutselig ser du at du har gjort elementære feil her og der som du kan rette opp. Men hvis du bare skriver og blir ferdig, da du kanskje overser disse feilene da.

Several: Mhm, ja.

Student 5: I agree with you.

Several: Mhm, mhm.

INT: Good. From what I hear from you now, there are many positive aspects of working this way. But that doesn't mean that it hasn't been hard, we know that we've had our frustrations along the way. You have been very brave and very … eh, eh ..utholdende.. persistent. You have, had the stamina to continue and to do this, which I think is very good. So if you think forward, how would you use this experience, now on your last writing tasks and in preparing for the exam, for instance? What will you take with you from this experience?

[Silence]

Student 4:
I will describe mine feeling. First time, first time it was stress.. because I don't know why, what I can write. But now we have learned a lot about process and we have, we get one structure. And it is more comfortable to write texts and more.. and it is more easy to write texts, I think. It's mine feeling.

INT: Yeah, even when you write yourself?

Student 4: Yeah.

INT: Have you anything to say, Student 1? What do you take with you?

Student 1:
Ehm, I think I'll try to do my best. To write in the best way possible that people can have attention and interest in reading what I write about. All the processing of writing, all the tips we got from y[ou it's very good for us to learn how to write right.

INT: The tips you got from each other, I think….

Student 1:
Yeah, from each other, yeah… and mingling. Yeah.

Student 4:
Men, of course, maybe it's better when you know name of topic. Because when you start the first minutes, maybe half hour it can be stress, So I think I have, I have cooked my brain [laughs]. Because it is very hard, you think hard. It is much better to know……

Student 1 [breaks in]. Yeah, To write what you know about, yeah

Student 4:
To know what to write, to write about what you know, because if to write text like exam task, it is much better to know about it a little bit before, because maybe…

[Several participants speaking across the table, makes the recording inaudible.]

INT:
Yes, there are many ways of writing, and obviously we are here to learn English first of all, and the way I see it, writing is a very useful tool in order to learn English. But there is certainly a difference between writing for pleasure, like you Student 1 and Student 4 are talking about, and to write at the exam. Then you can choose your own topic, but at the exam you will be more forced into the topic that someone has chosen for you. And I hope that now maybe you will have some more tools with you when you are going to solve a task at the exam.

Student 2:
I agree with you, teacher. I learnt that every idea can be useful. It is very important to write down everything I have and it is very important to try to prepare yourself, but if I will be…[inaudible] so much, and I will get a surprise topic, I will just have to start from the beginning and use everything, theoretical knowledge to try to make some good text. And we learnt a lot of ways to connect different ideas in the way we need…so I think we have learnt, that we now have many useful tools, absolutely.

INT.
There is not only one way to solve a task. But of course you have to read the task properly.

Student 1:
For me, do we get to know the topic now?

INT:
You get to know the topic like you did now in this round. The topic was Taking Chances and you read the texts to prepare for it and then you got the task to write in school. At the exam there will be more tasks to choose between as well. But we will talk more about that later.
Okey….

[Student 5 signals that he wants to say something.]

Student 5: Can I…?

INT: Sorry, yes… please, please

Student 5: It's a long time since I spoke…

[Laughter]

Student 5:
I believe the vocabulary will help by writing texts and all of us have enough words to express now and to express, yes, the meaning. Grammatic will help also. And the way we have learnt how to write a subject will help also. Including vocabulary, without vocabulary it will be difficult.. even if I know the idea in my language, it's hard for me to write it if only have two or three words in a sentence.

INT:
Yes, and of course attending this whole course, attending the course is about more than the writing project, of course. Eeeh, …. Are there any negative aspects? You have said a bit of both, but anything..? Yeah?

Student 2:
Maybe about topics, I understand that in the education system in Norway is like we have today and young people and we adults, we have the same topics. And it's a,,, it's a little bit demanding, I think, because of it is not always so easy to be inspired with topic we get.

INT: Because they are meant for young people.?

Student 2: Yeah, yeah. I think so.

