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Improving Self-Regulation for Learning in EFL Writing in Secondary Education in Blended Environments

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Improving Self-Regulation for Learning in EFL Writing in Secondary Education in Blended Environments

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To my parents, who made me curious, in loving memory.

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ETHICS

Ethics "is particularly critical to qualitative research where the data are often personal and from a small number of individual participants." (Twining, Heller, Nussbaum & Tsai 2016). In our case, these ethical considerations are of foremost importance, given the fact that the researcher and the teacher are the same person.

This situation requires an ethical reflection that explains the reasons that made me start this research. As a teacher, I had some hunches, intuitions of what may work with my students, but engaging in complex designs always needs a systematic approach that is difficult to carry out on one's own. I considered that, as a researcher, and counting on the help of two supervisors, I could find the guidance, support, knowledge and personal strength to observe instructional designs initially based on intuitions.

In the beginning, this process was heavily anchored in my practice, but guidance from my supervisors an extensive review of the literature and intense reflection have helped me gain a researcher's perspective and capacity to distance from my teaching. This process has led to my professional development and to contribute to research in real settings. A researcher's perspective is achieved by systematically following ethics considerations, which in this case have involved providing detailed information on the means and criteria to:

Invite participants and guarantee their anonymity

Ensure voluntary participation

Make the voice of the observed subjects heard

Respect confidentiality

Hold regular meetings with supervisor to keep a researchers' perspective

Use a wide range of data and instruments, to minimise the risk of confusing the researcher and the teacher's role

Ensure consistency between the underpinning theory, goals of the research, methods of data collection and analysis and the claims made

Guarantee transparency and access to data and instruments

Provide a thorough description of criteria of analysis

Ensure consistency between theory, goals, methods of data collection and analysis and the claims made

These considerations are developed in the corresponding sections of this study.

INTRODUCTION. AIM AND GENERAL PERSPECTIVE OF THIS STUDY

In these initial paragraphs, we introduce the general framework and the 'raison d'être' of this study. Following these introductory thoughts, we divide the doctoral research report in different parts: First we present the theoretical framework grounding the study (Chapters 1-4), a second part follows with the methodological decisions we took along the way (Chapters 5-6); third part, comprehending chapters 7-10 presents the results and their theoretical discussion. Eventually, in part 4 (Chapters 11-12), we discuss the results, their practical implications, limitations of the study and offer concluding ideas.

RATIONALE OF THE STUDY: DISAPPOINTING EFL-WRITING PERFORMANCE ACROSS EUROPE

Data on the First European Survey on language competences show wide variations in the levels achieved by students in foreign languages in different European countries (European Commission, 2012). This survey also shows that in most educational systems English as a Foreign Language (EFL) writing is the skill where teachers place the least emphasis. Furthermore, students across Europe perceive writing instruction as the most difficult EFL skill for levels B1 and B2 in the Common European Framework for Languages (CEFR) (Council of Europe, 2001).

In fact, the percentage of students who achieve a B2 level in writing is noticeably smaller than the percentage of students who attain a B2 in reading in countries where English teaching falls behind (i.e. France, Portugal, Spain, Bulgaria, French-speaking Belgium, Hungary or Slovenia). These data are likely telling us that instruction of EFL writing in secondary education should improve. Looking specifically at our context, results show that the way we teach EFL writing in Catalonia is less efficient than the way we teach other EFL skills. In 2015 and 2016 the percentage of 10th-grade students who failed the exam was 19% and 17,6% respectively. If we look at the results for writing skills, the proportions of failure are twice as high, showing quite discouraging failure rates (39.5% in 2015 and a 35.2% in 2016). And even worse: while the percentage of top-achieving, students is satisfactory (31.7% in 2015 and 37.8% in 2016), mainly because some students attend evening classes, the rate of those with a high competence in English writing was barely 17.5% in 2015 and 19.9% in 2016.

Thus, this research started off with the desire of improving EFL writing instruction in a school, and by doing so provide hints as to how we can improve it in Catalonia and beyond. To that purpose, our proposal stands on studying the integration of some instruments that may make students write more and better while improving their self-regulation and self-efficacy.

A GENERAL REFORM MOVEMENT: DEVELOPING COMPETENCES IN COMPULSORY EDUCATION

The Catalan education system has adopted a competence approach, in line with the rest of the EU countries and many other countries worldwide. The European Parliament (2006) defined competence as, "a combination of knowledge, skills and attitudes appropriate to the context." (p. 4). They identified eight key competences as the ones "all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment" (p. 13) in current European society.

A competence approach aims towards associating theory and practice and putting an end to the selective nature of traditional secondary education, which favours those students who would attend universities. While such values place concepts and facts over skills, a focus on competence prioritises assessing pupils' learning using activities related to practice. Being competent implies the capacity to respond to specific and contextualised situations effectively, rearranging and adapting knowledge, skills and attitude to different circumstances.

In a competence approach, considering different levels of achievement allows for contextualisation and individualised treatment. Learners need new knowledge and the guidance of teachers, but in the end, it is the students who must perform (Coll, 2007). Developing competences is a process that needs (1) a well organised and flexibly available domain-specific knowledge base; (2) heuristics methods; (3) meta-knowledge; (4) self-regulatory skills; (5) positive beliefs (De Corte, 2010).

Furthermore, a competence approach falls within the framework of constructivism because it anchors on prior knowledge that allows the learner to explore a situation, find a solution to it and respond successfully, with the guidance of the teacher. The socio-constructivist approach to education is widely accepted in the educational field. It is, indeed, beneficial to describe teaching and learning in school environments and helps guide teaching actions (Coll, Palacios & Marchesi 2001). In the socio-constructivist paradigm, learning takes place in the mind of learners but is socially and culturally situated and mediated by psychological tools (Coll et al., 2001); the teacher's role is to help learners construct knowledge and guide them in the process of socialisation and identity formation. This guidance may be both proximal and distal. Proximal help implies classroom management and the structure of discourse while distal help refers to planning and monitoring classroom practices (Coll, 2010).

KNOWING FOREIGN LANGUAGES AS KEY COMPETENCE #2 AND HOW TO MEASURE IT

The recommendations of the European Parliament (2006) refer to knowing foreign languages as Key Competence #2, while knowing one's own mother tongue stands as Key Competence #1. This competence involves knowing functional grammar, vocabulary, and register. It also implies a steady progress of the four basic communicative skills (speaking, listening, reading and writing). Finally, to learn a foreign language, students must value cultural diversity and intercultural communication.

Member countries adopt the recommendations of the European Parliament; however, in Spain mother tongue, foreign languages and social media are all part of Key Competence #1 (Catalan Department of Education - Decree 143/2007). For this reason, many of the documents on EFL competence assessment from our Educational Administration, and particularly those about EFL writing instruction, are not very useful to teach and assess foreign language.

Since the school year 2011-12, 10[th]grade students in Catalonia take an external exam every year before they leave compulsory secondary education, which assesses their level in foreign languages as a key competence. The government organisation in charge is the Consell Superior d'Avaluació del Sistema Educatiu.

Several authors agree that, in an EFL writing context, a focus on grammar and vocabulary, which we can consider routine expertise, is more critical than it is in L2 and L1 writing instruction (Hinkel, 2006; Schoonen, Snellings, Stevenson & Van Gelderen, 2009). Furthermore, the Common European Framework of Reference (CEFR) (Council of Europe, 2001) includes vocabulary range, grammatical accuracy and vocabulary control as part of the communicative language competence. Additionally, Schoonen et al., (2009) found out that training lexical retrieval, that is, the students' efficiency when looking for the right words in a foreign language, is an important skill that EFL students need when writing, which could be trained through sentence combining exercises. Consequently, designs must seek the integration of grammar and vocabulary curricula with L2 writing instruction.

To estimate linguistic competence in foreign languages, the Council of Europe (2001) has developed a competence-based validation system, The *Common European Framework of Reference for Languages* (CEFR), that has been very successful worldwide as a point of reference to judge performance. The CEFR is an international standard for describing language competence. Its primary goal is to offer "a common basis for the elaboration of language, syllabuses, curriculum guidelines, examination textbooks etc. across Europe [by providing] objective criteria for describing language proficiency [that] will facilitate the mutual recognition of qualifications gained in different learning contexts" (Council of Europe, 2001, 1).

The CEFR synthesises the key aspects of second and foreign language learning, teaching, and assessment. It describes language competence using three broad levels: A (basic user), B (independent user) and C (proficient user). These three levels consider two sublevels each (A1, A2, B1, B2, C1 and C2). For each of these sublevels, the CEFR provides a detailed description of skill, knowledge and quality of the competence. In this way, all stakeholders can identify and compare performances.

The CEFR's approach to language learning focuses on communicative purpose and on what people *can do* with language. It is used for many different instructional purposes: developing syllabuses, creating tests and exams, marking exams, evaluating language learning needs, designing courses, developing learning materials, describing language policies, continuous and self-assessment and teacher training programmes. However, the CEFR is heatedly debated among scholars. Editors, education systems and school are still in the process of ensuring its comprehensiveness and usefulness for assessment (Figueras, 2012; Harsch & Rupp, 2011; Milton, 2010).

ICT AS KEY COMPETENCE #3

Managing Information and Communication Technologies (ICT) is another of the key competences identified by the European Parliament (2006). Our students cannot be prepared for the future unless they can cope with the ways the continual evolution of ICT affects work, leisure and communication. Being ICT-competent is, together with literacy and numeracy, an essential foundation for learning, and learning to learn in the 21st century.

ICT creates new environments that allow for more flexibility, media combinations and effectiveness in the use of traditional tools (language, image, the written word, 3D...) as well as more opportunities for dialogue and reflection, all of which can maximise learning. ICT can be used in different ways to mediate the teaching and learning processes (Coll, 2004; Coll, Rochera & Colomina, 2010). Some of these uses will make instruction more efficient, while others, on the contrary, will cause unexpected situations that may not promote or even may hinder learning (Salomon & Perkins, 2005).

When the teacher, students and contents integrate in joint activity using ICT, we should bear in mind, that research has not yet determined what distinguishes a proper ICT supported educational practice (Coll, Mauri & Onrubia, 2008a, 2008b; Remesal, 2011a). Technology advances fast, but siren songs must not blind us. The latent uses of technology and its pedagogical potential are not the same (Coll et al., 2008a, 2008b). Ultimately, tools are no more than that; it is the use we grant them that will determine their efficiency for learning. We must keep in mind that teaching and learning using technology does not differ from other education practices; hence, planning and assessment are still needed in online designs (Coll et al., 2008a, 2008b; Remesal, 2011a).

Research using technology tools has shown that although ICT tends to develop rapidly and its uptake in society may change relatively quickly, many of the factors impacting on digital technology in education remain remarkably constant over time. "Many of the issues to do with the implementation of ICT in education are to do with the management of change rather than technological issues" (Twining et al., 2016, p. A4).

Integrating ICT in instruction is a slow process. Some years ago, the problem when integrating ICT in classes was that there were only a few schools and households with computers. This scarcity was referred to as the technological gap. Nowadays, families have computers and connectivity is not the issue anymore. The literature now reports on a new technological gap which is related to the use students make of it (Hargittai & Walejko, 2008; Peter & Valkenburg, 2006; Van Dijk, 2006), which still makes integrating ICT in classes a complicated issue.

LEARNING TO LEARN AS KEY COMPETENCE #5

Learning to learn as a key competence is defined by the European Parliament as "The ability to pursue and persist in learning, to organise one's learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence." (European Parliament, 2006, p. 7).

Learning to learn requires active management of one's learning, the ability to persevere with learning, concentrate and reflect critically; the capacity to work individually and in groups, share learning and self-evaluation; find new information and seek advice and support. Learning to learn also includes motivation and confidence, and a problem-solving attitude to cope with obstacles and change, applying prior knowledge and life experiences. Assessment programmes can be used to help students improve their learning to learn capacity when this assessment is offered continuously, integrated into pre-tasks, tasks and post tasks (Coll et al., 2012).

The literature refers to the capacity to manage instruction as *self-regulation*, and the faculty of handling confidence as *self-efficacy*.

PUTTING PIECES TOGETHER

The preceding paragraphs present the basic ideas that led us to carry out this research. All these ideas will be developed with further detail in the specific chapters of the report. Thus, to bear in mind from now on: the main purpose of this study is to learn about the ways teachers can foster adolescent students' self-regulated learning strategies to improve EFL-writing. To achieve this purpose, in this study, we used and implemented:

1. *An online platform (wiki) blended with F2F instruction*

2. *Learning diaries (Diaries) to help students file and use instruction and develop self-monitoring strategies.*

3. *Writing assignments on the online platform*

4. *A formative assessment program to frame the design and direct engagement*

5. *Feedback practices to help students improve their productions*

PART I. THEORETICAL FRAMEWORK

Part I gathers together chapter 1 to 4. In these chapters, the theoretical ideas that gave shape to this study are presented. The first chapter refers to the teaching of English as a foreign language, and more specifically, to approaches to the teaching of writing suggested by research in the field. The second chapter gathers the literature review on self-regulation and learning, since the instructional design we put to the test relies strongly on teaching strategies to improve these processes. Thirdly, the reader will find a chapter on ICT instruments applied to secondary compulsory education and specifically EFL. Finally, a forth chapter is dedicated to assessment and its importance to contribute to monitor both teaching and learning.

To search for useful literature contributions, we have considered previous works referring to L2 (second language acquisition) and FL -particularly EFL (English as Foreign Language)- as equally informative to our project. Although the contexts are different, literature of research developed in English speaking countries with immigrant population, or in countries where English is accepted as an official or pragmatic second language, blurs the boundaries.

CHAPTER 1: TEACHING APPROACHES TO EFL WRITING PRACTICE IN SECONDARY EDUCATION

By the end of the 20th century, EFL experts and teachers believed that there were fixed approaches to writing instruction. However, the complexity of the task involved, the diversity of contexts in which it takes place, the findings of research on the subject, and the actual complementarity of the approach assumptions have caused what Hinkel (2006) calls "a decline of methods". Currently, instructors are advised to develop their own eclectic method.

We will first examine the most relevant approaches to EFL writing instruction. After that, we will refer to the new vision that favours eclecticism.

Cassany (1990) talks about four possible methodological approaches to teaching writing in secondary education in English language teaching. These methodologies are: a grammatical approach, a functional or text type approach, a cognitive approach and a content approach.

Grammatical approach.

The main priority of a grammatical approach is improving lexical and syntactic complexity and accuracy. A grammatical approach to writing measures students' success by the absence of errors in a written production. This approach presents language in a standard and prescriptive form, with little space for register and colloquialisms that do not conform to standard use. Grammar-focused approaches can target sentences or texts, and their focus is on product. In the second case, modern views consider coherence and cohesion as well. A grammar focus does not consider creativity or communicative power. Teachers only correct grammar errors.

Functional or text-type approach.

Key to this proposal is that we use language to communicate. For that purpose, it centres attention in functions of language such as greeting or suggesting. This approach relates mainly to oral skills. When adapting it to writing it concentrates in text linguistics, considering aspects such as cohesion, coherence, intentionality or acceptability and text types or genres. Language is taught as it is spoken, taking different dialects and registers into consideration. Education resources are as real as possible, and teaching adapts to the needs of the learner.

Cognitive or process approach.

A cognitive or process approach spotlights the strategic behaviour of students before, during and after writing a text. Grammar and vocabulary are not enough to explain writing. Brainstorming, planning, drafting and correcting are part of the process, too. Furthermore, cognitive approaches should acknowledge individual differences and how these interact with fluency, grammar and vocabulary, text structure awareness, and comprehension development.

Content type approach.

It is the approach that grounds project work, CLIL and bilingual schools also referred to as writing across the curriculum. Learning the academic content through the target foreign language is essential in this approach. A content type approach designs a vast number of tasks to ensure content and writing instruction. Metacognitive strategies are both necessary and significantly enhanced.

1.1. CURRENT APPROACHES TO WRITING INSTRUCTION

While Cassany's (1990) taxonomy is very helpful to pinpoint significant approaches to writing instruction, it does not consider first language and second languages separately. These are different contexts that require different solutions.

EFL students need to reflect on grammar to understand what they can do with it. As EFL learners they need an explicit grammar that is conceptualised to reflect and grasp what we can do to communicate accurately and meaningfully (Pla, 1989). Some people need more interaction and some more instruction, but we all need grammar. We have grammatical knowledge when we count on a set of internalised informational structures related to a theoretical model of grammar. Grammatical ability involves the capacity to use grammatical knowledge to convey meaning, so it is the combination of grammatical and strategic competence. The features required vary from one situation to another, depending on whether we are writing an essay or making, for example, a hotel reservation. What we need to ask ourselves as teachers is which language and overall context naturally require a given language, what is that we are assessing and which our criteria for correctness are to develop course goals based on them. This approach is based on texts where grammar and vocabulary are integrated in context, to be explored (Hyland, 2007; Purpura, 2004).

Mak and Coniam (2008) also refer to three different approaches to writing, depending on whether its focus is on *form*, the *writer* or its *reader* and, unlike Cassany, they consider the three of them complementary. A focus on form would match Cassany's grammatical approach. These approaches are interested in outcomes, or the product, aiming at developing complexity, accuracy and overall quality.

The focus on the writer in Max and Conian (2008) is related to process approaches, which target at helping the learners develop the necessary skills for effective writing (Flower & Hayes, 1981). Process approaches correspond to Cassany's cognitive approach. In process writing instruction the emphasis falls on the different stages of composing, offers students instruments to choose topics, gather information, organising thoughts, composing, correcting and redrafting (Li et al., 2012)

Finally, a functional approach as seen by Cassany would match a focus on the reader. The three components: a text, a writer and a communicative aim that takes the reader into account are necessary and by no means exclusive elements in writing.

According to the literature, product approaches can be too narrow and leave students who have not acquired the proper skills behind. They can also be ineffective in the sense that errors are hard to eradicate in L2 instruction (Semke, 1984; Truscott, 1996). An approach based on process, on the other hand, may require too much classroom time, de-emphasise grammatical accuracy too early in the learning process and be too prescriptive for some students (Cassany, 1990; Chao & Lo, 2011).

1.2. VOCABULARY LEARNING AND WRITING

Some studies suggest that in EFL learning we should focus on vocabulary more (Bruton, 2007; Kepner, 1991; Schmitt, 2008; Shoonen et al., 2011). The number of words that students know is not the only determiner of their communicative performance, but research has proven the robust relationship between vocabulary knowledge and writing ability (Laufer, 1998; Milton, 2010; Staehr, 2008). Furthermore, because words carry meaning, several studies have estimated that students should master the 2000 most frequent words in English to reach an intermediate level and beyond in all skills, and particularly in writing (Milton, 2010; Staehr, 2008). A threshold of 2000 words would be needed to reach an A2 level and 3000 words to get to a B1 (Milton, 2010). Testing vocabulary knowledge is enough to discriminate between groups of learners at different levels (Milton, 2013, Staehr, 2008)

Research on vocabulary development talks about three distinctive aspects of vocabulary learning: *Breadth*, *Depth* and *Fluency (*Milton, 2010*)*. In the first place, vocabulary breadth addresses the number of words learners know, regardless of how well they know them. In the second place, vocabulary is not only about knowing the words but also about knowing how to use and combine them, that is, *vocabulary depth*. The CEFR includes aspects of both in its subscales of vocabulary range and vocabulary control in its descriptors for CEFR levels. Some scholars consider depth and breadth the same dimension (Milton, 2010; Vermeer 2001). Laufer (1998) talks about the need to force students to use the words that they have been taught for more efficient learning. Finally, there is the speed with which words can be retrieved by learners and used in communication. Research refers to this aspect as vocabulary knowledge or *lexical fluency*.

1.3. MULTIMODALITY IN WRITING TASKS

Multimodality, combining image and sound has been considered beneficial for language learning. Non-verbal signs (gestures, facial expressions, posture, proximity, appearance, setting) help student to understand the language, and it is used more and more in language classrooms. Perego et al., (2010) research on the use of captions in the learners' native language to watch a film in a foreign language supports the idea that subtitled material processing is cognitively productive and readily processed when the information sources, that is, text and image, are redundant.

The literature on using films in English subtitled in English also supports its benefits in EFL instruction. The simultaneous exposure to spoken language, printed text, and visual information facilitate language understanding and vocabulary learning (i.e. Baltova, 1999; Mitterer & McQuen, 2009). Furthermore, captions in the target language are also more efficacious than subtitles in the native language to boost listening comprehension and vocabulary acquisition, provided subject proficiency and translation ability is considered (Yoshino, Kano & Akahori, 2000).

In EFL writing, instruction using films has been used successfully combined with reading texts to teach class content (Kasper, 2002) or as a pre-writing activity because it provides the students with authentic language they can use (Baratta & Jones, 2008). Masiello (1985) claims that movies make students more focused on the written word in the captions which makes them better writers.

1.4. MOVING AWAY FROM FIXED APPROACHES TO TEACHING WRITING

Some researchers consider the dichotomy between process and product misleading (Piper, 1989), or overtly talk about the decline of methods (Hinkel, 2006). On the one hand, the apparent superiority of a process over a product approach to teaching writing in L2 contexts has not been proved. On the other, the number of variables involved in classroom instruction, which is a situational phenomenon, makes any given method impossible to standardise (Hinkel, 2006; Piper, 1989). For this reason, some researchers issue a recommendation that teachers develop their own eclectic approach based on specific learning goals, treating focus on form and fluency as complementary (Hinkel, 2006). Moreover, it is difficult to find research on how to improve EFL writing instruction addressed to secondary A2 students. These basic users convey messages counting on a limited range of vocabulary and grammar, and have an insufficient knowledge of other language-communication parameters, such as style or register.

Finally, the complexity of real classrooms requires a rich variety of approaches adjusted to the social context, rather than a single approach. Learning is situated and cannot be standardised (Hinkel, 2006; Piper, 1989). Students need both to communicate and be precise, and this requires not only time but also memorisation and drilling in well-designed processes that include proximal and distal help (Coll, 2010).

If we turn our attention to the students and their perspective of learning to write, we find that there are three epistemological dimensions influencing the students' perception of any given task. These dimensions are: (1) the effort required; 2) how fast knowledge is acquired, and (3) the certainty of knowledge that is learned. (Butler & Winne, 1995). The literature reports that some students dislike that teachers attempt to make them monitor and improve their learning (Boekaerts & Corno, 2005). These attitudes may change with time while students become more oriented towards self-regulated learning. Not all school students adopt mastery goals in the beginning.

Eventually, we need to add to these different focus the three broad pedagogical approaches to develop a competence model: *Guided learning, action learning* and *experiential learning*. In *guided learning* the teacher takes the central relevant decisions about goals, learning strategies and assessment. She also takes care of feedback and rewards. In *action learning* the students' role to self-organise and self-plan is much more active. Finally, in *experiential learning,* what students learn is determined by context, students' motivation, social interaction and discoveries. A balanced use of the three approaches is needed to support the progressive acquisition of competence (De Corte, 2010). A competence perspective distinguishes between competence and routine expertise (De Corte, 2010). The latter is related to completing regular school tasks efficiently (which would include spelling, technical skills or basic arithmetic, e.g.) that do not require understanding. Routine expertise is crucial to efficient functioning in all situations, while competence implies a superior stage.

1.4.1. SIMILAR PREVIOUS RESEARCH IN TEACHING WRITING

Our literature review was fruitless in the attempt of identifying previous research for fostering writing through self-regulation in the compulsory secondary context at an A2 level.

CHAPTER 2: SELF-REGULATION AND LEARNING

Self-regulation is an active, constructive process whereby students are capable of setting goals and then plan, monitor, regulate and control cognition, motivation, behaviour and context, for the attainment of personal goals. It is also content specific (Boekaerts & Corno, 2005; Pintrich, 1999). Zimmerman (2002) points out that "self-regulation is not a mental ability or an academic performance skill, but rather the self-directive process by which learners transform their mental abilities into academic skills" (p. 65). We can distinguish between self-regulation in general and self-regulated learning, which addresses the academic side of self-regulation (Boekaerts & Corno, 2005).

Unfortunately, a simple and straightforward definition of self-regulated learning does not exist because self-regulation is at the core of different fields of research such as cognition, problem-solving, decision making, metacognition, conceptual change, motivation and volition. Pintrich (1999) refers to self-regulated learning as the set of strategies that students use to monitor their cognition. Butler and Winne (1995) talk about it as a deliberate, judgmental adaptive process at which good students are competent. Guiding students to develop self-regulated learning is essential at secondary level because a primary function of education is the attainment of lifelong-learning skills (European Parliament, 2006; Zimmerman, 2002). Self-regulation for learning is required in EFL writing because students need to articulate their prior linguistic knowledge using their cognitive strategies and apply specific actions to solve writing problems through the practical use of metacognitive strategies. They also need to regulate motivational, affective and social aspects (Zimmerman & Bandura, 1994).

In Pintrich's model (1999), self-regulated learning includes three general categories of strategies: Cognitive learning strategies, metacognitive strategies and resource management strategies, which he relates to motivation. Weinstein and Mayers (1986) refer to them as affective strategies, while other authors call them volitional strategies (Boekaerts, 2010).

We will now define each of these strategies, as well as metacognitive knowledge, which determines the students' behaviour.

Cognitive strategies

Rehearsal, elaboration and *organisational* strategies are cognitive strategies (Weinstein & Mayer, 1986). *Rehearsal* involves identifying and repeating, and requires minimal cognitive control. Some rehearsal strategies are copying, highlighting, underlining, ranking, repeating, listing concepts and note-taking. The cognitive aspects involved in rehearsal are related to selection and acquisition, which includes transferring new knowledge to working memory for further study (Pintrich, 1999; Simsek & Balaban, 2010; Weinstein & Mayers, 1986).

Organisation and *elaboration* are higher-order cognitive skills that build and incorporate new knowledge into existing knowledge and determine its coherence and integration. On the one hand, *organisation* strategies are about reviewing and structuring and include grouping, ranking and categorising data to unveil the structure of a given piece of information. *Organisation* strategies help the students to identify main ideas, relations or hierarchies within the new learning contents (Glogger et al., 2012). *Organisation* strategies comprise outlining, providing headings, identifying new ideas, relationships or hierarchies and mind mapping. On the other hand, *elaboration* implies the transformation of the content that was provided. It includes paraphrases, summaries, matching, metaphors, analogies and comparisons of two different structures or events. Hübner, Nückles, and Renkl (2010) link them to the questions *How can I best organise the structure of the learning content?* (organisation) and *Which examples can I think of that illustrate, confirm or conflict with the learning contents*? (elaboration).

Metacognitive strategies

In self-regulated learning, *metacognitive* strategies are the strategies that students use to control and regulate cognitive strategies (Glogger et al., 2012). They include both knowledge about cognition (metacognitive knowledge) (Victori, 1999), and self-regulated cognition, (i.e. Glogger et al., 2012; Hübner et al., 2010; Pintrich, 1999; Simek & Balaban, 2010). They relate to the direction learning takes and the students' ability to monitor and review progress. They involve planning for learning and monitoring of comprehension and production both while it is taking place, and monitoring and remedial strategies after the learning activity has been completed (Allwright & Bailey,1991; Pintrich, 1999).

Planning is about setting goals for studying (Pintrich, 1999). Learners who set specific proximal goals show increased academic success (Zimmerman, 2002). Glogger et al. (2012) link planning to remedial strategies, to advance in learning. *Monitoring* is about checking for comprehension failures and finding ways to fix them. Monitoring and regulation strategies are closely tied. Self-regulation implies that students are capable of setting learning goals, evaluating if these are reached or not and consider further steps (Glogger et al., 2012; Hübner et al., 2010; Weinstein & Mayers 1986). These scholars divide *monitoring* into positive and negative monitoring, positive being acknowledging those concepts that the learners have understood well, and negative realising breaches in understanding. The question associated with positive monitoring is *Which main points have I understood well?* And the one related to negative monitoring, *which main points haven't I understood well*? (Hübner et al., 2010, p.23) Planning of remedial questions involves formulating open queries and self-diagnosis. Hübner et al. (2010) suggest the question: *what possibilities do I have to overcome my comprehension problems*? *(p. 23).*

Volitional strategies

Motivation regulation strategies deal with the students' capacity to turn good intentions into action. Most theories of learning do not integrate motivation regulation strategies, even if they acknowledge them, mainly because there is not a fully developed motivation theory that explains why students are or are not

enthused for school learning (Boekaerts, 2010). Examples of volitional strategies are *anticipating* the consequences of doing or not doing a task, *environmental control* and good *working habits*. Boekaerts (2010) states that teachers need to know their students' emotions because they "reveal underlying cognitions commitments and concerns" (p.95).

Volitional strategies include *resource management* strategies, which are the "strategies that students use to manage and control their environment" (Pintrich, 1999, p. 470) and *time management* (Boekaerts & Corno, 2005). Students' epistemological and motivational beliefs, tasks and strategy knowledge affect the way learners manage their time, effort, study environment and other people, including teachers and classmates when they seek help. These beliefs are related to how relevant, boring or stimulating they consider the task to be; what the expected outcome is; why is doing it necessary and whether one feels competent or not (Boekarets, 2010). Schmitz & Wiese (2006) distinguish between *internal* and *external* resource management strategies. Internal strategies are effort, *time*-management and *attention* management. External strategies include *seeking social support*.

Boekaerts & Corno (2005) point out that often research only focuses on the academic side of metacognitive strategies and forgets that students are not always engaged in learning, or not exclusively or continuously. Classroom students pursue multiple goals which interact and change over time. Research has often disregarded other purposes that students may have, such as belonging, social support, well-being or enjoyment, towards which they may choose to direct their metacognitive behaviour.

Metacognitive knowledge

Metacognitive knowledge defines the learners' beliefs and assumptions about learning, their learning abilities and their EFL language level. The students' motivational beliefs are related to their metacognitive knowledge. The use of metacognitive strategies is mediated by metacognitive knowledge and may be an obstacle to the efficient application of learning strategies (Allwright and Bailey, 1991; Wenden, 1998). The learners' metacognitive knowledge is framed by their beliefs and assumptions about learning, their learning abilities and their interlanguage development. The learners' metacognitive knowledge might even be a hindrance to their efficient application of learning strategies when students are unable to interpret strategy failure and knowledge of how to apply themselves to work (Boekaerts & Corno, 2005)

Wenden (1998, p.517) refers to metacognitive knowledge as "Learner's naive psychology of learning"; learners "generate their hypotheses about factors that contribute to learning" that "are not arbitrary".

Metacognitive knowledge (Allwright and Bailey, 1991; Wenden, 1998) is: (1) part of the learner's store of acquired knowledge, (2) relatively stable, (3) retrievable for use with learning tasks, (4)A system of related ideas, (5) An abstract representation of a learner's experience and (6) Fallible.

2.1. TOP-DOWN AND BOTTOM-UP SELF-REGULATION IN SCHOOL CONTEXTS

Understanding and developing self-regulated learning at a young age may help reduce the stress and frustration currently seen at the university level for all parties involved. Also, the physical, mental, and educational changes experienced during adolescence highlight the importance of guiding self-regulation in this age group (Cleary & Chen, 2009; Wigfield & Eccles, 2002). The issue is that while students may not be attracted to tasks that reinforce their learning strategies, they still need them to understand the joy of learning.

Goal Orientation Theory was developed to explain motivation in school settings (Pintrich & Schunk, 1996). According to it, children can either follow a mastery orientation to their academic work driven by intrinsic motivation, or a performance orientation guided by extrinsic motivation. In the first case, they would focus on learning, and in the second their drive would be to get good grades, to demonstrate their ability or to outdo other students. Observing the students' behaviour will give us clues about the student's goal setting about the task and their motivation drives.

Boekaerts and Corno (2005) distinguish between two types of self-regulation, related to volitional strategies: *top-down* and *bottom-up* self-regulation. Top-down self-regulation occurs when students' learning goals are self-chosen. It is characteristic of self-regulated learners. Bottom-up self-regulation is prompted by environmental factors, often related to getting good marks or pleasing others. Most students will try to balance these external goals, which involve their need to improve their learning, social and cognitive skills, and preserve emotional well-being. Feedback from the task and classroom reward structures help to direct the students' goal orientation and generate changes in work styles. However, there is also the risk that students disengage. If tasks cause students to feel, for example, bored or anxious, entertainment or well-being priorities may be more important than learning. This situation is dynamic and depends on learning environments.

Boekaerts and Corno (2005) consider that if students count on well-refined volitional strategies manifested in good working habits, they will be able to recover from maladaptive forms of bottom-up self-regulation.

2.2. THE PHASES OF SELF-REGULATION

Zimmerman (2002) talks about three cyclical phases in self-regulation: forethought, performance, and self-reflection.

The *forethought phase,* which is related to ways of doing and beliefs before undertaking a task. It includes task analysis (goal setting and strategic planning) and/or self-motivation processes (self-efficacy

beliefs and outcome expectations). Pintrich (1999) refers to this phase as planning. Schmitz and Wiese (2006) believe that pre-action affects play an essential role in learning situations conditioning learning.

The *performance phase* is when implementation takes place, and learning strategies are put into action. Students need self-control and self-observation, applying the methods and strategies selected during the forethought phase (imagery, self-instruction, attention focusing and task strategies). In Pintrich's model (1999), here is where metacognitive knowledge, that is the students' knowledge about person, task and strategy variables (as opposed to metacognitive strategies) can interfere with learning or enhance it. Resource management strategies are used in this phase (Schmitz & Wiese, 2005).

The *self-reflection phase* occurs after each learning act. (Zimmerman, 2002). It is in the self-reflection phase when self-judgements and evaluation procedures take place. There are two major classes of self-regulation: self-judgement and self-reaction. Self-evaluation is one form of self-judgment, and it is about comparing one's performance against one's prior performance, another person's or an absolute standard. Self-reaction involves causal attribution, or beliefs about the cause of one's errors. Self-reaction can translate into defensive or adaptive responses. Pintrich (1999) refers to self-evaluation as monitoring, and to adaptive self-reaction responses as regulating.

Self-regulatory processes are covert, and the only thing researchers can do to diagnose them is designing instruction to include tools and strategies where students show manifestations of these processes. In this way, teachers would get the necessary insight to guide learners to use them appropriately, adapted to task needs (Zimmerman, 2002).

2.3. SELF-EFFICACY BELIEFS, SELF-REGULATION AND MOTIVATION

When learning activities are complex and sustained for an extended period, students will face difficulties, stressors or distractors which put them at risk of failing to apply self-regulatory skills. Perceived self-efficacy is an essential factor in ensuring that students use their self-regulatory skills (Zimmerman & Bandura, 1994).

Self-efficacy refers to the way students see themselves and their possibilities of success in a domain and context. It can be defined as the learners' perceived capabilities to complete an academic task (Bandura, 1982). Self-efficacy is related to future functioning and is assessed before performance. This characteristic gives it a causal role in students' motivation (Zimmerman, 2000). Self-efficacy focuses only on task-specific performance expectations, and not on self-esteem reactions, although there is evidence of the correlation between self-efficacy beliefs with domain-specific self-concepts.

Self-efficacy is a motivational belief, and the relation between motivation and self-regulation has been established by the literature (Zimmerman, 2000). Students with higher self-efficacy beliefs show more active use of cognitive and metacognitive strategies (Pintrich, 1999). Self-efficacy has positive effects on effort, persistence and achievement and influences all the phases of the self-regulatory process (forethought, performance and self-reflection), strengthening or changing self-regulatory beliefs (Schmitz & Wiese, 2006). "The more capable students judge themselves to be, the more challenging the goals they embrace" (Zimmerman, 2000, p.87). Believes lead to action, and action leads to success. There is consistent evidence that the students' beliefs about their ability and expectations for achievement are reliable predictors of future outcomes, foreseeing those results better than previous marks or achievements (Narciss, 2004; Wigfield & Eccles, 2000). However, if their beliefs are negative, their effort may be compromised.

Perceived self-efficacy is intimately connected to the affective dimension and to being alert or relaxed (Weinstein & Mayers, 1986). Narciss (2004) talks about self-efficacy as one of the components of motivation, together with goals and incentives and expectations. The role of self-efficacy must be considered because if students in each context perceive they are doing things better, motivation improves (Bandura, 1982; Butler & Winne, 1995; Narciss, 2004). Furthermore, when students are beginners in a new discipline (A1 in the CEFR scale) it is unlikely that they have derived strong self-motivational benefits, (Zimmerman, 2000).

Self-efficacy springs from four sources, which are *task value beliefs*, *vicarious experience*, *social influence* and *emotional, physiological state*. In our research, we have not studied the latter.

Task value beliefs

Task value beliefs are the most influential source of self-efficacy. They address the importance students assign to tasks, their interests in them, or the perceived utility for future goals they see in them. Task value beliefs are stable over time and a function of personal characteristics. Task value beliefs are related to cognitive and metacognitive strategies (Pintrich, 1999). Students will do tasks that they positively value and avoid those that they consider negatively. Task value depends on how enjoyable it is, how vital doing it well is, its perceived importance for future goals and its cost (Fredricks & Eccles, 2002).

Vicarious experiences

Vicarious experiences allow students to observe what others do well or wrong, which helps them to understand expected behaviour (Bandura, 1982). Sutton (2000) distinguishes between vicarious interaction and vicarious learning. Vicarious interaction in online contexts as the interaction that occurs when students actively observe and process the collaboration between two other students or between another student and the teacher. Vicarious learning takes place when a student follows the actions of other

students and the results of those actions. Vicarious experiences shall enhance the learning process and prompt more passive or weaker students to action.

Some authors suggest that vicarious participation can be a critical step towards developing self-regulation abilities for some learner, especially in computer-mediated contexts (Kessler & Bikowski, 2010; Sutton, 2000). Almeida (2011) considers that a public learning environment can potentially boost learning and make not only feedback but also any production by itself a source of guidance for learners. However, students will not be willing to lose face if trust has not been created first (Boekaerts, 2010)

Vicarious experiences imply a risk for plagiarism in online environments but Hämäläinen, Ikonen and Porras (2009), who designed a public Diary in a wiki, found out that those students valued vicarious scenarios highly, while plagiarism did not occur. They also mention that accessing what other students had done gave them a chance to evaluate and improve their work.

Verbal persuasion

Verbal persuasion, or positive feedback, can contribute to successful performance if praise is believable. Understanding the way that the teacher and the students managed feedback and its effects on self-efficacy and self-regulation (Boekaerts, 2010) is one of the goals of this piece of research, in following chapters.

Self-efficacy depends on environmental factors, it is not a fixed act (Bandura, 1982) and can have adverse consequences. The effort students invest in a task, and their level of performance will be influenced by personal factors. For this reason, designs need to adapt to context and consider students' perceptions.

Bandura (1982) found out that people are influenced more by how they read their performance successes than by success itself. If perceived self-efficacy is a better predictor of subsequent behaviour than performance itself, then we need to find ways to ensure that students feel that they are making headway.

Motivation is also an essential ingredient of self-regulated learning. This construct is defined by Dörney (1998:118) as a 'process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached'. For Ryan and Deci (2000) motivation can be created in school contexts if students feel connected, effective and active.

Traditionally, motivational psychologists have focused mainly on internal factors to explain motivation, such as cognitive self-appraisal or goal, while social psychologists consider motivation a measure of the relation patterns created by the social attitudes of the group members. Recent literature, in

contrast, regards motivation as a process (Ryan & Deci, 2000). Views on motivation have moved away from behavioural explanations that considered it as a matter of stimuli and reinforcement to incorporate cognitive aspects. Now it focuses more on students' perception of events and how their beliefs and prior knowledge, affect and values influence actions.

Ryan and Deci (2000) think of motivation in educational settings as a continuum of internal regulatory stages where a student moves from a lack of intention to do something (*amotivation*) to *intrinsic motivation,* where someone does something out of interest, enjoyment or inherent satisfaction is at the other end of the continuum

The four extrinsic motivation stages are *external regulation*, *introjection*, *identification and integration*). In *external regulation,* the least autonomous form of motivation, students would satisfy an external demand. In *introjected regulation* students' motivation is guided by a desire to avoid feelings of pressure or guilt or steered by ego-enhancement feelings or pride. Thirdly, *identification* occurs when someone identifies with the importance of a behaviour and assumes it as its own. *Integrated* regulation happens when the rules offered have been fully assimilated to the self. There are predictable reasons for movements between stages, but there is no necessary "sequence" although they show a continuum of relative autonomy.

2.4. SELF-REGULATION FROM A SOCIO-CONSTRUCTIVE PERSPECTIVE

From a socio-constructivist perspective, self-regulation is the capacity to accomplish activities with little or no external support. Unfortunately, this ability is unstable and will vary depending on task and context (Lantolf & Thorne, 2007). We reach self-regulation through internalisation, which these authors define as the process by which a resource that was external becomes internally available. This standpoint subscribes Vygotsky's perspective (1987) according to which every psychological function appears twice, first socially, in the interpsychological plane, and then inside each of us, on the intrapsychological plane.

Internalisation explains the organic connection between social communication and mental activity and is achieved through the intervention of culturally constructed mediating artefacts, language being the most important among them. The nature of the whole internalisation process is social and can be explained by the human capacity to imitate fellow men, which leads us to learning. Unfortunately, what we learn may not show immediately or coincide with what an instructor intended to teach. It is important to point out, in this direction, that internalisation through imitation is not a matter of copying but entails an active, and frequently creative, reasoning process.

Learning is not only explained by internalised imitation. Another Vygotskian concept that has captivated educators and psychologists for years is the *Zone of Proximal Development* (ZPD). ZPD

focuses on the importance of assisted performance and suggests that what we can do in the present with assistance predicts what we will be able to do independently in the future. The implication is that cognitive development results from both social and interpersonal activity. With appropriate scaffolding, it will lead to intrapersonal effectiveness. The idea of proper scaffolding is significant because while ZPD implies changes in the quality of assistance negotiated between expert and novice to relinquish control to the learner, scaffolding is the support that is needed to make the spatial and temporal changes in learning possible (Lantolf & Thorne, 2007).