INT. Like the YOLO task for instance?
[In the mock exam set there was a text and a compulsory short writing task on the YOLO generation. Thus, we had had discussions on this in class previously]

Student 2: Yeah

Student 5: The YOLO, yeah.
                            [More yeahs and laughter]
Student 2:
And therefore we need maybe to learn about theoretical ways… yeah, because it is necessary to, to write the topic we get at the exam. We can't choose, so…..

INT:
No, but luckily you have more choices at the exam. In this round I chose one task for you and at the exam, of course, you have four different tasks to choose from for the longer answer. But on the two first ones you do not get a choice.

Student 5:
Even, for example, adding to her idea about the text. For example, if I get a task to write about for example about one fifteen-year-old, I can imagine myself back in time thirty years ago when I was fifteen years and I can write about myself or the people around me, but also the culture will also get a serious part here. I cannot for example

imagine myself when I was young or when I was fifteen years old doing the thing that the YOLO kids do now, so it is not possible for me to write about the ideas about this.

INT: Yes, it has a lot to do about culture also, not just age.

Student 5: Yeah.

INT.
So each generation will have their culture, and also where we grow up will influence. But I think, I'm quite convinced, that you will have some experience and some reflections that maybe young people do not have, so that could be your advantage. Eh, okey, yeah. Back to the questions. When you answered the first questionnaire you said that there were positive and negative aspects, and one person was not sure if you were the right target group for this kind of project….. Dere var kanskje ikke rett målgruppe for prosjektet. Dette var sagt etter første gangen. What do you think about that now?

Student 2:
Before we did the writing project first time, we haven't seen exam exercises, but after I saw these exercises I understood that you can't write a half… or just some sentences, it is not enough. You need to write a complete and great text if you want to get a good mark. So it's eh, maybe it's boring and demanding exercise to work with the writing project, but it's necessary.

Student 3: mhm, jeg er enig med Student 2, at eh, når vi startet med skriveprosjektet det var litt frustrerende fordi vi brukte tid på det og når man ikke liker å skrive i utgangspunktet, så ønsker man ikke å bruke.. eh… det var litt vanskelig å motivere seg. Men nå jeg ser liksom at vi har lært veldig mye da av det, så den tiden absolutt var nyttig å bruke. Så derfor som jeg tror at i første omgang det var veldig frustrasjon fordi at ja, det var nytt og så det var litt anstrengende å gi hverandre tilbakemelding. Vi er ikke veldig vant til å gjøre det da. Men jeg tror nok at, eh, at prosjektet kan hjelpe oss å få bedre karakter på eksamen, får håpe det.

INT. Yes, better grades, mhm… it's one thing we hope for, yeah [laughs]
Any other comments to that? Do you feel that this project has been relevant for this group?

Student 4:
Jeg trives så absolutt med this project på grunn av at jeg synes den var lærerikt og jeg like å lære og ja, men eneste for min del som jeg kom i denne gruppen, det var at jeg ville lære muntlig språk, men akkurat den biten jeg… her er mye fokus på skriving og då… Men i løpet av det prosjekt det var en veldig god del, det var presentasjon. Og da jeg jobbet mye med det og da synes jeg jeg utviklet mitt språk både engelsk og norsk også, fordi jeg må oversette på norsk og høre på norsk en del også. Så jeg synes det var et godt prosjekt, jeg ikke angrer en eneste gang på at jeg tok dette året.

INT: Det er kjekt å høre… It's nice to hear that, Student 4. And I also think that when we work collaboratively we have to practice our oral skills too. And like when we did the oral presentations today we all had to give our feedback in English, so it all connects..

[Some students did oral presentations in class on the day of the interview]

Some students: Mhm, mhm.

Student 3:
Men altså, til det at i begynnelsen vi har ikke sett progresjon da, og da liksom det var en del frustrasjon fordi det var krevende og det var vanskelig og som man kanskje følte at,,, og det var kjedelig, men nå liksom på slutten vi ser at tekstene har blitt bedre og vi har fått en del verktøy som,vi skal bruke videre da. Og da blir man med en gang mer positiv. [ler litt]… Det var faktisk veldig nyttig.

Student 5:
I noticed it today that when you gave your presentation you were waiting for the feedback.

Student 3: Mhm, mhm

Student 5:

When she was finished she was standing and waiting for the feedback, so she accepted. It means that from the inside of her, she accepted the feedback from the others.

Several: Mhm, mhm

INT: Maybe we have created more of a culture here….we have practiced and we know that we can give and receive response now.

Student 5: Yes.

INT:
Yes, what advice would you give me as a teacher for when I'm going to teach writing in the future? Could you give me some advice?

[A little bit of laughter in the group].

Student 4:
To be patient [laughs] yeah. Because it is forskjellig cultures, It' s different cultures og forskjellig sånn karakterer til folk and of course… eh, ja engelsk og norsk, det er mitt problem, ja… Vi alle sammen, vi kan ikke se konsekvenser. Vi kan ikke se mål til slutt. Du veit det mål, egentlig, det er positivt mål egentlig, det veit du mer enn oss. Men vi alle sammen, vi ser ikke det når vi begynner, når vi starter sånn våres arbeid. Og da selvfølgelig vi tar imot mange ting kanskje med frustrasjon, kanskje med tvil… eh ja, men da læreren må være tålmodig, tålmodig, ja og kanskje som jeg syns, gi tid til elevene at de må forstå ting og kanskje ikke prøve å overtale dem, men prøve å gi dem tid sjøl for å få forståelse. Det er sånn min følelse.

Student 2:
Men, med tanke på min sånn arbeidsrelaterte erfaring, så syns jeg at hvis man forventer noe respons fra folk og noe fornuftig respons, ikke bare noe spontan så det er alltid positivt å få, ah, liksom at folk får tid til å tenke. Hvis det er et møte så er det greit å få noe i forveien, slik at folk har tid å danne noen tanker og sånt da. Jeg syns at det, eh… at når vi, ja, at i andre draft at vi fikk … jeg tror at vi fikk det hjem og så at vi skulle skrive hjemme og da på en måte det er mye enklere å gi konstruktive tilbakemeldinger, at på sparket det er ikke like enkelt å komme med noe fornuftig..

INT: In the second round you had time to sit first and write it, you had more time to think….

Student 2: Yeah, Yeah

INT: So that is something you would recommend?

Stduent 2: Yeah, mhm

INT: Mhm, good.

Student 2:
Jeg tror at generelt, men det er på en måte ikke om skriveprosjekt, men til dette her kurs at vi alle føler at det muntlige kanskje henger lite grann. Så kanskje heller at alt som går å gjøre hjemme med tanke på skriving og heller å diskuterer det, det trivdes vi godt alle sammen med, så kanskje heller prøve så langt det er mulig å legge opp til noe sånt.

INT: Okey, yeah.

Student 3:
Men i forhold til muntlig presentasjon, da. Jeg syntes det var ekstremt nyttig da. Jeg føler for eksempel da at jeg er på ingen måte en mester da, men fra presentasjon en til presentasjon nummer tre at det, at jeg kjenner at det er stor framgang og ikke minst at jeg føler meg mye mer komfortabel med å stå framme. Fordi første gang det var ekstremt vanskelig, liksom at jeg var veldig nervøs, men no det går mye bedre..

Student 4: det er ikke om writing…

Student 3: Ja, men…

INT: Yes, we're talking a little bit in general, that's fine to include general remarks also.
If you think particularly about process oriented writing, if we keep to that again. And if I was to take another group on, you have really said a lot about it, but if you were going to give one or two pieces of advice, one or two important things for me to remember, Or one good thing to do if I was going to do this in a new group. Say just short one or two things. What do you think is important to do?

[Silence]

If you pretend now that I'm starting a new class and I want to do some process oriented writing. What is important for the teacher to remember?

Student 5: I have a wish…

INT: Yes…?

Student 5:
But I don't know the structure of this course, but what I mean is if for example, if it is possible to concentrate more on grammatic, give the grammatic more time during the course…. Yes, it is very important too, we speak a lot. It helps the vocabulary, but also I believe that with more grammatic it will be better.

INT:
Yeah, that's good feedback to get. But I'm also thinking particularly about this way of teaching writing.

Student 5: Yeah.

INT:
What is an important thing to do, it does not have to be anything new, but what is important, the way you see it?