When the productions of learners are public, and vicarious experiences are promoted by language and/or other mediating tools, learners observe the linguistic behaviour of their peers and attempt to imitate it, either through overt or covert dialogue (Hsu, Ju, Yen & Chang, 2007; Lantolf & Thorne, 2007).

2.5. SELF-REGULATION AND THE ROLE OF LEARNING DIARIES

Pintrich (1999) states that "reviewing any aspect of course material (e.g., lecture notes, texts, lab material, previous exams and papers) that one does not remember or understand that well while studying for an examination reflects a general self-regulatory strategy" (p. 461). Diaries are self-regulation tools by nature and find in wikis an ideal ally because they are excellent tools to produce, organise, elaborate and share.

Diaries were defined by Bailey (1990:215) as "a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal". Nunan (1988 p. 120), referring to who can keep learning diaries and to what purpose, affirms that they "can be kept by learners, by teachers, or by participant observers. They can focus either on teachers and teaching, on learners and learning, or on the interaction between the two." So, we can say that Diaries can be used for different purposes and by different types of people. Brookfield (1995) considers that the three primary characteristics of Diaries are (1) guidelines, (2) making students perceive they are good for them, (3) public acknowledgement and reward.

A Diary can have different pedagogical objectives. However, they are most commonly used to either uncover students' reactions and viewpoints to instruction (Porto, 2007), in which case they encourage student's fluency, or to report progress on a given subject (Hämäläinen et al., 2009), which would focus on accuracy. They have also been used to assess learning strategies as part of students' learning (Boekaerts & Corno, 2005; Glogger et al., 2012). Research links Diaries to stimulating critical thinking and reflexion and deepening knowledge, as well as to training students to manage their learning (Zimmerman, 2008). A successful Diary that aims to guide students to improve their learning strategies would help them to file, articulate, review, monitor and reflect on instruction.

Diaries can have a *structured* (Prinsloo, Slade & Galpin, 2011; Schmitz & Wiese, 2005) or *unstructured* (Porto, 2007; Ghahremani-Ghajar, & Mirhosseini, 2005) design scheme. The former can kill spontaneity while the latter risk promoting superficial learning. Whether structured or unstructured, research considers that guidance is essential when using this tool (Brookfield, 1995; Hämäläinen et al., 2009; Prinsloo, Slade & Galpin, 2011).

Diaries can also be *compulsory* or *optional* although studies more commonly report about prescriptive Diaries (i.e. Castellanos, 2008; Ghahremani-Ghajar & Mirhosseini, 2005; Glogger et al., 2012; Hämäläinen et al., 2009). Pintrich (1999) considers that because self-regulatory strategies are more demanding for school students regarding time and effort than their ordinary level of engagement, students would not do them if they are not motivated, and thus they cannot be optimal. Brookfield (1995) points out that students sometimes take quite a narrow view of what they need and what is in their own best interest. Furthermore, broadening the range of styles with which students are familiar is significant for learning. "Forcing" them a bit while convincing them that it is for their own sake is sometimes necessary. Because of that, considering their opinion is also crucial for the teacher to make sure that he or she has struck the right balance.

Diaries can be *private* environments (Porto, 2007) or *public* (Hämäläinen et al., 2009; Castellanos, 2008). Additionally, learning diaries can be corrected by the teacher or not (Porto, 2007). Unfortunately, the feedback that students receive from the teacher in Diaries is not addressed in the literature (Castellanos, 2008; Ghahremani-Ghajar & Mirhosseini, 2005). Finally, they can be used in real classes longitudinal studies (Glogger et al., 2012; Porto, 2007; Schmitz & Wiese, 2005) or over short periods of time in labs (Berthold et al., 2007; Nückles, Hübner & Renkl, 2009).

Most research with Diaries has been conducted at higher education level (e.g. Berthold, Nückles & Renkl, 2007; Cazan, 2012; Glava & Glava, 2011; Hämäläinen et al., 2009; Nückles. Hübner & Renkl, 2009). However, secondary education is also addressed (e.g. Glogger et al., 2012; Hübner et al., 2010). Scholars have considered that assistance needs to be different depending on the age of the students. The younger the students are, the more guidance they will need to develop their self-regulation (Hübner et al., 2010; Zimmerman & Martinez Pons, 1990). Guidance or "strategy activators" has been provided in some studies through examples and prompts. Prompts are questions or hints that are designed to induce productive learning behaviour. They can be conceived as "strategy activators" because they elicit strategies that learners are already capable of, but do not use spontaneously (Hubner et al., 2010). Prompts have been used successfully in higher education to activate learning strategies using Diaries (Cazan, 2012). However, their use in Secondary Education suggests that additional guided scaffolding is still necessary (Glogger et al. 2012; Hübner et al., 2010). So, a possibility to go beyond prompts may be considering templates and tailored feedback. We have not found studies that used these elements.

Diaries have often been used cognitively to mediate self-regulation in higher education (i.e. Berthold et al., 2007; Cazan, 2012; Glava & Glava, 2011; Schmitz & Wiese, 2006). They have also been addressed in secondary contexts (Glogger et al., 2012; Hübner et al., 2010). Nevertheless, we have found few studies that used Diaries to provide structure for reflection, speculation, synthesis and metacognition in EFL (Ghahremany-Ghajar & Mirbosseinei, 2005).

From a researchers' and a formative assessment point of view, Diaries are helpful at making covert strategies visible. Boekarts & Corno (2005) suggest that to be able to assess the students' self-regulation as a process, and the teaching interventions related to it, we should consider a combination of tools, among which they list Diaries. In their view "when students have access to well-refined volitional strategies manifested as good working habits, they are more likely to invest effort in learning and get off the well-being track when a stressor blocks learning." (p. 199).

Diaries have often been used to assess learning strategies as part of students' learning (Boekaerts & Corno, 2005; Glogger et al., 2012). Research links Diaries to stimulating critical thinking and reflexion and deepening learning, as well as to training students to manage their learning (Zimmerman, 2008). A successful Diary that aims to help students to self-regulate would help them to file, articulate, review, monitor and reflect on instruction. Porto (2007), points out that Diaries help increase the students' exposure to EFL and force them to review instruction.

If learning is considered as an active process of cognitive restructuring resulting from students' interaction with mediation tools (Coll et al., 2008a, 2008b; Earl & Katz, 2006), then the process of filing, transforming and reflecting about new language in Diaries can help students to focus on learning. Diaries can guide learners in the development of their capacity to regulate their learning, when they count on the help of feedback.

2.5.1. SIMILAR PREVIOUS RESEARCH IN COGNITIVE DIARIES

This case study was initially guided and greatly inspired by Glogger et al. (2012) who used Diaries as a tool for formative assessment, observing whether quantity and quality of learning strategies could predict learning outcomes, which they did. As it was our case, their data were measured in an ecologically valid setting in a compulsory education context. They carried out two studies, one on maths and the other on biology, and students did their Diaries as homework.

It led us to use Weinstein and Mayers (1986) categories and to create our template as a guiding toolin a public environment as an alternative to their use of prompts, which they concluded were too complex in secondary. We were also influenced by their finding that the combined use of cognitive and metacognitive strategies is especially beneficial for learning outcomes.

2.5.2. TASK TYPES IN A DIARY TO IMPROVE SELF-REGULATION

The success of instructional designs that use Diaries to guide secondary students to strengthen their self-regulation process in EFL writing will still be very much dependent on task design and guidance. By task design, we understand the specifications of the cognitive, metacognitive and affective elements a given task in a Diary integrates, which will determine how students perceive Diaries, and their willingness to engage (Boekaerts & Corno, 2005; Swain, 2013).

Glogger et al. (2012) found out that combining cognitive and metacognitive strategies in Diaries is especially beneficial for learning outcomes while the use of metacognitive strategies alone might be detrimental. Their findings are consistent with other experimental studies (Berthold et al., 2007; Hübner et al., 2010). They also found evidence that metacognitive strategies in 9th graders were not sufficiently developed for Diary writing as homework with the help of prompts, especially in the case of remedial strategies. This conclusion is in line with Zimmerman and Martinez-Pons' (1990) who uncovered that students show an increasing use of learning strategies as they reach higher school levels. We can infer that a Diary design needs to include both cognitive and metacognitive tasks. Furthermore, it is possible that students have difficulties completing some tasks.

2.5.3. CATEGORISATION OF LEARNING STRATEGIES

Glogger et al. (2012) based their Diary analysis of teenagers' use of learning strategies on Weinstein and Mayers' (1986) categories. They have also been used in Diary analysis by other authors (Hübner et al., 2010; Nückles et al., 2009). These categories have also been followed by some researchers to contextualise learning strategy instruction in diverse fields (i.e. Boekaerts & Corno, 2005; Pintrich, 1999; Monereo, 1989; Simsek & Balaban, 2010), including language learning (i.e. Chamot, 2004).

Studying the Diaries that the students produce in this case study would allow us to see which strategies students are using, inspire future teaching and determine whether some behaviours can be used as predictors of students' performance or not (Dörnyei, 1998; Glogger et al., 2012; Simsek & Balaban, 2010). As some students may not be willing to engage, making Diaries compulsory may give us some clues on how students cope with self-regulation when they cannot avoid working in their Diaries.

CHAPTER 3: USING ICT IN EDUCATION: INTEGRATING ONLINE PLATFORMS INTO INSTRUCTION

The mediation of tools modifies our minds and makes us smarter because the effect they have on us supports complex cognitive processing. Using new tools boosts our capacity to solve problems and helps us make more efficient decisions (Salomon & Perkins, 2005). However, integrating new tools into instruction takes time and reflection. In the last 20 years, the ICT devices that we can use for learning have increased exponentially, while their use in schools is far from achieving its potential for instruction (Coll et al., 2008a; Hargittai & Walejko, 2008; Peter & Valkenburg, 2006; Van Dijk**,**2006).

Using new technologies can lead to three different results, which Salomon and Perkins (2005) categorise as e*ffects with, effects of*, and *effects through*:

Effects with are the result of amplified performance thanks to the use of a tool. An effect with of using an online word processor would be faster writing. *effects with* can be positive or negative. If using the Internet implies more copying and pasting that consequence would be harmful; if it meant more redrafting and experimenting with language, the result is positive.

Effects of referring to the unexpected uses that derive from interacting with technology, even without the technology, after a period of interacting with it. For example, video game enthusiasts become superior at a range of tasks related to rapid visual processes (Green & Bavelier, 2003).

Effects through are related to the fact that technology changes activity systems rather than speeding them. For example, the use of mobile phones in classes have changed the way teachers are perceived by students, as many of the things they affirm in class can be instantly checked online.

When implementing a blended design, we should consider the positive and negative effects that using technology can bring with it, as well as the unexpected consequences. We should also regard whether some activity systems change.

3.1. BLENDED LEARNING DESIGNS

Blended learning implies the combination of online and F2F instruction. In blended learning, traditional approaches can coexist with technological advances to find new unexplored opportunities for teaching (Graham, 2006) so that teachers can choose to take the technological share with which they feel comfortable. Blended learning can use a wide variety of learning tools that may be both synchronous and asynchronous (Singh, 2003). For these reasons, it is currently a compelling trend in the knowledge delivery industry (Graham, 2006).

To talk about blended learning and not about ICT supported learning, F2F and online instruction must be fully merged into the instructional design (Coll et al., 2008b; Remesal, 2011b). Furthermore, the environment should be intuitive and allow students to have control over it so that they can be at the centre of their learning (Remesal, op.cit.). Technology should never be the focus of instruction. Thus, the concept of *techno pedagogical design* becomes an essential part of teaching and learning practices: teachers must take precise decisions on what technical tools will be implemented, when, how, and under which set of rules of interaction (Ramírez, Juárez, & Remesal, 2012). When considering the results of analysis in blended environments, we should also take dishonesty issues into account (Gikandi et al., 2011). These relate to verifying the real identity of the learner and work ownership by establishing whether the learner is the designated one, as well as ensuring that the student is following the rules, and not using, for example, online translators or copying from other students.

3.2. WIKIS IN EDUCATION

A wiki is a tool that allows us to store, improve and see productions neatly and tellingly anytime, anywhere, and for this reason, they are widely used in educational contexts. Wikis can be used to create, revise, share and file the writing productions of students. Wikis, of which Wikipedia is its most famous representative, are web-based online software tools. They incorporate an open editing function which allows any user to add, edit, or delete content (Ciesielka, 2008; Leuf & Cunningham, 2001). Because of their relative simplicity and their interactive nature, they are potentially useful tools for redrafting and re-elaborating content. For this reason, they have been used successfully to support EFL writing instruction in education in blended environments (i.e. Li, Chu, Ki & Woo, 2012).

Wikis are one of the contributions from web 2.0 that can add new dimensions to education (i.e. Parker & Chao, 2007). They open new intended uses for learning when analysed from a socio-constructivist perspective. A wiki is both an organiser of mediation tools and a mediation tool itself that can positively influence a dialogic, democratic, innovative perspective to competence because everybody can see, add up and transform what others produce. They also promote self-design and reflection (Miyazoe & Anderson, 2010). That is why their use in education is more and more common.

Wikis are often used for collaborative writing or building resources (i.e. Li et al., 2012; Parker & Chao, 2007). The most common pedagogical use of a wiki in EFL is to support writing instruction in a process-oriented mode, although there are many other possible uses. Using a wiki in a natural secondary classroom environment provides an extension of classroom instruction in general and classroom writing teaching and learning (Chao & Lo, 2011). The latency of wikis to enhance the learning process in EFL writing in higher education is reported by the literature. Using wikis, students' productions are accessible anytime.

Public availability provides significant opportunities for guidance (Bandura, 1982; Tuzi, 2004; Hämäläinen et al., 2009).

The number of projects that can be found on the web using wikis is vast (Mak & Coniam, 2008) –See, for instance, Figure 1. In most cases, the experiences of language learning using wikis are focused on collaborative writing (Bradley et al. 2010; Mak & Coniam, 2008; Coniam & Kit, 2008).

Figure 1 - Screenshot example of a wiki educational project for served by Wikispaces

Wikis have been used successfully to improve more in-depth engagement with learning because they are an authoring tool that allows for an audience. They promote that students adopt new roles as producers, commentators and classifiers (i.e. Goh, 2012; Weeler, Yeomans & Wheeier, 2008). Gikandi et al. (2011) refer to the suitability of wikis to generate interactions in vibrant and natural ways. Their characteristics create products that are at the same time cognitive, affective and behavioural. Research using wikis is common in EFL writing in higher education (i.e, Bradley, Linström & Rydstedt, 2010; Coniam & Kit, 2008; Chao & Lo, 2011; Lin & Yang, 2011) and compulsory education (i.e. Li et al., 2012; Mak & Coniam, 2008).

However, some studies report initial confusion when using a wiki (Wheeler, Yeomans & Wheeler, 2008). Students face both practical and psychological obstacles to using a wiki because of the need to change their traditional learning practices to adapt to a new, online learning system which may cause confusion, frustration or intimidation (Kessler & Bikowski, 2010; Lin & Yang, 2011). These obstacles made the students reluctant to try new writing tools and use strategies to save face. Cole (2009) also reports on a failed experiment to increase students' engagement using a wiki with undergraduate students.

3.3. WIKIS AND PUBLIC DESIGNS

In online settings, we encounter three possible forms of interactions (Gikandi et al., 2011). In the first place, learners can interact with the learning content when they can participate in challenging activities, materials or tools that are relevant to real-life situations. Secondly, they can communicate with teachers and peers. Finally, they can interact with themselves through formative assessment. Instructional designs for EFL writing can use wikis to integrate a process-oriented approach to writing assignments and the reflective potential that redrafting entails. Furthermore, wikis allow for everybody to see what everybody else is doing and permit different ways to represent knowledge. In a public wiki, students can observe how their classmates perform. This visibility can guide students and increase efficacy (Hämäläinen et al., 2009). Students may understand what is expected of them, as well as what makes some students highly successful. It can also help weak students to conclude that they too possess capabilities to master comparable activities (Bandura, 1982). Vicarious opportunities are a type of social participation in the case of L2 learning (Lantolf & Thorne, 2007) where learners can seize the advantages not only of technological instruments but also of a more fruitful social interaction. Public designs can also have negative effects. Because everybody sees and can contribute to what everybody else is doing, wikis run the risk that students may feel exposed to a public design. Negative feelings can be mitigated when everything is open in equal terms, and praise from the teacher arises from progress as well as from performance. When students do not resent participation because people respect their place in the learning process and because they understand experimentation as essential for progress, then we can create an atmosphere of trust and help, which is necessary for learning (Carless, 2013).

3.3.1. SIMILAR PREVIOUS RESEARCH IN ONLINE DESIGNS

Hämäläinen et al., (2009) is one of the great influences of this research, as they implemented a promising public learning diaries in a wiki to fulfil mandatory tasks. This public design did not lead to plagiarism. Students mostly looked at each other to understand what they had to do better. There is a great number of projects on the web using wikis to teach writing, but they are mostly focused on collaborative writing (i.e. Coniam, 2008; Chao & Lo, 2007; Lin & Yang, 2011).

which was not the hub of this research.

CHAPTER 4: A FORMATIVE ASSESSMENT PROGRAM TO SUSTAIN THE BLENDED INSTRUCTIONAL DESIGN WITH SECONDARY STUDENTS

Assessment is an essential part of any instructional design. It is the means that teachers count on to determine whether learning has taken place. It also serves to evaluate the quality of teaching (Hadji, 1992; Mauri & Rochera, 2010). Any instructional design is complemented by an *assessment program* (Coll, Martín, & Onrubia, 2001). Teacher must take decisions on what needs to be assessed, when and how; hence the assessment program must be in line with the instructional design and more specifically, with the *technopedagogical design*. Both need to be meticulously considered and merged, and then evaluated and updated. The one and the other must rely on a variety of methods and use extensive information sources to achieve coherence and consistency and offer far-reaching feedback. Finally, they should provide meaningful, longitudinal details on the students learning process (Van der Vleuten, 2014).

The decisions we make through assessment relate to its two functions. The first one is a societal function that validates and accredits what the learners know. We refer to it as summative assessment. In school day-to-day practice, it usually takes place at the end of a learning unit. It is also related to formal and official exams and can affect future career prospects (Mauri & Rochera, 2010; Sanmartí, 2008). The second function of assessment is a pedagogical one. Teachers use formative assessment evidence to support and regulate learning and, in this sense, to confirm, change or readjust instructional decisions. Thanks to formative assessment the learning process can be adapted to context and make better sense (Coll, et al., 2001; Coll & Onrubia, 1999).

According to Black and Wiliam, 2009, (p. 9), "any practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited." They distinguish five key strategies for formative assessment. These are: (1) clarifying and sharing learning intentions and criteria for success; (2) engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding; (3) providing feedback that moves learners forward; (4) activating students as instructional resources for one another; and (5) activating students as the owners of their own learning.

4.1. ASSESSMENT TO IMPROVE STUDENTS' SELF-REGULATION

If our objective is to foster students' self-regulation when learning to write in English, then our assessment measures need to incorporate both aspects (self-regulation and EFL writing instruction).

There is, indeed, an increasing interest in the role assessment can play to empower students to take ownership of their learning (Coll, Mauri & Rochera, 2012; Davies, Pantzopoulos & Gray, 2011; Earl & Kratz, 2006; Simsek & Balavan, 2010). To seize the opportunities for learning that assessment programs offer, teachers need to plan how to integrate students' self-regulation measures into the instructional design. This scheme will determine how to act in different phases of assessment (prepare, gather evidence, correction, communication of results and recommended enhancement actions), which can be used as opportunities to guide learners and improve their learning-to-learn competence (Coll et al., 2012; Mauri & Rochera, 2010).

Some scholars see the learners' capacity for self-regulation as a third function of assessment. They refer to it as assessment "as" learning (Davies, Pantzopoulos & Gray, 2011; Earl & Kratz, 2006; Crisp, 2012). *Assessment as learning* refers to the process of developing and supporting students' metacognition. It focuses on the role of the student as the critical connector between assessment and learning through the regulatory process of metacognition. *Assessment as learning* occurs when students monitor their learning and use feedback to adjust, adapt, and make significant changes in what they understand. The teacher's role is scaffolding students' understanding. She should provide criteria, exemplars, and resources to help them analyse their work. She should instruct them on the necessary skills to think about their learning, their prior understanding and the curricular learning outcomes. Finally, she should encourage students to gather evidence about how well they are learning.

Crisp (2012) talks about *integrative assessment*, which is the assessment that considers formative and summative aspects and includes measuring metacognitive awareness to foster students' autonomy, ownership of learning and the ability to make informed judgments about personal performances. In other words, integrative assessment considers the skills that facilitate future learning. In Crisp's view, learning outcomes for a course should consider the development of student autonomy and ownership of learning and the ability of students to make informed judgments about their performance levels.

4.2. FEEDBACK AS AN INTEGRAL PART OF ASSESSMENT

A nuclear step in the assessment process is that of providing feedback to the learner (Evans, 2013). Feedback is defined by Hattie & Timberley (2007 p. 81) as "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding". It is substantial in learning because it influences students' behaviour and the decisions they make in their process to self-regulation (e.g. Earl & Kratz, 2006; Gibbs & Simpson, 2005 Mauri & Rochera, 2010). The central role of feedback for students learning is widely recognised (e.g. Black & William, 2009; Hattie &Timperley, 2007). Feedback also plays a role in developing L2 writing skills (Busse, 2013; Bitchener & Ferris, 2012; Hyland & Hyland, 2006).

The literature on feedback describe it as a complex, multidimensional information process, which may have positive and negative effects on learning (Hattie & Timperley, 2007; Narciss, 2008; Sadler, 1989). In the context of EFL writing, the term refers to any attempt to draw the learners' attention to problems in their writing (Shintani, Ellis & Suzuki, 2014). Evans (2013) talks about two main views of feedback: the cognitivist and the socio-cognitivist perspectives. In the first case, an expert provides information to a passive recipient. The socio-cognitivist view of feedback, on the other hand, sees feedback as comments and suggestions that an expert provides so that learners make their own revisions; through dialogue, students are expected to gain new understanding. She warns that *these two perspectives should be seen as reinforcing one another rather than as opposite ends of a continuum* (p.73) because the main objective of feedback is to support task, individual and contextual needs.

From a socio-constructivist paradigm, feedback, as an integral part of the assessment process, can serve both formative or summative purposes. When it is formative, it goes beyond an informative purpose and expects to modify the learner's thinking or behaviour to assist in improving learning (Sadler, 1989). Formative feedback's objective is to help learners understand their strengths, manage their weaknesses and control anxiety (Shute, 2008). Formative feedback includes three main components: information on the goals of performance, on the executed performance, and strategies to address the gap between both (Coll, Rochera & de Gispert, 2014; Sadler, 1989). Formative feedback also helps teachers to put the learners' current thinking or behaviour on the right track so that they can achieve the learning objectives (Narciss, 2008; Nicol & Macfarlane-Dick, 2006; Shute, 2008). To be effective, formative feedback needs to be immediate and students must take it into account (Gibbs & Simpson, 2005; Nicol, 2007; Nicol & Macfarlane-Dick, 2006; Taras, 2005). The problem in higher and compulsory education is that sometimes students do not notice it (Fazio, 2001), maybe because what a learning objective is, is not that clear for some adolescent students, who may identify passing with learning.

Taras (2005) interlinks formative assessment and feedback and explores the relationship between formative and summative assessment. She argues that both are about making judgements of students' performance, but formative assessment depends on formative feedback while summative does not. In her

view, formative assessment is no more than the necessary steps that lead to summative assessment. However, the literature has tended to dissociate both while their only difference is that formative assessment requires that students receive the type of feedback that would help them bridge the gap between their performance and the required standard, *and use it*. Summative assessment may include feedback or not, but does not need students to process it. Taras (2005) regrets that the dissociation of formative and summative assessment has made some researchers consider that there need to be two frameworks for assessment, while in her view the only requirement to integrate both would be engaging the learners with processing the teacher's feedback.

According to Coll et al. (2014), feedback can have two purposes: *verification* and *elaboration*. Verification refers to the information about the correctness of an answer, whereas elaboration is information designed to guide or scaffold the student towards the learning objectives" (p. 54). Often verification feedback is related to summative purposes and elaboration feedback is associated with formative goals; however, this relationship is not straightforward.

When we provide elaboration feedback, we need to take three important aspects into account: content, task type, and student engagement. *Content* is related to the theoretical knowledge that our students should learn (grammar, vocabulary and writing conventions, in our case). *Task type* is related to the specific characteristics of the task (i.e. "*your paragraph should include introductory sentences, detail sentences and a closing sentence*", or "*You should include five words that we have learned in the previous lesson*"). Finally, *engagement* feedback involves "interventions, contributions or communicative exchanges that are related to the establishment of rules or instructions about who can or should do what, how, when, with whom and how often" (p. 54).

4.3. FEEDBACK AND SELF-REGULATION

Making students use feedback efficiently is complex. The literature talks of two types of feedback, regarding the learner, one being internal and the other external (Butler & Winne, 1995; Narciss, 2008). *External* feedback stands for the help and guidance teachers or other agents provide; *internal* feedback guides the course of action as directly perceived by the learner, related to the personal information and skills that learners have. External feedback, irrespective of its quality, may confirm or contradict internal feedback, and thus affect the process of conceptual change when facing misconceptions. For this reason, feedback impact depends heavily on the characteristics of the learner. Finally, the effect of external feedback depends on the complexity and difficulty of the task and the type of error. It is not only external feedback but also internal feedback that is at play to determine the students' capacity to correct their errors. Butler and Winne (1995, p. 275) sustain that "Monitoring is the hub of self-regulated task engagement, and the internal feedback it generates is critical in shaping the evolving pattern of a learner's

engagement with the task" (p. 275). Internal feedback influences decision-making. Butler and Winne (1995) consider that affective elements are relevant and related to persistence during self-regulation. According to Narciss (2008), the impact of external feedback would vary because of its intrinsic quality as well as the students' correct representation of the task requirements, their prior knowledge, metacognitive knowledge, strategies and motivation. The feedback that supports students' construction of self-efficacy beliefs may sustain engagement in self-regulated learning (Butler & Winne, 1995). In complex learning tasks, like Diaries, which may require a series of transformations, external feedback should help students to improve content and metacognition. They should do so by providing criteria for monitoring and evaluating goals. In this way, they would have an impact on motivation, developing the students' perception of competence or making progress visible. However, external feedback would not have much effect if internal feedback were not capable of processing it.

Still other researchers refer to *dialogic* feedback, which consists of thinking the feedback process. As far as dialogic feedback develops negotiation, it can enhance internal feedback. Carless, Salter, Yang, and Lam, (2011) define dialogic feedback as interactive exchanges in which students and teachers share interpretations, negotiate meanings and clarify expectations. Such a perspective of feedback is in line with the Vygotskian concept of ZPD and would help students to develop their writing skills in negotiations with teachers, classmates and themselves, progressively gaining control over their learning process (Hyland, 2013). Dialogic feedback would improve students' necessary agency in the feedback process and their self-regulatory capacities (Molloy & Boud, 2013). It would make feedback sustainable because it would focus on the students rather than on the teacher (Carless et al., 2011).

It would also improve internal speech. Swain (2013) refers to Vygotsky's egocentric speech in an L2 acquisition context and talks about *Languaging*, which she defines as the combination of collaborative dialogue and internal speech that allows the students to gain insight and learn. *Languaging* is the psychological process that mediates our thinking, thanks to which we internalise new ideas and get to understand concepts, suggesting that Diaries should give students plenty of opportunities to engage in private and collaborative talk. However, this complexity makes giving and processing feedback a practice that needs to be carefully designed (Beaumont**,** O'Doherty & Shannon, 2011) and integrated into assessment programs being highly dependent on trust (Carless, 2013).

4.4. FEEDBACK IN AN ONLINE CONTEXT

As we claimed before, formative feedback depends on the collection of multiple evidences during the assessment process to allow for appropriate instructional decisions. In that sense, wikis provide a special context. The potential of wikis for more competent use of feedback lays, in the first place, in their capacity to store students' feedback, together with their productions and stay there. Online Feedback is more salient and has more chances to be noticed by students.

Online contexts also allow for easy editing and making any in-text code notable (i.e. by changing text colour, background, bold letters, capital). (Gikandi, Morrow & Davis, 2011; Carless, 2016). Furthermore, they permit out-of-text comments which provide an efficient, visual and orderly display of input. These notes can be as extensive as the situation requires and help students to focus on larger writing blocks (Tuzi, 2004). Online feedback comments can potentially become feedback loops which may involve fruitful dialogue between the teacher and the students or the students themselves, leading to deeper metacognitive processing (Carless, 2013).

Online environments also lead to deeper insight into how input affects students' learning to guide formative assessment and boost self-regulation development (Shute, 2008). Apart from giving us data about the quality of the teacher's feedback and the students' response to it, online feedback also provides data on when the students and the teacher are active on the platform, on how timely the feedback is, and on how this timing influences impact. To be able to observe these processes and gain insight from them, assessment transparency is imperative (Lafuente, Alvarez-Valdivia, & Remesal, 2015). By fostering assessment transparency, we would be able to make the students' learning process more visible and come to understand if instruction is being efficient. According to these authors, assessment transparency is favoured in online environments because they allow for the use of a wide range of different tools. A public instructional design lends itself to transparency, too, because everybody can see what everybody else is doing. Moreover, online platforms record every move the students make, and researchers can observe how students process instruction and feedback. This enhanced visibility must be used to improve teaching in general and assessment programs.

The advantages of ICT for formative assessment are evident. Formative e-assessment was defined by Pachler, Daly, Mor, and Mellar (2010, p. 716) as "the use of ICT to support the iterative process of gathering and analysing information about student learning by teachers as well as learners and of evaluating it in relation to prior achievement and attainment of intended, as well as unintended learning outcomes". Furthermore, assessment in an ICT context means an opportunity for improved transparency.

Since online Learning Diaries are repositories of students' language productions and show their level and progress, they provide valuable information for formative feedback. Furthermore, online tools, and specifically wikis, allow for immediate and ongoing, interactive feedback (Gikandi et al., 2011). They

also make personalised feedback possible and offer the teacher the possibility to observe its actual impact if she makes responding to it a post-task activity. If we ask students to self-correct in a Diary after the teacher has provided feedback, this will give us insight into the state of students' self-regulation and the quality of instruction and feedback. It will also provide clues on how to improve guidance towards autonomous learning (Glogger et al., 2012). Students need to understand what revision processes entail in an EFL writing context.

The added value of online environments to foster formative assessment tools also lies in the fact that the teacher's feedback can be more thorough. When needed, students can react and respond to it repeatedly and more readily on site, creating dialogue (Black & Wiliam, 2009), which will encourage cognitive conflict, metacognition and social construction for learning. A recent Eurydice report concludes that ICT, social and civic competences and problem-solving strategies are not well taught in schools, partly because of the lack of adequate assessment strategies (European Commission, 2012). Approaches that integrate IT and problem-solving in school subjects may help to address this gap.

4.5. WRITTEN CORRECTIVE FEEDBACK (WCF) IN EFL

The specific literature of EFL writing provides us a different and complementary view of feedback. Among English educators, the most common form of feedback that students get is written corrective feedback (WCF). That is, feedback aimed at improving students' accuracy. The underlying assumption is that the cognitive processes associated with acquisition will be prompted by correction (i.e. Ferris, 2004). In WCF, the teacher can ask the students to revise their productions or not, and if they do, she may ask them to study corrections, or not

Unfortunately, results on the effectiveness WCF are inconclusive: "While feedback is a central aspect of L2 writing programs across the world, the research literature has not been unequivocally positive about its role in L2 development, and teachers often have a sense they are not making use of its full potential." (Hyland & Hyland, 2006, p. 83).

Research has devoted considerable energy to trying to prove the effectiveness of corrective feedback since Truscott (1996) claimed that it is useless to try to help students by correcting errors in their writing, and that these corrections do not mean improvement in subsequent writing productions. His point is that correction is unlikely to have much effect if it is not addressing the appropriate students stage/level. His first argument is that levels may vary from student to student, as every learner has its own pace. For this reason, it is hard to know if any WCF message would make sense to a student. In the second place, and as an aftermath of students not understanding the teacher's feedback, this feedback can have harmful effects. Error correction may cause more damage than good in the learning process because it can be a

source of confusion, anxiety and learning inhibition. Students will be inclined to avoid more complicated constructions due to error correction.

Researchers in favour of WCF have demonstrated that asking students to correct first drafts improves writing (Ferris, 2006). However, whether removing errors in a piece of writing is useful to improve grammatical accuracy in subsequent assignments is open to debate (e.g. Ellis, 2009a; Lee, 2013; Sheen, 2007; Shintani et al., 2014; Truscott, 1996). Chandler (2003) investigated the effect of direct WCF plus revision. One group reviewed immediately after correction while another revised work weeks after receiving their feedback. The students who redrafted after each piece of writing improved in accuracy from the first to the fifth assignment, but there was no improvement in the other group.

Other studies have been able to indirectly prove that both providing feedback and asking students for corrections do help students to make progress, by including a control group in their research that did not count on any form of feedback. The groups that received WCF outperformed the control groups (i.e. Bitchener & Knoch, 2009; Bitchener, Young & Cameron, 2005; Ellis et al., 2008; Frear, 2012; Van Beuningen, de Jong & Kuiken, 2012). The implication is that feedback does influence students' EFL accuracy.

Shintani et al. (2014) and Sheen (2007) also showed that focused feedback plus metalinguistic feedback did improve students writing accuracy. Shintani et al. (2014) argued that metalinguistic feedback is more sustainable than other types of input because once teachers have created their files, they can use them repeatedly. Van Beuningen et al. (2012) also proved improvement in new pieces of writing when using metalinguistic feedback. However, other longitudinal studies have reached opposite conclusions about WCF, claiming that it does not improve writing accuracy (Fazio, 2001; Robb et al., 1986).

In EFL contexts, Nunan and Lamb (1996) warn teachers about their correction methods. Firstly, the target language areas and the frequency of correction must be compatible with the learner' current language level. Furthermore, giving the opportunity to self-correct or analyse the error facilitates learning. In the third place, the teacher's approach should promote that students interpret feedback about learning rather than regarding failure. Also, teachers should consider that they sometimes reject learner's responses, not because they are wrong, but because they are unexpected. Finally, any responsible teacher must understand that the target language model her learners are exposed to may not be the native speaker norm so she must make sure that her English improves, if possible, or at least that it does not fossilise (Allwright & Bailey, 1991).

Results are inconclusive as to what type of errors instructors should correct. There is no clear insight as to how much they should correct, in which way, what should teachers expect students to do with these corrections, and how would they guide them through that process (i.e. Fazio, 2001; Robb, Ross & Shortreed, 1986; Semke, 1984). We should distinguish between *treatable* and *untreatable* errors, between

focused and *unfocused* feedback. Research seems to agree that teachers should consider WCF when we are talking about *treatable* errors. *Treatable* errors are rule-governed errors while *untreatable* ones involve word choice, sentence structure and prepositions (Bitchener et al., 2005; Bruton, 2007). To deal with treatable errors, teachers can provide metalinguistic understanding, which can help students to become more efficient language learners (Ellis, Sheen, Murakami & Takashima, 2008; Lally, 2000; Lee, 2013; Shintani et al., 2014).

Focused feedback, from EFL perspective, is feedback that addresses a small number of rule-governed errors in a piece of writing, while *unfocused* feedback considers all the errors without exception. Ellis (2009a) argues that if learning is dependent on attention, then we can assume that the more intensive the alertness, the more likely the correction will lead to improvement. While this argument favours focused approaches to error correction, he also mentions that it is possible that unfocused feedback has more benefits in the long run. Some studies support that focused feedback is adequate to improve students' writing (Bitchener & Knoch, 2009; Ellis et al., 2008, 2008; Frear, 2012), while other studies were inconclusive (Ellis et al., 2008) or report gains using unfocused feedback (Hartshorn et al., 2010). The criticism to unfocused feedback is that it can overwhelm students and be unsustainable for instructors (e.g. Ferris, 2002; Lee, 2004). Another objection to focused feedback is that it is not natural in real classes. Furthermore, studies related to focused feedback have often addressed a very specific and restricted set of grammatical structures in unnatural, experimental contexts. This approach compromises the validity of their results (Ellis et al., 2008) and provides little solutions for a teacher on how focused feedback can be applied successfully in a real classroom setting. This fact, together with the circumstance that unfocused feedback is what students and institutions demand, explains the frequent use in classes of unfocused approaches (Lee, 2005; Lee, 2013).

Furthermore, little is known about what happens in classes when teachers respond to students' L2 writing errors (Lee, 2013, Ellis et al., 2008). For this reason, we need more longitudinal research in natural settings. In Storch's (2010, p. 43) words "future research on WCF needs to be conducted in authentic classrooms so that the feedback is given within the context of an instructional program, with ecologically valid writing tasks, and where revision is meaningful for the students because it has a clear purpose (e.g. assessment)."

Lee (2004) suggests that teachers need to experiment with wide ranges of error corrections, adapting to the needs and levels of students. Lantolf and Thorne (2007) also add that when feedback is provided in detail once (in the form of a comment, for example), the following times it can be more succinct.

According to the purpose of feedback, in EFL writing we find *direct*, *indirect* and *metalinguistic* feedback covering the strategies for providing feedback on content and the students' response to it in EFL contexts. Teachers use direct feedback, when they indicate that there is an error and furnish the correct

form. The purpose of *direct* feedback is verifying correctness. *Indirect* feedback is the approach teachers choose when they highlight errors, as giving hints, but expect students to solve them for themselves. In that case, the teachers' purpose is that students elaborate further on their response. Finally, *metalinguistic* feedback is the tactic applied when they use an error code or a short grammatical description that explains the reason for an error. Ellis (2009a) also mentions *electronic* feedback, when she provides a URL for the student to help the learner understand, and *reformulation*, which can help students to mend what they are still unable to improve on their own.

Research shows mixed results as to the strategies that teachers should apply in WCF (Bitchener, 2008). Recent experimentation suggests that teachers should combine both direct and indirect feedback thoughtfully to suit different tasks, error types and students (Lee, 2013; Van Beuningen et al., 2012). Chandler (2003) found direct feedback to be superior to indirect feedback, while Lalande (1982) reported the advantages of indirect feedback (metalinguistic codes) for guided learning. Some research suggests that students with low levels of English benefit more from direct feedback (Ferris, 2002; Lee, 2013).

4.6. THE STUDENTS' PERCEPTION OF FEEDBACK

Learners' perceptions of feedback are important because feedback will only become formative if students actively engage with it, which depends on their motivational beliefs and goals (Busse, 2013; Taras. 2005). Their motivational profiles may also influence whether they find feedback motivating or not, and the type of feedback they prefer. The interpersonal relationship between teacher and student does also affect feedback practices and the student's response to them (Ferris, Liu, Sinha, & Senna, 2013).

Meanwhile, little is known about student's beliefs and attitudes regarding feedback (Gamlem, 2013). Sadly, many students seem to perceive feedback as the responsibility of the teacher, not giving much thought to their role in it (Harris, Brown & Harnett, 2014; Lee, 2004; Lee, 2005; Robinson, Pope & Holyoak, 2013). Furthermore, in higher education settings, students consistently give low ratings to feedback (Robinson et al., 2013; Rowe, 2011), although they value it if they perceive that it is going to help them improve (Harris et al., 2011).

Robinson et al. (2013) refer to the influence that past experiences may have on the students' perception of feedback. Students' misconceptions related to the content of instruction also hinders revisions of incorrect knowledge (Butler & Winne, 1995). Learners' prior knowledge plays a role in their response to feedback. Additionally, they may have a deep or a surface approach to it. Those who value feedback are more likely to have a deep approach to learning (Rowe, 2011). Less proficient writer show less interest in error feedback (Lee, 2008).

Finally, considering feedback just regarding the information it contains does not provide the full picture of the message the students receive through it (Butler & Winne, 1995). Feedback cannot be explored in isolation; we need to consider contextual variables (Lee, 2013). Learner and context interact and influence each other in L2 learning (Dörnyei, 1998). Scholars agree that the students' perceptions and the emotional aspects of feedback should be considered (Rowe, 2011). Paulus (1999) points out the need that students develop personal strategies for incorporating feedback so that their writing improves.

Gamlem (2013) studied the adolescent perceptions of classroom feedback. In this study, students valued feedback that was honest and specified what could be done to improve the work as positive. They considered negative feedback the one that told them that they could have done a better job without providing clues about what exactly could be improved. They disapproved of feedback that made them feel useless and endorsed feedback that was considered useful to enhance learning.

Specifically looking at EFL writing, Seker & Dincer's (2014) study student's feedback preferences in writing classes and report inconclusive results. Some students prefer comments on content and ideas rather than on grammatical errors, while others prefer feedback on grammatical errors. They affirm that students expect various types of feedback including content-related, grammatical and organisational aspects. This conclusion is in line with Lee (2005).

Students and teachers need to agree on the feedback types and strategies that they consider appropriate. However, studies also reveal that such a match does not come naturally (Robinson et al., 2013). When there is no prior analysis, pre-planning or training, equivalence in feedback preferences of students and teacher might berather accidental. However, when students are actively included in the process of defining the scope of feedback, the chance of meeting both students' and the institutions' needs increase.

From both a socio-constructive and design-based perspectives, a scheme that asks for reflection based on Diaries and formative feedback needs the involvement of students and teachers (Porto, 2007; Schmitz & Wiese, 2006; Zimmerman, 2008). Their opinion matters and research needs to take them into account if we want to prompt active engagement.