Student 5:
Yeah, the most important thing I found that is positive for me, my experience, is for writing the text many times.

INT: Mhm, yeah… Writing the text many times, yeah?

Student 5: With corrections.

Student 4: Teacher, jeg kanskje ikke forstår heilt…?

INT:
I was just thinking if there was one thing you would say related particularly to working process oriented. One thing that is good to remember. Student 5 said that he liked to write drafts many times and get comments, that this was important.

Student 4:
Å ja, ja. Mhm, okey. Faktisk jeg er overrasket over meg sjøl, men jeg synes det, jeg er fornøyd med meg sjøl at jeg kan skrive tekst, jeg skriver nesten heile tekst bare på denne klassetime, på grunn av at jeg fikk veldig god opplæring på struktur, hva jeg skal gjøre: Introduction first of text, and contents og alt… Jeg fikk en ide om denne Orange Festival som jeg plutselig kom på og da var det veldig lett og jeg enjoyed… [ler]

INT: You enjoyed writing…?

Student 4:
I enjoyed writing…. because it was lett, it was lett…. På grunn av det var ganske lett å følge det som var i opplæring og da skrive lett en tekst og det synes jeg. Jeg var fornøyd med meg sjøl og det som jeg lærte.

INT: Opplæring? Det var structure…?

Student 4:
Ja, opplæring om structure. Den teoretiske opplæring, mente jeg, den første gangen….

Student 5: Can I…?

Student 4: Nei, it's not your turn… [laughs]

Student 3:
Jeg tenkte at hele prosessen var veldig nyttig, men det jeg kunne tenkt meg å gjøre det annerledes, liksom… jeg vet ikke helt hvordan jeg skal si det… Om vi kunne få forklart det i begynnelsen når vi startet at , hva skal jeg si, sammenhengen mellom det prosjektet og det vi skulle komme til å lære og hvilken nytte det ville gi meg på eksamen da. Ja, liksom hvordan, ja, lærerne vurderer tekster og da liksom at hva god tekst skal inneholde og at det er en sammenheng. Jeg tror det ville vært enklere for meg å motivere seg da. Det var på en måte direkte sammenheng og jeg må på en måte.. Ja, det har på en måte direkte gevinst da å lære dette her for å gjøre det best mulig på eksamen, da.

INT: Og det ser du nå?

Student 3:
Ja, det ser jeg nå, men hvis jeg skulle få vite det, hvis jeg skulle se det helt i begynnelsen, jeg tror det ville være litt enklere å komme i gang da og…..

INT:
Do you think that.. I think this is interesting, but do you think it would be possible? If I said that to you, all this would lead to this and this…. before you did it?

Student 3: Jeg vet ikke om jeg ville tro på det… [laughs].

INT [Laugh also]: It's just interesting……

Student 3:
Men det ville være altså, om jeg skulle… hva skal jeg si, få den type tilbakemelding: «Student3, det kan hjelpe deg konkret å gjøre det bedre på eksamen.» Og jeg ønsker å gjøre det så bra som mulig på eksamen, så kanskje at det ville være enklere fordi at når vi startet for eksempel, jeg tenkte at: ja, jeg er ikke så dårlig å skrive allerede nå og jeg har lært mye om det før, det er ikke sikkert at jeg kommer til å lære noe.. Men nå ser jeg det absolutt at jeg har lært mye, så ja….

INT: Maybe by doing?

Student 3: Hva?

INT: Maybe learning it by doing also?

Student 3: Yeah….? Mhm, yeah, mhm.

Student 2:
If I may choose one of the most important things from this project I think for me it was how I can start a writing project, with to write down all ideas and this kind of preparation. I think for me it was very important to learn. Absolutely.

INT: Brainstorming?

Student 2: Mhm, yeah.

Student 1:
[Laughs a little] Just thinking how words run away… mmmm…

INT: Yeah, we have been talking for a long time…

Student 1:
Yeah.. [laughs]. I think the important thing is if it is free writing that you write and read yourself and then rewrite again… as many times… And if it's not… you must read about what you have to write and start to learn and get feeling about what topic you have to write about, and then you start writing and rewriting until you get your own words about the topic you are supposed to write about.

INT: So the part of rewriting has been important to you? Write and rewrite…?

Student 1:
Yeah, yeah. Because I think you saw when I write just the first time, and then when I saw the second time it is a lot of words missing. Because, as I said, the thinking and writing doesn't go in the same speed, so many words stay in your mind, not on the paper. It's not easy to write.

INT: So then you have to write, you'll be forced to rewrite …?

Student 1 Yeah, I don't know four, five times, depending on what you are writing about.

Student 5:
It is a good point also, the negotiation before we start the subject, to write a subject. Key words and everyone give his ideas and some sentences, some feelings, some meanings, all concentrating on the same subject.

INT: So you mean mind-maps..?

Student 5: Yeah.

INT: In the groups or on the board?

Student 5:
In the groups and we discuss with you and you write many notes about it and some of us take pictures.

INT:
Yes, when we make a joint mind-map in the board also, yes. So that's a way of getting started also, not only that you put your own ideas down, but you share ideas…

Student 5:
As if we are, we would like to write about something and not the feeling, not for example a story, when I write my story I should choose some facts from the story. For example if I would like to write something in general, some… something…. I can get some ideas from there.

Student 1:
It's very hard too, for me. In the Perspective [preparation booklet] you have some story, then it stops in the middle or in the beginning and you have to write an ending to that story. I think it is very difficult to do that.

INT: I'm not sure if I know what you mean?

Student 1: .. to continue

INT: oh yeah, to continue…

Student 1: Yeah, to give an ending to them

INT: To your own text?

Student 1: No, not your own, to the one you give us to…

INT: Oh, yes, when you get a task which tells you to continue the story or write a different ending.

Student 1: Yeah, yeah

INT: That can be challenging?

Student 1:
Yes, it is because you don't know what you [the teacher] would be expecting to the ending of the story, so if you want us to be sad or you know.. we don't know.

INT: I think it's quite open.

Student 1: So that's a challenge

Student 5:
And also give many examples before we start to write, so it helps, so one can get many ideas from the stories in the, the…

INT:… the booklet, yeah, the preparation part.

Student 5: Yeah.

INT:
Yeah, to read many different texts, that is also in a way getting new perspectives on the topics. For instance in Taking chances

Student 5: Yeah.

INT: There were many different texts, and it all in one way or the other related to taking chances. Ok, I think it's time to stop. It became a long interview and conversation…..

[Some giggles and laughter].

INT:
….which I appreciate so much, because there will be so many aspects and views for me to learn from and, so, I will certainly thank you for sharing your views and your thoughts.

Student 5: Thank you very much.

INT: It has been very interesting and rewarding for me also.

Student 1:
There is one sad part [laughs a little], this will end soon. Yeah, in June, right, so we are not gonna see you in class anymore, I think I will miss this group, they are here right from the beginning and for a year…

Student 4: It's been nice.

INT:
Yes, it is always sad with a breakup, but I know that we will definitely have a party at the end.

Several: Yeah, yeah

INT: [laughing] to celebrate all this hard work and to celebrate that some of you will then have done your exam.

Several: Mhm, mhm.

Student 1:
Maybe we can make a group on Facebook so we can communicate with each other sometimes, to say 'Hi. I'm here' Or go out for a coffee or something, meet at Moa, or whatever.

Several: Yeah, yeah

Student 3: I'm not on Facebook…

INT:
Communicating on Facebook is a good idea, as long as you do it in English [laughs] to keep practicing. Anyone who wants to say anymore must do it now:…. I think we have said a lot, so: Thank you!

Several: Thank you… It's been good.