The learners' performance will depend in part on their interpretation of the task, their perception of the criteria and targets for success, their orientation towards the assignment, and their view of the time constraints (Black & Wiliam, 2009).

4.7. THE ADOLESCENT LEARNER AS FEEDBACK RECEIVER

As any parent and any secondary school teacher know well: *Teenagers are beings from a different world*. They often do not want to invest much effort in academic tasks. Their interest in school learning is often weak, and their motivation is external, focused on passing. Their self-efficacy is often low, too (Ryan & Deci, 2000). Adults need to unearth tactics to minimise laziness and fear of learning (low self-efficacy) that go beyond imposing tasks on them. If our design is to be helpful, we need strategies to make those who need self-regulation more to try harder, even if they are not willing to, in a way that this effort becomes a measure of success.

When students reach adolescence, their ability beliefs and values towards school tend to become more negative (Fredricks & Eccles, 2002; Wigfield & Eccles, 2000). These authors give two explanations for this fact. The first one is that the moment students understand evaluative feedback better, they compare themselves with their classmates more, and their beliefs become relatively more negative. Recent literature on adolescent development confirms this as well (Blackmore, 2008): adolescents are more sensitive to immediate rewards and experiment difficulties in planning and evaluative decisions. The second reason is that schools tend to make assessment more central as students get older, promoting competition among students. An aftermath of this is that the self-efficacy beliefs of some students deteriorate. External rewards may help to attenuate this problem, if they are designed to be inclusive and generate a deeper knowledge of peers and greater trust.

Some scholars speak about the adverse effect that external rewards have in intrinsic motivation. Nevertheless, their findings are based on tasks that are intrinsically motivating already, not on assignments that are expected to find initial resistance from those who need them the most (MacIntyre, 2002), such as those that aim to improve poor self-regulation and low self-efficacy. Hidi and Harackeiwicz (2000) distinguish between *personal* interest and *situational* interest. The former involves increased knowledge, value, and positive feelings and depends on enduring personal preferences. The latter is generated by environment and contextual factors, and triggers "a more immediate affective reaction that may or may not last." (p. 152). Environmental factors such as group work, puzzles or computers can spark interest in students. However, to maintain attention over time, we need to help them make sense and identify personal relevance through challenging assignments, more choice or higher perceived autonomy.

Effective situational interest can lead to intrinsic motivation and vice versa. What we can infer is that when learning activities are complex and sustained for an extended period, such as learning a foreign language, extrinsic rewards to prompt and hold students' interest may improve motivation towards self-regulated options. Situational and personal interest can feed each other, and more so when teaching adolescents, whose goals and self-efficacy beliefs are often weak. Moreover, the weaker the self-regulation strategies of our students are, the more critical integrating extrinsic motivation measures to encourage situational interest becomes. 4.8. Method of the study

4.7.1. SIMILAR PREVIOUS RESEARCH IN TEACHER FEEDBACK

The literature in teacher feedback proved confusing in the field of EFL because of the 25-year-old controversy about the usefulness of WCF (Truscott, 1996) and the difficulty to integrate advise on a more focused approach to error correction (Lee, 2004) with normal practice in real classrooms. In EFL, writing studies often address an insufficient set of grammatical features (Bitchener & Knoch, 2009; Sheen, 2007; Shintani et al., 2007) whereas lexis and other aspects of writing instruction are often disregarded (Bruton, 2007). Taras (2005) claim that no feedback can be considered formative unless it is noticed by the student contrasts with studies that claim that students often do not value their teacher's feedback positively, or even notice it.

4.8. GOALS OF THIS STUDY

The global aim of this research is gaining a better understanding of the factors involved in effective EFL writing instruction and, more specifically, the role that self-regulation plays in it. To that purpose, we carry out a case study to deeply examine an instructional design with its corresponding assessment program, which is grounded in literature research. We are dealing with a blended model based on public learning diaries in an online platform (a wiki), where students could develop reflection strategies thanks to extensive feedback, to improve their writing skills. By observing the different processes implied in this instructional design and the perspective of diverse participants, we expect insight into its strengths and weaknesses which can contribute to the literature on EFL writing instruction.

In this research, we evaluate the effectiveness of:

A public online platform to support EFL writing instruction

Feedback to scaffold the writing process

Learning diaries to file, elaborate on and monitor EFL writing instruction

To analyse these elements, we would rely on online students' productions, teacher feedback, Diaries, perception questionnaires, interviews and teacher logs. The reflective nature of case studies and the characteristics of this research would support awareness on practical and theoretical issues related to the quality criteria of formative assessment and professional development.

This analysis will, in the end, shed light on the three goals that we have determined for our research. These goals and its corresponding research questions are presented in Table 1.

Table 1 - Goals and research questions

Improving Self-Regulation for Learning in EFL Writing in Secondary Education in Blended Environments
Goal 1: Evaluate the ICT-supported public writing system.
1.1. What is the participants' activity like in the ICT-supported public writing system?
1.2. What is the students' appraisal of the online public writing system?
1.3. What is the teacher's appraisal of the ICT-supported public writing system?
Goal 2: Evaluate the feedback offered by the teacher for supporting the writing process.
2.1. What are the characteristics of the teacher's feedback on the LD?
2.2. What is the students' appraisal of the feedback received?
2.3. What is the teacher's appraisal of the experience of providing such kind of feedback?
Goal 3: Evaluate progress in the learning diaries and writing productions.
3.1. What evolution, if any, can be observed in students' Diary along the school year?
3.2. What evolution, if any, can be observed in students' writings along the school year?
3.3. What is the students' appraisal of the Diary activity?
3.4. What is the teacher's appraisal of the Diary?

PART II: METHOD AND INSTRUCTIONAL DESIGN

In Part 2, comprehending chapters 5 and 6, we define the methods of the study and the instructional design, assessment program and feedback features.

In chapter 5 we present the methodological framework, the context and participants of our research, the methodological decisions we took concerning the collection and analysis of data and the procedures and strategies for analysis.

Chapter 6 describes the instructional design plan and its associated assessment program thoroughly.

CHAPTER 5: METHOD OF THE STUDY

In this chapter, we present the methodological decisions that guided the research. First, we argue on our decision to undertake a qualitative case study. We proceed then with presenting the context of the study, the school and the participants. Next, we will present the steps of data collection and procedure of analysis.

5.1. METHODOLOGICAL FRAMEWORK: A QUALITATIVE CASE STUDY

Case studies fall within a qualitative methodology paradigm. They analyse "the way a single instance or phenomenon functions in context" (Nunan, 1992). The United States Government Accountability Office (GAO) defines case study as "a method for learning about a complex instance, based on a comprehensive understanding of that instance obtained by extensive description and analysis of that instance taken as a whole and in its context" (GAO, 1990, p. 15).

Case studies differ from quantitative research in that they do not look for representative samples of the target population (Stenhouse, 1982) and conduct research in real settings. While the theoretical stance of quantitative methodology at an ontological level (with regards to the quality of reality), believes that there is one objective reality, qualitative positions see truth as many-sided. Epistemologically (with regards to the quality of knowledge), quantitative postures think that fact is there to be uncovered. They also deem that meaning is culturally defined (Twining et al., 2016).

If the philosophical assumptions of quantitative and qualitative studies are paradigmatically different, their approach to research cannot be the same either. In the case of quantitative designs, research emphasises deductive reasoning and positivist, objectivist, empiricist and nomothetic approaches. Experimental, quasi-experimental and random controlled trials are examples of quantitative research approaches. Qualitative research, on the other hand, is by nature hermeneutic and interpretive. It focuses on deductive reasoning and adopts case studies, action research and ethnography design methods (Twining et al., 2016).

Because of its theoretical stance, case studies are used to "gain in-depth understanding of the situation and meaning for those involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery, rather than confirmation." (Merriam, 1998 p. 19). They are about real life and natural contexts. Case studies are appropriate to respond *why* and the *how* questions (Baškarada, 2014).

As part of qualitative research, case studies cannot claim generalisation of findings. They can only aspire to "establish generalisations about the wider population to which the unit belongs" (Cohen, Manion

& Morrison, 1994 p. 107), that is, provide tacit knowledge and experiential transformation knowledge through naturalistic generalisations by linking the case study to what the reader knows (Baškarada, 2014). Seeing those similarities is what some researchers refer to as reaching transferability. Transferability is a matter of judgement that lies on the reader and may be enhanced by using theory (Kuper, Lingard & Levinson, 2008). A proper analysis would depend on multivariate complexes and of contexts and be aiming at it would require substantial description, verisimilitude and close interpretation (Stenhouse, 1982).

For this reason, after case studies have explicitly stated their objectives and linked them to the research questions, they must rely on the analysis of multiple data of diverse nature (Blackburn, 2016; Song, Oh & Glazewski, 2017). That implies mixing and matching different methods, both numerical and non-numerical (Twining et al., 2016). Research instruments in qualitative analysis are the same as the ones a quantitative research would use. The difference lies in what is being observed and how. What is essential in qualitative studies in general, and case studies is that they must show consistency between theory, research goals, methods, data collection and analysis and the assertions made (Twining et al., 2016).

Because case studies are based on the researcher's interpretation where "meaning is subjective and content dependent" (Twining et al., 2016, p. A3), qualitative studies must establish credibility and trustworthiness in data analysis processes through:

Data triangulation: using data from different participants or in different settings or at different times

Method triangulation: using multiple methods to collect data

Investigator triangulation: having two or more researchers involved in the data collection and analysis

Data must be examined until saturation is achieved, understanding by saturation "the point at which further data collection no longer reveals new patterns, themes or other findings" (Twinning et al., 2016, p. A6). The findings of a case study "must contribute to advancing theoretical understanding as well as useful knowledge" (Kuper et al., 2008, p. 688). What this means, is that they should "resonate" with readers in other sociocultural settings, proving transferability.

Case studies have various strengths. In the first place, they help to understand how and why. Furthermore, they are down-to-earth and attention-holding and thus easy to generalise. Additionally, they allow for subtlety and complexity in their right and are therefore appropriate to understand social processes. They also present research data in a more publicly accessible form than other kinds of research (Cohen et al., 1994).

On the counterpart, case studies have also disadvantages. They risk superficial or uncritical analysis and miss to provide sufficient examples, failing to transmit its richness (Twining et al., 2016). Cohen et al. (1994) point out that they are often difficult to organise, as data analysis is challenging and often

complex. Furthermore, they are usually lengthy and focus on small samples. Moreover, researchers must face the possibility that explicit patterns may not arise. Finally, case studies, like all qualitative research is perceived as less credible than quantitative approaches.

Case studies on writing instruction are needed because they give the possibility to compare what they depict. Ertmer and Rusell (1995) refer to their potential in instructional design. Following Stenhouse (1982, p. 54) "The comparison and contrast of other cases with one's case (…) tend to open up new perspectives in one's case, generating both a consciousness of one's knowingness and a sense of the accepted as problematic." Case studies also "*Provide documentary reference for the discussion of practice*" (Stenhouse 1982 p. 53) to which to refer to and would allow the creation of a body of standards by which the practice of project work could be evaluated.

In our study, we apply several strategies to gather appropriate data that will allow us to achieve our goals. Next, we will present the context and the description of the participants, to end the chapter with the methodological strategy we followed.

5.2. CONTEXT OF THE STUDY: THE SCHOOL

This empirical research took place in a state secondary school, in the Barcelona urban area. The school is relatively small for urban contexts (about 400 students) and is situated in a working-class neighbourhood. Immigration levels, mostly from South American countries, are around 40%.

The school was founded in the early 1970s as an experimental model school, although the characteristics of the neighbourhood turned it into a High-Complexity School in the same year that this research took place, that is, in 2013-14 (*Catalan Department of Education, Administrative Decision of 21 May 2014*). Our educational authorities assign this label to those schools that are expected to get weaker results because of socio-economic constraints related to the students' background. Socio-cultural context plays a significant role in the results students get in English, unlike gender (see Figure 2). In 2014, the difference in results between schools with a high and a low level of complexity was of 24,6 scores in the average mean for foreign languages. English is by far the subject where socio-cultural aspects had the highest impact on results.
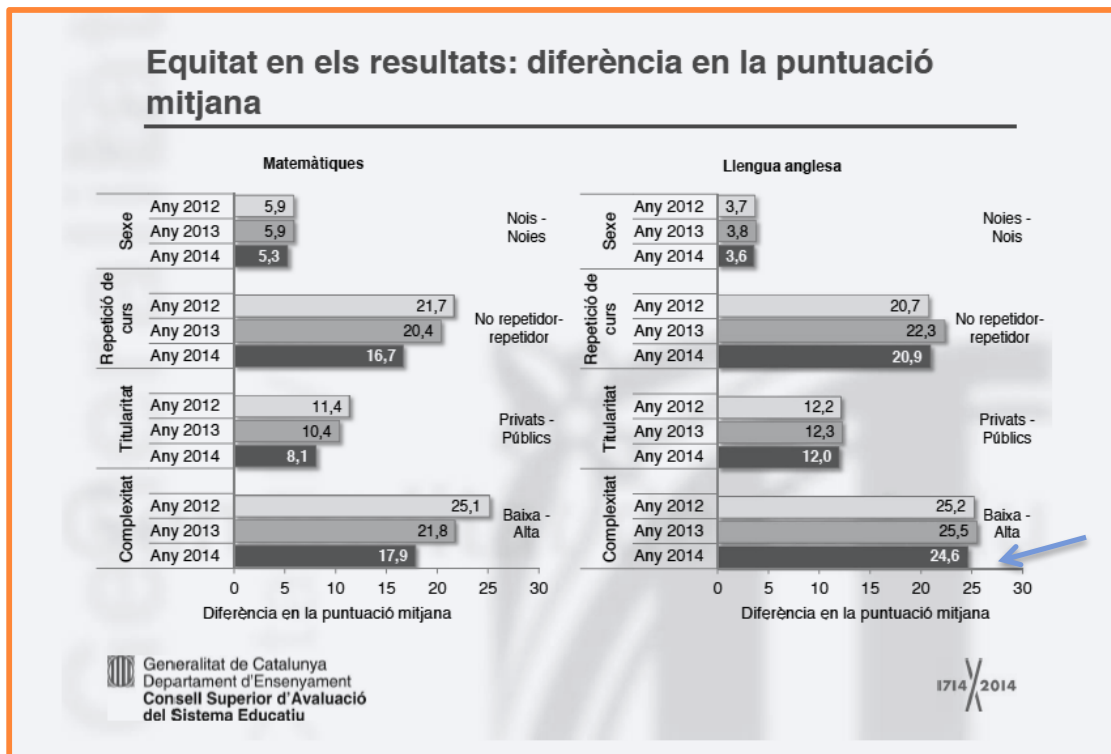
Figure 2 - Equity in results in 2014 chart – Adapted from Consell Superior d'Avaluació del Sistema educatiu (2014)

In this state school, students receive three hours of English instruction per week throughout the year. Two of these hours are taught to the full group, and for the third one the class splits into two, and the teacher instructs only half the class. In year 10 (age group 15-16), the two split hours cannot be taught by the same teacher because of timetable constraints. The teacher who teaches the two full-group classes (our observed teacher) can only assume one of the split classes, and that means that she only sees the students in the split class once every fortnight. Split classes were dedicated to reading, speaking and listening skills. With the observed teacher, students mostly watched juvenile movies. They watched short sessions of about 10 minutes of an English movie with English subtitles and answered different questions on a worksheet to check comprehension. That school year they watched *Kung Fu Panda* and *Ice Age 2*. With the other teacher, they read *Easy Readers*.

The assessment norms of the English Department specify that 60% of the mark corresponds to summative exams, 30% to formative measures and 10% to 'attitude'. The basic language skills were unequally considered because of the automatic absorption of the criteria proposed in the text book. In fact, writing had been sadly relegated in favour of other skills. This posed challenges to the development of this study, since the teacher was new at that school.

5.3. PARTICIPANTS: SELECTION AND DESCRIPTION

We selected a class and within it six students, which we observed in depth (two strong, two average and two weak ones). Here we describe the group and our criteria to select the six observed students.

5.3.1. THE CLASS

There were 26 students in this 10th grade class (15 boys and 11 girls) whose performance level of English ranged from A1 to B1 in the Common European Framework of Reference (CEFR). We obtained informed consent from their parents. In this study, we only consider the whole group to gather information about the students' appraisal of the instructional design.

The core of our research is based on six students from this class which we studied in more depth. They were selected following representative and convenience criteria (Baškarada, 2014). In courses in secondary education, there is often wide variation in performance levels. That is why we chose to observe two students who would represent a strong, an average and a weak level of English knowledge. To shed possible bias in the selection, we compare the chosen students' marks and to the results of the full class.

5.3.2. THE SIX SELECTED PARTICIPANTS

To select the six observed students, we considered their marks in the diagnostic and the first term exams. The diagnostic test (see Annex 1) assumed that the students were at level A2 according to the CEFR. This exam was double-checked by two language teachers and tested in two different contexts before being used for this purpose. Unfortunately, there is no validation body to check that an exam is appropriately aligned to the CEFR (Cambridge University Press, 2013). The exam assessed grammar and vocabulary, reading and writing.

Class results on the diagnostic exam show that the students were on average A2 (x 5.6, SD 1.6). Their mean in writing is similar (x 5.7), but writing scores show more significant differences among students (SD 2.1). In Term 1 the global results are much the same, but the mean for writing falls below the threshold, and the distance between marks widens confirming problems with this skill (x 4, SD 2.8).

The selection of the students might have been different if the diagnostic exam had included more writing tasks. Furthermore, the fact that we needed to count on collaborative students limited the typologies of the students we are studying. Finally, it was a limitation that we chose four girls and two

boys, while a more accurate selection should have considered equal numbers of boys and girls. Table 2 shows the selected students marks for the diagnostic exam and Term 1.

Table 2 - Students' marks in diagnostic exam and in Term 1

Students (pseudonyms)	Diagnostic exam		Term 1	
	Writing	Global	Writing	Global
Silvia(s)	7.5	7.6	8.5	9.0
Ada(s)	10.0	8.1	10	9.0
Mariana(a)	4.2	5.2	2.9	4.9
Darío(a)	5.8	5.3	4.5	6.9
Alberto(w)	1.7	1.5	0.0	3.1
Mercedes(w)	5.0	4.2	5.4	4.6

Our sample is of course not representative of any population of weak, average and strong students in secondary. We followed this criteria with the only objective to gain a greater insight of possible different self-regulation behaviours associated with level in a real class context.

5.3.3. THE TEACHER

The teacher was a senior EFL teacher who was new at that school. She had changed school unexpectedly before the implementation phase. Her career was rich and diverse, and not uncommon in the Spanish context of civil servant educators in state schools living in big cities. She had mostly taught in deprived areas, where learning levels were low and had combined that with involvement in different international projects. This mixture of professional roles was consistent with the fact that she had often felt trapped because she could not make students make headway and had searched for different career horizons. She had worked with online Diaries and portfolios before.

She is also the researcher in this study, and to do that she needed to distance herself from her practice. While she counted on the help of two supervisors to be able to do that, it is obvious that the methodology for this case study needed to be very careful to ensure proper triangulation that avoided bias in interpretations as much as possible.

5.4. PROCEDURES FOR DATA COLLECTION

Our methodological approach to the study seeks alignment with our research questions to ensure coherence and consistency (Baškarada, 2014). It is based on triangulation, which is defined by Kuper et al., (2008, p. 687) as "using multiple methods or perspectives to help produce a more comprehensive set of findings." This study has triangulated data, methods and investigators in the following ways:

Data triangulation. Data to our study come from different sources such as there are different participants also. Wiki action logs, students' written productions (both in the Diary and as separate writing assignments); scaled and open responses to a questionnaire, interviews; teacher's feedback and teacher's reflective notes are our source of data. Also, the data we collected differ in its temporal nature: we gathered both longitudinal data (along one natural school year) and punctual data. We gathered two different sorts of data: direct-primary data and indirect-secondary data. By the former we refer to the actual activity of the participants on the Public Writing System (PWS), both teacher and students, as automatically stored by the wiki environment. Primary data were the action logs on the wiki; the students' written productions on the Diary and extra assignments and the teacher's feedback. By the latter we refer to questionnaires, interviews and classroom-notes (or teacher-log) data, which are always a result of subjects' reflection and verbal reconstruction.

Method triangulation. Case studies are interpretative in nature, but researchers can appeal both to qualitative and numeric data. In this case, we had indeed both type of data, which naturally demanded for complementary methods of analysis, from descriptive statistical analysis (on questionnaire responses) to content analysis strategies (on students written productions and teacher's feedback).

Investigator triangulation. This study has benefitted from group research. At different steps of the process, three different researchers (doctoral fellows) have been implied in data collection (questionnaire and interviews) and in data analysis to assure underjudge agreement in the interpretation of results.

Table 3 presents the panoramic view of the methodological decisions we took.

Table 3 - Methodological decisions for the study.

Research questions	Data and instruments for data collection	Timing of data collection	Instruments/procedures for analysis
Goal 1: Evaluate the ICT-supported public writing system.			
1.1. What is the participants 'activity like in the ICT-supported public writing system?	Students' logs automatically registered in the wiki platform (6 students). Longitudinal data.	School year 2013-14	Thorough description of participants' actions on the platform to build students' profiles.
1.2. What is the students' appraisal of the online public writing system?	Data on perceptions of the public features of the online platform (full class questionnaire / 6 students interview). Punctual data.	Questionnaire 1 beginning of Term 2 and questionnaire 2 end of Term 3.	Descriptive analysis of responses to questionnaires comparing pre- and post responses.
1.3. What is the teacher's appraisal of the ICT-supported public writing system?	Data on perceptions of the public features of the online platform (teacher's log). Longitudinal data.	School year 2013-14	Content analysis of the teacher's notes.
Goal 2: Evaluate the feedback offered by the teacher for supporting the writing process.			
2.1. What are the characteristics of the teacher's feedback on the Diary?	Data on the feedback provided by the teacher on the public online platform (on the Diary, feedback given to 6 students). Longitudinal data.	School year 13-14	Formal and content analysis of teacher's feedback.
2.2. What is the students' appraisal of the feedback received?	Data on all students' satisfaction with feedback. (full class questionnaire/ 6 students interview). Punctual data.	Questionnaire 1 beginning of Term 2 and questionnaire 2 end of Term 3.	Descriptive statistical analysis of questionnaires.
2.3. What is the teacher's appraisal of the experience of providing such kind of feedback?	Teacher's perceptions of feedback (teacher's log). Longitudinal data.	School year 13-14	Content analysis of teacher's diary: expectations, difficulties, workload.
Goal 3: Evaluate progress in the learning diaries and writing productions.			
3.1. What evolution, if any, can be observed in students' Diary along the school year?	Data of Diary performance on wiki platform (6 students). Longitudinal data.	School year 13-14	Content analysis of the learning diaries.
3.2. What evolution, if any, can be observed in students' writings along the school year?	Textual productions (6 selected students) on the wiki responding to teacher's feedback on LD. Longitudinal data.	School year 13-14	Formal analysis of changes in students' drafts.
3.3. What is the students' appraisal of the Diary activity?	Data on students' perceptions of the Diary (full class questionnaire/ 6 students interview). Punctual data.	Questionnaire 1 beginning of Term 2 and questionnaire 2 end of Term 3.	Descriptive analysis of responses to questionnaires comparing pre- and post responses.
3.4. What is the teacher's appraisal of the LD?	Data on perceptions of the Diary (teacher's log). Longitudinal data.	School year 13-14	Content analysis of the teacher's notes.

5.5. INSTRUMENTS FOR DATA COLLECTION

In the present paragraph, we briefly present the characteristics of the instruments for data collection. We gathered two different sorts of data: direct-primary data and indirect-secondary data. By the former we refer to the actual activity of the participants on the PWS, both teacher and students, as automatically stored by the wiki environment. Primary data were the action logs on the wiki; the students' written productions on the Diary and extra assignments and the teacher's feedback. By the latter we refer to questionnaires, interviews and classroom-notes (or teacher-log) data, which are always a result of subjects' reflection and verbal reconstruction.

5.5.1. PRIMARY DATA

The online environment is an ideal instrument for data collection by itself since it automatically stores users' actions. By means of the wiki environment we collected the following data:

- *Students' actions in the PWS: completion of Diary and writing assignments.*

- *Teacher's actions in the PWS: feedback on students' performance.*

These data are collected on the way along the school year and filed automatically inside the online server. Now of proceeding with analysis, we encountered a technical problem which caused a certain loss of data, which will be addressed in the convenient results section.

5.5.2. SECONDARY DATA

Secondary data, that is, data produced through the reflexive, discursive reconstruction are collected by means of questionnaires, interviews and reflective notes:

Questionnaire:
We cannot aim at a more student-centred instruction unless we understand better students' perceptions (Weaver, 2006) and take them into account in instructional designs. For this purpose, we chose a questionnaire as the tool to gather general evaluative information from participants about the main aspects of the instructional experience (learning diary, wiki space, feedback, etc.). The questionnaire allows obtaining a panoramic of ideas, which can be further explored in depth by means of other instruments, such as interviews. The preliminary questionnaire was presented to three experts on feedback and ICT in education for the appraisal of the proposed items to make adjustments required. After experts validated it, the questionnaire was administered to a group of secondary students to check intelligibility. After

rewording of several items, the final questionnaire (see Annex 2) The questionnaire consisted of 53 closed statements where students would rate different aspects of the instructional experience from 1 to 10 points, according to their scholar grading habitude A final section of the questionnaire included an open question to gather ideas and free comments on the experience. It also comprised three hint questions in Questionnaire 1 (Q1) and four in Questionnaire 2 (Q2). Q1 was administered starting the second term of the course; Q2 was administered by the end of the final term.

Interviews:

Interviews were conducted by two doctoral research fellows on the same day that the students answered Q2. The interview outline followed the questionnaire that the students had just answered. However, in the case of interviews, our enquiries were open and flexible enough to allow the interviewers to prompt more information to understand the students' perspective better. Students' answers were audio-recorded and transcribed for accuracy.

Teacher's notebook:

During the whole course, the teacher developed the routine of writing down her thoughts and observations concerning the development of the experience, systematically responding to the following questions: Date / What happened? / How did it make me feel? / What do I think about it? / What actions could I undertake to improve my work? / Side comments. Also, sessions of shared analysis of data where occasions of jotting down teacher's thoughts to be further considered.

5.6. PROCEDURES AND STRATEGIES FOR ANALYSIS

A case-study approach requires a creative plan for analysis as well, but creativity must be in alignment with order and structure, if one intends to reach comprehensible results. In our study we have three research goals with associated questions, which we planned to study with a variety of research instruments. Figure II.5.6. presents the connection between goals, research questions and complementary sources of information. We dedicate a separate paragraph to present the analysis strategy and limitations for each of the instruments.
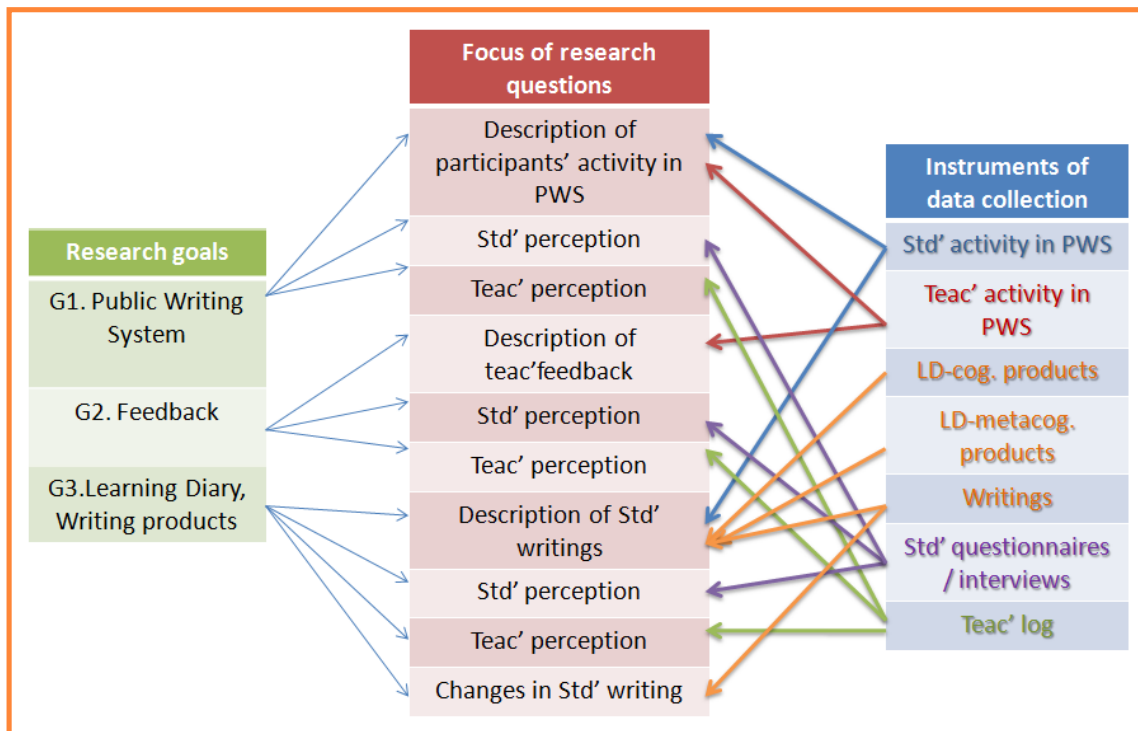
Figure 3 - Strategy of data analysis

5.6.1. ANALYSIS OF PARTICIPANTS' ACTIONS IN THE PWS

In our study, students' actions as well as teacher's actions were of interest. A first approach to these online activity data was undertaken following Salomon and Perkins (2005), to identify the effects *of, with* and *through* technology.

The next step is observing the way the students deal with tasks requirements in the Diary, which will give us data about their strategies and writing performance. We consider data on task completion by term, by student and by task, to go on to study how precisely they were completed.

5.6.2. QUESTIONNAIRE ANALYSIS

Case studies accept a mixed method approach (Merriam, 1998), depending on the nature of data. In our case, data of the students' responses to the appraisal questionnaire required firstly a quantitative approach, which was later complemented by a qualitative interpretation. Internal reliability of Q1 and Q2 was calculated with Cronbach's alpha, reporting a satisfactory global value of .96 in both surveys (Gadermann, Guhn, & Zumbo, 2012). We used the Wilcoxon test to locate statistical differences between students' responses, as we were dealing with a two-sample rating questionnaire that involved "before" and "after" measures, with a small, non-normal distribution sample. The threshold for interpreting the evaluation of students' satisfaction was a value of 5, as it would fit students' scholar habitude, following

the norm for tests in schools in the region, where 5 is the pass mark, and 10 involves excellence. We only compared the response of 21 students in the close part of the questionnaire, because 5 students were absent in Q2.

After a close study of the questionnaire, where three experts were involved, we removed three items from the analysis (items 3, 36 and 46). In the case of item 3 (*Usefulness of the Diary to pass English*.), the answers of the students cannot confirm if they were genuinely answering to this question, or if the question they were answering was "*I **LIKE** the sine qua non-condition of making the Diary to pass English*". The fact is that If someone answers "10", he or she is communicating that the Diary is very useful to pass the English course, which is true because it is the pre-established condition. However, if someone answers "1" - as most students do - he may be not responding to utility per se, but to his liking/dislike of that imposed rule. Therefore, responses cannot be interpreted globally, and the item should be rejected.

The second item was the last in a section where we asked the students to assess the different resources they use for learning, and it asked students to mention other resources they could think of (*Others: ----------------------*). Students skipped this item, so we cannot consider it, either. The third statement that we decided to eliminate was item 46 (*I have done the tasks only as the teacher asked for them)*. It presents a different problem: it requires an inverted valuation (1 is good, and 10 is bad), which introduces confusion in the data, and so we removed it from the analysis.

We divided the questionnaire into six thematic sections which were in turn subdivided into 11 sub-topics (see Table 4).

Table 4 - Survey items, organised by topics

DIMENSION	SUB-DIMENSIONS	QUESTIONNAIRE ITEMS
Previous contextual aspects	Overall evaluation of the course	How I liked the English course this year
	Appraisal and technical access conditions	Connecting to the Internet is easy.
		Using the wiki is easy.
Appraisal of different learning resources of the course	Overall evaluation of different learning resources in the course	The teacher.
		Other students.
		The online textbook.
		The online workbook.
		The easy readers.
		The films we watch in class.
		The Internet.
Appraisal of the public learning scenario	Appraisal of the public conditions of the wiki (observing others' work)	Seeing what my classmates do on the wiki is fun.
		Seeing what my classmates do on the wiki is interesting.
		Seeing what my classmates do in the wiki is useful to understand what I have to do better.
		I like being able to see what my classmates do in the wiki.
	Appraisal of the public conditions of the wiki (others observing one's work)	Seeing what I do in the wiki can be fun for my classmates.
		Seeing what I do in the wiki can be interesting for my classmates.
		Seeing what I do in the wiki helps my classmates understand what they have to do better.
		I like that my classmates can see what I do on the wiki.
Appraisal of tasks	Overall appraisal of the Learning diary experience	Usefulness of the Diary to learn English.
		Doing the Diary is fun.
		Doing the Diary is interesting.
		Doing the Diary motivates me to learn English.
	Appraisal of grammar tasks	Summarising grammar helps me to understand grammar.
		Providing examples helps me to understand grammar.
	Appraisal of vocabulary tasks	Making vocabulary lists helps me learn vocabulary.
		Writing sample sentences helps me learn vocabulary.
Appraisal of teacher's feedback	Appraisal of teacher's feedback and her code	The teacher's comments are sufficient.
		The teacher's comments are clear.
		Teacher's use of pink background, to highlight errors.
		Teacher's use of crossed-out words.
		Teacher inserting bold and capital letters.
		Teacher's references to online resources.
		Teacher suggesting web pages.
		The comments on the right-hand side of the page.
		The teacher's feedback helps me to understand grammar.
		The teacher's feedback helps me write better.
	Appraisal of the engagement reward system as motivational feedback	I understand the engagement reward system in the Diary.
		Getting Diary engagement reward is fun.
		Getting Diary engagement reward is interesting.
Supporting secondary students' towards SRL	Learning self-awareness as the first step towards regulation	I have worked hard in the Diary.
		I have followed my own rhythm.
		Understanding my errors helps me to improve my English.
		I learn by correcting my errors.
		The Learning Diary assessment criteria help me to improve my English.
		Using the Learning Diary helps me to improve my learning.
		Correcting what I do on the Learning Diary is useful to improve my English.
		Making corrections, following the teacher's feedback, helps me understand grammar.
		Making corrections, following the teacher's feedback, helps me understand vocabulary.
		I like improving the accuracy of my writing.
		I learn English better when I can write about the things that matter to me and/or I like.

The students' comments at the end of the questionnaire were prompted by three open questions in Q2, and we added a fourth one for Q2. They were asked about what they had liked, what they had disliked and what they would change. In Q2 we added one extra question, asking them what they had considered useful. The students were not specifically inquired to answer any of these questions, as we designed them as prompts. Some students answered them all, and others used them to write a general remark. We did not guide them further, so the fact that they talked about one issue and not others was entirely their choice. All the students made comments.

When we analysed them, we decided first which of the prompt questions they were answering and agreed on three general dimensions. Two doctorate fellows decided on whether each comment covered and agreed on three categories: *Global Perception*, *Perception of the Design* and *Tasks and Resources' Appraisal*. We took into consideration all the comments, that is, the comments of the 26 students in Q1 and the 21 in Q2, not discarding the comments of those students who were absent when Q2 was passed.

The reliability of the questionnaire design and results is open to question because the sample was small; only 21 students, while we would need at least 250 to consider the results for the Cronbach's alpha to be trustworthy.

When interpreting the results of questionnaires, the quality and reliability of student responses are one of the limitations we must face. They may be biased because of low self-efficacy beliefs that, especially in Q1, may have led students to disengage and do very little in their diaries in Q1, augmenting prejudice. Students' answers were also influenced by context, which was appalled by an assessment rule they considered unfair. Finally, some students may have answered what they thought was expected from them by other classmates or by the university fellows that were coming to ask for their opinion.

Additionally, the questionnaire asked about metacognitive tasks only indirectly, while the questions on *Grammar* and *Vocabulary* were direct, and in this sense, its design was biased because it was created on the premise students did not understand these two tasks. For this reason, we have done our best to corroborate such data with information from other sources.

5.6.3. STUDENTS' INTERVIEWS

Interviews are guided conversations that should be used to obtain information that cannot be obtained in any other way (Baškarada, 2014). We used semi-structured interviews (Merriam, 1998), which involved asking pre-defined questions following the same structure that we had used for the questionnaires to question our six observed students individually, to fit into the same set categories. The idea was to make both questionnaires and interviews as aligned as possible. We prepared an outline of the interview questions that was shared and improved by three colleagues.

We then analysed the data by systematically reading the interview transcripts and looking for partners that allowed us to make naturalistic generalisations (Stake, 1995) in line with our research questions.

To analyse the interviews, we matched students' answers as much as possible to the categories we identified in the open questions of the questionnaires. We assumed that the aspects that had emerged there would probably appear in the interviews as well. For this reason, we structured this analysis in three categories: Global perceptions, Opinions related to the instructional design, and Views on the different tasks and resources. In design aspects, we have considered the students' perceptions on the online design in the wiki; the fact that the wiki was public to boost vicarious learning; the way feedback and self-correction were designed; the engagement rewards we called *Gold Stars* and assessment.

In Global perceptions, we study the students' views on instruction and the Diary. In Opinions related to the instructional design, we observe their views on the online public design, on the vicarious learning, feedback and self-correction, assessment and engagement rewards. To study their views on the different tasks and resources, we observed their opinions of grammar and vocabulary and their suggestions to improve the Diary. Finally, we refer to the suggestions for improvement that the six students provided. We also anticipated that we would see common traits in low, average and high achievers, so we structured our analysis pairing the students according to their level.

Responses in interviews may be biased, show poor recall or be poorly articulated. For this reason, we have corroborated the information provided with other data. Furthermore, we are only interviewing six students. Additionally, as the interviews were conducted following the questionnaire design, their limitations were reproduced, even if they gave coherence to the findings.

5.6.4. ANALYSIS OF TEACHER'S FEEDBACK IN THE DIARIES

Following Coll et al., (2014), Mauri, Clarà and Remesal (2011), and Ellis (2009a), we will consider feedback's modality, scope, timing, purpose and form.

Feedback modality: By feedback modality, we mean the way the teacher provided feedback to students. In Wikispaces (the Internet provider), feedback may take the form of in-text codes (edits) and out-of-text comments (discussions).

Feedback scope: By feedback scope, we refer to whether the teacher's feedback addresses a specific problem (specific scope, focused feedback) or errors in each sentence, or was making a global appraisal of the students' performance (global scope, unfocused feedback).

Feedback timing: We measure feedback timing by calculating the time-lapse between the student's creating their productions and the teacher's reaction to it.

Feedback purpose: To analyse the feedback's purpose we have adapted Coll et al., 2014, who divide online feedback purpose into three dimensions: (1) Learning Content, (2) Academic Task and (3) Social Participation. We redefined Coll et al. (2014) Social Participation category as feedback on Engagement purpose because the original category referred to a collaborative forum task, which presents very different features from the EFL writing tasks in our study.

Feedback form: Learning content is equated in the Diary to written corrective feedback (WCF), as our A2 students were only asked to write sentences. To analyse it, we have followed Ellis (2009a) typology: (1) Direct feedback (e.g. crossing out words, or using capital letters to insert inside the text –see Figure 4); (2) Indirect feedback (e.g. highlighting words–see Figure 5).

Figure 4 - Screenshot showing an example of in-text feedback using capital letters (direct)
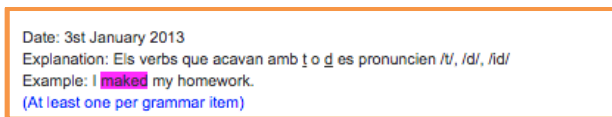
Figure 5 - Screenshot showing an example of in-text feedback using a pink highlighter

For out-of-text feedback Ellis' typology was used in the following way (Ellis, 2009):

Direct feedback: Providing the right wording in a side comment, or a reformulation

Reformulation: Rewriting a part of the students' text.

Indirect feedback: It consisted of short grammatical descriptions, telling the student what the problem was, without solving it. (i.e. "check spelling").

Metalinguistic feedback: Written side comments giving clues or rules so that students could find the solution to their problem with the help of group members.

Electronic feedback: Referring the student to an URL. There were only two cases of electronic feedback, one from Silvia(s) and the other from Mariana(a). We refer to them when appropriate, but we have not considered them in our tables.

This author also refers to *reformulations*, but for our research, we have not distinguished reformulations and direct feedback, as in both cases the response that is expected from the student is the same.

5.6.5. FEEDBACK IMPACT ON STUDENTS' WRITING AND STUDENTS' IMPROVEMENT

To consider the quality of the selected students' sentences in the Diary we measure the number of words per sentence in *Vocabulary* and *Grammar* clauses and the number of error-free units (Evans, Hartshorn, McCollum, & Wolfersberger, 2010; Polio, 1997). *T-units* are defined by these authors as an independent clause and all its dependent clauses. They are a more objective measure than holistic scales, but determining correctness can be difficult (Polio, 1997). Seeking full idiomatic correctness in A2 students' sentences would be making this analysis too severe, particularly so as we are not native speakers ourselves and we have not considered idiomatic turns that may go beyond a level that we can consider reasonable. One more doctorate fellow helped us to decide on the accuracy of the students' sentences.

To trace the impact of feedback on students' productions, we inspect the syntactic structures, errors and vocabulary of the writing texts of the six selected students, to find connections between their productions in the Diary and the writing assignments.