Appendix 11: Lesson plan Cycle 1

PLAN WRITING PROJECT, ENGLISH EVENING CLASS – JANUARY- CYCLE 1

January **TOPIC: Holidays and festivities**	TASKS: You will write a text related to the topic. You will give an oral presentation related to your written task.
Day 1, 6 January	• Learn about and discuss writing and the writing process • Practice writing introductions • Read short models and practice giving response

Day 2,
8 January
	• Hand out of writing task
	• Work out some criteria for the task
	PROCESS ORIENTED WRITING
	• <u>Phase 1:</u> Work on ideas (peer response 1)
	    1. Vocabulary
	    2. Content
	• <u>Phase 2:</u> Write first drafts

Day 3, 13 January	• Mock response – model text • <u>Phase 3</u> : Give response to first drafts in pairs/small groups (peer response 2) • <u>Phase 4:</u> Write second drafts
Day 4, 15 January	• Hand out of second drafts with teacher comments Evaluation: Questionnaire 1 • <u>Phase 5:</u> Write third draft and prepare oral presentation - homework

Dag 5,
20 January
	• <u>Phase 6:</u> You will present your final texts on a «bulletin board»
	• Oral presentations – (Criteria)
	• <u>Phase 7</u>: Evaluation
	    1. Questionnaire 2
	    2. Group interview

Appendix 12: Assignment and response sheet Cycle 1

WRITING TASK AND ORAL PRESENTATION - JANUARY 2015

Holidays and festive traditions

In Unit 4 of the text book you have read some short texts where different people tell about festivities and holiday celebrations in the USA and Britain.

PART 1

Write a text about a holiday or festive tradition you know.

- You may choose a type of text which you find suitable to give information about this tradition.
- You should create an interesting headline for your text.
- You should write an introduction suitable for your text and which you think will catch the interest of the reader.
- You will write multiple drafts of your text and the final version will be presented in class on "a bulletin board".
- You may include some pictures or illustrations in your final text.

PART 2

Give an oral presentation of the holiday or festive tradition you have written about.

- Your text will be put on a bulletin board in class
- You may include more information or different information about the festive tradition in your oral presentation than in your written text.
- Your presentation should have the length of about 5 minutes.

_____

RESPONSE SHEET – TWO STARS AND A WISH

Name: _____

Two stars

⭐ **I like that**

_____

I like that

⭐
_____

A wish

➡ **I would like to hear more about**

_____

Appendix 13: Lesson plan cycle 2

PLAN Process oriented writing - Cycle 2 - March

TOPIC: TAKING CHANCES – **Mock exam paper**

Day 1 10 March	Hand Out: Booklet – Taking chances Brainstorming: Thoughts on the topic. HOMEWORK: Students read/skim-read booklet
Day 2 12 March	Watch video of Nik Wallenda (You Tube) Working on two texts: Fast Car, Tracy Chapman (Song) A History of Love, Nicole Krauss (Excerpt from novel) Hand out: Paper on genres (article, diary note, fictional texts) HOME WORK: Reading booklet. Study paper on genres.
Day 3 17 March	• Short review of some important elements of Process Oriented Writing • Working with ideas and sharing ideas • Writing 1st drafts (Task 3B; based on the two texts above) HOMEWORK: Prepare response / fill in response forms for two texts (peer response)
Day 4 19 March	• Response groups (Oral response based on prepared response) • Writing 2nd draft • Evaluate own text HOMEWORK: Fill in evaluation questionnaire 3 Write the rest of the mock exam till after Easter Holiday
EVALUATION	• Questionnaire 3 • Group interview

Appendix 14: Assignment and response sheet Cycle 2

Task 3B
Shedding light on broken dreams
In the extract from the novel *The History of Love* you have read about a man who takes a chance and has his heart broken. In the song 'Fast Car' you have read about dreams that never become reality.

Write a text about failing, suitable for a magazine.
It can be a personal text about how you have dealt with failure, it can be narrative fiction or an article about dealing with broken dreams.

Choose a title that reflects your text. Write an introduction which will catch the interest of the reader
_____
Criteria checklist:
- I have written a text that deals with failure in one way or another.
- I have chosen a type of text that I find suitable for a magazine.
- I have chosen a title which reflects my text.
- I have written an introduction which will catch the interest of the reader
- I have structured my text in paragraphs.

PEER RESPONSE - A text about failure

You are now going to give feedback to another student's text.

*Remember this is a first draft, not a finished text and your focus should therefore be on ideas, content and maybe on structure – **not on language errors**. Look at the criteria for the text when you give your response.*

To: _____

From: _____

1. Has the first draft got **a good title**? Or do you have any ideas for the title?
_____

2. What do you think of **the introduction to the text**? Does it catch your interest? Have you any ideas for how the introduction may be improved?