Furthermore, to check the students' writing improvement we use the Cambridge online tool *Write&Improve* (http://www.cambridgeenglish.org). This tool provides help for EFL teachers and individual, autonomous learners. It was launched on December 2016. It combines a holistic score based on the CEFR with the detection and highlighting of frequent errors. It also provides a qualitative assessment of individual sentences making students aware of potentially problematic areas which they must try to solve by redrafting their text.

The system also allows for teachers to create an online class that students join after signing up on the tool by using a code (class key). The characteristics of the *Write & Improve* tool are explained in Annex 3. We use this tool as an external evaluation of students' learning.

5.6.6. ANALYSIS OF TEACHER'S CLASS-NOTES

The analysis of the teacher's reflective class notes will consist on interpretive content analysis with a bottom-up, grounded-theory strategy. Class notes, and notes from analysis sessions will be thoroughly revised to understand decisions and processes from the teacher's perspective.

5.6.7. EXTERNAL CONTROL OF STUDENTS' WRITING: WRITE & IMPROVE TOOL

To assess students' writing performance in a valid and contrastable way, we have used the descriptors provided by the written assessment criteria grid developed by the CEFR manual (Council of Europe 2009, p.187). This grid (Annex 4) considers the content specifications of language competence and its relation to the six levels of language proficiency.

To improve its limitation as a writing assessment instrument, the Association of Language Testers, commissioned by the Council of Europe (2008) developed the CEFR grid for the analysis of writing tasks which was further strengthened by the manual for relating language examinations to the CEFR (Council of Europe, 2009). Vocabulary and grammar profiles have also been developed in English to describe what aspects of the language are typically learned at each CEFR level (http://www.englishprofile.org).

Despite these efforts, it is still complicated for regular teachers to develop tests adapted to the CEFR or reach common criteria in marking writing, based on the CEFR (Figueras, 2012), although a general sense of levels can be achieved with some training.

In 2016, Cambridge University Press developed a free tool based on the CEFR, Write & Improve (https://writeandimprove.com), to help students and teachers assess writing tasks.

CHAPTER 6: INSTRUCTIONAL DESIGN, ASSESSMENT PROGRAM AND FEEDBACK FEATURES

The instructional design (ID) focusing on EFL writing competence was expected to smooth a transition between a *Guided learning model* and an *action learning model* (De Corte, 2010). In the former the teacher makes the central decisions about goals, learning strategies and assessment and takes care of feedback and rewards. In the latter, the students' role to self-organise and self-plan is much more active. The design also considered *experiential learning* by introducing *a creative writing task* in the Diary.

The ID combined face-to-face (F2F) instruction with parallel activities on the online learning platform. The former, as far as writing was concerned, mainly consisted in presenting and working through the language contents included in the school program and the habitual textbook. The teacher used a very basic e-textbook that was projected on a whiteboard (as most of the students could not afford to buy textbooks), and students completed a workbook. The textbook and workbook were *Build Up 4*, published by Burlington Books. The students handed in their workbooks and notes to the teacher before every exam, but in Year 10, as they had to do their Diaries, they had to hand only their workbooks. Participation in lessons was rewarded by systematic engagement rewards, which were denominated *Gold Stars*. The teacher carefully explained the students the criteria for getting these Gold Stars at the beginning of the course: participation in F2F sessions as well as completion of online tasks was rewarded.

As part of the assessment program, in each term the students had to respond to two language tests. Students were expected to complete the Diary on the wiki on their own rhythm with no other deadline than the final test itself. By the end of the term their English mark could raise by 1.5 points if only they had completed the Diary. Had they forgotten or disregarded it, they would fail the course because doing the Diary was presented as a passing requisite.

Figure 6 presents a graphical representation of this blended instructional design (ID), which will be exposed in the subsequent paragraphs.
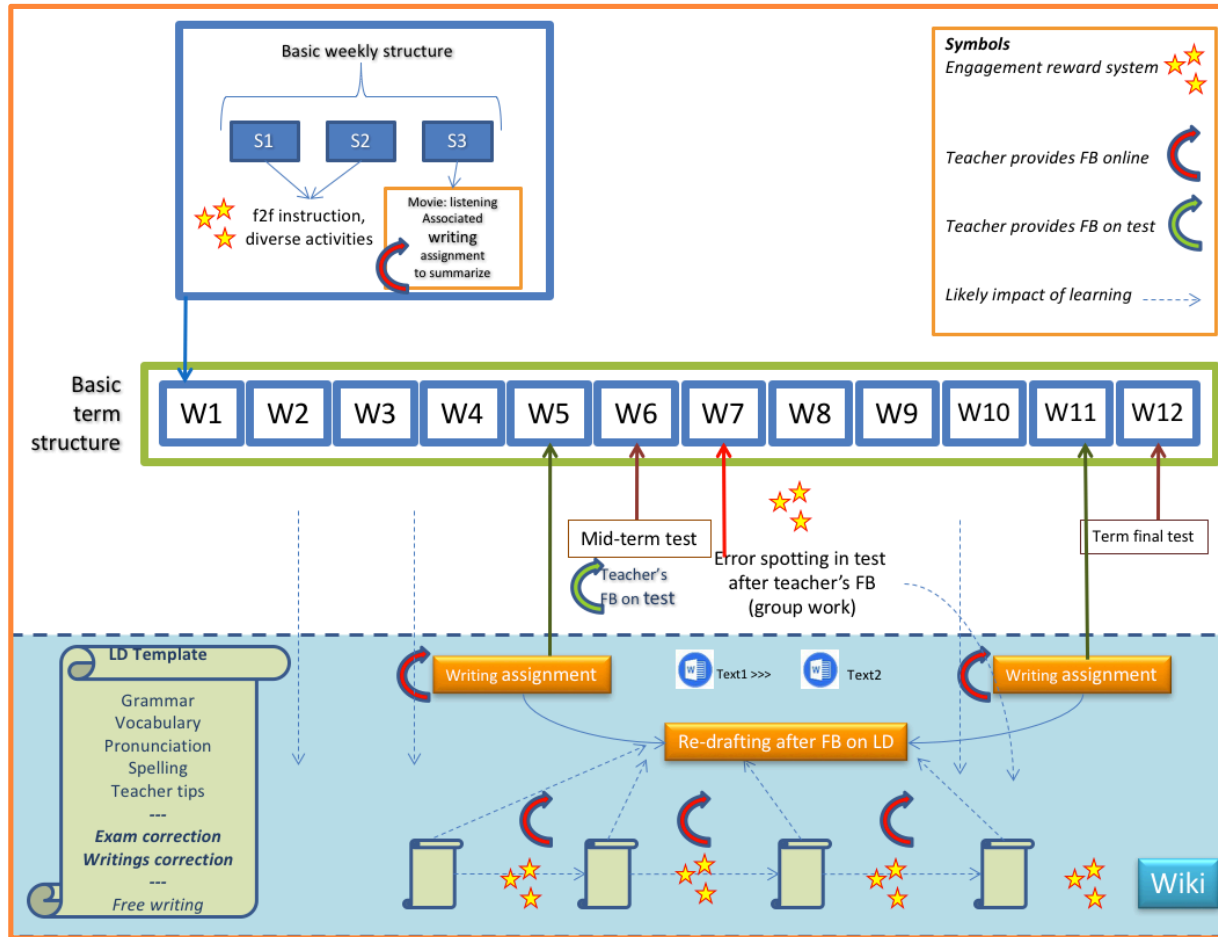
Figure 6 - Instructional design. Graphical representation – W= week S= Session

6.1. ONLINE COMPONENTS OF THE INSTRUCTIONAL DESIGN: THE ONLINE LEARNING DIARY

F2F instruction was complemented by a parallel set of online activities on the wiki platform. The wiki space was freely provided by the server *Wikispaces*. Contents were openly published, but only registered members could edit them. Annex 5 presents the features and affordances of this wiki server.

The students had to carry out writing tasks plus the Diary on the wiki space. We will first present the LD, which referred to the contents of F2F classes, afterwards, we will see the features of the writing tasks, which were expected to provide a post-hoc link to the Diary effort.

6.1.1. THE ONLINE DIARY ON THE WIKI

The Diary intended to provide the necessary framework to improve the students' self-regulation when learning to write in English. The Diary template can be consulted in Annex 6.

Technically considered, it is no more than a repository that offers evidence of the impact of instruction and feedback. The Diary was designed as a prescriptive online, public written record of the EFL instruction contents provided in F2F instruction. As a homework assignment, the students had to summarise what they had learnt during F2F instruction, give examples and finally correct their own mistakes, after the teacher had provided feedback. They could use either Catalan, Spanish or English when giving grammar explanations or explaining errors, although they were expected to write original examples of grammar and vocabulary in use. The teacher expected language accuracy in the Diary.

Previous implementations of the Diary in preparation for this study indicated that clearer guidance was necessary to ensure that the learners understood what it asked of them, especially in the beginning. For this reason, the teacher supplied a highly-structured template with specific instructions and grade information for each task. The teacher also offered a model of a completed Diary from previous years, which was accessible from the main menu on the homepage.

In the Diary, everybody could see what everybody else was doing, so that the diary itself provided opportunities for vicarious learning. They could even cut and paste from everybody else. This potentially raised dishonesty issues as students could copy sentences from each other. Nevertheless, it offered students the opportunity to develop their writing skills by asking them to experiment with language. It also expected to improve their cognitive and metacognitive strategies.

Following Glogger et al. (2012) as seen previously, the Diary was divided in three different sections that will be exposed in the following paragraphs. Their activity was responded and supported by the

teacher's individual feedback on the very Diary. Its completion was compulsory and students received engagement rewards. The maximum mark the students could get in the Diary was a 10, and the threshold mark was 5. Students could also get extra engagement rewards for good performance. Next, the different subsections of the Diary will be exposed, together with the marking criteria of the teacher.

6.1.2. FIVE COGNITIVE TASKS IN THE DIARY

The first section of the Diary comprehended cognitive tasks:

Grammar task

The grammar task consisted of summarising grammar items that the teacher had covered in F2F instruction. In Term 1 the teacher asked for five items, but as that was too much, and in Term 2 and Term 3 she reduced the number to only three. The objective of this section was to make students focus on grammar.

Students had to summarise the grammar that they had learnt in class using their own words. They could use their native language for that. It was essential that they provided original grammar examples, too. To do these summaries, they counted on their notes and the grammar section of their workbook. They were also given a choice to summarise any grammar item that was important to them, either because they were below or above the level of the class. The primary aim of this task was to help students to link theory and practice. For this reason, it was important to ensure that the examples that they provided were correct.

The teacher used the word "item" on purpose, to allow students some freedom related to the depth with which they worked on their summaries. Explaining the pronunciation of the regular past, or its spelling rules could be considered valid separate items if they chose to focus on that with enough depth. Alternatively, they could explain the simple past as an item if they preferred that. Consequently, in this section students had some freedom to select one topic or another. Asking them to summarise grammar forced them to keep relevant information in active memory (*rehearsal* strategies).

The grammar task asked students to consider the following data: *Date; Title; Form/structure; Use; Example/s* (at least three examples per grammar item, forming sentences that needed to be at least six words long); *Connected words; Source of information.*

The grammar section was worth 2 points in Term 1, and 1.5 points in Term 2 and Term 3. Once the students had drafted a grammar item, the teacher assessed it and gave some feedback, which they had to consider. Examples were rewarded with extra gold stars once corrected after the feedback stage.

Figure 7 shows an example, a screenshot of one of the items addressed by one of the selected students.

Date: 21-4-14
Title: Primer i segon condicional
Form / structure:
PRIMER
-If + subjecte + verb en present, +subjecte + will + verb en infinitiu
-If + subjecte + verb en present, +subjecte + will not + verb en infinitiu
-If + subjecte + verb en present negatiu + subjecte + will not + verb en infinitiu
SEGON
-If + Past Simple en la condició + would + verb en infinitivo (si es verb to be utilitzarem were en totes les persones)
-If + subjecte + verb en past simple negatiu + would + verb en infinitiu + subjecte
ACONSELLAR: If I were you, I would + verb en infinitiu

Use:
El primer condicional serveix per expressar que passarà si es compleix la condicio assenyalada.
El segon fa referencia a situacións hipotètiques en el present.

Example/s:
PRIMER
- If I win the race this afternoon, I will be so happy
-If it rains, I won't go to the park.
-If you don't run, you won't catch the bus
SEGON
If I were a cook, I would make delicious cakes every day.
-If you weren't shy, you would have many friends.
-If I were you, I would talk to him today.

Connected words: Today this afternoon, every day
Source: Textbook and teacher

Figure 7 - Screenshot of a grammar item

Vocabulary task

The objective of the *Vocabulary* section was to focus the students' attention on vocabulary. It was structured both to guide the students' rehearsal and elaboration strategies as well as improving their vocabulary range and accuracy. Their performance in this task allows us to observe the words that they chose (rehearsal) as it asked students to describe at least 22 words that they had learnt that term, and study the sample sentence for each they wrote (elaboration).

Figure 8 - shows a screenshot of a fragment of a vocabulary table completed by one of the selected students.

VOCABULARY - 2 points - each CORRECT sentence means half a gold star, too

(AT LEAST 22 WORDS)

Word	Picture	Part of Speech	Phonetic transcription	Meaning	Sample sentence	Source (Highlight in bold letter the right source)
Accurately		Adverb	/ˈækjʊrɪtlɪ/	Con precisión	The illustrator had to draw the lines accurately.	PILE - Maths
Foretell		Verb	/fɔːˈtel/	Predecir	The weatherman foretold the weather for today.	PILE - history
Possum		Noun	/ˈpɒsəm/	Zarigüella	Two characters of Ice Age 2 are possums.	Ice Age work from older students
Bribe		Noun	/braɪb/	Soborno	The judge accepted a bribe for accusing the suspect.	Ciaran in history (PILE)

Figure 8 - Screenshot of Vocabulary

Students had to include a picture, the part of speech, the phonetic transcription, meaning, a sample sentence and state the source from which they had received the word.

This section was worth 2 points in Term 1, 1.5 points in Term 2 and 2 points again in Term 3. Examples were rewarded with extra gold stars if they were acceptable, either because they were correct or had been corrected by the student after the feedback stage. The teacher did not wait until the task was completed to provide feedback. If the student added some vocabulary words, she visited the page assessed them and gave some input, which they had to consider.

Pronunciation task

In this section, students had to write ten words that they had learnt to pronounce during the term. Its objective was to focus the students' attention on pronunciation. They had to list the word, the phonetic transcription and its translation. Figure 9 shows a screenshot of a pronunciation table completed by one of the selected students.

Figure 9 - Screenshot of a pronunciation task

This section was worth 1 point of the overall Diary mark in Term 1 and Term 2, but in Term 3 the teacher decided to weight it 0.75 points.

Spelling task

In *Spelling*, students had to write ten words that they had learnt to spell during the term. The objective of this assignment was to focus attention on spelling. They had to list the word, the phonetic transcription and its translation. Figure 10 shows a screenshot of a spelling table completed by one of the selected students.

Figure 10 - Screenshot of a spelling table

This section was worth 1 point of the overall Diary mark in term 1 and term 2, but in term 3 we decided to weight it 0.75 points.

Teacher Tips

A final cognitive section was added in the Diary. Throughout F2F instruction, the teacher provided what she called "teacher tips". They were normative explanations about the language (i.e. the difference between "history" and "story") off the curricular road, which she offered as questions spontaneously arose in class. The objective of this section was to encourage students to be alert in class and note them down albeit the extra content often was not considered in exams. Figure 11 shows an example of a teacher tip noted by a student. Providing examples also awarded students gold stars.

In this section, students did not only use elaboration strategies. Understanding *Teacher Tips* also requires noticing gaps in language knowledge, which involves monitoring, that is, metacognition. *Teacher Tips* is a task that bridges cognitive and metacognitive strategies and makes errors treatable in the students' eyes.

This task was worth 1 point of the overall Diary mark. Students were expected to provide at least five 'teacher tips' in Term 1 and three teacher tips per term in Term 2 and Term 3.

TEACHER TIPS - 1 point - each CORRECT example means a gold star, too.

(AT LEAST THREE)

Teacher tips are those explanations the teacher provides that will help you improve your English. However, nobody will expect them to be part of a grammar exam.

Date: 18-3-14

Explanation: Con plurales y cuando se habla en general no se pone artículo the.

Example:
Las manzanas son buenas --> Apples are good.
En cambio: Las manzanas *que compra mi madre* son buenas --> *The* apples my mum buys are good.

Figure 11 - Screenshot of a teacher tip

6.1.3. TWO METACOGNITIVE TASKS IN THE DIARY

There were two metacognitive sections intended to make the students improve their understanding of the language both in its rule-governed and "untreatable" aspects. The terms error and mistake are used as synonyms in this research. For completing two of these sections the students were given structured tables in which they had to introduce their contributions ('*Exam correction*' and '*Correction of written productions*'). The other two tasks had a free structure ('*Reflections about learning*' and '*Teacher tips*').

Exam Correction

When the teacher returned the corrected exams to the students, they sat in groups for 15 minutes to spot three errors they had made and try to find the reason why they had made them. The students took one

exam in Term 1, two in Term 2 and three in Term 3, so the students had to describe eighteen errors in total. This task scored one mark. (see Figure 12)

Figure 12 - Screenshot of the errors a student acknowledged after checking her exams

Correction of Written Productions

In this section of the LD, students had to provide six examples of corrected errors in their writing assignments during the course, giving reasons for their errors. Completing the table was worth one point. This section was worth one mark of the overall Diary mark. (see Figure 13)

Figure 13 - Screenshot of a table showing the errors that the students acknowledged after checking their written productions.

Reflections about learning: What do I know now that I did not know before

Below each of the two tables (*Exam Correction* and *Errors in my Written Productions*), the teacher asked the students what they had learnt. From Term 2, if they answered that, they scored an extra half mark for each of the tasks (one point in total). This additional point caused that both *Grammar* and *Vocabulary* weigh was reduced in half a mark in Term 2. Figure 14 shows an example of a response.
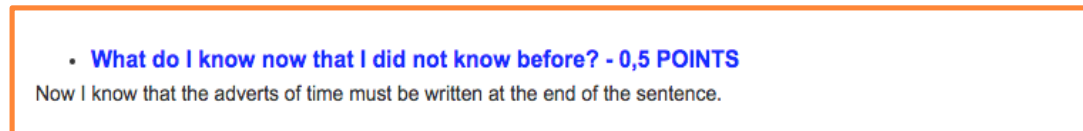
- **What do I know now that I did not know before? - 0,5 POINTS**
Now I know that the adverts of time must be written at the end of the sentence.

Figure 14 - Screenshot of an answer to one of the questions below the errors in exams and the written production errors

6.1.4. FREE WRITING TASK IN THE DIARY

The final section of the Diary called *Free Writing /My Own Research* (see Figure 15*)*, gave the students the opportunity to write a paragraph about any freely chosen topic. The objective of this task was to allow students a chance to use the target language. This task weighed one mark. We refer to it as *chap*.

SOME ANECDOTE /THING I LIKED / THING I DID NOT LIKE / REFLECTION / COMMENT ABOUT THE CLASS AND / OR MY OWN RESEARCH - 1 point
(About 80 words where you talk about whatever you like)

We went to London few days ago with some English teachers, and one of the days we spent there we went to King's Cross station to take a picture in Platform 9 3/4. When it was my turn, the man who give the Harry Potter scarf to the people asked me about my horrible voice because I was ill. We started laughing because the made jokes about it, saying that I sound evil and I was maybe Slytherin. He was a great guy!
Also, we went to the Harry Potter shop next to the Platform and the sales-boy said that he liked my Terminator t-shirt, so we talked a minute about the film. It was a great travel!

Figure 15 - Screenshot of a free writing section in the Diary

It was designed as a two-section task. In the first part, students were expected to provide an anecdote or opinion; in the second, they were probed to look for English in their lives and comment on it.

6.1.5. ASSESSMENT OF THE DIARY

Since the purpose of the teacher was to encourage the students to persevere in completing the Diary, she took decisions on how to incorporate it to the formative assessment program. First, the Diary replaced the school-imposed requisite of handing in the personal notes at the end of each the term to make it a sustainable learning practice to students' eyes. It weighed 15% of the final mark of the term; however, at the same time it was a strict passing condition.

Its design was formative because the students were expected to complete it and follow the rules to improve their learning, but the teacher did not assess accuracy, although formative feedback aimed at improving it. Students were expected to complete it regardless their language level and improve their productions after the teacher had provided feedback on them. Furthermore, if they were at risk of failing the term because they had not completed their Diary, they were only asked to perfect it.

Marking criteria for the Diary changed slightly from term to term. Table 5 summarises the marking criteria for the different tasks. There were some changes from Term 1 to Term 2.

In Term 1, the template did not specify the marking criteria, but the numerous enquiries from students made the teacher consider including task weigh. Furthermore, from Term 2 the two questions below the errors in written productions and exams tables (*What do I know now that I did not know before?*) amounted to 0.5 marks each, to encourage students to answer them. In Term 1 they were assessed together with the two metacognitive tasks of error correction, but very few students had responded them. Therefore, the score for *Grammar* and *Vocabulary* decreased to 1.5 in Term 2. Finally, from the second term on, examples in *Vocabulary*, *Grammar* and *Teacher Tips* were rewarded gold stars, to encourage students to write.

In the third term, the marking of the pronunciation and spelling section was reduced in favour of the vocabulary section to intensify the connection with more complex writing skills.

Table 5 - Task marking in the Diary

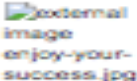|	1st TERM	2nd TERM	3RD TERM
Grammar	2 marks	1,5 + 9 gold stars	1,5 marks + 9 gold stars
Vocabulary	2 marks	1,5 + 11 gold stars	2 marks + 11 gold stars
Pronunciation	1 mark	1 mark	0,75 marks
Spelling	1 mark	1 mark	0,75 marks
Teacher tips	1 mark	1 mark + 3 gold stars	1 mark + 3 gold stars
Exam correction	1 mark	1 mark + 6 gold stars	1 point + 6 gold stars
What do I know that I did not know before?	-	0,5 marks	0,5 marks
Errors in my Written Productions	1 mark	1 mark + 6 gold stars	1 mark + 6 gold stars
What do I know that I did not know before?	-	0,5 marks	0,5 points

6.2. THE WRITING TASKS IN THE ASSESSMENT PROGRAM

Apart from the sentences writing within the LD, the students had to elaborate diverse writing tasks along the course. First, there were a variety of writing tasks they had for homework. These small writing assignments were in a separate section of the wiki which was also publicly shared. Students were required to write drafts, revise them after the teacher provided feedback and upload a second revised draft. Before writing they were always asked to plan, and in some cases the class spent time brainstorming ideas. They were also asked to respond to the teacher's comments, acknowledging that they understood them or requiring additional information instead. The instructional focus here, was on developing discourse fluency. The teacher provided the students with a starting script to carry out the writing tasks. The script, which included the code for interpreting feedback comments, was publicly shared in the wiki space, so every student could consult it whenever necessary (see Figure 16).

Secondly, there were different writing exams along the course, but only in Terms 2 and 3. The introduction of writing exams had to be gradual during the course, since students were not used to grant such an importance to writing, due to the structure of the text book they were used to, which diminishes writing and reading skills in comparison to speaking and listening skills. In Table 6, all these writing tasks are summarised. The students also had information in writing, on the wiki of the process they should follow, which connected their writing assignments and the Diary referred to as *The Five Steps to Success*) (see Figure 16), and the assessment criteria the wiki space whenever necessary (see Figure 17).

The Five Steps to Success

Edit | 0 | ⊘

Am I a good student?

Step	Who	What	Where	When	How	Why
1	You	Post your task	In the corresponding wiki page	Before the agreed deadline	Write at least 80 words if you are writing a composition and 6 words if you are writing sentences. Do not forget pictures. Do not forget titles. Follow task instructions	So that the teacher can prepare general feedback
2	The teacher	Highlights errors and gives you a mark	In the wiki	After the deadline	Yellow background: basic errors you should know how to correct. Side wiki comment: Tips on how to find an answer. CAPITAL LETTERS: The teacher adds something she thinks it is normal you do not know yet. Crossing out word or sentences that are too incorrect or should not be there.	To assess the quality of your production. To guide you to correct your own errors
3	The teacher	Gives general comments	In class	After the deadline		To highlight common errors, and provide correct choices, so that you improve your English.
4	You	You should answer the teacher's comments to your first draft, making sure you understand them. You should copy and paste the first draft and make a second draft, highlighting improvements	Under the first version.	The sooner the better	The improvements on the second draft should be VERY visible. If you did not do this task in time you can still get your gold stars if you post it here, but your task mark will still be a 0.	To get your gold star mark. To promote that you are motivated to write as much as possible.
5	You	Summarise what you have learned	In your Learning Diary's template	Before the end of the term	Fill out the template.	To get your Learning Diary mark. To help you reflect about language and summarise learning.

Figure 16 -. Writing design as explained to students – The Five steps to Success

Table 6 - Students' writing productions during the course: Writing assignments and exams

TERM 1	**Task 1.** *Email to a friend: Write an email to a friend telling him or her about a recent holiday. Before writing, complete a chart explaining who, where, when, what you did and why (reason for the trip). (80 words).*
	Task 2. *Summarise sessions 1-3 of the movie Kung Fu Panda we watched in class with at least 5 sentences, at least 6 words long.*
	NO SPECIFIC WRITING EXAM
TERM 2	**Task 3.** *A report of a crime: Write a newspaper article reporting a crime. Before writing, fill in this chart and define the sort of crime you want to write about, the place, time, suspect, victims and other details (50 to 80 words).*
	Task 4. *Summarise sessions 4-7 of the movie Kung Fu Panda we watched in class with at least 5 sentences, at least 6 words long.*
	Task 5. *A book review: Write a review of a book you have read recently. Specify the name of the book, the author, the characters, events and recommendations. (60 words).*
	Writing exam (Mock External Exam): *It's Monday morning. You are in the English class. Your teacher has asked you to write a paragraph about the weekend. Explain what time you got up, where you went, the people you went with, what you did, how you felt, what you ate, what time you went to bed, etc.*
TERM 3	**Task 6.** An email to a snowflake: *A fellow snowflake is in hospital. Write to her about your strike and explain that your demands have been met (80 words).*
	Extra voluntary task to push marks up. *Summarise the movie Ice Age 2 we watched in class. Write at least three lines per session. What did you like/dislike about the session? why did you like/dislike it? What did it make you think of?*
	Writing exam Kung Fu Panda: *Write a description of about 80 words of your favourite character in the film. Include physical appearance, personality and actions. Explain why it is your best-liked character.*
	Writing exam 2: *Support the idea of a school uniform. Use the following arguments: Less time in mornings to get dressed; No competition at school; saves money; feeling of belonging.*
	Ice Age 2: *What did you like about the session? Why did you like / dislike it? What did it make you think of?*

Figure 17 - Presentation of accreditation criteria for writing productions along the course.

6.3. FEEDBACK DESIGN

The feedback was offered on demand according to the students' own writing actions in the PWS, both on the specific writing tasks and on the Diary. The feedback was provided directly online; it was public – as the written productions were public-, permanent and retrievable.

Feedback on the written productions was designed following Ellis (2009) mainly, which was exposed in the previous theoretical section. The teacher decided beforehand to offer unfocused feedback in an attempt of making it as natural as possible. It would be always provided in English, as the students were familiar with online translators, in case they needed them to understand the teachers' comments. Students were expected to acknowledge understanding or ask for clarification, and once the feedback was clear, they had to correct their mistakes. The teacher also opted for as much indirect (elaboration) and metacognitive feedback as possible, to prompt reflection and facilitate remembrance.

Figure 18 presents a scheme of the assessment program for writing skills. In this scheme, one can observe how the students had to solve diverse writing tasks along the course. Some of them were of a one-time homework occasion. Others were longitudinal (repeated) homework, parallel to the movie-sessions on Fridays. Writing exams were progressively introduced. As the students increased practice and thus gained autonomy, the teacher reduced feedback. Blue arrows represent the points where the teacher

provides feedback. Green and red dotted arrows remember of the students' duty of correcting their written productions in the corresponding Diary sections, after receiving the teacher's feedback.

Students got additional engagement rewards for correcting their writings and completing their Diary on time, as a measure to foster their participation during the course. One third of the engagement rewards in the course could be afforded by the writing activities. At the same time, it was mandatory to complete the Diary to pass the course.
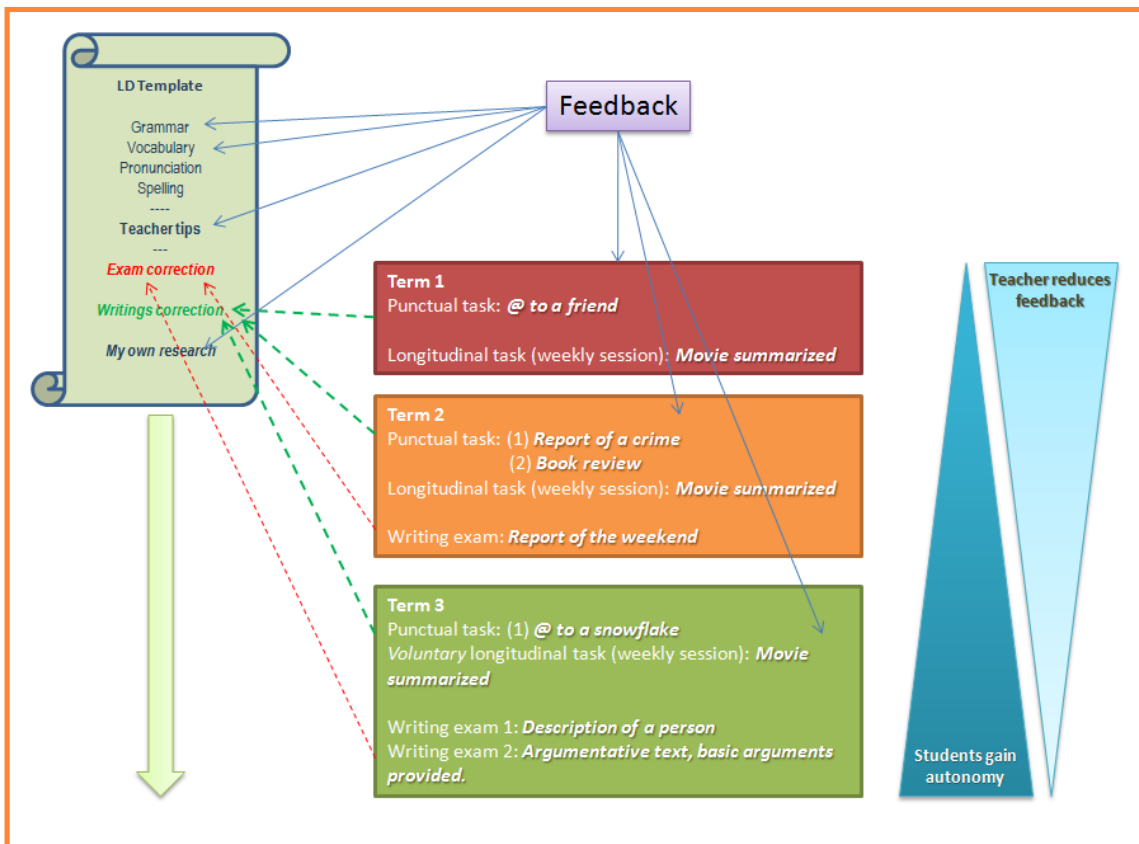
Figure 18 - Assessment program for writing

PART III. RESULTS OF THE RESEARCH

In this third part, comprising chapters 7 to 10, we present the results to our research questions. The analysis has followed a strategy of recursive approaches to ensure saturation of data.

The first chapter in part III (Chapter 7), presents the results concerning goal 1 (Evaluate the ICT-supported public writing system). We observe the activity in the online PWS and the students' and teacher's perception of it. In the first place, we consider the temporal dimension of the Diary. Then we move on to study how well the students completed it by task, student and term. Next, we study the writing assignments completion by task and term. Fourthly, we consider the positive and negative effects of the online platform. Finally, we deal with the teacher and students' views of the PWS.

Chapter 8 is devoted to feedback. We analyse the amount and characteristics of the teacher's feedback depending on task, as well as its timing for both the Diary and the writing assignments. We also consider the nature of conversations in the PWS. To conclude, we focus on the students' views on feedback

Results on goal 3 are exposed in chapter 9, which analyses in which ways the students' actions and perceptions in the PWS evolved. In the first place, we ask ourselves which improvements can be reported in the Diary. Secondly, we look at the connections between the Diary and the writing assignments. Thirdly, we observe improvements in the writing assignments, comparing the teacher's marks to external control measures, such as the state exam and the *Write & Improve* tool. Finally, we consider the teacher and students' views.

A final chapter 10 gathers a panoramic interpretive reading of each of the selected students and the teacher as to draw their learning profiles. For each of the six selected students we consider their views on the PWS and the writing and feedback impact on them.

CHAPTER 7: RESULTS CONCERNING THE PWS (GOAL 1)

The research questions associated to Goal 1: Evaluate the ICT-supported public writing system (PWS)**,** were as follows:

1.1. What is the participants' activity like in the ICT-supported public writing system?
1.2. What is the students' appraisal of the online public writing system?

The teacher's views on her experience providing with the Public Writing System (PWS) will be addressed in a separate chapter.

7.1. RESEARCH QUESTION 1.1: PARTICIPANTS' ACTIVITY IN THE PWS

What is the participants 'activity like in the ICT-supported public writing system (PWS)?

The students accessed the PWS to do their writing assignments and to complete their Diary, parallel to F2F instruction. We selected 6 students to take a closer look at their actions inside the PWS. In this chapter, we present results on a thorough description of the students' and teacher's action in the online environment.

There are two different types of actions the participants could carry out in the PWS: they could *edit* or they could *discuss*. First, students could edit the wiki site to create or insert new pieces of text as part of a given task. The teacher would then react to the students' action editing this text and inserting pieces of feedback. Second, both teacher and students could engage in discussions in the form of side-comments, separated from the text. As already presented in chapter 6, there were two different kinds of tasks given to the students in the PWS: Diary and written assignments. In this chapter, we dedicate separate sections to present the results relative to each of these tasks. Students' actions in the online environment show a variety of strategies and approaches.

7.1.1. THE TEMPORAL DIMENSION IN THE PWS: DIARY PAGE EDITS

To comprehend the situational influences in the learning process in the PWS, we have studied the time dimension. We have observed the time it took to start and complete Diaries in Term 1, Term 2 and Term 3, and the number of page edits that were needed, both from students' and teacher's side. Our objective is to understand better how the Diary interacted with instruction and self-regulation. By page edits we mean the number of times either the student or the teacher saved a page after making changes on it. The

students' time dedication shows that for most of the observed students time management was shaped by end-of-term-deadlines, which the teacher had set just before the end of the term. This behaviour left no space for formative feedback, and made some students disregard the teacher's guidance, which evidences an important flaw in the instructional design. However, Ada(s), and Mariana(a) did not act like that, and their Diaries were active more days. Mariana(a) corrected everything in term 3 after the teacher had provided feedback. Table 7 shows this first count of PWS-edit actions in time.

In Table 7, we have not distinguished between teacher and students' page edits, yet. We have not considered if it was the teacher or the student who started or ended the editing process, either. Our only interest at this stage is to see how long each Diary stretched and the activity (number of page edits) it generated.

Table 7 - Timing of page edits in the Diary per term

	Term1 (78 days) (1/10 to 17/12)				Term 2 (89 days) 18/12 to 16/3)				Term 3 (70 days) (17/3 to 25/5)			
	Start	End	Days	Page edits	Start	End	Days	Page edits	Start	End	Days	Page edits
Ada(s)	01/10	11/12	72	35	30/01	06/03	36	13	19/03	25/05	70	15
Silvia(s)	02/10	26/11	56	35	06/03	16/03	11	13	24/05	25/05	2	12
Darío(a)	06/10	17/12	73	25	07/03	09/03	3	13	25/05	25/05	1	8
Mariana(a)	09/10	11/12	71	21	08/02	16/03	37	7	06/05	20/05	15	24
Mercedes(w)	21/10	03/12	44	9	10/03	14/04	36	8	22/05	24/05	3	14
Alberto (w)	02/10	02/10	1	2	07/03	12/03	6	2	02/05	11/06	40	7
X			52.8	20.6			16.5	9.8			21.8	13.3
SD			27.85	13.51			16.45	4.50			27.85	6.12

The first conclusion we can draw from Table 7 is that the activity in the Diaries was considerable, and that the Diaries of strong students were more active than the Diaries of average and weak students in the beginning, although in the end the activity of an average student (Mariana) and a weak student (Mercedes) was superior to that of a strong student (Silvia). Dario(a) had evolved from considerable activity in term 1 to very little in term 3. If we observe the average number of page edits and the number of days that the Diaries were active, we see that Term 1 is where there were more page edits and the Diaries were active more days. By active days we understand all the days comprised between the student's uploading the template for the term and the students uploading it for the following term. Term 2 was the one were fewer changes were made and when the Diaries were active fewer days.

In Term 1, Ada(s) and Silvia(s) were the most active student in the PWS. In Term 2, Ada(s), Silvia(s) and Darío(a)'s diary shared the same discreet number of page edits (13) and Mariana(a)'s was the Diary which was active the longest, closely followed by Mercedes(w), who was retaking the term, and Ada(s). Term 2 was the period when there was less activity in the Diary. In Term 3, the Diary with the most page edits was Mariana(a)'s (24), who almost doubled the average of page edits for that term (13,3). The Diary

which was active more days was, by far, Ada(s). Ada(s) made fewer edits in Term 3 than in Term 1, but more than in Term 2. It is surprising that Mario(a) reduced the time he spends on it from 73 days in Term 1 to just 1 in Term 3. The same pattern can be observed in Silvia(s) (From 56 to 2) and Mercedes(w) (from 44 to 3).

STRONG STUDENTS' TIME IN THE PWS

The Diaries of the two strong students were the first to be in place. Their number of page edits decreased from Term 1 to Term 2, which indicates that they were more and more acquainted with the task. However, page edits in Ada(s) case increased in Term 3, while Silvia's did not. Furthermore, while Ada(s)'s diary was still active for quite some days in Term 3, Silvia(s)'s Diary was operational only for a couple of days in Term 3. In fact, Ada(s)'s Diary was active more days in Term 3 than the sum of the active days of all the other observed students.

In Term 1, Silvia(s)'s Diary was already active fewer days than Ada(s)'s. From Term 2, Silvia(s) apparently prepared everything beforehand, probably in a word document, and uploaded an almost complete version of her Diary (Term 2) or even a complete one (Term 3) shortly before the deadline. While this does not imply that her work was not careful, it did not contemplate monitoring and feedback interaction with the teacher. It also points to likely technical problems that the student might have wanted to prevent, by reducing the online-time.

AVERAGE STUDENTS' TIME IN THE PWS

Darío(a) was the student whose diary was more active in Term 1 (73 days), and then his behaviour changed drastically (3 days in Term 2 and 1 day in Term 3), showing a similar pattern as the one we observed in Silvia(s). Like her, he was doing his Diary in one go and handing it in on the very last day before the deadline, leaving little time for reflection or feedback interaction. His number of page edits was also minimal.

Mariana(a)'s behaviour was very different and more like Ada(s)'s, particularly in Term 3. Both the days spent, and the number of page edits in the Diary in Term 3 tripled when compared to her activity in Term 2. Her editing suggests a more sizeable implication with the task than Darío(a)'s and greater implication the moment she was acquainted with the task.

The weaker the students were, the longer it took them to launch their Diary. That may suggest that they observed what others were doing before doing it themselves, taking benefit of the public space. In Mariana's case, that suggests that she probably did not understand procedures in the beginning, or they did not make sense of them.

WEAK STUDENTS' TIME IN THE PWS

Both weak students increased the number of page edits in Term 3. In due time, she understood and followed them better, and thus we can say that her engagement with task improved. Alberto is a special case in Term 3 because he was the only student who took a retake in June. For this reason, his Term 3 Diary was active for more days.

Percentage of page edits started by the teacher and the students

To confirm a more sizeable implication in the Diary's tasks on the part of Ada(s) and Mariana(a), we need to dig deeper. We ought to determine who edited what (teacher or student) and whether the editing was shaped by deadlines and done in the last minute or continuous and timed.

Table 8 - Students and teacher's page edits in the Diary per term

Students	Term 1 Total number of page edits		Term 1 Distribution of Students' page edits			Term 2 Total number of Page edits		Term 2 Distribution of Students' page edits		Term 3 Total number of page edits		Term 3 Distribution of Students' page edits		
	Teacher	Students	All along	Just before the deadline	Just After the deadline	Teacher	Students	All along	Just before the deadline	Teacher	Students	All along	Just before the deadline	Just After the deadline
Ada(s)	9 (26%)	26 (74%)	10 (39%)	14 (54%)	2 7%	4 (27%)	11 (73%)	11 (100%)	-	3 (20%)	12 (80%)	9 (75%)	3 (25%)	-
Silvia(s)	3 (9%)	32 (91%)	8 (25%)	23 (72%)	1 (3%)	3 (23%)	10 (77%)	1 (10%)	9 (90%)	2 (17%)	10 (83%)	1 (10%)	9 (90%)	-
Darío(a)	4 (16%)	21 (84%)	12 (57%)	8 (38%)	1 5%	2 (15%)	11 (85%)	2 18%	9 (82%)	-	8 (100%)	0	8 (100%)	-
Mariana(a)	3 (14%)	18 (86%)	13 (72%)	-	5 (28%)	3 (43%)	4 (57%)	4 (100%)	-	2 (8%)	24 (92%)	16 (67%)	-	8 (33%)
Mercedes(w)	3 (33%)	6 (67%)	4 (67%)	2 (33%)	-	2 (25%)	6 (75%)	3 (50%)	3 (50%)	-	14 (100%)	-	14 (100%)	-
Alberto(w)	-	-		-	-	-	2 (100%)	1 (50%)	1 (50%)	-	6 (100%)	6 (100%)	-	-
Total number	22	103	47	47	9	14	44	22	22	7	74	32	34	8

In Table 8 we present the number of page edits started by either the teacher or the student, considering how many of these page edits took place just before the deadline or all along (see the two columns on *Distribution of page edits*), and whether the students' behaviour changed with time. We have included this section here, and not yet as part of feedback because we are looking at the way students planned the task in the PWS.

We can see that the teacher's total number of page edits in the Diary decreased from term to term (22 in Term 1, 14 in Term 2 and 7 in Term 3). Nevertheless, it is the number of page edits by the students that went down more dramatically (103 in Term 1 to 74 in Term 3), even though by then Alberto(w) had joined in and was doing some editing. In fact, there was a drastic decrease from Term 1 (103) to Term 2 (44) and an increase in Term 3 (74) that indicates that some students changed a low implication in Term 2 to greater engagement in Term 3 (Mariana(a), Mercedes(w) and (Alberto(w)).

The number of page edits that the students did along the term (excluding the two or three days before the deadline) decreased in Term 2 and went up again in Term 3 because Mariana(a) and Alberto(w) worked more and Ada(s) kept steady. In the opposite direction, some of them opted for doing things just before the deadline. This tendency radicalised in the case of Silvia(s), Darío(a) and Mercedes(w) in Term 3.

STRONG STUDENTS
In Term 1, Ada(s) completed 54% of her diary the day before the deadline, while Silvia(s) completed 72% of it on that day. Doing most of the work just before the target date became a rule for Silvia(s), who completed her Diary on the wiki the very last day also in Term 2 and Term 3 (90%). In contrast, Ada(s)'s was not driven by deadlines from Term 2 on; she completed everything on time, but chose to spread out her uploads. For this reason, the teacher reacted to Ada(s)'s work more than to Silvia(s)'s. Even though Silvia(s) started more page edits in Term 1, they were mostly concentrated in a couple of days.

We can claim that the number of days their Diaries were active, and the amount of work done just before the deadline influenced the total of teacher page edits for the strong students. If Silvia(s) did everything just before the deadline, the teacher could react only once to offer her feedback. Final page edits from the teacher after the deadline had an impact on both students after deadlines only in Term 1.

AVERAGE STUDENTS

Darío(a)'s behaviour also shows work peaks just before deadlines, which start showing in Term 2 (82% - 9 page edits), once he was familiar with the task. Mariana, on the contrary, did never show this behaviour and is the only student who edited substantially in Term 3, once the teacher had marked her work and the school year was over (92% - 24 page edits). These data suggest engagement which cannot be inferred from Darío(a)'s behaviour. The teacher did not make any page edits to Darío(a)'s work in Term 3.

WEAK STUDENTS

Mercedes(w) and Alberto(w) were the two students with fewer page edits. The teacher did not react to their work in Term 3, just as she did not correct Sivia(s)' and Darío(a)'s. Mercedes(w) worked a bit more just before the deadlines. As for Alberto(w), deadlines did not affect his activity (or lack of it) because in Term 3 he was getting familiar with the task.

7.1.2. THE TEMPORAL DIMENSION IN THE PWS: DISCUSSIONS WITHIN THE DIARY

Table 9. shows the general overview of page edits and discussions in the Diary. Discussions are the conversations either the teacher or the students started, whether a response issued or not. Unfortunately, the data for the comments to Mariana(w), Mercedes(w) and Alberto(w) have been partially lost. We know the number of comments that were made, but some of them disappeared from the web, so it is impossible to tell what was said and whether the student replied to them. We wrote to the Internet provider and they were kind enough to answer us, but the lost comments could not be recovered. This problem is not serious in the case of Mercedes(w) and Alberto(w) because there were few comments, and eventually interaction was not relevant. But in the case of Mariana(a) there were 36 comments, and we only have 12 available, which means that we do not have enough information about the interaction with this student, who was reasonable active from Term 2 on.

Silvia(s) and Darío(a) are the students the teacher edited less perceptually, while Ada(s) and Alberto(w) are the student with a higher percentage of page edits from her. Mariana(a) benefited from a higher engagement in T3 which made the teacher edit her interventions, and in Mercedes case we should consider that she made fewer page edits than her stronger classmates, and this, of course, increases the percentage of the teacher's page edits.

The number of discussions in the Diary, as it can be seen in Table 9, show that interaction in the Diary was rare, and only bore some relevance in Ada(s)'s case.

Table 9 - General overview of page edits and discussion in the Diary

Student	Timespan		Page edits			Discussions									
	Started	Finished	Total	Student's	Teacher's	Timing		Prompted by			Interventions				
						Started	Finished	Total	Teacher	Student	Total	% per conversation	Student replies	Teacher replies
Ada(s)	01/10	25/05	65	49 (75%)	16 (25%)	06/10	25/05	24	23	1	44	1.9	15	5
Silvia(s)	02/10	26/05	60	52 (87%)	8 (13%)	06/10	06/03	23	23	--	37	1.6	11	3
Darío(a)	08/10	25/05	46	40 (87%)	6 (13%)	27/10	09/03	46	46	0	50	1.1	4	-
Mariana(a)	06/10	26/05	54	46 (85%)	8 (15%)	-	-	36	-	-	-	-	-	-
Mercedes(w)	02/10	26/05	31	26 (84%)	5 (16%)	-	-	29	-	-	-	-	-	-
Alberto(w)	26/11	11/06	12	9 (75%)	3 (25%)	--	-	1	1	-	1	-	-	-

7.1.3. DIARY COMPLETION BY TASK AND STUDENT

For precision in task completion for cognitive tasks, we observed connected words in *Grammar*. In *Vocabulary*, we analysed the number of words provided, their sources and whether picture and word, and word and sentence, matched. Results indicate that the students' performance did not always pair their level of English. In *Teacher Tips,* where we considered the number of items provided and the accuracy of their explanation and examples, again EFL level and precision are not equivalent. Furthermore, data show that even weak students engaged and improved in these tasks. It also proves that students learned at their own rhythm, even if we can find some examples of dishonest behaviour.

In the case of metacognitive tasks, we measured completion and precision and observed poor results in Exam Correction and in Errors in my Written Productions, while in *What do I know that I did not know before?* results improve. Students did more in *Exam Corrections* than in *Errors in my Written Productions*; they could do the former in class and some of them turned it into a low cognitive task.

To measure task completion of the six selected students we designed a marking strategy. We gave a 3 to all the assignments that the students had completed in the Diary, a 2 if the student had done half of it, and a 1 if they had done some of it. If they did nothing, then the value assigned is a 0. Results are shown in Table 10.

Table 10 - Measurement of Task completion in the Diary per task and student

	Ada(s)				Silvia(s)				Mario(a)				Mariana(a)				Mercedes(w)				Alberto(w)				Year
	T1	T2	T3	TOTAL	T1	T2	T3	TOTAL	T1	T2	T3	TOTAL	T1	T2	T3	TOTAL	T1	T2	T3	TOTAL	T1	T2	T3 + retake	TOTAL	Year
Grammar	3	3	3	9	3	3	3	9	2	3	3	8	2	1	3	6	2	2	2	6	0	0	3	3	41
Vocabulary	3	3	3	9	3	3	3	9	3	3	3	9	2	1	3	6	3	2	1	6	0	0	2	2	41
Pronunciation	3	3	3	9	3	3	3	9	3	3	3	9	3	3	3	9	3	3	1	7	0	0	3	3	46
Spelling	3	3	3	9	3	3	3	9	3	3	3	9	3	3	1	7	3	3	2	8	0	0	3	3	45
Teacher tips	3	3	3	9	3	3	3	9	1	2	3	6	1	2	3	6	3	1	1	5	0	0	3	3	38
Exam Correction	3	3	3	9	1	3	3	7	1	1	1	3	0	2	3	5	3	3	1	7	0	0	0	0	31
Errors in productions	3	1	3	7	1	3	1	5	0	1	0	1	0	2	1	3	0	0	0	0	0	0	0	0	16
Free Writing	3	1	3	7	1	3	3	7	3	3	3	9	0	0	3	3	0	1	3	4	0	0	2	2	31
TOTALS	24	22	24	**68**	18	24	22	**64**	13	19	19	**53**	11	14	20	**45**	17	13	8	**43**	0	0	16	**17**	**289**

In Table 10, we can see that the students completed some tasks more than others. *Spelling* and *Pronunciation* were two task that required very little cognitive processing while they were worth a full mark (in Term 1 and Term 2; 0,75 in Term 3), and for this reason they might have been favoured by students (and more so in Term 1 and Term 2). Not surprisingly, the two tasks that required reflection on errors (*Exam Corrections* and E*rrors in my Written Productions)* were frequently not completed or even not done at all. *Errors in my Written Productions* is the task which the students skipped more, and why there is this difference needs further enquiry. Students focused on *Grammar* and *Vocabulary* which are central tasks in the Diary and are traditional tasks in an EFL class.

Strong students completed more tasks, and weak students were the ones who completed fewer assignments. That said, we can observe some differences between the way the students coped with the tasks longitudinally.

Strong students' task completion in the Diary

Ada(s) is the student who completed more tasks in term 1 and term 3 and the one who shows the highest global average. Silvia(s) is the student who completed more tasks in term 2 (score -> 24).

Average students' task completion in the Diary

Average students completed fewer tasks than strong students, but more than weak students. Darío(a)'s average is higher that Mariana(a)'s, but she is the student who experimented the clearest and steadiest increase in task completion, suggesting a possible improvement in self-efficacy beliefs and motivation. Darío(a) did not complete many tasks in Term 1. He improved achievement in Term 2 and worked exactly as much in Term 3 as he had in Term 2. Possibly, by term 3 he could align the mark he wanted to achieve and the effort he needed to get there.

Weak students' task completion in the Diary

Weak students were the ones who completed fewer tasks in the Diary. Mercedes(w)'s task completion even decreased in term 3. Her apparent high engagement in term 2 is misleading, since she was forced to retake term 2, and that is the reason why her commitment seems so high. Once she passed term 2, she seems to have fine-tuned her performance to pass term 3. Alberto(w) did nothing in term 1 and very little in term 2 and term 3 until he was invited to do a Diary or risk failing English. He was only steered by that risk.

7.1.4. DIARY COMPLETION BY TERM

Table 11 allows us to observe task completion on a term basis, to acquire a longitudinal perspective.

Table 11 - Task completion in the Diary by term

	Term 1							Term 2							Term 3 + retake							
	Ada(s)	Silvia(s)	Dario(a)	Mariana(a)	Mercedes(w)	Alberto(w)	Total Term 1	Ada(s)	Silvia(s)	Dario(a)	Mariana(a)	Mercedes(w)	Alberto(w)	Total Term 2	Ada(s)	Silvia(s)	Dario(a)	Mariana(a)	Mercedes(w)	Alberto(w)	Total Term 3	TOTAL
Grammar	3	3	2	2	2	0	12	3	3	3	1	2	0	12	3	3	3	3	2	3	17	41
Vocabulary	3	3	3	2	3	0	14	3	3	3	1	2	0	12	3	3	3	3	1	2	15	41
Pronunciation	3	3	3	3	3	0	15	3	3	3	3	3	0	15	3	3	3	3	1	3	16	46
Spelling	3	3	3	3	3	0	15	3	3	3	3	3	0	15	3	3	3	1	2	3	15	45
Teacher tips	3	3	1	1	3	0	11	3	3	2	2	1	0	11	3	3	3	3	1	3	16	38
Exam Correction	3	1	1	0	3	0	8	3	3	1	2	3	0	12	3	3	1	3	1	0	11	31
Errors in productions	3	1	0	0	0	0	4	1	3	1	2	0	0	7	3	1	0	1	0	0	5	16
Free Writing	3	3	0	0	0	0	6	1	3	3	0	1	0	8	3	3	3	3	3	2	14	31
TOTAL	24	20	13	11	17	0	85	20	24	19	14	15	0	92	24	22	19	20	11	16	112	289

As we can observe in Table 11, students' completion of the Diary improved from term to term and the biggest increase occurred in term 3 because of Alberto(w) joining in. Ada(s) was the student who completed everything in term 1 and term 3, and Silvia(s) in term 2.

Term 3 saw a decrease in *Spelling* and *Pronunciation*, maybe because they weighed less in the Diary mark. Students focused more on completing *Grammar*, *Vocabulary* and *Teacher Tips* compared to the results in Term 2. The increase in *Vocabulary* can be explained by the fact that this task now weighed more, but this is not the case of *Grammar*, *Teacher Tips* or *Free Writing*. The increase experimented in these three tasks can also be explained if we consider that maybe the students understood their requirements better.   Furthermore, students worked less on *Exam Correction* and *Errors in my Written Productions* in Term 3. It is puzzling to observe that the difference between the completion of *Errors in my Written Productions* and *Exam Corrections* is so big. Finding an explanation for this discrepancy requires further research.

7.1.5. WRITING ASSIGNMENT COMPLETION BY TASK AND TERM

The description of writing assignments was presented in chapter 6. There is still a difference to note between these writing assignments. The Kung Fu Panda (KFP) task, associated to the movie-watching F2F sessions had a *longitudinal* character: students were expected to summarise the scenes viewed in each session as a writing assignment to be completed from session to session (tasks 2 and 4). In contrast, additional writing assignments had a *punctual* nature (task 1, 3, 5 and 6) and had to be only delivered in the PWS, and later corrected after feedback was provided, and the errors had to be commented on the Diary. And finally, three of them were undertaken as writing exams in class (writing exam 1 in Term 2, and writing exam 1 and 2 in Term 3). Hence, we must take account of these different task conditions to analyse the data in the PWS. For this reason, we analyse the KFP task separately from the other writing assignments in this section.

The Kung Fu Panda task

In Table 12 we summarise the timing and page edits for the Kung Fu Panda (KFP) task, informing about the number of page edits and conversations at once as a continuous activity throughout terms 1 and 2. We have also included in this table whether the students completed the task or not for each of the two term (summarising three KFP sessions in Term 1 (1-3) and four in Term 2 (4-7). In the task completion column for term 1, for example, 3/3 means that a student completed the three sessions that conformed this assignment for that term.

Table 12 - Summary of students KFP page edits through time and task completion

| Student | Timespan | | | | Page Edits | | | | | | | | |
| | Term 1 | | Term 2 | | Term 1 (Sessions 1-3) | | | Term 2 (Sessions 4-7) | | | | Distribution | |
	Start	End	Start	End	St. page edits	T. page edits	Task Completion	St page. Edits	T. page edits in	Task Completion	Total	Students'	Teacher's
Ada(s)	25/10	17/12	23/01	03/03	4	2	3/3	6	3	7/7	15	10 (66.7%)	5 (33%)
Silvia(s)	26/10	25/12	06/03	15/03	6	4	3/3	1	1	7/7	12	7 (58.3%)	5 (41.6%)
Darío(a)	26/10	30/11	07/03	07/03	6	1	3/3	1	0	6/7	8	7 (87.5%)	1 (12.5%)
Mariana(a)	--	--	06/03	07/03	0	0	0/3	2	1	6/7	3	2 (66.7%)	1 (33%)
Mercedes(w)	30/10	21/11	06/03	15/03	1	1	1/3	1	1	3/7	4	2 (50%)	2 (50%)
Alberto(w)	--	--	24/02	25/02	0	0	0/3	4	0	6/7	4	4 (100%)	0

We can see that in the KFP task strong students started first and completed everything on time, while some students started late but then caught up (Mariana(a) and Alberto(w)). So, we see in this task the

same trait as in the Diary: some students needed time and observing what others were doing to get involved. Their involvement could have different natures. If we observe the number of days Alberto(w)'s KFP task was active (2 days), there is reasonable doubt that he was only capable of completing this task because he copied from others or used online translators. His use of that tool, in fact, is documented (see Figure 19).
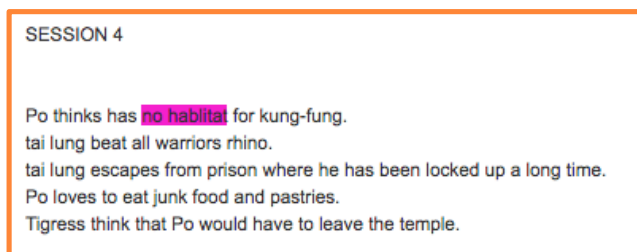
Figure 19 - Screenshot: Alberto's KFP task

Three students (Silvia(s), Darío(a) and Mercedes(w)) completed this activity in only one page edit in term 2, just as they did in the Diary in term 3. In contrast, Ada(s) edited her page six times in term 2 for this task.

None of the average and weak students fully completed the task in term 2, and Mercedes(w) only completed three sessions. Ada(s) is the only student who increased her number of edits in Term 2. This suggests that the moment they were sure they would pass, they overlooked a session.

As it was the case with the development of the Diary, here as well we can find differences among students with respect to their level of English.

STRONG STUDENTS

Strong students were the ones who revised their task more often and the only ones who fully completed the task in T1 and T2. The KFP task started in October, just after the beginning of the school year, and ended in March, and both students could start their sentences when expected and finished them before the deadline. There is a difference in the way they dealt with the task in term 2, though. While Ada(s) needed 6 page edits, 5 of them in different days, and 3 teacher interventions to complete KFP for term 2, Silvia(s) completed sessions 4 to 7 in one only access to the PWS.

AVERAGE STUDENTS

In term 1, the number of page edits that Darío(a) started is much bigger than the teacher's because he tried to upload pictures again and again, with little success. Four of the eight edits that this student made in this task were related to trying to upload pictures. Even so, his page edits are half the ones that the strong students made. Mariana(a) only started in February and completed the six sessions in two page edits on the same evening. She finalised it just before the deadline, and the teacher only made two

comments. Darío(a) showed the same behaviour in term 2. He completed sessions 4, 5 and 6 in one single access just before the deadline.

WEAK STUDENTS

Mercedes(w) shares with the average students and Silvia(s) the fact that she edited the task only once in term 2, but unlike them, she did very little, then or in term 1. Alberto, did nothing in term 1 and in term 2 he tried to catch up in four revisions. It is evident that at least in some of the sentences he used an online translator, but the teacher chose to overlook that and focused on the fact that he had decided to engage (*I am glad to see that you have worked hard on this!).*

In Table 13 we provide a summary of discussions in the KFP task.

Table 13 - Summary of discussions in the KFP task

| Student | Discussions | | | | | | | | | | |
| | Time span | | Prompted by | | | Interventions | | | | |
	Start	Finish	Total	Teacher	Student	Total	Student	Interact mean x conversation	Student replies	Teacher replies
Ada(s)	29/10	29/03	8	8	0	17	0	2.1	7	2
Silvia(s)	27/10	15/03	14	14	0	16	0	1.2	1	1
Darío(a)	30/10	30/10	5	5	0	5	0	1	0	0
Mariana(a)	07/03	07/03	4	4	0	4	0	1	0	0
Mercedes(w)	15/03	15/03	6	6	0	6	0	1	0	0
Alberto(w)	15/03	15/03	1	1	0	1	0	1	0	0

Discussions in the KFP task show slightly more interaction than we saw in the Diary in Ada's case (1.9 as opposed to 2.1 in the Diary) and less interaction in Silvia's case (1.6 compared to 1.2 in the Diary). Anyhow, their relevance is small, as it was in the Diary. They were always started by the teacher.

Writing assignments in Our Writing productions

In Table 14 we provide the general overview of the page edits and discussions in the writing assignments filed in the page *Our Writing productions*, which did not include the *KFP*. The analysis separates the teacher and the student's performance. As some of the discussions have been lost for all the observed students, we have added a specific column in the *Discussion*s section of the table specifying the ones that we have been able to recover. We have used parenthesis to specify this figure in case it does not match the number that we have recovered. As the students were asked not to erase comments, so that they could do their second drafts, we have been able to recuperate a fair number of discussions.

As we can observe, students started their writing assignments at the same time (except Alberto(w)), and all wrote the four assignments. The percentage of page edits started by the teacher and the students

parallels what we saw in the Diary and the KFP task. Surprisingly, interaction is present not only for strong students, but also for average students.

Table 14 - General overview of page edits and discussion in the writing assignments

Student	Timespan			Page edits		Discussions										
						Timing		Prompted by			Interventions					
	Started	Finished	Total	Student's	Teacher's	Started	Finished	Total	Teacher	Student	Total	Recovered	% per conversation	Student replies	Teacher replies
Ada(s)	29/10	25/05	16	12(75%)	4(25%)	03/11	23/04	18	18	0	(39) 30	1.7	12	-
Silvia(s)	30/10	25/05	22	18(82%)	4(18%)	04/11	14/05	20	20	--	(40) 36	1.8	14	2
Darío(a)	30/10	23/04	17	13(76%)	4(24%)	03/11	23/04	15	15	0	(30) 24	1.6	9	-
Mariana(a)	30/10	23/04	17	13(76%)	4(24%)	03/11	09/05	26	26	0	(37) 35	1.4	9	-
Mercedes(w)	31/10	10/05	11	5(45%)	6(55%)	04/11	10/05	25	25	-	25 25	1	0	-
Alberto(w)	--	--	--	--	--	--	-	1	1	-	1 1	-	0	-

Table 15 shows the summary of the page edits, conversations started, student replies, drafts and number of words for each of the four writing assignments that the students completed in the *Our Writing Productions*. Page edits here do not distinguish between teacher and student. *Conversations started* refers to comments where the teacher corrected or appraised the students' work. Whether the students replied or not is considered in the following column (student replies). In the draft column, we observe if the students wrote a second draft of the assignment, as required, or not. Finally, in the words column we observe the number of words the students wrote. In it we do not include the words that they used for planning. In all cases, we observe the first draft.

Table 15 - Activity in the writing assignments

STUDENTS	T1					T2										T3				
	Email to a friend (A1)					Crime report (A2)					Book review(A3)					Snowflake email(A4)				
	Page edits	Conversations	Student replies	Drafts	Words	Page edits	Conversations	Student replies	Drafts	Words	Page edits	Conversations	Student replies	Drafts	Words	Page edits	Conversations	Student replies	Drafts	Words
Ada(s)	3	1	0	2	190	4	6	5	2	200	5	5	5	2	173	3	6	2	2	122
Silvia(s)	4	6	5	2	182	10	6	6	2	174	5	5	0	2	242	3	4	4	2	119
Darío(a)	7	2	2	1	101	3	7	7	1	86	5	3	0	1	110	2	3	0	1	85
Mariana(a)	3	7	0	1	122	2	6	0	1	175	8	10	8	2	171	4	3	1	2	91
Mercedes	3	8	0	2	104	3	9	0	1	57	3	3	0	1	52	2	5	0	1	118
Alberto(w)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
X	4	4.8	1.4	1.6	140	4.4	6.8	3.6	1.4	139	5.2	5.2	2.6	1.6	150	2.8	4.2	1.4	1.6	107
SD	1.7	3.1	2.2	0.5	43	3.2	1.3	3.4	0.5	62.8	1.8	2.9	3.7	0.5	71.8	0.8	1.3	1.7	0.5	17.3

We analyse this table according to its different elements we decided to observe, and then consider the specific characteristics of each of the four assignments.

PAGE EDITS

The number of page edits was basically the same for all students and tasks. The percentage of page edits increased for the three first assignments, and then decreased for the last. Darío(a) in *Email to a Friend* and Silvia(s) in *Crime Report* are the students with more page edits, showing that they took assignments seriously in the beginning. Mariana(a) was the student with more page edits in *Book Review* and the *Snowflake Email* showing more engagement towards the end of the school year.

CONVERSATIONS STARTED AND STUDENTS REPLIES

The assignment where we find more conversations and students replies is *Crime Report*. The percentage of conversations was smaller in the last assignment (*Snowflake Emai*l) than in the first one (*Email to a Friend*) but the rate of student replies is the same in both assignments, indicating that interaction was improving. Mariana(a) did not reply to any conversation started by the teacher in the first two assignments, and Darío(a) did not reply to any conversation started by the teacher for the two last ones. Mercedes(w) did not reply to any conversation. Silvia(s) did not reply to any conversations in *Book Review*.

DRAFTS

The two strong students provided second drafts for the four assignments. In the case of average students, Darío(a) did not provide any second drafts while Mariana(a) started providing second drafts from the third assignment (*Book Review*). Mercedes(w) only provided a second draft in the first assignment (*Email to a friend*).

WORDS

The number of words that the students used in their assignments is proportional to the students perceived level of English. Mariana(a) used more words than Darío(a) in the four assignments. The Snowflake email is the assignment where the rate of words is smaller.

EMAIL TO A FRIEND

This is the assignment with fewer page edits and the one with more page edits in Dario(a)'s page (7). The teacher addressed more comments to Mercedes(w) and Mariana(a), who did not respond. Dario and Mariana did not write a second draft.

IN THE CRIME REPORT,
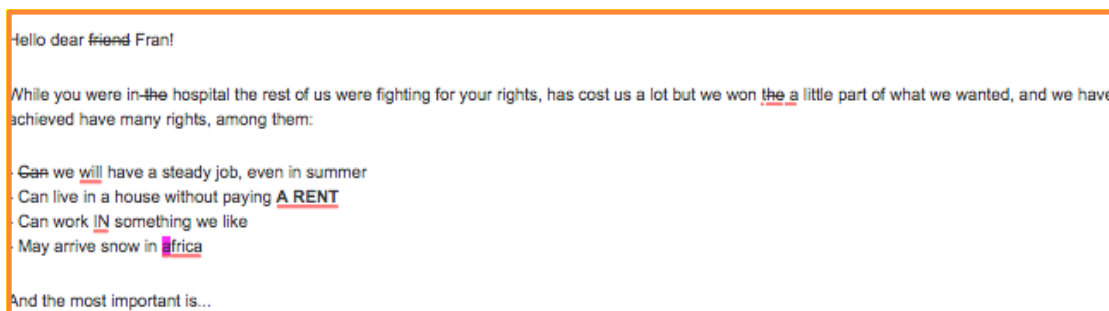
The students with more page edits in this assignment is Silvia(s) (10). The teacher started more conversations with Mercedes(w) (9), who did not respond, followed by Dario(a) (9), who answered them all. This is the assignment where we find more conversations, although Mariana and Mercedes did not respond to any.

BOOK REVIEW

Mariana is the student with whom the teacher started more conversations (10) and the one who replied to the teacher more (8), showing a clear change in the way this student coped with the writing assignments. This is the assignment where students wrote more (x=227). Silvia did not reply to any of the conversations that the teacher started.

SNOWFLAKE EMAIL

It is the assignment where the number of words was shorter. The student with more page edits is Mariana(a) again (4). It is the assignment in which the students wrote fewer words (x=125). It is surprising that Mercedes(w) wrote so many words in this assignment, and it can be explained because she used bullet points and referred to the different possibilities we had prompted in the brainstorming phase:

Hello dear ~~friend~~ Fran!

While you were in ~~the~~ hospital the rest of us were fighting for your rights, has cost us a lot but we won ~~the~~ a little part of what we wanted, and we have achieved have many rights, among them:

- ~~Can~~ we ~~will~~ have a steady job, even in summer
- Can live in a house without paying A RENT
- Can work IN something we like
- May arrive snow in africa

And the most important is...

Figure 20 - Fragment of Mercedes(w) snowflake email

Finally, we have a look at *Ice age II*, which was optional. Only Ada(s) and Mariana(a) considered it.

Table 16 - General overview of page edits and discussion in the Ice Age II task

Student	Timespan		SESSIONS COMPLETED	Page edits			Discussions									
							Timing		Prompted by			Interventions			
	Started	Finished		Total	Student's	Teacher's	Started	Finished	Total	Teacher	Student	Total	% per conversation	Student replies	Teacher replies
Ada(s)	09/05	11/06	5/5	14	11(79%)	3 (21%)	18/05	03/06	6	6	0	12	2	6	0
Mariana(a)	22/05	22/05	3/4	3	3 (100%)	0 (0%)	--	--	--	--	--	--	--	--	--

For this task, the teacher observed and corrected Ada(s) work, but she did not provide feedback to Mariana(a).

7.1.6. POSITIVE EFFECTS OF USING AN ONLINE PLATFORM

Given the characteristics of the online environment, all the students in the class, as well as parents and other students and teachers, could observe each other's performance, and how the teacher reacted to it, and this provided precise guidance. They could also copy and paste from others, which potentially raised honesty issues. The positive effects that we have observed in the Diary are:

Students' improved ICT competence: In September 2013, these students did not know what a wiki was and did not know how to use it. This study improved their ICT skills, not only because they learnt how it worked, but because they used it for learning.

Amplified performance: The direct consequence of the design was that both the students and the teacher wrote profusely. Everything was tidily and neatly stored, connected and legible. These students and their teacher interacted with technology so much that Wikispaces (the Internet provider) sent an email to the teacher congratulating her because her wiki was among the 25 most active Wikispaces' wikis worldwide.

Different perception of what requires effort or not: Working online makes focusing on pronunciation in EFL classes very easy, while this has traditionally been quite difficult. Any phonetic transcription can be easily copied and pasted from an online dictionary, which offers them together with voice archives. The *Spelling* and *Pronunciation* tasks made focusing on the difference between spelling and pronunciation extremely easy in the online context. They were worth 1 mark in term 1 and term 2, and the teacher had to decrease its value (to 0.75) to try to make students focus on more cognitively demanding tasks.

Opportunities for vicarious learning: The students looked at each other's work, and this influenced their performance, but acting like that did not cause an undesirable behaviour. If we compare two words that both Silvia(s) and Darío(a) share in *Vocabulary* in term 3, we see that their sentences are genuine (Figures 21 and 22). They did not copy their phrases from each other. We study the effect of the public design on vicarious learning in more detail when we analyse the Diary's tasks.

Figure 21 - Screenshot showing two words in Silvia(s)'s Vocabulary in Term 3

Figure 22 - Screenshot showing two words in Darío(a)'s Vocabulary in Term 3

Comparing the two figures, we see that they are using the same words in reverse order. However, the pictures are different, the sentences are different, and the fonts in the phonetic transcriptions are also different. The complexity and length of their sentences show different EFL levels, too. These data suggest amplified performance that was genuine, and not based on copying and pasting from each other.

Increased use of English in the online environment: The teacher could use English in her feedback because students could rely on online dictionaries if they did not understand what she was saying, and this increased the English to which they were exposed.

 Nicer designs: Ada(s) was skilled enough in ICT to master picture uploading fast, and pictures played a role in the way she organised her KFP task (Figure 23), as she connected image and text by uploading a photograph for every sentence in term 1. In term 2, even after the teacher told her that so many pictures were not necessary, she kept using this strategy.

Figure 23 - Screenshot of Ada(s)'s KFP task in term 2

Neater revision facilitated: Students could redraft their writing assignments next to their first drafts, and observe what they had done wrong more easily (Figure 24).

Figure 24- Ada(s)'s first and second draft of the book review assignment

Second opportunities with deadlines: The teacher had an opportunity to remind students about deadlines in class, as in an online context deadlines expire at 12:00 p.m. Moreover, the exact time a student completes an assignment gets registered in the wiki. This transparency, together with the public design, made students take deadlines for their writing assignments more seriously on the one hand, and offered the last opportunity, on the other, to those who had forgotten about them. Furthermore, negotiations about deadline extensions made having deadlines on days when students did not have English possible and put improving planning on the spotlight. Students were willing to accept this flexibility when they understood there was a purpose for it.

More opportunities for task revision: Figure 25 shows the writing assignments page where the teacher provided instructions for each of the writing tasks. The different links on the page directed the students so that they could write their texts.

Figure 25 - Screenshot: Instructions for writing assignments

The paragraph writing assignments were stored in the wiki. A link in the main menu directed them to a page that provided general information about the writing tasks, process and weight in the term mark. There was also an additional link in the main menu called "our writing assignments" that led them straight to a list of the students in the class from where they could access their personal writing page.

Richer interaction: A public design allowed students to go beyond interacting with each other's content, with the teacher and with themselves. It had the transforming effect to allow the possibility to interrelate with content from even other subjects and other teachers. In the example below, the teacher and Ada(s) refer to the connectors that the history teacher had taught in class, which she had included in her *Vocabulary* in the Diary. This conversation shows that Ada(s) could interact with content from other subjects, the teacher and herself at the same time. Ada(s) became the agent of her own learning, and her relationship with the teacher changed and broke barriers traditional teaching does not usually overcome. She learned at her own rhythm, and the teacher was there just for help. (see Figure 26).
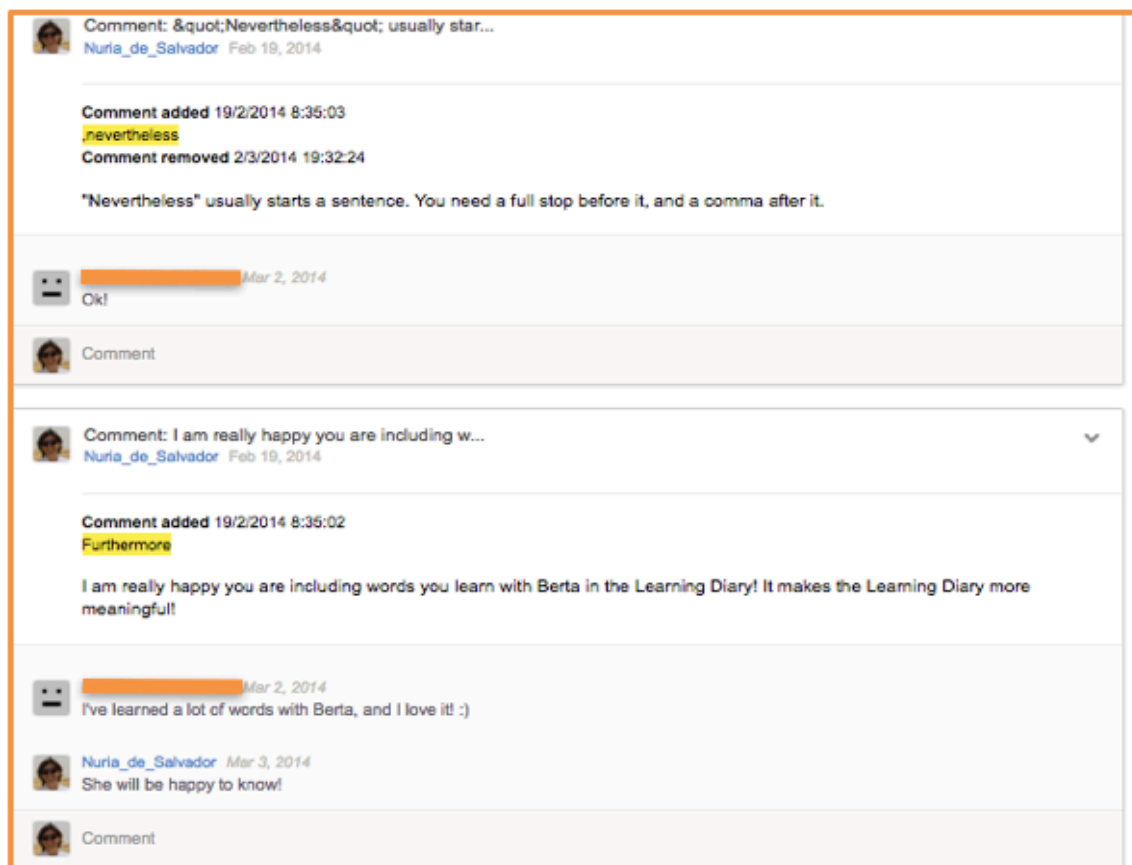
Figure 26 - Screenshot showing a conversation between Ada(s) and the teacher in the online environment

Creating new links with other subjects: It was unexpected that students would think of using words they had learnt in other classes and would include them in their Diaries. Ada(s) is not the only example,

Darío(a) also brought in the same words learnt in History class with Berta (Figure 27). Unfortunately, his sentences are not as accurate.

however		adverb	/haʊˈevəˈ/	de la manera que	How ever you go i think that you was angry	- The teacher - Other students - Textbook / easy reader - Film - Another source:
furthermore		adverb	/f3:ðɜːˈmɔːˈ/	es más	We tink we win, furthermore we win!!	- The teacher - Other students - Textbook / easy reader - Film - Another source:
nevertheless		adverb	/ˌnevəðəˈles/	sin embargo	He says this but nevertheless I don't agree with you	- The teacher - Other students - Textbook / easy reader - Film - Another source:

Figure 27 - Linking words taught by the History teacher that Darío(a) added in Vocabulary in Term 2

7.1.7. NEGATIVE EFFECTS OF USING AN ONLINE PLATFORM

Dishonest use of online translators: Students use online translators, and it is challenging to stop them from doing that unless their motivation tends to be self-controlled. In sentence writing, translators are difficult to detect because the chances that students make a spelling mistake when they type the text (which would give them away as cheaters) is smaller than it is when they write full paragraphs. Nevertheless, sometimes students do make mistakes, and their use of online translators shows up. Figure 28 illustrates a case where Mercedes(w) wrote a sentence in Spanish. The most plausible explanation is that she used an online translator from which she copied and pasted, by mistake, the Spanish text (*En el desierto hay mucha sequia*) instead of the English version.
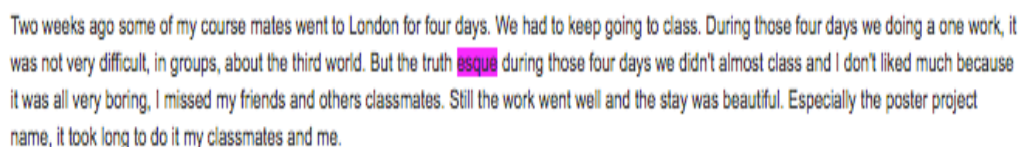
Drought		noun	/draʊt/	Sequera	En el desierto hay mucha sequía	

Figure 28 - Screenshot for a sentence in Mercedes(w)' Vocabulary in Term 3

In paragraph writing, the use of online translators can be detected when students make a typing or spelling mistakes in their own language that the machine leaves unchanged. Mariana(a) did not do the
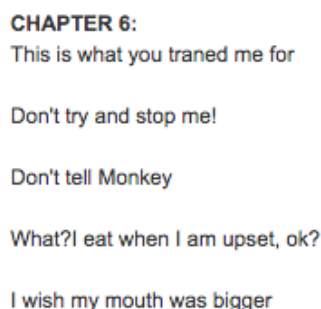
free writing task in the first and second term, and in her paragraph for the third term, an "*esque*" (highlighted pink by the teacher in Figure 29 in one of her sentences suggests its use.

Two weeks ago some of my course mates went to London for four days. We had to keep going to class. During those four days we doing a one work, it was not very difficult, in groups, about the third world. But the truth esque during those four days we didn't almost class and I don't liked much because it was all very boring, I missed my friends and others classmates. Still the work went well and the stay was beautiful. Especially the poster project name, it took long to do it my classmates and me.

Figure 29 - Screenshot of Mariana(a)'s free writing task for Term 3

Copying instead of producing: Sometimes, cheating has a different, more traditional nature, that is not specific of online environments. In the Kung Fu Panda task in term 2 Darío(a) chose to use direct quotes from the film rather than summarising the session, as Figure 30 shows.

CHAPTER 6:
This is what you traned me for

Don't try and stop me!

Don't tell Monkey

What?I eat when I am upset, ok?

I wish my mouth was bigger

Figure 30 - Screenshot of Dario(a) KFP task for Term 2

Problems with uploading pictures: The capacity to matching picture and word is an advantage that online environments offer to make students learn vocabulary better. However, uploading photos to the wiki caused many problems. Darío(a) also had to overcome problems when uploading photos to *Vocabulary* in the beginning (see Figure 31). The problem was that, randomly some pictures turned into code once the students saved their wiki page while others did not. When these problems occurred, the table became a mess. The teacher spent a lot of time erasing these codes in term 1, to avoid discouraging students.

Figure 31 - Screenshot showing Darío(a)'s problems uploading pictures before November

Silvia(s) also shows problems when uploading pictures in *Vocabulary*, although she managed to solve them before the deadline for term 1 (see Figure 32).
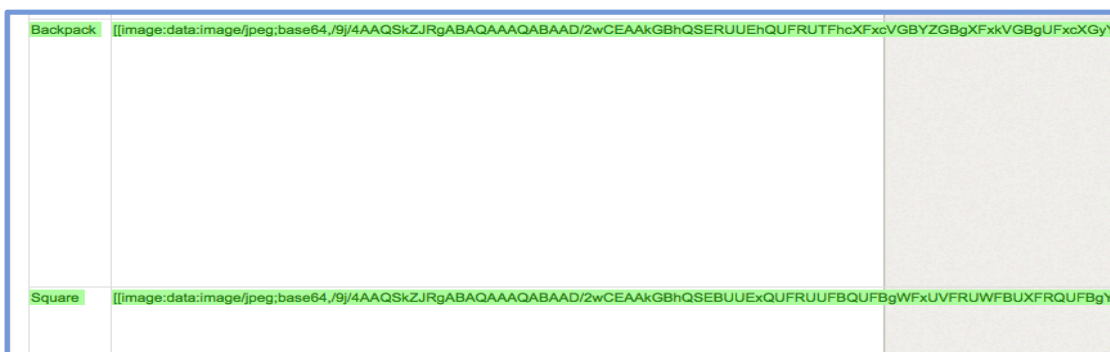
Figure 32 - Screenshot showing Silvia(s)'s problems to upload pictures in term 1

Alberto(w) also found problems uploading pictures, when he, at last, decided to upload them for his June retake (see Figure 33).
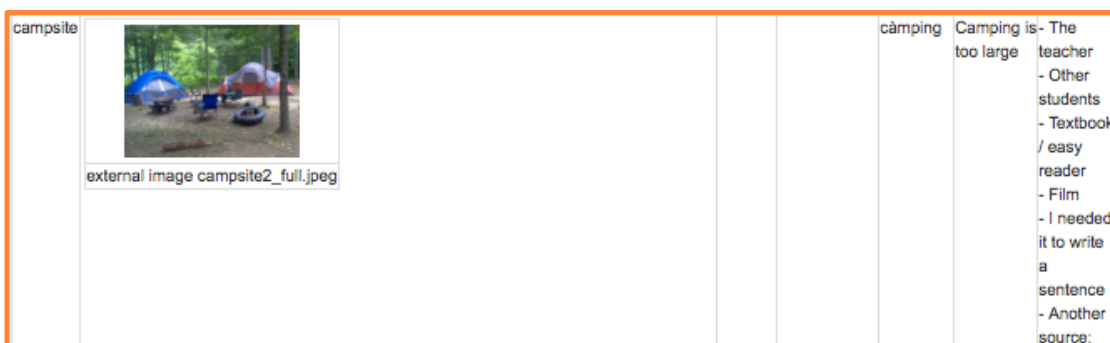
Figure 33 - Alberto(w) Vocabulary table for his June retake

Problems with the Diary structured in tables: Darío(a), Mercedes(w) and Alberto(w) had formatting issues with the *Vocabulary* tables (Figure 34 shows Darío(a)'s difficulties in Term 1. The teacher spent a great deal of time reformatting *Vocabulary* tables.