_____

3. What are the **two best things** about this first draft? You may consider content, ideas, how the text deals with the topic of failure, how suitable the text would be for a magazine, how the text is structured or other things)
   _____
   _____

4. Which **one thing** would you suggest for improvement in the second version?
   _____

Appendix 15: Overview of what we did – Cycles 1 and 2

CYCLE 1 – PROCESS ORIENTED WRITING – <u>DAY 1</u>

STAGES OF THE PROJECT	WHAT WE DID
Preparing to write - part 1 WARMING UP • About the writing process	• The teacher gave a mini-lecture on writing and the different stages of the writing process. • The students were reflecting individually and in pairs on: a. How they usually start a writing task b. What are important elements to consider when you write • A joint mind map of the important elements from this discussion was put on the board.
• Planning the text	• The teacher presented the importance of planning and structuring a text (making a disposition). • The basic model (Head = Introduction, Body = Main content, Tale = Ending) The Fish
• Practice writing introductions	• The teacher introduced the purpose of introductions and some possible different types of introductions • The students worked in pairs and wrote introductions to the following task: *Write a text about wedding traditions in your country.* • The introductions were read aloud in the class and the variations and appropriateness of the different introductions were discussed.
• Mock response (Part 1)	• The students worked in pairs and read short model texts (5 texts) from the text book where different people tell about their favourite festive tradition/ holiday. • The students were given a structured form in order to practice giving response to one or two of these texts in accordance with the principles of 'Two stars and a wish'. They were asked to practice this further at home.

CYCLE 1 – PROCESS ORIENTED WRITING – <u>DAY 2</u>

STAGES OF THE PROJECT	WHAT WE DID
Preparing to write – part 2 - IDEAS + Writing first drafts • Hand out of writing assignment	• The students were given the following task: *Write a text about a holiday or festive tradition you know* • The students were informed that they were to present the text on a ' bulletin board' in the classroom on the last day of the project and on this day (Day 5) they were also asked to give an oral presentation of the festivity they had written their text about. • We reflected upon the types of text which were possible to write to answer this task
• Work out criteria for the task	• Based on the students' recent mock exam before Christmas we discussed criteria for writing tasks. • We read the present task instructions carefully and the students brainstormed some ideas for criteria for this task.
• <u>POW - Phase 1:</u> Work on ideas	• The students worked individually with brainstorming useful vocabulary for the task. • They were then asked to choose 3 of their words/phrases and write them large on pieces of paper. These were hung on a joint word wall in class. • Next, the students worked individually with making a mind map of ideas for what to write about (topic and content) and they then shared their ideas in groups.
• <u>POW - Phase 2:</u> Writing first drafts	• The students started writing their first drafts. They were informed that these first drafts would be the basis for peer response in the following class. We also discussed what a first draft is, namely that it is a draft and that the focus therefore primarily would be on ideas and content, and maybe on structure, NOT on linguistic features. • Some students finished their first drafts in class, others worked further with their drafts at home.

CYCLE 1 – PROCESS ORIENTED WRITING – <u>DAY 3</u>

STAGES OF THE PROJECT	WHAT WE DID

Peer response Writing second drafts
 	
1. Mock response (Part 2)
	• Reviewing what we have done so far and stating where we are in the process now.
	• Discussion on which criteria are important to focus on at this stage. (Teacher referred to the task instruction and the brain storming/ discussion we had about criteria on Day 2). The following criteria were put on the board:
	  - Good headline/ title
	  - Good introduction
	  - Good ideas / information / content
	  - Organization /structure
	• We revised the principles of giving response (Two stars and a Wish) and discussed what we should comment on in a first draft.
	• The students worked in pairs / one group of three and used the response forms in order to give response to one text in the course book. (Emma tells about Thanksgiving).
	• Each student was then asked to give their 'Two stars and a Wish' in class. Thus, we could discuss elements of how to give response.