Figure 34 - Screenshot showing Darío(a)'s problems with Vocabulary tables in Term 1

He and Mercedes(w) still had problems with table formatting in Term 3 (see Figures 35 and 36).

Figure 35 - Screenshot showing Darío(a)'s problems with tables in Term 3

Figure 36 -Screenshot showing Mercedes(w)'s problems with tables in Term 3

Alberto also found coping with table formatting rather challenging (see Figure 37) when he finally decided to complete the Diary.

Figure 37 - Screenshot of Alberto(w)'s Vocabulary table in Alberto's June retake

7.1.8. AGENCY WHEN SOLVING TECHNICAL PROBLEMS

Darío(a) found a creative way of solving the problem caused by images turning into ciphers. He started using pictures that did not match the word he was describing. He did that in both term 1 and term 2 (see Figure 38). This deceiving behaviour went unnoticed by the teacher. By term 3, all the pictures in Darío(a)'s *Vocabulary* correspond to the words he is describing (see Figure 39), suggesting that in due time he solved the problem. The moment he became proficient with uploading pictures his interest in cheating subsided.

Figure 38 - Pictures in Darío(a)'s Vocabulary in term 1

alarming		adjective	/əˈlɑːmɪŋ/	alarmant	This noise is alarming	WORKBOOK
carousel		noun	[ˌkæruːˈsel]	cavallets	My son like carousel	WORKBOOK
childhood		noun	/ˈtʃaɪldhʊd/	infancia	My childhood it's very happy	WORKBOOK

Figure 39 - Screenshot of Darío(a)'s Vocabulary in Term 3

Mercedes(w) used the same strategy in Term 2 (see Figure 40) and again, the teacher did not notice.

encyclopedia		noun	/enˌsaɪkləʊˈpiːdɪə/	enciclopedia	I have an encyclopedia at my home	- The teacher - Other students - Textbook / easy reader - Film - Another source:
Recipe		Noun	/ˈresɪpɪ/	Recepta	This recipe is the my mum	All are the same.

Figure 40 - Screenshot of Mercedes(w)' Vocabulary in Term 2

That students look for ways to solve the problems they encounter is understandable and potentially good, especially when it solves a problem, even if in an unorthodox manner. What is interesting is that sometimes they continue using these strategies to their own benefit when the problem does not exist anymore. Silvia(s) and Mercedes(w) already knew how to upload pictures, but they still uploaded some that did not correspond to the word that they were illustrating because they also knew that the teacher was not noticing. In term 3 Silvia(s) used the same picture four times, to refer to four completely different words (See Figure 41). She had already used this photo once in term 2 to illustrate the word "flour", and then reused it with another four words.

Figure 41 - Screenshot showing Silvia(s)'s Vocabulary in Term 3

7.2. RESEARCH QUESTION 1.2: STUDENTS' VIEWS OF THE PWS

1.2. What is the students' appraisal of the online public writing system?

Results of students' views on the Public Writing System (PWS) derive from the analysis of three different types of data following a funnel strategy: whole class' answers to the closed questionnaire items; whole class' open final comments to the questionnaire last prompt questions; and eventually, eventually, 6 selected students' interviews. In this section, we will present the final results gathered by means of the three sources. The instructional design was new for all students. We found different global reactions to the PWS and the English class between strong, average and weak learners.

7.2.1. STUDENTS' VIEWS ON THE PWS: CLOSED ITEMS IN THE QUESTIONNAIRE

In the first place, we study the student's appraisal of the blended design together with the general appraisal of the instructional design (Table 17). The students reported having easy access to the Internet. However, they claimed trouble in using the wiki platform. Indeed, as this table shows, nearly one quarter (23.8%) of the students rated the usability of the wiki platform below 5 (mean 5.67, SD 2.73).

We have already illustrated, in section III.7.1., of the technical difficulties that the students experimented when incorporating pictures as the vocabulary tasks demanded from them. Apart from these technical aspects, a first general result to note is that the global evaluation of the course was barely satisfactory, even decreasing by the end of the experience, though not significantly. Thus, we can report that the class did not enjoy the English course very much: the novelty of the experience challenged the students' comfort zone. The global appraisal of the course was 6.19 (SD 2.14) points in February and 5.9 (SD 1.61) in June (Q2).

Regarding the evaluation of the diverse learning resources of the course, the results show that there was an increase of positive evaluation of the teacher, hence an increase of acceptance and trust on the teacher's actions and instructional proposals between February and May, which is not significant. However, it is noteworthy that by the end of the course, the positive evaluation of the teacher (rate over 5) has risen from 66.7% to 85.7% (mean 6.86, SD 2.73). Meanwhile, the negative evaluation (below 5) fell from 14.3% to 9.52% (mean 7.14, SD 2.13).

Table 17 - General evaluation of the course and learning resources

(p <.05, 2-tailed) Value 1-10	Q1				Q2			
	Mean SD	Rate above 5 % N	Rate equal 5 % N	Rate below 5 % N	*Mean SD*	Rate above 5% N	Rate equal 5 % N	Rate below 5% N
Connecting to the Internet is easy.	*8.10* *2.12*	90.5% 19	4.8% 1	4.8% 1	*8.86* *1.56*	90.5% 19	4.8% 1	4.8% 1
Using the wiki is easy.	*5.67* *2.73*	57.1% 12	19% 4	23.8% 5	*5.81* *2.29*	57.1% 12	19% 4	23.8% 5
How I liked... The English course this year	*6.19* *2.14*	71.4% 15	14.3% 3	14.3% 3	*5.90* *1.61*	71.4% 15	14.3% 3	14.3% 3
...The teacher.	*6.86* *2.73*	66.7% 14	19% 4	14.3% 3	*7.14* *2.13*	85.7% 18	4.76% 1	9.52% 2
...Other students.	*5.76* *2.59*	52.4% 11	19% 4	28.6% 6	*6.62* *2.09*	71.4% 15	14.3% 3	14.3% 3
...The online textbook.	*4.57* *3.04*	38.1% 8	14.3% 3	47.6% 10	*4.57* *2.71*	38.1% 8	14.3% 3	47.6% 10
...The online workbook.	*6.90* *2.17*	85.7% 18	4.8% 1	9.5% 2	*7.43* *1.75*	80.9% 17	14.3% 3	4.76% 1
...The easy readers.	*4.52* *3.01*	33.3% 7	19% 4	47.76% 10	*4.24* *2.96*	28.6% 6	14.3% 3	57.4% 12
...The films we watch in class.	*7.29* *2.24*	85.7% 18	4.8% 1	9.5% 2	*6.57* *2.18*	57.1% 12	23.8% 5	19% 4
...The Internet.	*7.57* *1.83*	80.9% 17	19% 4	0%	*7.86* *1.42*	100% 21	0%	0%

The evaluation of the other classmates as resources for learning also experiences a remarkable change during the semester. The positive evaluation rises from 52.4% to 71.4%, while the negative evaluation falls from 28.6% to 14.3%, despite no statistical significance, we must acknowledge this positive change from a qualitative perspective.

Regarding the rest of learning resources, (online textbook, the online workbook, easy readers, films watched in class, and the Internet), the only improvement we find is on the appraisal of the internet as a learning source. It shows an absolute consensus on a positive evaluation (all students over 5 points, increased mean and decreased deviation) by the end of the course.

The public scenario of the Diary offered by the wiki device experienced the most remarkable change in the students' appraisal during the course. As Table 18 shows, there was a significant increase on the wiki felt as a source of fun (14.3% to 42.8% over 5 points; 57.1% down to 33.3% below 5). To see what other classmates do in their own Diary also increased its potential interest (42.9% to 52% over 5 points; 38.1% down to 19% below 5). At the same time, there was also a significant increase in the perceptions of the chance for other classmates to see and take benefits of seeing the productions of oneself (23.8% up to 52.4% over 5 for 'fun'; 19% up to 43% for 'interesting'; 42.9% up to 52% for 'chance to learn'; 19% up to 24% for 'other classmates seeing my work'). In other words, there seems to be a lightly increased acceptance of the open learning scenario, which would foster chances for vicarious learning. Nevertheless, it is noteworthy that the acceptance of others likely seeing the own productions is always less valued than the chance of oneself observing what others do, and hence favouring a lurking behaviour.

Table 18 - Evaluation of the public learning scenario

(p <.05, 2-tailed)	Q1				Q2			
	Mean SD	Rate above 5 % N	Rate equal 5% N	Rate below 5 % n	Mean SD	Rate above 5 % N	Rate equal 5 % N	Rate below 5 % N
Seeing what my classmates do in the wiki is fun.	3.52 2.44	14.3% 3	28.6% 6	57.1% 12	4.90 2.23 .0434*	42.8% 9	23.8% 5	33.3% 7
Seeing what my classmates do in the wiki is interesting.	4.48 2.52	42.8% 9	19% 4	38.1% 8	5.52 2.23 .0316*	52.4% 11	28.6% 6	19% 4
Seeing what my classmates do in the wiki is useful to understand what I must do better.	6.38 3.02	71.4% 15	4.8% 1	23.8% 5	7.10 2.32	80.9% 17	4.8% 1	14.3% 3
I like being able to see what my classmates do in the wiki.	6.10 2.96	57.1% 12	9.5% 2	33.3% 7	6.19 2.66	57.1% 12	14.3% 3	28.6% 6
Seeing what I do in the wiki can be fun for my classmates.	3.57 2.16	23.8% 5	19% 4	57.1% 12	5.33 2.27 .0085*	52.4% 11	23.8% 5	23.8% 5
Seeing what I do in the wiki can be interesting for my classmates.	3.90 2.30	19% 4	28.6% 6	52.4% 11	5.29 2.17 .0173*	42.8% 9	23.8% 5	33.3% 7
Seeing what I do in the wiki helps my classmates understand what they should do better.	4.90 2.55	42.8% 9	19% 4	38.1% 8	6 2.39 .0188*	52.4% 11	28.6% 6	19% 4
I like that my classmates can see what I do on the wiki.	3.90 2.61	19% 4	14.3% 3	66.7% 14	4.86 2.22 .0085*	23.8% 5	42.8% 9	33.3% 7

7.2.2. STUDENTS' VIEWS ON THE PWS: COMMENTS IN THE OPEN PART OF THE QUESTIONNAIRE AND INTERVIEWS

Students used the open questions part of the questionnaire comments mainly to voice dissatisfaction, which was more common in Q1. Their negative attitude was directed to the whole design, implying frustration and defensiveness. The specific reason for the students' dissatisfaction in *Global Perception* is clear in the *Tasks and Resources'* category. The fact that the Diary was mandatory was something that 5 students disliked and 10 students would change in Q1, although this number decreased to 4 and 2 respectively in Q2.

The online design was not very appreciated either. It is interesting that more students disliked it in Q2 (5) than in Q1 (1). The explanation for this may be that with greater (forced) engagement more students had stronger views about its disadvantages. However, when asked what they would change, the number of students who would change it is inferior in Q2 (1) than it was in Q1 (5). This fact supports the idea that they had gained a more complex perspective of the advantages and disadvantages of ICT.

When we observe what they mentioned about other aspects of the design, we can see definite hints of an improved perception. In Q2 five student explicitly stated that the Diary helped them learn, and one student mentions that the chance for learning was the only utility of the design. This fact is consistent with the significant improvement of item 2 in the questionnaire (*Usefulness of the Diary to learn English* – See Table 48, .0009**). Three students also liked the formative assessment program confirming the significant improvement in engagement rewards (*Getting Diary engagement rewards is interesting* – Table 26 – .02574*). In their view, it helped them to pass the subject.

Tasks and resources, on their hand, prompted neither much enthusiasm nor significant resistance. *Vocabulary* was positively rated by a higher number of students in Q2 (5), which does not match the results in the questionnaire.

Table 19 - Aspects mentioned by students in the open questions

		Liked Q1	Liked Q2	Disliked Q1	Disliked Q2	Would change Q1	Would change Q2	Felt useful Q2
Global perception	Everything	1		8	5	5	2	
	Few things	1		3	2			
	Nothing	4	3				1	1
Design	Wiki as repository	1	0					
	ICT design			3	4	5	1	1
	Engagement (GS)			1		1		
	Formative Assessment	3	3					
	Compulsory			5	4	10	2	
	Learning	1	5					1
	Motivation	0	1	2	1		2	
	Public	1	1	1			1	
	Complexity			4	1	1	1	
Tasks and resources'	Writing in general	1	2	1				
	Creative writing	1	2	2				
	Spelling	1	1					1
	Pronunciation				1	1		
	Film 1	0	3					1
	Film 2				1			
	Vocabulary	3	5		1	1	2	2
	Grammar	1	0	1	1		1	2
	Self-correction	0	1		1			2
	Reading							1
	Teacher tips			3				1

In addition to the whole class questionnaire, six students were interviewed after the second questionnaire, at the end of the course, to invite them to elaborate on their previous closed answers. First, they were asked about their experience with the online environment. Students' *general comments* about instruction were that *it was ok*. When students were asked to be more specific, their comments were as follows:

General views on instructions

STRONG LEARNERS

Ada(s) pointed out that *the teacher used Spanish too much*, while Silvia(s) thought that it was *too easy*. So, the two strong students were concerned that they were not learning as much as they would like.

AVERAGE STUDENTS

The two average students seem to be mainly concerned about understanding what was expected from them. Darío(a) mentioned that it was *very different from other years*. He added that when you get used to a way of teaching it is *a bit of a nuisance* that a new teacher changes the rules. Mariana(a) did not say much (*It's Ok*). So, we can affirm that Darío(a) resented change while Mariana(a) did not want to talk much.

WEAK LEARNERS

One of the low-achievers, Alberto(w) mentions, just as Darío(a) did, that *he had difficulty coping with change*. Mercedes(w), however, has an opposite view. For her, teachers of English are *always doing the same*, although she admits that they are *advancing a little more*. So, we cannot be sure if Mercedes(w) views instruction as actually that different (as opposed to Alberto(w) and Darío(a)'s view). But we can acknowledge that the visions on instruction of the two low achievers are indeed different.

Doing writing homework online

Students saw both *advantages and disadvantages* of doing their writing homework online:

STRONG LEARNERS

On the positive side, Silvia(s) mentioned that *using ICT is faster and more enjoyable. To* Ada(s), it was faster, *neater* and *tidier* than working on paper.

On the negative side, Silvia(s) commented that ICT could be a source of trouble when for some reason or other you do not have access to the Internet. She also mentioned that the wiki sometimes crashed. Ada(s) mentioned that from time to time *pages disappeared* for no apparent reason and were *not saved*.

AVERAGE LEARNERS

Darío(a) mentioned that *if you do not understand something you can search for it online and it is much faster than looking it up in a dictionary*. Mariana(a)'s comment was very similar, and she also mentioned that online dictionaries were faster.

On the negative side, Darío(a) warned that the information one finds on the Internet was not always reliable. Mariana(a) complained that the wiki was very slow on her computer, although she also acknowledged that she knew that for some people the wiki worked fine.

WEAK LEARNERS

On the positive side, Mercedes(w) mentioned that when she completed tasks online, she did not have to hand in anything, because everything was on the wiki. Alberto thought that working online was useful because translators help when you do not know a word.

On the negative side, Mercedes(w) pointed out that from time to time you *lost text* for no apparent reason. She also shared a concern about the information you found on the Internet not being entirely reliable. Furthermore, she mentioned that you are in trouble if you do not have an Internet connection. Alberto(w) pointed out precisely the same. Mercedes(w) also added that cutting and pasting *was complicate*d because the moment you pasted something the page automatically scrolled down.

Vicarious learning

We learn from the interviewed students that the instructional design on the PWS promoted *vicarious learning*, judging from the evolution of the students as reflected in the questionnaires. In their interviews, the students were asked whether they liked to see what others were doing and whether they liked that others saw what they were doing. For clarity's sake, we analyse both questions together.

STRONG STUDENTS

Ada(s) did not like being lurked, and for this reason her only comment when asked if she liked observing what other do was that she *would make the wiki private. Her point is that:*

> *"I don't like that my classmates see what I do because what they always say is: Let's copy from Ada! And each takes a bit and it is not apparent that they are copying, but they have, of course".*

Silvia(s), on the other hand, likes observing what others do:

> *"Seeing what others do is useful because when you cannot do certain things you can look at what others do and get an idea if you do not understand something and with people who are more advanced if you look at what they do, you understand things better".*

However, she would have preferred privacy "*because they copy me, changing examples and taking advantage of my effort*".

Both Ada(s) and Silvia(s) apparently experimented the disadvantages of a public design. Other students, of course, knew where to go in search of inspiration, being the best students in English.

AVERAGE STUDENTS

Darío(a) and Mariana(a) were very positive about observing others. He mentions:

> *"I see it, and I say, "Aha! He has made it this way", and I do something similar using my own words. I like it. It is good for me".*

Mariana(a) verbalised:

> *"If I do not understand something in class, I can see what a classmate has done".*

About being observed, Mariana(a) and Darío(a) think that if they can see what their classmates do, it is fair that what they do is also public. Mariana(a) could not refrain from saying that it was "*ok, provided their intentions are good*".

WEAK STUDENTS

Alberto(w) and Mercedes(w) *s*hare with Silvia(s), Darío(a) and Mariana(a) a positive view of observing others. Alberto(w) says that:

> *"If you do not understand something, then you go in and grasp how it is done."*

Mercedes(w) remarks:

> *"It is useful if you do not understand a task and can see what others are doing."*

Alberto(w) saw being observed in a very similar way as Mariana(a) and Darío(a): "*it is fair that others can look at what I do if they want to understand assignments better*". Mercedes(w) added an interesting perspective: *"There is the risk that you are accused of plagiarism"*.

In fact, Silvia(s) accused Mercedes(w) of copying from her. The teacher studied the case and dismissed Silvia(s)'s claim. According to the teacher, it was true that Mercedes(w) may have been inspired by some introductory phrases from Silvia(s) work to start a task, but the work was her own. Mercedes(w) was also aware of the disadvantages of being a weak student when your classmates see what you do. She told the interviewers:

> *"You can be criticised because people think that what you have done is super easy".*

CHAPTER 8: RESULTS ON THE EFFECTIVENESS OF FEEDBACK (GOAL 2)

In this 8th chapter, we present the results of the analysis of the teacher's specific actions on the PWS, which were basically actions of feedback to the students. We respond to the following research questions:

> 2.1. What are the characteristics of the teacher's feedback on the LD?

> 2.2. What is the students' appraisal of the feedback received?

The teacher's views on her experience providing feedback will be addressed in a separate chapter.

8.1. RESEARCH QUESTION 2.1. CHARACTERISTICS OF TEACHER'S FEEDBACK

2.1. What are the characteristics of the teacher's feedback on the Diary and the Writing assignments'

The analysis of teacher's feedback in the Diary focused on the amount of feedback and its relation to task. We have also analysed it *modality*, its *scope*, its *timing*, its *purpose*, and its *form*, as we presented in chapter 5. To analyse the teacher's feedback in the writing assignments, we have also observed its modality, scope, form and purpose. Finally, we have observed the nature of conversations in the PWS and the type of errors. The analysis of feedback was carried out in two stages. Different judges (research fellows) engaged in a preliminary analysis phase to unify criteria, until reaching consensus to carry out the final analysis.

Paragraphs in this section are organised to present results relative to each of the categories of analysis applied to the different written productions of the students both in the Diary and their additional writing assignments.

8.1.1. AMOUNT OF TEACHER'S FEEDBACK IN THE DIARY DEPENDING ON TASK

In Table 20, we show how the teacher's feedback distributes among the different tasks in the Diary. The teacher's interventions in *Errors in my Written Productions* and *Exam Correction* are merged in a single category, which we have named *Error correction*. Whenever the teacher was making a general comment, we have coded it *General.* In this table, we have only counted where each piece of feedback was offered. We have considered different purposes for a single piece of feedback, and the possibility that there was more than one correction in one sentence.

Table 20 - Amount of teacher's feedback per task in the Diary

		Grammar	Vocabulary	Pronunciation& Spelling	Teacher Tips	Error correction	Free Writing	General	TOTAL
Ada(s)	term 1	3	6	-	1	1	3	2	16
	term 2	3	7	-	-	1	-	-	11
	term 3	-	-	-	-	4	-	-	4
	Total	*6*	*13*	*-*	*1*	*6*	*3*	*2*	31
Silvia(s)	term 1	6	9	-	-	1	1	1	18
	term 2	3	17	-	-	-	1	-	21
	term 3	0	0	-	-	-	-	-	0
	Total	*9*	*26*	*0*	*0*	*1*	*2*	*1*	39
Darío(a)	term 1	3	22	-	-	-	-	2	27
	term 2	4	22	-	1	1	7	0	35
	term 3	0	0	-	-	-	-	-	0
	Total	*7*	*44*	*0*	*1*	*1*	*7*	*2*	62
Mariana(a)	term 1	1	3	-	-	-	-	1	5
	term 2	2	-	-	-	1	-	-	3
	term 3	3	10	2	2	-	1	-	18
	Total	*6*	*13*	*2*	*2*	*1*	*1*	*1*	26
Mercedes(w)	term 1	6	-	-	-	-	-	-	6
	term 2	3	11	1	3	1	1	1	21
	term 3	-	-	-	-	-	-	-	0
	Total	*9*	*11*	*1*	*3*	*1*	*1*	*1*	27
Alberto(w)	term 1	-	-	-	-	-	-	-	-
	term 2	-	-	-	-	-	-	-	-
	term 3	1	9	-	-	-	-	2	12
	Total	*1*	*9*	*0*	*0*	*0*	*0*	*2*	12
		38	*116*	*3*	*7*	*10*	*14*	*9*	*197*

Table 20 shows that the teacher concentrated her feedback mainly in *Vocabulary*, followed at some distance by *Grammar*. Ada(s) is the only student who received feedback beyond the anecdotal in *Error-correction*. The intensity of the teacher's feedback in term 2 is greater for Silvia(s), Darío(a) and Mercedes(w) than it is for Ada(s), Mariana(a) and Alberto(w). It drops to no feedback in term 3 for precisely those students to whom she had devoted more time in term 2. We can conclude that being a strong, average or a weak learner is not relevant when considering to whom the teacher gave feedback,

but her perception of who was taking advantage of it was. Mariana(a) is the student who received more feedback in term 3.

STRONG STUDENTS

Ada(s) is the only student who received progressively less feedback as the year advanced, and still received some in term 3, where she only got feedback in *Error-correction*. Since Ada(s) was showing good performance and good self-regulation skills during the year, the fading feedback suggests that the teacher tailored her feedback based on the perceived needs of the students. Silvia(s) obtained more feedback than Ada(s) in term 1 and term 2, but none in term 3.

AVERAGE STUDENTS

Average students received more feedback than weak students, and probably also more than strong students. We cannot be sure because some of Mariana(a)'s feedback was lost due to a technical problem (the teacher made 36 comments to her altogether, but we have only been able to retrieve 12, which are the ones we have considered for analysis). Darío(a) was the student who obtained more feedback by far. The teacher offered more input to him in term 1 and term 2 than she did to any other of the selected students. However, she provided him with no input in term 3. In contrast, Mariana(a) was the one who received more feedback in term 3, in line with the fact that it was the term where she worked more intensively on the Diary. Consequently, we can affirm that the teacher focused her energy as feedback provider more on average students than she did on strong or weak students. She also established a clear distinction between the two average students in term 3, when she decided not to correct Darío(a)'s work, but Mariana(a) still got a nice amount.

WEAK LEARNERS

Mercedes(w) retook term 2, and that explains why she received more feedback in term 2 than in any other term. Input in term 3 is also non-existent. Alberto only received feedback in term 3, for his retake, which was the only time when he completed his Diary.

8.1.2. TIMING OF TEACHER'S FEEDBACK

Table 21 shows the average time that the teacher took to offer feedback. This lapse normally ranged between two days and one week, but in some cases students had to wait over one month to get feedback.

When she was asked about this fact, she answered that she sometimes saw things when she edited a student's work that she had not seen before and seized the opportunity to correct them. We have calculated the mean for the teacher input with (column 5) and without these late interventions (column 1). These instances were rare. The only student where we find three cases of this phenomenon (one per term) is Ada(s), while all the other instances occur in term 1. This fact reveals an interesting detail: the students'

editing prompted the teacher to go to their page and give input. The teacher received a daily email informing her of the previous day changes, and in this way, she controlled what they were doing. So, the greater the number of days the students revised their work, the more often the teacher visited their pages. Ada(s) made major changes in her page for a total of 16 days. It seems plausible that because the teacher visited this page more often than others', she made delayed corrections.

Table 21 - Timing of the teacher's feedback

Students		X days in feedback not considering cases of long delay	students' contributions prompting teacher's input	Cases of delayed feedback	Days involved in long delay	X days in feedback delay considering cases of long delay
Ada(s)	term 1	2.3	7	1	26	6
	term 2	5.3	6	1	40	12
	term 3	3	3	1	29	8.7
	X	**3.5**	**16**	**3**	**-**	**8.8**
	SD	**1.6**				**3.0**
Silvia(s)	term 1	6.5	2	0	-	-
	term 2	3.8	4	0	-	-
	term 3	-	0	0	-	-
	X	**5.2**	**6**	**0**	**0**	**-**
	SD	**1.3**				**-**
Darío(a)	term 1	2	3	1	20	8
	term 2	1	1	0	-	1
	term 3	-	0	0	-	-
	X	**1.5**	**4**	**1**	**-**	**5.0**
	SD	**0.7**				
Mariana(a)	term 1	3	3	1	20	8.7
	term 2	4	2	0	-	4
	term 3	2.5	2	0	-	2.5
	X	**3.2**	**7**	**1**	**-**	**5.1**
	SD	**0.8**				
Mercedes(w)	term 1	5	2	0	-	5
	term 2	3	3	1	31	12.3
	term 3	-	0	0	-	-
	X	**4**	**5**	**1**	**-**	**8,7**
	SD	**1.4**				**5.2**
Alberto(w)	term 1	-	-	-	-	-
	term 2	-	-	-	-	
	term 3	59	-	-	-	-
	X	**59**	**1**	**-**	**-**	**-**
	SD	**-**				**-**

In Table 21 we have also calculated students' contributions prompting teacher's input, that is, the number of days that the students were active making page edits which were subsequently reviewed by the teacher. The distance between the days invested by Ada(s) (16) and the other students is great. The

students with more editing days after Ada(s) is not Silvia(s) (6), but Mariana(a) (7). In term 3 Silvia(s), Darío(a) and Mercedes(w) did not prompt any feedback from the teacher, but Mariana(a) and Ada(s) did.

8.1.3. TEACHER'S FEEDBACK IN THE DIARY: MODALITY, SCOPE, FORM, PURPOSE

In this section, we are going to analyse the modality, scope, form and purpose of feedback. The feedback's modality is registered as actions in the PWS. We refer to "Edits" when we talk about in-text feedback, addressed in the form of codes, while "discussions" are out-of-text comments. In-text feedback was always specific in *scope*, and aimed at correcting the student's written production per se. Out-of-text comments could be either global or specific.

In-text codes involved crossing words out, adding words using capital letters and highlighting words with a pink background. The teacher used *in-text* edits to correct errors, either directly or indirectly in the students' production. For direct correction, she used upper case letters (see the arrow in Figure 42).
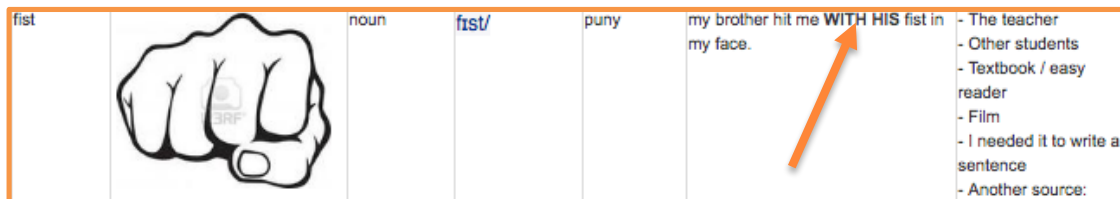
Figure 42 - Screenshot showing an example of in-text code using capital letters

When the teacher considered that the error was basic, and the students could correct it if only she highlighted it, she used a pink background. Very often, when the teacher explained an error and the student repeated it a few lines below, she used a pink background, too. *In-text* direct feedback sometimes involved indicating that a word or letter was missing. In this case, she added one or more hyphens like that (---). To make hyphens more visible, the teacher sometimes combined them with the pink background (see Figure 43).
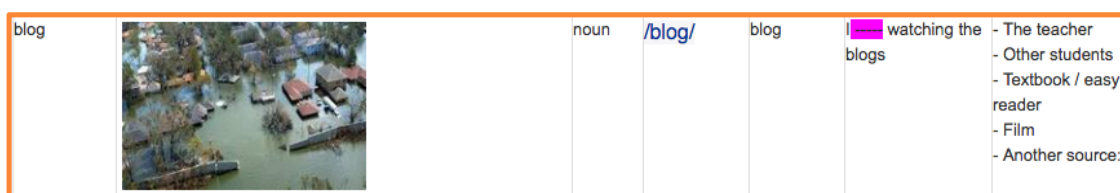
Figure 43 - Screenshot showing feedback using hyphens

In out-of-text comments, the teacher selected a word in the student's text and created a specific side comment that referred to that word. The comment was saved to the right of the screen, in the shape of a small yellow box. A click on it expanded the comment and highlighted the word or group of words the comment referred to (see Figure 44) for examples of folded and unfolded comments).

Figure 44 - Example of out-of-text comment, both folded and unfolded

In Figure 45, the small yellow box on the top right corner corresponds to the expanded comment and the one below, to a saved one. As the figure shows, replying to comments is also possible in this online tool. Students were expected to respond to the teacher's comments acknowledging understanding or asking for further clarification. Table 22 collects results on the characteristics of feedback.

Table 22 - Description of the teacher's feedback in the Diary

Students		Scope			Feedback purpose							
					In text mode		Out of text mode (comments)					
					Content Purpose (WCF)							
		Specific	Global	Total	Indirect	Direct	Indirect	Direct	Metalinguistic	WCF TOTAL	Engagement	Task instructions
Ada(s)	Term 1	9	7	**16**	0	0	2	2	4	**8**	4	4
	Term 2	6	5	**11**	1	2	0	1	3	7	1	3
	Term 3	3	1	**4**	0	2	0	1	1	4	1	0
	Total	18	13	**31**	1	4	2	4	8	**19** 61%	**5** 16%	**7** 23%
Silvia(s)	Term 1	17	1	**17**	3	4	4	3	3	17	1	0
	Term 2	21	1	**20**	7	4	0	4	5	20	0	1
	Term 3	0	0	**0**	0	0	0	0	0	0	0	0
	Total	37	2	**39**	10	8	4	7	8	**37** 95%	**1** 2.5%	**1** 2.5%
Darío(a)	Term 1	14	19	**33**	6	3	3	0	2	14	7	12
	Term 2	40	8	**48**	9	9	12	2	8	40	2	6
	Term 3	0	0	**0**	0	0	0	0	0	0	0	0
	Total	57	27	**81**	15	12	15	2	10	**54** 67%	**9** 11%	**18** 22%
Mariana(a)	Term 1	2	8	**10**	0	1	1	0	0	**2**	4	4
	Term 2	3	0	**3**	1	0	1	0	1	3	0	0
	Term 3	18	2	**20**	8	6	3	0	1	18	1	1
	Total	23	10	**33**	9	7	5	0	2	**23** 70%	**5** 15%	**5** 15%
Mercedes(w)	Term 1	4	2	**6**	3	0	1	0	0	**4**	0	2
	Term 2	14	11	**25**	13	0	1	0	0	14	6	5
	Term 3	0	0	**0**	0	0	0	0	0	0	0	0
	Total	18	13	**31**	16	0	2	0	0	**18** 58%	**6** 19%	**7** 23%
Alberto(w)	Term 1	0	0	0	0	0	0	0	0	**0**	0	0
	Term 2	0	0	0	0	0	0	0	0	**0**	0	0
	Term 3	9	4	12	11	0	0	0	0	11	1	1
	Total	9	4	**13**	11	0	0	0	0	**11** 84%	**1** 8%	**1** 8%
TOTAL		162	69	**228** x=38	63 39%	31 19%	28 17%	13 8%	28 17%	**162** 100%	**32**	**39**

Feedback in the Diary was more specific than global. Darío(a) was, by far, the student who received more feedback in any type of feedback and Alberto(w) the one who received less. The other students received a similar amount of feedback from the teacher, Silvia(s) being the one who received more after Darío(a). WCF was the most common type of feedback, followed at a long distance by task instruction and engagement feedback. In percentage, the student who received more engagement feedback was Mercedes(w), and feedback on task instruction was higher for Ada(s) and Mercedes(w) in percentage. The student who received a smaller percentage of engagement and task instruction feedback was Silvia(s). These data suggest that the teacher did not follow a set pattern based on the students' linguistic level, but adapted her feedback to what she considered was more suitable to the students.

If we have a close look at the characteristics of the WCF, we see that there were 94 instances of in-text mode (63+31= 58%) and 69 of out-of-text mode (42%), so in-text was more common than out-of-text mode. Indirect in-text feedback (39%) was twice as common direct in-text (19%). The sum of indirect comments is 91 (63+28=56%), while direct comments were 44 (31+13=27%). So, indirect feedback was twice as common as direct feedback. The incidence of feedback related to making students aware of their mistakes (indirect (56%) and metalinguistic feedback (17%)) was also much higher than direct feedback (73% as opposed to 27%). Thus, we can conclude that modes that required awareness (indirect and metalinguistic feedback) were prioritised in the Diary, which is consistent with its objective to boost reflection. Metalinguistic feedback was the most common type of WCF in Ada(s)'s case, while for the other five students, the most common type of feedback was indirect in-text feedback

If we look at the characteristics of the feedback longitudinally, student by student, we can draw the following conclusion

STRONG STUDENTS

Ada(s) received progressively less feedback as the year advanced for all feedback purposes. Most of the feedback she received was metalinguistic, and all the WCF feedback she received in Term 3 was metalinguistic. There was no need for task instruction feedback in Term 3. Silvia(s) received more feedback in term 2, and none in term 3. She received as much metalinguistic feedback as Ada(s) It is surprising that she received very little engagement or task instruction feedback. She is the student with the highest percentage of WCF (95%)

AVERAGE STUDENTS

Darío(a) received more feedback of all three feedback purposes than any other of the observed students although he received no feedback in Term 3. His percentage of WCF is, nevertheless, small compared to other students (67%), as the teacher also provided considerable feedback on engagement and task instruction, in comparison to other students. He received more feedback in Term 2 than in Term 1. Most of the WCF feedback that he received was indirect or metalinguistic (45/54 =83%). In Mariana, we observe a very different pattern, as feedback doubled in Term 3 with respect to Term 1, while in Term 2 she did not received much (3). The incidence of indirect and metalinguistic feedback was still high (16/23 = 69%).

WEAK STUDENTS

Mercedes received little feedback in term 1, a lot in term 2 (where she was asked to retake) and none in Term 3. Most of the WCF feedback he received was indirect in text. With Alberto(w) the teacher only used indirect in text feedback. He only received feedback in Term 3.

8.1.4. TEACHER'S FEEDBACK IN THE WRITING ASSIGNMENTS: MODALITY, SCOPE, FORM, PURPOSE

Feedback in the KFP task

In Table 23 we summarise the feedback in this activity. The characteristics of this task are described in Chapter 6.

The teacher provided unfocused individual feedback on demand to all the students in the class, just as she did in the Diary. Her feedback was in English. The teacher's strategy in the writing assignments, was not to overwhelm students with corrections,

This assignment was assessed twice, First in term 1 (up to session 3) and Term 2 (sessions 4 to 7).

Table 23 - Description of the teacher's feedback in the KFP task

		Teacher's feedback										
		Scope			Feedback purpose							
					In text mode		Out of text mode (comments)					
					Content Purpose (Error correction)							
Students	Delay in feedback response (x days)	Specific	Global	Total	Indirect (elaboration)	Direct (verification)	Indirect (elaboration)	Direct (Verification)	Metalinguistic	WCF TOTAL	Engagement purpose	Task instruction Purpose
Ada(s)	2.5	10	4	14	1	3	2	3	1	10	2	2
Silvia(s)	4.2	12	6	18	5	2	2	1	2	12	3	3
Darío(a)	3	13	2	15	6	-	4	-	3	13	1	1
Mariana(a)	1	5	1	6	2	0	3	1	-	6	-	-
Mercedes(w)	8	13	2	15	1	9	2	-	1	13	1	1
Alberto(w)	16	0	2	2	0	0	0	0	0	0	1	1
		52	16	68	14 (26.5%)	15 (28%)	14 (26.5%)	4 (8%)	6 (11%)	53 (100%)	7	8

In Table 23 we summarise the feedback in the KFP activity. The characteristics of this task are described in Chapter 6.

The teacher provided unfocused individual feedback on demand to all the students in the class. Her feedback was in English. The teacher's strategy in this task involved sentences, and was designed to improve retention after watching a film in English with subtitles in English.

Feedback in the KFP task was more specific than global, and global feedback addressed engagement and task instructions. Alberto(w) and Mariana(a) were the student who received less feedback and Silvia(s) was the one who received more, followed by Darío(a). So, again, we cannot find a pattern based on linguistic level. WCF was the most common type of feedback, followed at a long distance by task instruction and engagement feedback.

If we have a close look at the characteristics of WCF in the KFP task, we see that there were 29 instances of in-text mode (54.5%) and 24 of out-of-text mode (45.5%). So, in-text mode is more common than out-of-text mode in the KFP task, as it was in the Diary. Indirect in-text feedback (14= 26.5%), however, had a similar incidence as direct in-text feedback (15=28%), direct feedback being slightly more common, which shows a different picture from the one we observed in the Diary. In out-of-text mode, the incidence of indirect (14=26.5%) and metalinguistic feedback (6=11%) was 32.5%, and so much higher than direct in-text feedback (4=8%). So, feedback related to awareness was more common in out-of-text comments, while in-text feedback the incidence of direct and indirect feedback was similar.

- ***Feedback in the writing assignments***

Table 24 - Description of the teacher's feedback in the writing assignments

Students		Scope			In text mode		Out of text mode (comments)				Engagement	Task instructions
							Content Purpose (WCF)					
		Specific	Global	Total	Indirect	Direct	Indirect	Direct	Metalinguistic	WCF TOTAL		
Ada(s)	Email	4	1	**5**	0	4	0	0	0	**4**	1	0
	Crime	6	1	**7**	0	1	0	4	1	**6**	1	0
	Book	6	2	**8**	3	0	2	1	1	**7**	1	0
	Snowflake	4	1	**5**	0	0	1	0	2	**3**	2	0
	Total	**20**	**5**	**25**	**3**	**5**	**3**	**5**	**4**	**20**	**5**	**0**
Silvia(s)	Email	4	1	**5**	0	0	1	0	3	**4**	1	0
	Crime	8	2	**10**	0	3	2	1	2	**8**	1	1
	Book	8	0	**8**	2	3	1	1	1	**8**	0	0
	Snowflake	5	2	**7**	1	1	1	2	0	**5**	2	0
	Total	**25**	**5**	**30**	**3**	**7**	**5**	**4**	**6**	**25**	**4**	**1**
Darío(a)	Email	0	4	**4**	0	0	0	0	0	**0**	2	2
	Crime	8	1	**9**	0	2	3	3	0	**8**	1	0
	Book	9	1	**10**	7	0	0	0	2	**9**	1	0
	Snowflake	8	0	**8**	3	1	1	1	2	**8**	0	0
	Total	**25**	**6**	**31**	**10**	**3**	**4**	**4**	**4**	**25**	**4**	**2**
Mariana(a)	Email	5	1	**6**	0	0	1	3	1	**5**	1	0
	Crime	10	0	**10**	0	3	2	3	2	**10**	0	0
	Book	13	2	**15**	5	1	4	2	1	**13**	1	1
	Snowflake	6	0	**6**	1	3	2	0	0	**6**	0	0
	Total	**34**	**3**	**37**	**6**	**7**	**9**	**8**	**4**	**34**	**2**	**1**
Mercedes(w)	Email	2	1	**3**	2	0	0	0	0	**2**	1	0
	Crime	11	2	**13**	3	0	5	3	0	**11**	1	1
	Book	11	0	**11**	0	9	0	0	2	**11**	0	0
	Snowflake	13	0	**13**	1	7	1	2	2	**13**	0	0
	Total	**37**	**3**	**40**	**7**	**16**	**6**	**5**	**4**	**37**	**2**	**1**
Alberto(w)	**Writing**	-	-	**-**	-	-	-	-	-	**-**	-	-
TOTAL		**141**	**22**	**163 x=27 SD= 10.7**	**29 20.5%**	**38 27%**	**27 19%**	**26 18%**	**22 15.5%**	**141 100%**	**17**	**5**

In Table 24 we summarise the feedback in the writing assignments in the PWS. The characteristics of these tasks are described in Chapter 6.

The teacher provided unfocused individual feedback on demand to all the students in the class. Her feedback was in English. The teacher's strategy in the writing assignments that involved paragraphs, was

to improve the students' competence in EFL writing, considering different genres. She provided a mean of 27 corrections to every student, which is inferior to the mean of corrections she provided in the Diary (x=38).

Feedback in the writing assignments was more specific than global, and global feedback addressed engagement. Task instruction feedback was marginal. The weaker the students, the more feedback they received (Alberto is an exception, because he did not do any assignment). So, here, unlike the Diary and the KFP task, we find a pattern based on linguistic level. WCF was the most common type of feedback, followed at a long distance by engagement feedback.

If we have a close look at the characteristics of WCF in the writing assignments, we see that there were 67 instances of in-text mode (47.5%) and 75 of out-of-text mode (52.5%). So, out-of -text mode is more common than in-text mode, which is the opposite of what happened in the KFP task and the Diary, suggesting it was probably easier for the teacher to start a dialogue with students. Indirect in-text feedback (29= 20.5%), had a smaller incidence than direct in-text feedback (38=27%), direct feedback being more common, as we saw in the KFP task, confirming a different picture from the one we observed in the Diary, less directed towards reflection, although in this case we have many more out-of-text examples aimed at verification rather than elaboration. In out-of-text mode, the incidence of indirect (27=19%) and metalinguistic feedback (22=15.5 %) was 34.5%, and so higher than direct in-text feedback (26=18%), as would be expected, however, the percentage of direct out-of- text feedback is clearly higher here than it was in the Diary or the KFP task.

8.1.5. THE NATURE OF CONVERSATIONS IN THE PWS

As we mentioned in the previous section, the most common type of feedback in the Diary was in-text indirect. We cannot be sure why a student like Dario(a) did not answer to any feedback, but looking at Mariana(a), who corrected some of her errors, might give us some insight of the reasons why the response to feedback was not satisfying enough. Mariana(a) was already acknowledging most of the teachers' comments, but her answers have been deleted because they reveal her real name.

Indirect in-text feedback

Figure 45 - Example of indirect in-text feedback in Mariana(a) Book Review

Figure 46 - Out of text direct feedback addressing "gone" in Mariana(a)'s Book Review

Figure 47 - Out-of-text direct feedback addressing the comma after "Angela"

Figure 48 - Mariana(s) second draft of Book Review 1- Paragraph 1

We can see that in February Mariana(a), was cooperating, and able to get her pronouns right, when writing a second drafts. She was also capable of correcting prepositions of place. However, she still had basic problems with sentences. So, the teacher's help with feedback was limited.

She also seems unable to understand what a subject is, so metacognitive comments do not help
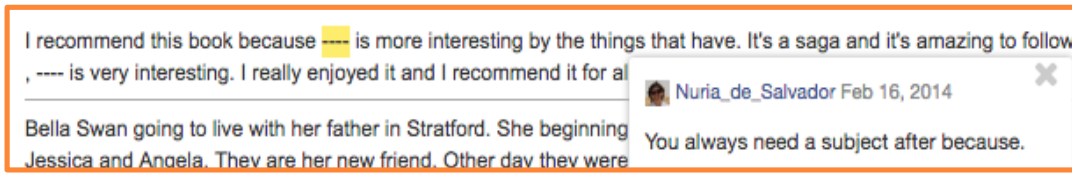
Figure 49 - Mariana(s) second draft of Book Review 1- Paragraph 1
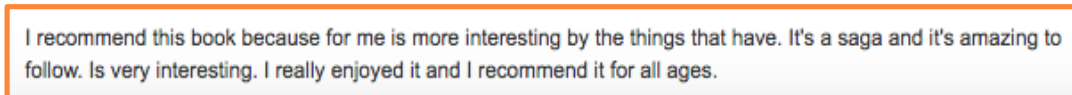
Figure 50 - Mariana(s) second draft of Book Review 1- Last paragraph

So, we can conclude that understanding some of the teacher's feedback was not easy for Mariana(a) because she lacked some linguistic knowledge basic in year 10 to be able to follow the teacher's comments, even if she tried, because of the unfocused nature of the feedback that addressed many different types of errors.

Finally, it is worth looking at the nature of the students replies to the teachers' comments. Replies in the PWS were mostly acknowledgements of understanding in English (variants of "ok"). Ada(s) shows the widest range of language to acknowledge understanding. (*You are right, Thanks!*), or to refer to task considerations (*I understood bad, anyway I'll keep posting pictures! Ok, I'll correct them :*) or procedures (*ok, but in the photocopy, it is spelled this way*).

We also find requests for clarification, but they were very uncommon (see figure 51) and unfortunately the teacher did not always see them.
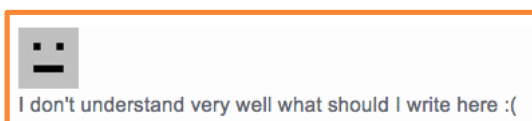
Figure 51 - Ada(s) request for clarification

When Ada(s) had a tricky language problem, interestingly, she switched into Spanish (Figure 52).
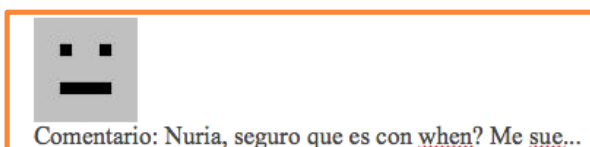
Figure 52 - Ada(s) reply in Spanish to a teacher's comment

Most of the few conversations in the PWS were not related to language. Darío(a)'s replies to comments were scarce, but not inexistent. He answered to three comments in November and one in May. His two first comments were related to the technical problems that he was experimenting with pictures, and his comments referred to them, using English.

> *I don't know why happened this problem I do more times the image and allways happened this problema (on 26/11)*
>
> *I discovered why happened i do another table and now it's finished (on 27/11)*

Then we have a procedural comment, where he states that he will change a sentence and then silence, until we find and "ok" in May.

Dialogic feedback is almost exclusively limited to Ada(s). In the following example, the advantage of online comments led to quality reflection about writing:

> **Ada(s) action:** *"Po talks to his father and he tells him the secret of the noodles: Nothing"*
> **T's action:** *"he" highlighted*
> **Teacher's comment:** *Be careful. This "he" is ambiguous. Who is telling who? I would say: "Po talks to his father, who tells him…"*
> **Ada(s)'s) comment**: *You are right. Thanks!*
> **Ada(s)'sanction:** *Po talks to his father, who tells him the secret ingredient of the noodles: nothing.*

In this case, Ada(s) shows that she had learnt a lesson related to a faulty pronoun reference and the ambiguity problems this may cause in English (even if the fact that the sentence is still not fully idiomatic, quality improvement is evident). This conversation goes beyond grammar because it is grounded in shared knowledge (the film they had both seen), and so this conversation is mainly about meaning and grammar is an instrument to construct that meaning.

In the Diary, only the two strong students interacted with the teacher, but this interaction only has some relevance in Ada(s)'s case (2,1 interactions per conversation), although the number of comments the teacher addressed to Silvia(s) almost doubled Ada(s)'s. Silvia(s) only replied to the teacher when the teacher made the mistake of calling her Ada(s) in one of her comments. In that case, she reacted (*I'm Silvia, teacher*) and prompted an apology (*sorry, Silvia!*). So, her comment was not related to language.

In the writing assignments, some interesting features that we find is that Silvia(s) did not pay attention to the teacher's corrections related to punctuation in term 2.

8.1.6. ANALYSIS OF THE TYPE OF ERRORS CORRECTED IN *VOCABULARY*

The teacher offered the greatest amount of feedback in the *Vocabulary* section followed at some distance by *Grammar*. Therefore, we have analysed the WCF provided in the vocabulary section with

more detail. The teacher followed a strategy of unfocused feedback. She signalled any error committed by the students, regardless its nature. Table 25. gathers the sort and number of mistakes noted in the task of vocabulary.

Table 25. – Type of errors corrected in the vocabulary section

Student	Term	Mechanics		Morphology and syntax									Lexis		
		Spelling	Capitalisation	Subject	Noun ending (plural)	Punctuation	Verb tense	Sentence structure	Preposition	wrong adverb	Article	Wrong pronoun	Vocabulary	Reformulation	TOTAL
Ada(s)	term 1	1	0	0	0	1	2	1	0	0	2	0	0	1	7
	term 2	0	0	0	0	0	0	2	5	2	0	0	0	0	9
	term 3	0	0	0	0	0	0	0	2	0	0	0	0	0	2
	Total	**1**	**0**	**0**	**0**	**1**	**2**	**3**	**7**	**2**	**2**	**0**	**0**	**1**	**19**
Silvia(s)	term 1	3	1	0	0	1	2	2	2	0	2	1	1	2	17
	term 2	0	0	1	1	0	9	1	5	0	2	0	1	0	20
	term 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	**3**	**1**	**1**	**1**	**1**	**11**	**3**	**7**	**2**	**4**	**1**	**2**	**2**	**37**
Darío(a)	term 1	0	5	1	1	0	2	1	3	0	1	0	0	3	17
	term 2	6	5	0	1	2	8	3	0	1	4	1	1	5	37
	term 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	**6**	**10**	**1**	**2**	**2**	**10**	**5**	**3**	**1**	**5**	**1**	**1**	**8**	**54**
Mariana(a)	term 1	1	0	0	0	0	0	0	1	0	0	0	0	0	2
	term 2	1	0	0	0	0	1	0	0	0	1	0	0	0	3
	term 3	2	0	7	0	0	4	1	2	0	1	0	0	0	17
	Total	**4**	**0**	**7**	**0**	**0**	**5**	**1**	**3**	**0**	**3**	**0**	**0**	**0**	**23**
Mercedes(w)	term 1	4	0	0	0	0	0	0	0	0	0	0	0	0	4
	term 2	3	4	0	0	0	4	0	0	0	2	1	0	0	14
	term 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	**7**	**4**	**0**	**0**	**0**	**4**	**0**	**0**	**0**	**2**	**1**	**0**	**0**	**18**
Alberto(w)	term 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	term 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	term 3	0	5	0	0	0	1	0	0	0	1	0	0	2	9
	Total	**0**	**5**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**9**

The language error range of the teacher's feedback was wide. Different students seemed to be struggling with different language aspects, making the same type of mistakes once and again. Ada(s) had problems with prepositions, Silvia(s) and Darío(a) with verb tenses; Darío(a) and Alberto(w) had an issue with capitalisation.

8.2. RESEARCH QUESTION 2.2: STUDENTS' APPRAISAL OF FEEDBACK

2.2. What is the students' appraisal of the feedback received?

In this section, we report on students' responses to the questionnaire and the interview, in relation to the way they perceived the teacher's feedback.

8.2.1. STUDENTS' VIEWS ON FEEDBACK: CLOSED ITEMS IN THE QUESTIONNAIRE

The most outstanding feature of the students' appraisal of the teacher's feedback is that it was positively evaluated from the beginning and it shows no significant differences between Q1 and Q2 on any aspect, although the tendency is towards a more positive perception. The students only show a significant evolution in an item related to the engaging rewards, which they considered them more "interesting" in Q2. Engaging rewards improved their marks, and this acknowledgement again points towards increased trust. Engaging rewards are usual in secondary classes, but they are seldom dealt in more than a holistic way, which does not consider transparency or a careful planning of how to deal with them.

As for the other items, we can observe growth for all the items but three. In the three cases (*The teacher's comments are sufficient*; *Teacher's use of cross out words* and *The teacher's feedback helps me to write better*) means still improve slightly in Q2.

The most substantial variation in students' appraisal concerns the suggestion of web pages by the teacher. Contrasting this item with the item in the questionnaire where students evaluated the Internet as a learning resource shows significant differences. The appraisal of the Internet as a learning resource was much more positive than their perception of the teacher as a source to find resources on the Internet (.0285). This difference exists at the time of Q1 and at the time of Q2 (.0264).

Table 26 - Appraisal of the teacher's feedback

	Q1					Q2				
	Mean Q1	SD Q1	Rate above 5% N	Rate 5% n	Rate below 5% n	Mean	SD	Rate above 5% N	Rate 5% N	Rate below 5 Q2 % n
The teacher's comments are sufficient.	6.48	2.69	61.90% 13	19% 4	19% 4	6.57	2.2	61.9% 13	28.6% 6	9.5% 2
The teacher's comments are clear.	6.38	2.58	66.66% 14	19% 4	14.28% 3	6.48	2.04	71.43% 15	14.28% 3	14.28% 3
Teacher's use of pink background, to highlight errors.	5.81	2.99	52.38% 11	4.76% 1	42.85% 9	7.05	2.69	66.66% 14	19% 4	14.28% 3
Teacher's use of crossed-out words.	6.19	2.34	61.90% 13	19% 4	19% 4	6.48	2.40	61.90% 13	23.81% 5	14.28% 3
Teacher inserting bold and capital letters.	6.14	2.34	61.90% 13	9.52% 2	28.57% 6	6.81	2.27	66.6% 14	23.81% 5	9.52% 2
Teacher's references to online resources.	5.81	2.69	57.14% 12	14.28% 3	28.57% 6	6.81	1.81	66.66% 14	28.57% 6	4.76% 1
Teacher suggesting web pages.	6	3.02	61.90% 13	4.76% 1	33.33% 7	6.81	1.6	76.19% 16	19% 4	4.76% 1
The comments on the right-hand side of the page.	6.67	2.71	80.95% 17	0	19% 4	7.14	2.29	80.95% 17	9.52% 2	9.52% 2
The teacher's feedback helps me to understand grammar.	6.62	2.54	66.66% 14	14.28% 3	19% 4	6.71	2.05	76.19% 16	14.28% 3	9.52% 2
The teacher's feedback helps me write better.	6.57	2.34	71.43% 15	14.28% 3	14.28% 3	6.86	2.15	71.43% 15	23.81% 5	4.76% 1
I understand the engagement reward system in the Diary.	5.33	2.44	47.62% 10	14.28% 3	38.09% 8	6.52	2.4	66.66% 14	14.28% 3	19% 4
Getting Diary engagement rewards is fun.	4.33	3.02	42.86% 9	9.52% 2	47.6% 10	5.62	2.62	52.38% 11	19% 4	28.57% 6
Getting Diary engagement rewards is interesting.	4.62	3.32	42.86% 9	4.76% 1	52.4% 11	6.14	2.56	66.66% 14 **0.02574***	9.5% 2	23.8% 5

8.2.2. STUDENTS' VIEWS ON FEEDBACK: OPEN QUESTIONNAIRE COMMENTS AND INTERVIEWS

As in previous sections, we present results according to the students' performance level:

Perception of teacher's feedback and self-correction

HIGH ACHIEVERS

When addressing the teacher's comment, Ada(s) referred to the colour codes that she used. According to her, the teacher uses "*many colours*" and that this is "*Sometimes confusing*", and then she adds*: "I already understand the way she does it"*. She then states: *"Her comments are good"*. Silvia(s)'s concern is that the teacher should "*explain the reason for errors and how things could be improved."*

When it came to considering the usefulness of self-correction, both Silvia(s) and Ada(s), considered it very useful to improve. To Silvia(s), the key was that "*you must think about what you did wrong, and then you change it, and you understand, and you do not usually make that error again."* Ada(s) is also receptive: *"it helps me a lot"* because she can "*change things my own way."*

AVERAGE STUDENTS

Mariana(a) and Darío(a) found that the teacher's feedback was sometimes difficult to understand. Mariana(a) mentioned that the teacher used too many colours and sometimes she did not know what she had done wrong. Darío(a) thought that the teacher did not always explain the cause of an error or provided ways to solve it. They did not always understand why they had made a mistake.

Darío(a) considered that self-correction was useful and then "*little by little you get used, and you do things correctly"*. This reflection suggests that he understood that correcting one's errors in EFL writing is complex. Mariana(a) thought that correcting ones' errors was *"better than having the teacher correct them, because although teachers sometimes correct your errors; I don't often look at teacher's corrections, but if I have to correct my errors, then I do look at those errors"*.

WEAK STUDENTS

Mercedes(w) showed a clear understanding of the teacher's feedback procedures. She liked that "*the teacher uses colours to highlight mistakes"* and then *"she tells you that something is wrong and gives us clues"*. She complained that the teacher's feedback was not always clear and mentioned the need for more examples. She also points out that the teacher wrote her comments in English, which was sometimes a problem if you were expected to self-correct. In her opinion, the teacher should have used Spanish more. Alberto(w) is confident when it comes to self-correction. For him, although he barely completed his LD: "*Correcting errors is always helpful because you notice what you do wrong and the next time you do it correctly"*.

CHAPTER 9: RESULTS CONCERNING STUDENTS' PROGRESS (GOAL 3)

In this third chapter of results we focus on the content of Diary and written productions of students and how they progressed because of their self-regulation efforts and their teacher's feedback. For the comparison between the writing assignments that the students completed throughout the year and the Diary, we consider similarities and differences in relation to the use of the PWS, feedback use and content.

The students completed a total of seven writing assignment in the online PWS. They also took three exams that assessed their writing skills. Here we will compare the students results when they were doing assignments as homework, and their results in class exams. In this section, we will observe the strengths and weaknesses of the design to improve writing.

In the following sections, we address the research questions associated to the last goal of our study:

3.1. What evolution, if any, can be observed in students' Diary along the school year?
3.2. What evolution, if any, can be observed in students' writings along the school year?
3.3. What is the students' appraisal of the Diary activity?

Teacher's views are included in a separate chapter

9.1. RESEARCH QUESTION 3.1: EVOLUTION OF THE STUDENTS' DIARY

3.1. What evolution, if any, can be observed in students' Diary along the study?

The way that students filed, transformed and reflected on instruction in the Diary helps us infer their self-regulation strategies. *Grammar*, *Vocabulary* and *Teacher Tips* tasks are the three tasks cognitive tasks where students noted down and elaborated on aspects of instruction. The teacher designed them to observe cognitive strategies, and more particularly rehearsal (to check the items that they chose) and elaboration strategies (to analyse the examples they provided for vocabulary and grammar in use) following Simsek and Balaban, (2010) and Weinstein and Mayers, (1986). These three tasks also show self-regulatory behaviour, as the students were expected to correct their *language-in-use* sentences, once the teacher had checked on them. We are not going to consider the spelling and pronunciation tasks because our focus is on text writing.

Furthermore, there were two tasks in the Diary where students had to go one step beyond when applying monitoring and remedial strategies. These were the tasks where the students had to select some errors in their writing productions exams (*Errors in my Written Productions*) and test errors (*Exam correction*). Pintrich (1999) considers the strategies they put to practice essential aspects of self-regulated learning. There, the students had to prove that they had understood the teacher's feedback and could explain the reasons for some of the mistakes they had made – They had to report a total of six errors per term for each of these two sections of the Diary.

Finally, we included Free Writing task to allow the students an opportunity for expressing themselves without the constrains of a structured Diary and to observe links with the writing assignments.

9.1.1. STUDENTS' IMPROVEMENT IN THE DIARY: COGNITIVE TASKS

We analysed students' productions according to Polio (1997), as presented in part II, chapter 5. In this section, table III.9.1.1.a shows the results of this analysis.

The first thing that we notice when comparing the results in Grammar and Vocabulary is that the students systematically achieved a higher CEFR level in their *Vocabulary* sentences. As for students' progression, Ada(s) and Mariana(s) improved their level in both *Grammar* and *Vocabulary* and Mercedes(w) improved it in *Vocabulary*. Students produced more sentences for *Vocabulary*, as this responded to a specific requirement of a minimum of 22 words/sentences of their choice in this part of the Diary, while the teacher did not set such a high minimal request for the *Grammar* section. Furthermore, all the students but Silvia (in Vocabulary) improved the percentage of words per sentence from term to term in both tasks. Our hypothesis points to the fact that for *Vocabulary* all students took advantage of a greater freedom to choose topics and structures and felt more confident, but in grammar some students were more careful with their sentence than others. Half the students were copying their sentences from the workbook in term 3.

If we consider the percentage of error free sentences *after* feedback (accuracy) in relation to the number of sentences they wrote, and compare the results of two strong and average students, we observe big differences that predict who we should expect improvement from that is more evident in *Vocabulary*. Looking at their numbers along the year also tell us that sustained effort in monitoring lead to improvement.

STRONG STUDENTS

If we compare strong students to each other, we see that Ada(s) improved and Silvia(w) did not. Ada(s) was clearly doing more than she was asked, while Silvia(s) was strictly following task instructions.

In *Grammar*, Ada(s)'s level in term 1 (A1) was lower than Silvia(s) (A2), but in the end Ada(s) improved while Silvia(s) did not. That Ada(s) experimented with examples is evident in term 2 (SD=3.45; accuracy 100%). Silvia(s) sentences were longer, implying a desire to engage, but the number of error free sentences was substantially lower despite writing fewer sentences, showing that she was putting her energies to improve in the wrong place. Their number of error free sentences *after* feedback was the same in term 1, but in the end Ada(s)' a tripled Silvia(s)'.

In *Vocabulary,* their level was initially the same (B1), but in the end Ada(s) sentences reached B2, while Silvia(s) remained a B1 level. Again, Ada(s) experimented more with examples, by going beyond requirements, and Silvia stuck to them. The number of Ada(s)'s error free sentences doubled Silvia(s)'. For both students, the number of X words improved, but while Ada(s) percentage was higher every term, the number of error free sentences that Silvia(s) wrote in *Vocabulary* is indeed very low in term 3.

Both in *Grammar* and *Vocabulary*, the number of error-free sentences that Silvia(s) achieved decreased from term to term.

AVERAGE STUDENTS

If we compare average students to strong students we see that their numbers are generally more discreet, which is natural. Surprisingly, the percentage of words per sentence that Mariana(a) produced in *Vocabulary* is the highest. If we compare them to each other, we see that Mariana(a) improved and Darío(a) did not. Mariana(s) did more than Darío(a), particularly so in term 3.

In *Grammar*, their level was initially A1, but in the end Mariana(s)' improved while Darío(a), did not. Mariana(a)'s wrote more and longer sentences Her percentage of words per sentence was not always at least 6 words long, but we can observe a clear improvement in term 3 that raised her year percentage. Darío(a)'s made long inaccurate sentences that he did not correct, so his percentage of error-free ones is the same as Mariana's(a). We can conclude that Mariana(s) was trying harder and better.

In *Vocabulary*, their level was initially the same (A2) but Mariana(a) evolved to a B1. Dario(a) wrote more sentences than Mariana(a) approaching the required 22 while Mariana(a) only came close to them in term 3. The percentage of words per sentence was, however, much higher in Mariana(a) case. The suggestion is that Mariana(a) was more insecure, but the moment she became more active her approach was more thorough. In term 3, Mariana(a)'s number of error-free sentences in *Vocabulary* is much superior to Darío(a)'s, and the percentage for the whole year almost triples his.

WEAK STUDENTS

Alberto(w) barely did anything during the course. He only switched on towards the end of term 3 and finally had to retake the Diary to pass. His productions should almost be disregarded for analysis, as a matter of fact. There is evidence that he used online translators (*Silver pesa demasiado*). Mercedes(w)'s

sentences were longer and more accurate in *Grammar,* but this is because she understood the importance of accuracy and copied her examples from the workbook. The number of her error free sentences increased steadily in both *Grammar* and *Vocabulary* and she improved her CEFR level in *Vocabulary*.

Table 27 - Changes in students' writing productions in the Diary

		Grammar samples sentences					Vocabulary sample sentences				
		# T-units	X words	CEFR Level	SD	Error free after feedback	# T-units	X worsds	CEFR Level	SD	Error free after feedback
Ada(s)	T1	10	5.40	A1	0.97	9 (90%)	25	8.48	B1	2.10	18(72%)
	T2	18	6.47	A2	3.45	18 (100%)	24	8.58	B2	2.69	18(78%)
	T3	19	9.42	A2	1.74	18 (100%)	28	9.18	B2	2.60	19(70%)
	Year	**47**	**7.09**	**+**	**2.05**	**96%**	**75**	**8.75**	**+**	**2.46**	**73%**
Silvia(s)	T1	10	7.60	A2	1.96	9(100%)	24	7.10	B1	1.76	12(55%)
	T2	8	5.75	A2	2.05	5(63%)	23	6.17	A2	2.50	10(46%)
	T3	11	9.18	A2	1.66	3(33%)	24	6.96	B1	2.74	7(32%)
	Year	**29**	**7.51**	**=**	**1.89**	**65%**	**71**	**6.74**	**=**	**2.33**	**44%**
Darío(a)	T1	9	3.78	A1	1.56	3(33%)	21	4.33	A2	1.68	5(242%)
	T2	4	6.25	A1	1.50	3(33%)	20	4.40	A2	1.60	2(10%)
	T3	3	7.00	A1	1.73	2*	21	5.33	A2	1.46	4(19%)
	Year	**9**	**5.68**	**=**	**1.59**	**25%**	**62**	**4.68**	**=**	**1.58**	**18%**
Mariana(a)	T1	5	6.00	A1	0.71	1(20%)	14	7.29	A2	3.29	7(50%)
	T2	4	5.00	A1	0.82	3(75%)	13	7.31	A1	1.49	3(23%)
	T3	7	8.00	A2	2.24	3(50%)	21	10.43	B1	2.34	13(62%)
	Year	**16**	**6.33**	**+**	**1.26**	**46%**	**48**	**8.9**	**+**	**2.37**	**48%**
Mercedes(w)	T1	3	7.33	A1	0.58	2(67%)	12	5.75	A1	1.96	7(5%)
	T2	7	6.57	A1	1.90	2(33%)	22	4.91	A2	1.06	2(9%)
	T3	5	7.40	A1	1.4	4*	20	5.95	A2	2.61	13(65%)
	Year	**15**	**9.54**	**=**		**31%**	**54**	**5.4**	**+**	**1.86**	**39%**
Alberto(w)	T1	-	-	-	-	-	-	-	-		-
	T2	-	-	-	-	-	-	-	-		-
	T3	-	-	-	-	-	15	3.93	A1	1.16	3(30%)
	Rtk	2	6	A1	2.83	2*	21	5.00	A1	2.03	14(67%)
	Year	**2**	**6**	**=**	**2.83**	**0**	**36**	**4.6**	**=**	**1.60**	**15%**

Linguistic improvement (+) No linguistic improvement (=)

* Examples copied from the workbook, with no adaptation whatsoever.

Additional insight about the grammar section

In the *Grammar* section the teacher asked for at least 'one grammar item' but she did not specify what a 'grammar item' was, leaving the students to decide on that. A grammar item could be the *past simple*, or the *ways to express the past in English*. all students but one (Darío(a)) increased their number of examples of language-in-use sentences in *Grammar*. Also, all the students but Darío(a) increased the percentage of words per sentence. Unfortunately, three students were copying their sentences from the workbook in Term 3. Ada(s) and Mariana(a) improved one level the score of their sentences according to *Write &Improve*.

STRONG STUDENTS

If we compare Ada(s)'s grammar items in term 1 and term 3, we see the depth of her explanations increased considerably. In the beginning, her grammar items looked very much like *Teacher Tips* (see Figure 53).

Date: First B class
Title: Affix -ness
Form / structure: Adjetivo + -ness.
Cuando el adjetivo acaba en Y, pasa a ser una I latina.
Use: Lo usamos para transformar un adjetivo en un nombre. Loco = locura. Perfecto = perfección
Example/s: Everybody loves him: his **pretti**ness, his **clever**ness, his **awesome**ness..
Source: Kung Fu Panda film

Figure 53 - Screenshot of one of Ada(s)'s grammar items in term 1

In the third term, her three grammar items (the future, first and second conditional and indirect speech) are addressed in considerable depth (see Figure 54-56). This is evidence of outstanding progress in her capacity to report understanding (positive monitoring).

Title: Futur
Form / structure:
Will
AFF: Subjecte + will/'ll + verb
NEG: Subjecte + will not/won't + verb
INT: Will + subjecte + verb
Be going to
AFF: Subjecte + am/is/are + going to + verb
NEG: Subj + am/is/are not/n't + going to + verb
INT: Am/is/are + subj + going to + verb
Present Continuous
AFF: Subj + am/is/are + verb+ing + Complement + CC
NEG: Subj + am/is/are not/n't + verb+ing + Complement + CC
INT: Am/is/are + subj + verb+ing + complements + CC

Figure 54 - Ada's grammar item, Term3

Use:
Will: S'utilitza per fer prediccions sobre alguna cosa que pasará, per fer promeses i expressar decisions que es prenen al moment.
Be going to (futur simple: S'utilitza per parlar de plans i intencions.
Present Continuous: S'utilitza per anunciar allò que passara segur en el futur proper perquè ja s'ha decidit abans. IMPORTANT: DIR QUAN ES FARÀ L'ACCIÓ per diferenciar-lo del present.

Figure 55 - Ada's grammar item, Term 3

Example/s:
Will
I will correct my writing task tomorrow.
I won't go to your birthday party, sorry.
Will you go to the amusement park this summer?
Be going to
I'm going to have dinner, be right back!
We aren't going to do your homework, do it by yourself!
Is she going to participate in the talent show?
Present Continuous
I'm visiting my grandma at the hospital tonight.
He's not coming to your party this afternoon, he's sick.
Are they going to the concert tonight?

Connected words: Tomorrow, this summer, now, tonight, this afternoon..
Source: Workbook/teacher

Figure 56 - Ada's grammar item, Term 3

AVERAGE STUDENT

Average students did not show such a noticeable improvement, but by term 3 we can see that Mariana(a), was capable of a solid though basic structure for her grammar explanations.

WILL:
Aff: Subject + will/'ll + verb in base form + object
Neg: Subject + won't/will not + base form + object
Inter: Will + subject + base form + object

Figure 57 - Mariana(a)'s grammar item in term 3, part 1.

Will: S'utilitza per fer prediccions, per fer promeses i per expressar decisions que es prenen en el moment.

Figure 58 - Mariana(a)'s grammar item in term 3, part 2.

Example/s:
Will:
Global warming **will** cause floods in low places.
We **won't** go **TO** Laura's home because it's cold.
Will scientists discover more uses for renewable energy?

Figure 59 - Mariana(a)'s grammar item in term 3, part 3.

Connected words: now, today, tomorrow...

Figure 60 - Mariana(a)'s grammar item in term 3, part 4.

What we can say about Dario(s) is that all his examples were copied from the grammar section in *Build Up 4*.

Mercedes(w)' grammar items were full of diverse mistakes in Term 1 (see Figure 61).

Figure 61 - Mercedes(w)' grammar item in term 1.

And by term 3 they were an exact copy from the grammar pages in the workbook for Unit 6 (which they never did).

Figure 62 - Screenshot of a Grammar Item from Mercedes(w) for Term 3

Additional insight about the Vocabulary section

To find additional proof of the changes and likely improvements in the *Vocabulary* section, we have proceeded to diagnose precision in the following way: the number of words provided, uploading a picture that corresponds to the illustrated word; and matching the word chosen to its corresponding sentence; and reporting source. If a student only uploaded 13 sentences out of the required 22, as Mariana(a) did in term 2, we have counted percentages for pictures for that number of sentences. If students changed the part of speech of their word in their example, we have considered that the sentence corresponded to the word, at this stage. If there was no picture, we have merely considered that it did not match the word. Results are shown in Table 28.

Table 28 - Precision in task completion in Vocabulary

		Number of words	Pictures correspond to word	Sentence corresponds to word	Source Acknowledgment
Ada(s)	T1	22(100%)	22(100%)	22(100%)	22(100%)
	T2	23(105%)	23(100%)	23(100%)	23(100%)
	T3	27(123%)	27(100%)	27(100%)	27(100%)
Silvia(s)	T1	22(100%)	22(100%)	22(100%)	22(100%)
	T2	22(100%)	21(96%)	22(100%)	0
	T3	22(100%)	19(86%)	22(100%)	4(18%)
Darío(a)	T1	22(100%)	0	22(100%)	0
	T2	22(100%)	12(55%)	21(96%)	0
	T3	22(100%)	21(100%)	21(96%)	22(100%)
Mariana(a)	T1	15(68%)	12(80%)	15(100%)	0
	T2	13(59%)	13(100%)	13(100%)	0
	T3	21(96%)	21(100%)	21(100%)	21(100%)
Mercedes(w)	T1	14(64%)	5(36%)	14(100%)	0
	T2	18(82%)	3(17%)	18(100%)	0
	T3	20(91%)	19(95%)	20(100%)	0
Alberto(w)	T1	0	0	0	0
	T2	21(96%)	0	15(71%)	0
	T3	22(100%)	3	21(96%)	0

All the students were careful to write sentences for their words, since this was the key of the task, despite technical troubles with pasting pictures in the table template. They were also more consistent in uploading pictures and matching it to words than they were in providing a source.

Number of words provided

Strong students stuck to the required 22 words or provided even more words (Ada(s) in term 2 and term 3). Average students show different behaviours. Darío(a) reached the required number of words every term, while Mariana(a) did not. In fact, she did not reach the required number in any term. However, Mariana(a)'s *Vocabulary* is more and more accurate as time passed. Weak students also provided more and more words as the course advanced.

Matching picture and word

The second column in Table 29, which reviews whether images and words matched, illustrates the complex behaviours we reported in Chapter 7, where we showed that the students learned to cheat when uploading pictures. Word and illustration did not coincide in quite a few cases in the beginning because students did not know how to upload pictures and thus they developed some "survival strategies". The reason why they did not match in the end may be more related to the evidence that the teacher was overlooking that aspect of the task and that gave them an opportunity to cheat. Silvia(s) and Darío(a) show responses that suggest deceit, but Silvia(s)'s is the only case where we see an ascending tendency. The two students who are more accurate matching their words and pictures are Ada(s) and Mariana(a).

Silvia(s) reused two images, one of them to illustrate five different words and another to represent two words in term 3 (*Match* and *Race*). She also used one unrelated picture. Darío(a) used some of the photos he uploaded in term 1 again in term 3, which suggests a strategic re-cycling of pictures, letting the new words match up the pre-existing images (Figure 63).

Figure 63 - Screenshot of pictures used by Darío(a) in Term 1

Figure 64 - Screenshot of pictures used by Darío(a) in Term 3

Matching word and sentence

The students paired the word that they selected with the sentences that they wrote (column 3), showing understanding and acceptance for this aspect of the task. It was also the part that the teacher surveyed more closely. It is possible that this part of the task also carried higher value for the students than uploading pictures.

Reporting on source

Source range in *Vocabulary* can tell us about students' SRL because through them students show, in a simple and straightforward way, both their capacity to lead their own learning and their willingness to follow instructions. Table 29 summarises the number of different sources that the students acknowledged for the vocabulary task.

Table 29 - Sources acknowledged by students for the Vocabulary task

	Ada(s)	Silvia(s)	Darío(a)	Mariana(a)	Mercedes(w)	Alberto(w)
Term 1	4	1	-	-	-	-
Term 2	8	1	-	-	-	-
Term 3	11	1	1	4	-	-

Only Ada(s) completed the source column thoroughly, and there is evidence that Silvia(s) did not understand or care. In term 1 she highlighted "Textbook/easy reader" every time, without deleting the other options. In term 2, after highlighting nothing, she writes "*all are the same*" in the sixth line of the table (see Figure 65).

Figure 65 - Silvia(s)'s source column in term 2

In term 3 Silvia(s) acknowledges source for her first two words highlighting "Textbook/easy reader", and from then on she writes a hyphen (See Figure 66).

Figure 66 - Silvia(s)'s Vocabulary in term 3, showing source column to the right.

In her case, it seems likely that she did not see, or did not want to consider, the possibility to use other sources for learning vocabulary.

If we observe the behaviour of the two average students, both did not report on a source until term 3. Nonetheless, Darío(a) only reported one source (textbook/easy reader) while Mariana(a) could report on four (Textbook/easy reader, film, history class and Meritxell's class). Weak students did not report on any source. Hence, regarding their English level, we observe the following:

STRONG STUDENTS AND SOURCE IN VOCABULARY

The two strong students were capable of reporting on a source in *Vocabulary* from term 1 already. However, while Ada(s) acknowledged four different sources, Silvia(s) recognised only one. Ada(s) seems to have enjoyed finding sources for her learning. By term 3 she reported 11 different sources in *Vocabulary*: six different people (The maths and history teachers, her two English teachers and the school's language assistant), two films (Kung Fu Panda and Ice Age 2), social media, TV series, the textbook and even something she saw written on the blackboard in another class. In fact, Ada(s) could find more sources than we had considered. In term 2 and term 3 Silvia(s) still recognised only one (textbook/easy reader). Data suggest that Ada(s)'s motivation is becoming self-regulated, while Silvia(s) considered the teacher responsible for her learning and did not make sense of some of the instructions she was asked to follow.

AVERAGE STUDENTS AND SOURCE IN VOCABULARY

Average students did not acknowledge their sources of new words in term 1 and term 2, but in term 3 they both did. Darío(a) recognised one source (Textbook) while Mariana(a) recognised four: textbook/easy reader, the other English teacher, the film watched in class and the History class, where they were doing CLIL. The improvement of average students in term 3 points to an improvement of self-regulation, and a likely positive effect of the vicarious learning opportunities the PWS provided.

Weak students did not consider their source in either term 1, term 2 or term 3.

Teacher Tips

Concerning the section of *Teacher Tips*, the teacher presented them in class as normative, conceptual, aspects of language-use that were off the current topic in class but sprang naturally because of it (i.e. The fact that before months we use the preposition "in", when we are writing a biography). In that sense, *Teacher Tips* were an extra piece of information or advice on learning English. The teacher offered *Teacher Tips* whenever the context was appropriate. Asking students to report on some of them in the Diary had the purpose of making students listen to them and note them down (as often students would not listen if they think something the teacher is explaining would not be assessed). The teacher had not considered *Teacher Tips* on procedures, but Ada(s) did (see Figure 67).

Date: Monday, 26th November 2013
Explanation: We should correct the writing tasks copying the text again but in the 2nd we correct the mistakes, so we can write them in the wiki and learn about them.
Example: -

Figure 67 - Ada(s) Teacher Tip item in term 1

Table 30 shows the students' performance in *Teacher Tips*. In the first place, it addresses the number of items that each of them provided for term 1, term 2 and term 3. We consider whether the tip covered a conceptual or a procedural aspect. Finally, we analyse the example the students provided and determine whether that example was accurate, partly so or incorrect.

Table 30 - Students' activity in *Teacher Tips*

		# teacher tips	Conceptual tip	Procedural tip	Correct Example	Incorrect example	Clear and accurate explanation	Partly incorrect	Incorrect
Ada(s)	T1	5	4	1	4	-	5	-	-
	T2	3	3	-	3	-	3	-	-
	T3	3	3	-	3	-	2	1	-
	total	11	10	1	10	-	10	1	-
Silvia(s)	T1	5	5	-	5	-	4	1	-
	T2	3	3	-	3	-	3	1	-
	T3	3	3	-	3	-	3	-	-
	total	11	11	0	11	-	10	2	-
Darío(a)	T1	1	1	-	1	-	1	-	-
	T2	2	2	-	2	-	2	-	-
	T3	3	3	-	2	-	-	-	1
	total	6	6	-	5	-	3	-	-
Mariana(a)	T1	1	1	-	1	-	1	-	-
	T2	2	2	-	1	1	1	1	-
	T3	3	3	-	3	-	2	-	1
	total	6	6	-	5	1	4	1	1
Mercedes(w)	T1	3	3	-	3	1	-	-	3
	T2	3	3	-	0	1	1	1	1
	T3	3	3	-	3	1	2	1	0
	total	9	9	-	6	3	3	3	3
Alberto(w)	T1	-	-	-	-	-	-	-	-
	T2	-	-	-	-	-	-	-	-
	T3	3	3	-	3	3	3	-	-

Strong students collected more *Teacher Tips* than weaker students, but all of them, even Alberto, presented some. Most of them referred to conceptual aspects of language and the students' examples were mostly correct. The number of correct examples and of correct explanations is high, even in the case of weak students.

If we look at how many *Teacher Tips* students shared (Table 31) we can observe that strong students are the only ones who have *Teacher Tips* that are not shared by other students, and that both Ada(s) and Silvia(s) were also able to produce more. The wide range of topics chosen by the students as *Teacher Tips*, makes us aware of different sensitiveness of students at different learning levels. Alberto(w), the student at the lowest performance level, bluntly copied the *Teacher Tips* of his stronger classmates when retaking the Diary at the end of the course.

Table 31 - Shared Teacher Tips

	Ada(s)	Silvia(s)	Darío(a)	Mariana(a)	Mercedes(w)	Alberto(w)
By + means of Transport	X	X	X	X		
Capital letters	X		X			
Pronunciation of regular verbs		X		X		
Modals + infinitive			X	X		
Introductory phrases followed by comma	X				X	X
Adverbs of time – position	X	X	X		X	
Using pronoun "it"		X				X
Definite article to speak in general	X		X	X	X	
Many /very	X				X	
Dream of/about		X		X	X	
Become + noun			X	X		
Abbreviations in informal register	X	X			X	X

Students completed *Teacher Tip*s quite satisfactorily in term 3, although there is proof that they did not understand it very well in the beginning. The students confused this section and the grammar section in term 1. We can also see some cases of students copying from classmates. Here we analyse in which ways they misunderstood this task, how their misconceptions evolved and whether and who showed deceit, looking at them from the students' perceived strength as language learners.