2. <u>POW - Phase 3</u> : Peer response to first drafts	• The students were divided by the teacher into one group of three and one group of four students • Each student receives a copy of the other group members' texts. • One student at a time reads their text – the others give response directly after the reading – and are instructed to use the principles from the response forms. • The student who receives response is instructed not to get into a discussion with those who give response, but to make notes of the response received. • The students are informed that they are free to choose which response to make use of (if any) when working on their second drafts • This session is closed with a short response round in class where each student says something about how they have experienced this peer response session.
3. <u>POW- Phase 4</u>: Writing second drafts	• Students revise and write second drafts at home.

CYCLE 1 – PROCESS ORIENTED WRITING – <u>DAY 4</u>

STAGES OF THE PROJECT	WHAT WE DID
Questionnaire – part 1, evaluation	• Students hand in second draft for teacher response --- • Students filled in Questionnaire – Part 1 ---
Response to one student	• One student delivered first draft on this day. The students wanted to give her peer response in open class. This served as another round of practice of giving response for the students and an opportunity for the teacher to check/observe how the response was given.

CYCLE 1 – PROCESS ORIENTED WRITING – <u>DAY 5</u>

STAGES OF THE PROJECT	WHAT WE DID
Teacher response Questionnaire – part 2, evaluation	• Students receive written and oral feedback from the teacher on their second drafts • Students write third version/ final version of their texts at home and prepare for the oral presentation • Students get Questionnaire – Part 2 to work on at home

CYCLE 1 – PROCESS ORIENTED WRITING – <u>DAY 6</u>

STAGES OF THE PROJECT	WHAT WE DID
Presentations Group interview – evaluation	• The final versions of the texts are presented on a 'bulletin board' (veggavis) in the classroom. • The students give their oral presentations • The class gives response to each presentation • A group interview where the students reflect upon and give their opinions on the whole writing process was conducted and recorded.

CYCLE 2 – PROCESS ORIENTED WRITING – DAY 1   **TOPIC: Taking chances**

STAGES OF THE PROJECT	WHAT WE DID
Hand out: Preparation booklet	• The students brain-stormed ideas to the topic • Booklet handed out to be skim-read at home

CYCLE 2 – PROCESS ORIENTED WRITING – DAY 2   **TOPIC: Taking chances**

STAGES OF THE PROJECT	WHAT WE DID
Reading preparation texts	• Two texts were studied: 'Fast Car' by Tracy Chapman (Song) and 'The History of Love' by Nicole Krauss (excerpt from novel) • We listened to the song and discussed different interpretations of meaning. • The students read the novel excerpt individually and then listened to a reading of the text. We discussed the text. • The students were given a paper with genre traits and tips for how to write personal texts (diary notes, personal letter), articles and fictional stories. This was to be studied at home as preparation for the writing.

CYCLE 2 – PROCESS ORIENTED WRITING – DAY 3   **TOPIC: Taking chances**

STAGES OF THE PROJECT	WHAT WE DID
1.Sharing ideas **2. Writing first drafts**	• The principles of process oriented writing were briefly revised • The writing task was handed out. • The task sheet also contained criteria for the task and tips on what to focus writing the first draft. • Students were to reflect individually and use mind maps to write down ideas for how to solve the task • The students were divided in groups of three to discuss and share ideas for the writing task • ---

	The students wrote first drafts in school and handed in to the teacher.
	• The students were aware that these drafts would be distributed to other students for peer response the following session

CYCLE 2 – PROCESS ORIENTED WRITING – DAY 4   **TOPIC: Taking chances**

STAGES OF THE PROJECT	WHAT WE DID
3.Peer response	• Some principles for peer response were briefly revised. • The students were given response forms in order to give written peer response to two texts each • The students gathered in one group and each student read their text out loud. • The peers who had read their texts gave them oral response and handed them the written response forms. • The other listeners were also allowed to comment on the texts afterwards. ---
4. Writing second version	• The students wrote second versions of texts at home. ---
5. Evaluation	• The students were asked to fill in a self-assessment questionnaire based on the criteria for the task. And they were asked to identify the two areas which they were most pleased with in their texts and on area which should be worked more on. --- • The students were asked to fill in an evaluation questionnaire for Cycle 2. • Group interview 2 – Reviewing the whole writing project. Conducted four weeks later