CHANGES IN THE TASK COMPLETION WHICH POINT TO IMPROVEMENT IN SRL

In Mercedes(a), we see a possible example of her advance in the self-regulation learning process, even if we are dealing with a repeated *Teacher Tip*. She uses the same Teacher Tip in term 2 and term 3. However, in term 2 she does not provide an example (Figure 68), and the teacher asks her for one. When she repeats the Tip in term 3, an example is there (Figure 69):
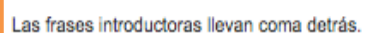
Figure 68 - Screenshot of Mercedes(w)'s Teacher Tips in term 2
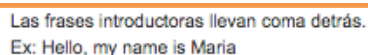
Figure 69 - Screenshot of Mercedes(w)'s Teacher Tips in term 3

Although in some cases the same *Teacher Tips* were repeated by several students, Figures 70 and 71 show that they were not just copying, since they were careful to provide their own examples.

Figure 70 - Screenshot of Ada(s)' Teacher Tip in term 3

Figure 71 - Screenshot of Mercedes(w)'s Teacher Tip in term 3

Mercedes(w) used the same *Teacher Tips* as Ada(s), but she changed examples in the three cases.

BLUNT COPYING AND PASTING

However, Figures 72 and 73 show that, in several instances, the students copied and pasted from a strong classmate. Alberto(w) copied from Silvia(s) in his June retake. He also copied from Ada(s) once; Darío(a) also copied in another occasion from his stronger classmates.

Figure 72 - Screenshot of Silvia(s)'s Teacher Tips in term 2

Figure 73 - Screenshot of Alberto(w)'s Teacher Tips in his June retake

9.1.2. STUDENTS' IMPROVEMENT IN THE DIARY: METACOGNITIVE TASKS

This section explains the difference in fulfilment between *Errors in my Written Productions* and *Exam Corrections*. It is relevant that we have a closer look at these two tasks because they are the most direct evidence of the students' capacity to monitor and remediate their learning.

For the *Exam Correction* task, students had to provide and explain three errors for every exam they took during each term. That meant a total of eighteen errors to be corrected: three in term 1, six in term 2

and nine in term 3. They also had to answer the question *What do I know now that I did not know before?* which was worth an extra half mark (in term 2 and term 3, to promote that more students answered them).

For the *Errors in my Written Productions* task, students had to do the same, but correcting errors in their writing assignments. Students wrote two compositions in term 1, three in term 2 and one in term 3. As there was only one writing assignment in term 3, the teacher asked students to use some of the corrections in the Diary to complete the minimum requirement of six errors. That means that students had to fill in six errors in term 1, nine in term 2 and six in term 3.

In Table 32 we present results on task completion in the *exam correction* task and the students' correction of their *written productions*. The numbers in the table correspond to the actual number of errors the students provided.

Table 32 - Task completion in the metacognitive tasks

		Exam correction	What do I know now that I did not know before?	Errors in my written productions	What do I know now that I did not know before?
Ada(s)	T1	3 (100%)	Done	6 (100%)	Done
	T2	6 (100%)	Done	3 (33%)	Done
	T3	9 (100%)	Done	5 (83%)	Done
Silvia(s)	T1	3 (100%)	Done	3 (50%)	Done
	T2	5 (83%)	Done	6 (67%)	Done
	T3	9 (100%)	Done	3 (50%)	Done
Darío(a)	T1	3 (100%)	Not done	0	Not done
	T2	3 (50%)	Not done	3 (33%)	Not done
	T3	3 (33%)	Not done	0	Not done
Mariana(a)	T1	0 (0%)	Not done	0	Not done
	T2	5 (83%)	Not done	5 (56%)	Done
	T3	8 (89%)	Done	3 (50%)	Done
Mercedes(w)	T1	2 (67%)	Not done	0	Not done
	T2	2 (33%)	Not done	0	Not done
	T3	8 (88%)	Not done	0	Not done
Alberto(w)	T1	0	Not done	0	Not done
	T2	0	Not done	0	Not done
	T3	0	Not done	0	Not done

If we compare completion for the two tasks, the percentage of completion in *Exam Corrections* is much higher for the three terms. Indeed, strong students, Ada(s) and Silvia(s), were completing the tasks regularly, but completion decreases among average and weaker students. The correction of *Errors in my Written Productions* was by far less successful, since only strong and average students were completing it in a less satisfactory way, almost anecdotally.

We can hypothesize an important difference between these two activities in the broader frame of the blended instructional design: the teacher reserved 20-minute sessions for collaborative error spotting after the students received their exams corrected by her. In other words, students counted on peers' help, while error correction in their own written productions was an individual activity carried out with the only help

of the teacher's feedback. Also, the correction of errors in exams was less demanding, since many tasks were of multiple choice or cloze-text type.

STRONG STUDENTS' COMPLETION OF METACOGNITIVE TASKS

Strong students show a high fulfilment of *Exam Correction* and an acceptable accomplishment in *Errors in my Written Productions*. They were the only ones who reported on what they had learnt in term 1, showing higher metacognitive strategies from the onset. They both mentioned to the teacher, at one time or another, that they did not have enough errors in their writing assignments to fulfil the requirements of the *Errors in my Written Productions* task. Ada(s) was the only student who corrected more than three writing errors in term 3, using errors she had made in other sections of the Diary.

AVERAGE STUDENTS' COMPLETION OF METACOGNITIVE TASKS

Average students show poorer completion when compared to strong ones. Darío(a) did less and less in *Exam Correction*, and only completed *Errors in my Written Productions* in term 2 partially (33%)*.* He never answered to *What do I know now that I did not know before*, either. On the contrary, Mariana(a) shows increasing engagement in *Exam Correction* as time advances. She also answered to *What do I know now that I did not know before* in term 2 (for one of the tasks) and term 3 (for both tasks).

WEAK STUDENTS' COMPLETION OF METACOGNITIVE TASKS

The two weak students did not answer to *What do I know now that I did not know before?* For either of the two tasks in any term. They did not do anything in *Errors in my Written Productions* either. Mercedes(w) filled in the *Exam Correction* tables for the three terms, although her work was poor.

Looking specifically at the *Exam Correction* task, we have considered students' sentences sufficiently corrected if they had fixed the error that they claimed having made, irrespective of the fact that there might have been other inaccuracies. Students were encouraged to use Spanish or Catalan to explain the reason for their errors, but Ada(s), Darío(a) and Mariana(a) chose to use English. For this reason, sometimes their explanations were unclear because of their inexpert English. Results are shown in Table 33.

Table 33 - Exam corrections in the Diary

		# of errors listed	Full sentence provided	Mistake (attributed to lapses in concentration)	Accurate, normative explanation	Wrong, vague or expressing lack of knowledge	Corrected inaccurately	Error corrected accurately
Ada(s)	T1	3	3	-	1	2	-	3
	T2	6	6	4	-	6	-	6
	T3	9	9	9	2	7	1	8
TOTAL		**18**	**18**	**13**	**3**	**15**	**1**	**17**
Silvia(s)	T1	3	3		1	2	2	1
	T2	5	5	5	1	4	4	1
	T3	9	9	9	1	8	1	8
TOTAL		**17**	**17**	**14**	**3**	**14**	**7**	**10**
Darío(a)	T1	3	0	3	1	2	-	1
	T2	3	3	-	-	-	-	3
	T3	3	0	-	-	3	-	3
TOTAL		**9**	**3**	**3**	**1**	**5**	**-**	**3**
Mariana(a)	T1	-	-	-	-	-	-	-
	T2	5	5	-	-	5	-	5
	T3	8	8	4		8	2	6
TOTAL		**13**	**13**	**4**	**-**	**13**	**2**	**11**
Mercedes(w)	T1	2	0	-	-	-	-	-
	T2	2	0	-	-	-	-	-
	T3	8	0	-	-	-	-	-
TOTAL		**12**	**0**	**-**	**-**	**-**	**-**	**-**

STRONG STUDENTS

Strong students provided full sentences but the number of accurate, normative explanations *(*i.e. *I did not know that we don't use negative forms with "never")* is discouragingly small even in Ada(s) case. Reasons that are wrong, vague or express lack of knowledge (*I got it wrong; I did not realise; or I did not know how to correct it)* are common. Errors are often amended accurately, but not always. Ada(s) has more errors corrected accurately than Silvia(s).

AVERAGE STUDENTS

Average students corrected fewer errors than strong students. Mariana(a) started late, in term 2, although the total number of errors she corrected is superior to the number corrected by Darío(a). Furthermore, while Darío(a) did not provide full sentences that contextualised his error, Mariana(a) always did. The way Darío(a) dealt with this task is interesting because he succeeded in making the task a cognitively low one. He selected multiple choice questions in the exam (i.e. different verb tenses of the same verb) and picked the option that the teacher had marked right to provide his correction (see Figure 74). He followed this strategy for the three terms.

Date	Exam / question	Error	Corrected version	Why did I make this mistake?
		(You should write full sentences)		
	UNIT 5 EX 4	there are 3 options and i choose "was closed"	are closed	because i don't now this
	UNIT 5 EX 4	there are 3 options and i choose "was organised"	were organised	because i don't now this
	UNIT 5 EX 4	there are 3 options and i choose "did your city do"	has your city done	because i don't now this

Figure 74 - Darío(a)'s Exam Correction in term 2

Mariana(a) did not understand the table very well in term 2 (Figure 75). She used the error column to provide the corrected version (marking in red what she had corrected). She used the column for the corrected version to write the words that she had replaced in her correction. Despite that, her monitoring intentions were clear.

Date	Exam / question	Error	Corrected version	Why did I make this mistake?
		(You should write full sentences)		
12/12/2013	Grammar: ex 1, (2)	Our neighbours were sweeping thei when the rain started.	swep	I thought that was put in were.

Figure 75 - Screenshot of Mariana(a)'s Exam Correction in term 2

WEAK STUDENTS

Alberto(w) did not try this task, and Mercedes(w) cheated providing the same errors in term 1 as in term 2. She used the same strategy as Darío(a) and turned this intended metacognitive assignment into a cognitive one (see Figure 76). She did not provide full sentence to contextualise her correction, either.

Date	Exam / question	Error	Corrected version	Why did I make this mistake?
	grammar 1,1	study	studies	perque vaig utilizar malament el verb
	grammar 4	sleep	slep	vaig conjugars malamen el verb

Figure 76 - Mercedes(w)' Exam correction in term 1 and term 2

Concerning the second part of the task, namely, responding to the question *What do I know now that I did not know before?* we observe that the results are quite discouraging. Only three students (the two strong ones and Mariana(a)) managed to respond to this question during the course (Table 34), but their responses make more sense.

Table 34 - Students' statements in *What do I Know Now that I did not Know Before* in Exam Corrections

Ada(s)	T1	*Now I know that I should check out twice my exams!*
	T2	*To say the age of someone at a time, we use "when".*
	T3	*In a question, the main verb goes at the end of the sentence.* *"Most" is written with no article when it means "la mayoría". If you use it as a superlative (el/la más ---), then you need an article.*
Silvia(s)	T1	*The correct use of correct simple in some sentences*
	T2	*I know how to use the past continuous with the past simple, and "subject + Used to."*
	T3	*I know that we don't use negative with "never".* *I know how to use some verb tenses better.*
Mariana(a)	T1	-
	T2	-
	T3	*WILL lo utilizamos cuando decidimos algo en el momento, y GOING TO cuando algo está planificado/predicción segura.*

Concerning the second metacognitive task (*Error in my written productions*) (see Table 35), we first looked at, whether the students provided full sentences or not. We marked sentences as accurate if the students had corrected the error they claimed they had made even if some other mistakes passed unnoticed. Students were encouraged to use Spanish or Catalan to explain the reason for their errors but Darío(a) and Mariana(a) used English, and sometimes their explanations are difficult to appraise.

Table 35 - Analysis of students' corrections in Errors in my Written Productions

		# errors listed	Full sentence provided	Mistake (attributed to lapses in concentration)	Accurate, normative explanation	Wrong, vague or expressing lack of knowledge	Corrected inaccurately	Corrected accurately
Ada(s)	T1	4	4	-	0	4	0	4
	T2	3	3	2	3	-	-	3
	T3	5	5	-	0	5	2	5
		12	**12**	**2**	**3**	**9**	**2**	**12**
Silvia(s)	T1	3	3	2	1	2	-	3
	T2	6	1	5	1	5	-	-
	T3	3	2	-	3	3	-	3
		12	**6**	**7**	**5**	**10**	**-**	**6**
Darío(a)	T1	-	-	-	-	-	-	-
	T2	3	3	-	-	-	1	2
	T3	-	-	-	-	-	-	-
		3	**3**	**-**	**-**	**-**	**1**	**2**
Mariana(a)	T1	-	-	-	-	-	-	-
	T2	5	5	4	2	3	-	5
	T3	3	3	-	-	3	-	3
		8	**8**	**4**	**2**	**6**	**-**	**8**
Mercedes(w)	T1	-	-	-	-	-	-	-
	T2	-	-	-	-	-	-	-
	T3	-	-	-	-	-	-	-

This task shows very similar patterns to the ones identified in *Exam Correction*, but weaker results. The number of accurate normative explanations is very small, showing an explicit dependence on the teacher's feedback which they often do not understand. Darío(a) did not do the task in term 1 and term 3 and did not provide reasons for his errors in term 2. Mercedes(w) did never start it.

What is surprising is Silvia(s)'s poor performance. She did not provide full sentences in term 2, and only half of her corrections were accurate. Mariana(a), on the other hand, had her eight sentences corrected accurately in term 3, and paired with Ada(s) in knowing which errors she could fix. What this suggests is that Silvia(s) did not pay enough attention to this task or was finding it more difficult than expected.

In relation with the reflexive question added to the task (*What do I know now that I did not know before?)* students provide different answers, and what they say makes sense, showing a more powerful reflexion effect (Table 36). Ada(s) is the only student showing some change in her learning awareness.

Table 36 - Students contributions to What Do I know Now in Written Productions

Ada(s)	T1	*Now I know when must I use the Past Perfect*
	T2	*Now I know that the adverbs of time must be written at the end of the sentence*
	T3	*When we say that something matches with something, we don't say "with" in between.*
Silvia(s)	T1	*The correct use of some pronouns.*
	T2	*I know that I have to fix in my mistakes and use semicolons.*
	T3	*The use of gerund.*
Mariana(a)	T1	-
	T2	*When we use her is for a girl and when we use him is for a boy.*
	T3	*Now I know that there are one serie of verbs that don't go normally with the present continuous: enjoy, like and think.*

9.1.3. STUDENTS IMPROVEMENTS IN THE FREE WRITING TASK

To help the students' improvement in writing, we designed self- expression and creativity task. For analysis, we have treated it as a written assignment, with the added value that the students chose what to write about and how.

Table 37 -Results in the Free Writing task according to *Write&Improve*

	Free writing		
	Term 1	**Term 2**	**Term 3**
Ada(s)	B1	--	B1
Silvia(s)	B1	A2	B1
Dario(a)	--	A1	A1
Mariana(a)	--	--	A2*
Mercedes(w)	--	--	A2
Alberto(w)	--	--	--

* *Probably using an online translator*

Ada(s) did not complete Free Writing in T2. She simply provided a song from a singer she liked. She did not translate it or do anything with it. The teacher did not make any comments about it, either. Silvia, on her part, wrote a text that was clearly above her level (see Figure 77) When the teacher asks her about it, she complained that she was not the only one, but volunteered to do it again (see Figure 78). The conversation between the teacher and the student is transcribed below. She is the only student who completed this task to full satisfaction.

Teacher: *Have you written this story yourself? If so, If so, I will correct it after I finish marking your classmates.*

Silvia: *You should be more specific. Just as some people upload songs I looked for a horror story on the Internet. I do not think they make up the jokes or the tongue twisters they provide, so I do not see the difference. But I have already changed it. :)*

Teacher: *You are a wonderful student, Silvia(s) and this nobody can deny!*

Between the lines, Silvia(s) is telling the teacher how overworked she is as an excuse for her cheating behaviour.

Strange noises. (Scary little story)

There was something strange about Mr. Smith's old house on the coast of Transilvanya. Many people thought that there was a ghost in the rooms on the east side. On windy nights people heard strange noises there. They thought it was a baby crying. But there wasn't a baby in the house. For years many people tried to find the answer to the mystery.
Finally people said "Sell the house." Mr Smith sold the house to Bill Gates.

But the strange noises continued. After some time, Mr. Gates said, "I think the noises come from the old apple tree next to the house. Its branches hit the east side of the house when there's a strong wind". He cut down the old apple tree.
But the stranges noises continued. "Move the house", people said. Wooden houses are easy to move, and Mr. Gates was a rich man. He called in some workmen.
"Move the house to a new place, in Part street" he said.
While the workmen were moving the house, they found an old box under the floor. There was a child's skeleton in the box. Many people said that the child's ghost made the strange noises. "Rebury the child" they said. Mr Gates reburied the child.
But on windy nights the strange noises continued...
When Bill Gates died, his son Frank lived in the house. Frank didn't belive in ghosts. Some time later there was a fire in the house. It burnt part of a room on the east side. Frank called in some workmen. "Repair the room" he said. While the workmen were repairing the room, they discovered something. In one of the chimney's, they found a wind harp.
"The builders put the harp into the chimney to make music on windy days", they told Frank. "now it's old and instead of music, it makes a crying sound like a baby".

Figure 77 - Screenshot of Silvia(s)'s first submission to Free Writing in Term 2

The last months

I really want to finish this year and have holidays! This month it's full of tests and works, and we will organise the graduation. It's stressful! After finish the year, we will go to the beach, go shopping, go to another country and more. I hope will be an amazing summer, because we will start batxiller in September and it will be very difficult. For now I want to finish the course well and have good mark!

Figure 78 - Screenshot of Silvia(s)'s second submission to Free Writing in Term 2

AVERAGE STUDENTS

Darío(a) did not do this task in the first term, but he completed it in the other two terms. His English is basic and his own, trying to communicate with the teacher in a fair way.

Mariana(a) did nothing for *Free Writing* in the first and second terms, and in her paragraph for the third term, an "*esque*" (highlighted pink by the teacher in Figure 79) in one of her sentences suggests text was made using one. Her behaviour for this task shows little engagement.

Two weeks ago some of my course mates went to London for four days. We had to keep going to class. During those four days we doing a one work, it was not very difficult, in groups, about the third world. But the truth esque during those four days we didn't almost class and I don't liked much because it was all very boring, I missed my friends and others classmates. Still the work went well and the stay was beautiful. Especially the poster project name, it took long to do it my classmates and me.

Figure 79 - Screenshot of Mariana(a)'s free writing task for Term 3

WEAK STUDENTS

Mercedes(w), as Ada(s) had done, uploaded a song and that is it in Term 2, and Alberto, who completed this task in Term 3, shows signs of using a translator (see Figure 80).

What I liked about this year's English classes were the movies.the classes have been more fun if it would have more vidios .

some days classes have been a disaster but in the end always

asiamos what we had to Asher that day thanks to the patience of the teacher

Figure 80 - Alberto(s) screenshot of Free Writing in Term 3

9.1.4. EVIDENCES OF CONNECTIONS BETWEEN THE DIARY AND THE WRITING PRODUCTIONS

To disclose the connection between *Vocabulary* in the Diary and other written productions, and understand how they might have been influencing each other, we counted only productions in T2 and T3, as T1 was a time for getting to know the instructional design and the online PWS. Table 38. shows the results relative to this question.

Table 38 - Words listed in Vocabulary which were used in the students' writing assignments

	T2		T3	
	Words	Used in writing assignments	Words	Used in writing assignments
Ada(s)	23	1	27	1
Silvia(s)	22	0	22	0
Darío(a)	22	0	22	0
Mariana(a)	13	1	21	2
Mercedes(w)	19	0	20	0
Alberto(w)	22	0	22	0
Total	121	2	134	3

In term 2 the students wrote 121 vocabulary sample sentences for the corresponding new words they had learned, but only two of them appear in their writing productions. So, the words they were selecting in *Vocabulary* and the effort they were making when writing their sentences did not show in their written productions. Students completed these two tasks as completely independent actions. This is a big flaw in a design that aims at being efficient and providing students with a sense that they are making progress. An effective instruction plan needs that task design encourages that the words that are learnt in class are used in the production stages.

If we look at the tasks were these words appear in term 2, we see that one of these words was used by Ada(s) and the other by Mariana(a). Both are words from the Kung Fu Panda movie. In term 3, again, they are the only students to catch a word from the movie watched in class to use it in their writing.

However, if we change perspective, and look at the words in the Diary that were influenced by the tasks they were doing, we see that the influence of the two films was notorious in different tasks in the Diary.

In Table 39 we look at the influence that the films watched in Class had on the *Vocabulary* task. Ada(s) and Mariana(a) were the two students that were more influenced by the two films.

Table 39 - Influence of the films watched in class on the vocabulary students listed in the Diary.

	T1	T2	T3	TOTAL
Ada(s)	10	1	3	**14**
Silvia(s)	0	0	0	**0**
Darío(a)	0	0	0	**0**
Mariana(a)	8	4	6	**18**
Mercedes(w)	1	0	0	**2**
Alberto(w)	0	0	0	**0**

The number of links *Teacher Tips* shows to the film *Kung Fu Panda* script is also relevant. This activity stretched for term 1 and Term 2 and the students took its final exam in Term 3. We find examples of its influence in *Teacher Tips* throughout the school year. All three examples Mariana(a) provides in term 3 refer to words in this film. Also, Darío(a), Silvia(s) referred as well to expressions and language norms learned while watching the film or linked to the classroom activities carried out afterwards.

9.1.5. EVIDENCES OF FEEDBACK IMPACT ON THE DIARY

As a crucial component of the instructional design and particularly of the assessment program put to the test, we searched for evidences of impact of the teacher's feedback on students' work. Table 40 shows its small impact, altogether. In this table, we can see how many noted mistakes were corrected in students' Diary. Three students (Ada(s), Silvia(s) and Mariana(a)) were engaged feedback-users. Their three classmates, in contrast, did null use of the teacher's recommendations on their work.

Table 40 - Students' actions after receiving feedback in the Diary

Students		Not corrected	Corrected inaccurately	Corrected accurately	%
Ada(s)	term 1	1	2	7	
	term 2	0	0	9	
	term 3	0	0	3	
	Total	**1**	**2**	**19**	**86%**
Silvia(s)	term 1	7	1	9	
	term 2	4	4	13	
	term 3	0	0	0	
	Total	**11**	**5**	**22**	**58%**
Darío(a)	term 1	30	0	1	
	term 2	43	0	0	
	term 3	0	0	0	
	Total	**73**	**0**	**1**	**1%**
Mariana(a)	term 1	0	0	8	
	term 2	1	0	1	
	term 3	2	4	13	
	Total	**5**	**4**	**21**	**70%**
Mercedes(w)	term 1	6	0	0	
	term 2	19	0	0	
	term 3	0	0	0	
	Total	**25**	**0**	**0**	**0%**
Alberto(w)	term 1	0	0	0	
	term 2	0	0	0	
	term 3	10	0	0	
	Total	**10**	**0**	**0**	**0%**

However, despite this apparent little impact on students' immediate actions, the effects of that feedback might be found in later productions. The influence of an online repository where everything they had previously done is stored is self-evident. Mariana(a) improved her Diary steadily from mid-course on, but there is no proof that she did that prompted by the teacher's immediate feedback or not because two thirds of the comments on her wiki site were lost for technical issues.

The two weak students did no correct any of the errors that the teacher highlighted. Nevertheless, there is evidence for delayed corrections in subsequent productions, where the same errors were not repeated. The question remains on how these students understand the purpose of feedback itself and the rules of assessment, including the chances of improving grades once they are set.

9.2. RESEARCH QUESTION 3.2: EVOLUTION OF WRITING PRODUCTIONS

3.2. What evolution, if any, can be observed in students' writing productions along the study?

The students had to produce a variety of texts distributed along the school year. These tasks were different in nature: some were punctual, others were longitudinal. Another important difference refers to the conditions of realisation, since some of the tasks were done as individual homework but launched in class with a collective brainstorming. And finally, other tasks were individual exams in which the students had no a priori help to perform their best. Improvement in their written productions has been measured by means of the teacher's own corrections, a specific mock exam which followed external evaluation criteria, and the *Write & Improve* tool offered by the University of Cambridge. This tool has been previously referred to. Its functioning can be consulted in Annex 3. Evolution of students' writing assignments can be observed, in the first place, in the errors the students corrected in their second drafts, following their teacher's feedback and *Teacher Tips*, and finally in the section *Errors in my Written Productions*, again in the Diary.

9.2.1. STUDENTS' IMPROVEMENT IN WRITING PRODUCTIONS

Because the perceived improvement in examples of grammar and vocabulary in use may be due to the immediate impact of feedback (as some students corrected their sentences, and others did not) and we are focused on competence, we have only considered first drafts when analysing improvement in writing productions.

If we have a look at the global and writing assignment marks of the selected students for the three terms, we can see that they did not experiment major ups and downs throughout the year (See Table 41). and all students improved their marks while SD decreased for writing and global marks.

Table 41 – Selected students' global and writing marks in diagnostic exam term 1, 2 and 3

	Diagnostic exam		Term 1		Term 2		Term 3	
	Global	Writing	Global	Writing	Global	Writing	Global	Writing
Ada(s)	8.1	10	9	10	9.6	9.6	9.5	9.8
Silvia(s)	7.6	7.5	9	8.5	9.3	9.2	9	9.6
Darío(a)	5.3	5.8	6.9	4.5	7.1	7	7.3	6.6
Mariana(a)	5.2	4.2	4.9	*2.9	6.4	7.3	7.3	7.4
Mercedes(w)	4.2	5	4.7	5.4	5.4	3.5	6.3	5.8
Alberto(w)	1.5	1.7	3.2	*0	3.5	2.3	3.5	2.7
X	5.3	5.7	6.3	5.2	6.9	6.5	7.2	7
SD	2.4	2.6	2.2	3.3	2.1	2.7	2.0	2.4

*Alberto(w) did not do any writing tasks and Mariana(a) skipped one in Term 1

The average and weak students experienced failing, as their marks went below 5 in writing. In the case of Mariana(a) and Darío(a), that happened in term 1. His marks were low and Mariana did not do the KFP assignment. In Mercedes(w) case, she failed writing in the Diagnostic test (Which did not count for assessment). Alberto(w) simply did almost nothing. He was unable to reach a pass mark in term 1, term 2 and term 3, although his global mark improved term after term.

The student's mark for writing in term 2 included, for the first time that year, a writing exam with no possibility to count on external help, or to copy from others and with a limited time to carry it out. It was a mock exam to prepare for the external exam that they were about to take; she used a real exam from a previous year.

In Table 42 we compare the homework marks that the students scored in their PWS assignment in terms 1 and 2, with the mark of in-class exams in Term 2 (in Term 1 there were no exams). We can see that, not surprisingly, results in the exam were lower that results in their homework, since students had no help whatsoever at hand. Darío(a) is the student who got worse marks in the exam, compared to his homework marks, suggesting that his writing skills were poorer than expected. Alberto(w) is discarded from this analysis because he did not deliver the required tasks until term 3.

Table 42 - Comparison between Term 1 and 2 assignments in the wiki and Term 2 exam

| | PWS - Term 1 | | | PWS – Term 2 | | | | F2F EXAM |
	A recent holiday	KFP sentences 1	**Mean**	Crime Report	KFP Sentences 2	Book Review	**Mean**	**Mock external exam**
Ada(s)	10	10	**10**	10	10	9.5	**9.8**	**8.9**
Silvia(s)	9	8	**8.5**	9.3	8.8	10	**9.4**	**8.5**
Darío(a)	2	7	**4.5**	7.7	7	8	**7.6**	**5.2**
Mariana(a)	5.8	0	**2.9**	7.5	8.5	6.3	**7.4**	**6.7**
Mercedes(w)	5.8	5	**5.4**	4	4	3	**3.7**	**3**
Alberto(w)	0	0	**0**	0	0	0	**0**	**0**
X with Alberto	*5.4*	*5*	*5.2*	*6.4*	*7.7*	*7.9*	*7.3*	*5.4*
SD with Alberto	*3.9*	*4.2*	*3.7*	*3.8*	*3.7*	*3.9*	*3.8*	*3.6*
X without Alberto(w)	*6.5*	*6*	*6.2*	*7.7*	*7.9*	*7.7*	*7.6*	*6.5*
SD without Alberto	*3.2*	*3.8*	*2.9*	*2.3*	*2.3*	*2.8*	*2,4*	

The student's mark for writing in the Term 3 included two writing exams and only one compulsory assignment in the PWS. The exams were the Kung Fu Panda exam, and the writing exam for lesson 5 in the textbook, that included a writing question. Comparative results are shown in Table 43.

Table 43 - Comparison between Term 3 writing assignments in the wiki and Term 3 exams

| | Writing assignments | F2F Exams | | |
	Snowflake email	School uniforms	KFP exam	Average of exam marks
Ada(s)	9.5	10	10	9.8
Silvia(s)	10	8.8	9.2	9.3
Darío(a)	7	5.6	7.3	7
Mariana(a)	7	5.5	8.4	7
Mercedes(w)	6.8	6*	3.6	5.5
Alberto(w)	0	0	5.2	1.7
X	6.7	6	7.3	6.7
SD	3.6	3.5	2.5	3.1

* Mark obtained for doing a different task

To fully understand Table 43 we must bear in mind that the School Uniform task corresponded to the *Build Up* textbook, Unit test 5. The publisher provided two different levels, and weak students took the lower level. The task that they had to complete did not ask students to write anything (See Figure 81). As Alberto(w) did not take this exam, this problem affected only Mercedes(w). This explains her high mark in comparison to the two average students'.

Read the letter from a school newspaper. Then choose an alternative closing sentence from the options below.

I'm so happy that this year we <u>have to</u> wear a school uniform. I think it's a great idea.
Now I can get up later in the morning because I don't have to decide what to wear.
Also, there is no more competition about clothing – everyone wears the same. It also
saves everyone a lot of money. In my opinion, a school uniform makes students feel
they belong to the school. It's a good idea for every school to have a school uniform.

a. My school uniform is blue.

b. It's unfair to make students wear a school uniform.

c. Clearly, there are a lot of good reasons to wear a school uniform.

Figure 81 - Writing task in Built Up exam for unit 5

As for the KFP exam, apart from the sentences in the PWS, students had also completed mind maps describing the characters in the film and the vocabulary they had learnt in the film before taking the exam, which they had handed in together with the completed worksheets for each of the sessions.

The snowflake email was a complex task, but still, the students' mark in this homework was higher than their mark in the School Uniform exam (except for Ada(s)). However, in the KFP exam, Ada(s), Darío(a) and Mariana(a) scored a higher mark than in the *Snowflake Email*, even though this was done in class and individually.

9.2.2. STUDENTS' IMPROVEMENT IN WRITING PRODUCTIONS: EXTERNAL MEASURES

The results from external exams are a reliable source to determine how well students are doing, and where a given school stands about the rest. For this reason, they are useful to understand the context in which a case takes place, and to make inferences regarding the appropriateness of instructional designs.

Table 44 - Data on the selected students' school leaving exam in writing

	Competence (A2 level)		
	Discourse	**Linguistic**	
	Coherence & cohesion	**Syntax & Spelling**	**Vocabulary range**
Ada(s)	Above	Above	Above
Silvia(s)	Above	Threshold	Above
Darío(a)	Threshold	Threshold	Threshold
Mariana(a)	Below	Below	Threshold
Mercedes(w)	Below	Below	Below
Alberto(w)	Bellow	Below	Below

If we compare the results in the mock external exam with the marks of the six observed students for their real school leaving exam (Table 44), some new insights spring up. We report on them following the framework used by our education authorities as it was reported to the students and their families. These exams were corrected by an external evaluator.

The results of the students' school leaving exam for writing are in line with their results in the class, but we must bear in mind that they took this exam in February, before Mariana(a) started showing more engagement. They also give us some additional information. Namely, in coherence with the observations of the study and class-marks during the course: (1) Ada(s) is the only student that achieves excellent results; (2) Vocabulary range is where more students reach strong or average levels. Both Silvia(s) and Ada(s) are above average, but Silvia(s) is threshold in syntax and spelling, which is consistent with her problems to understand and use the teachers' feedback. Both average students reach average results, but Mariana(a) only does in vocabulary, but not in grammar or discourse competences. (3) Darío(a) is the student who reaches average marks in all competences. (4) Mariana(a) is clearly behind Darío(a) in results, as she only achieves average results in vocabulary; (5) Both weak students underscore for all the descriptors in the external exam; and finally, (6) The weakest results show in grammar, syntax and spelling, where only Ada(s) excels and Mariana(a) fails, together with the two weak students.

Thus, the students had a poor syntactic and spelling competence, vocabulary shows the best results and coherence and cohesion had not been considered in the design, leaving it to the students' capacity to transfer it from L1 or what they had done in previous years.

9.2.3. EXTERNAL QUALITY CONTROL OF WRITING ASSIGNMENTS: W&I

Another external measure of writing quality in this study was the recently developed online tool *Write & Improve (W&I)*, which Cambridge University offers to both English teachers and learners all around the world. The functionality of this device is presented in Annex 3. In this section, we show the results of evaluating the students' writing productions along the course with this tool. Scores diagnose the students' productions before feedback.

Evidence shows that these six students represented different levels according to the CEFR in a single class, and that level depended on the risk they were willing to take, their linguistic level and engagement. In exams, these students range from below A1 to A2 while in the writing assignments, which involve effort and can count on external help, the range is wider. Ada(s) could reach a C2 in homework tasks, and Mariana(a) a B2 score.

Table 45 - Comparison between the students marks and results in Write & Improve

| | T1 | | | | T2 | | | | | | | | T3 | | | | | | | |
| | A recent holiday | | KFP sentences1 | | Crime Report | | KFP sentences2 | | A book Review | | *Mock external exam | | *KFP exam | | Snowflake Email | | Ice Age 2 | | *School Uniforms | |
	Mark	W&I	Mark	W&I	Mark	W&I	Mark	W&I	Mark	W&I	Mark	W&I	Mark	W&I	Mark	W&I	Mark	W&I	Mark	W&I
Ada(s)	10	B2	10	A2	10	B1	10	B2	9.5	B2	8.9	A2	10	A2	9.5	B2	-	C2	10	A2
Silvia(s)	9	B1	8	A2	9.3	B2	8.8	A2	10	B2	8.5	A2	9.2	A2	10	B2	-	-	8.8	A2
Dario(a)	2	A2	7	A2	7.7	A2	7	A2	8	A2	5.2	A1	7.3	A1	7	A1	-	-	5.6	A1
Mariana(a)	5.8	A2	0	-	7.5	B1	8.5	A2	6.3	A2	6.7	A1	8.4	A1	7	A2	-	B2	5.5	-
Mercedes(w)	5.8	A2	5	A1	4	A1	4	A2	3	A1	3	ba	3.6	A1	6.8	B1	-	-	6	-
Alberto(w)	0	-	0	-	0	-	9	A2	0	-	-	-	5.2	A1	0	-	-	-	0	-
X with Alberto	5.4	-	5	-	6.4	-	7.9	-	6.1	-	6.5	-	7.3	-	6.7	-	-	-	6	-
SD with Alberto	3.9	-	4.2		3.8		3.7		3.9		3.6		2.5	-	3.6	-	-	-	3.5	-
X without Alberto	6.5	-	6	-	7.7	-	7.7	-	7.4	-	6.5	-	7.7	-	8.1	-	-	-	7.2	-
SD without Alberto	3.2		3.8		2.3		2.3		2.8		2.7		2.5	-	1.6	-	-	-	2.1	-

*Writing F2F exams - ba (below an A1 level)

Looking at Table 45, we can see that although the rankings in W&I went down when students took exams, they did not when the teacher corrected them, suggesting that she adapted her scores to the different context, making marks higher in exams. In W&I their marks in a situation where they could not get external help was A2 for strong students and A1 or less for average and weak. "ba" stands for "below A level". The highest score percentage for exams is for the KFP exam, and in writing assignments, the highest score was for the snowflake email, as the Ice Age 2 task did not get a score (it was only considered to improve the final mark, with no specific score assigned).

Data show that reporting progress in writing assignments is more complex than in the Diary, because we are dealing with different tasks, while in the Diary we could compare the same tasks as they evolved longitudinally.

STRONG STUDENTS

In Table 45 we can see that Ada(s) and Silvia(s) went down one or two levels in the CEFR when they took an exam, where they were asked to write fewer words and risked less. In exams, their level was an A2, while in writing assignments in the PWS they were often ranked B2 or even higher. The teacher's marks were very much the same for all the assignments. In the beginning, sometimes Silvia got better marks than Ada but in the end, it was always Ada who got the best score.

AVERAGE STUDENTS

Mariana(a) also went down one or two levels in exams, although surprisingly Darío(a) only went down one, suggesting that Mariana(a) spent more time doing her assignments, and this allowed her to reach a B2 in her last assignment.

WEAK STUDENTS

The marks scored by Mercedes(w) and Alberto(w) in the W&I software are surprising for the KFP exam (A1) in Alberto(w)'s case and in the Snowflake email and Mercedes(w) (B1). Alberto(w)'s A2 in an exam, despite his passive attitude, shows that he was indeed a better learner than his lack of engagement suggests. As for Mercedes(w)'s B1 in a difficult assignment, we can conclude that she benefited a lot from the prior brainstorming. She used the phrases the class had collectively produced, even if using bullet points, which brought about an experience of success (see Figure 82).

Hello dear ~~friend~~ Fran!

While you were in ~~the~~ hospital the rest of us were fighting for your rights, has cost us a lot but we won ~~the~~ a little part of what we wanted, and we have achieved have many rights, among them:

- ~~Gan~~ we will have a steady job, even in summer
- Can live in a house without paying **A RENT**
- Can work IN something we like
- May arrive snow in africa

And the most important is...

- Snow can study

Hope you will feel better SOON, and you're very happy with all we got.

I'm going to visit YOU on Wednesday 25 and celebrate with the family.

I'm very happy.

Bye Fan!

By: Kat

Figure 82 – Mercedes(w) Snowflake email

Results based on task

For a more in-depth analysis of the students CEFR scores in W&I, we have converted the scores into numbers following the ensuing criteria:

A1- 1, 2, 3
A2- 4, 5, 6
B1- 7, 8, 9
B2 – 10, 11, 12
C1- 13, 14, 15
C2 – 16, 17, 18

To assign a number to each of the writing tasks, we have used the graph provided in W&I that specifies where in the writing continuum a given production is (see Figure 83)
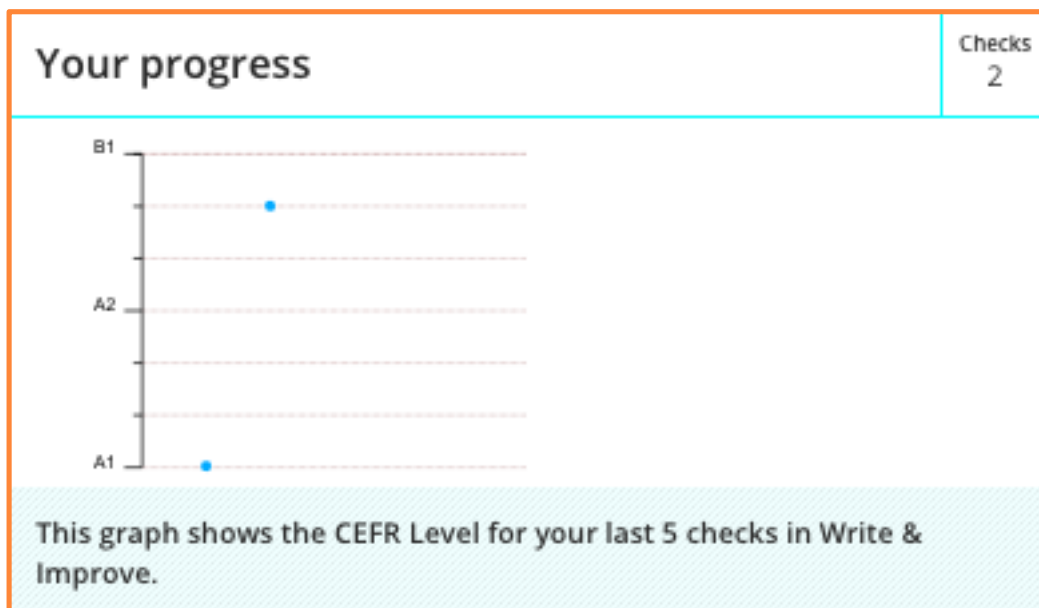
Figure 83 – Screenshot of progress graph in W&I

The assignments in these two examples would be a 1 in the first check and a 6 in the second.

The results of converting the W&I CEFR scores for online writing assignments is shown in Table 46.

Table 46 - Scores in writing assignments according to W&I

	A recent holiday	KFP sentences 1	Crime Report	KFP sentences 2	Book review	email to a snowflake	Ice Age 2	
Ada(s)	12	6	9	10	11	10	18	**10.9**
Silvia(s)	8	5	8.5	9	9	11	-	**8.4**
Dario(a)	5	5.5	5.5	4	5	3.5	-	**4.8**
Mariana(a)	6	0	9.5	5.5	9.5	9	10	**7.1**
Mercedes(w)	5.5	2	2	2	6	8,5	-	**4.3**
Alberto(w)	0	0	0	6	0	0	-	**1.0**
X	6.1	3.1	5.8	6.1	6.8	7	14	**6.1**
SD	4.4	2.8	4.0	3.0	4.0	4.3	5.7	**4.2**
X without Alberto	7.8	3.7	6.1	8.1	8.4	8.4	14	**7.1**
SD without Alberto	3.10	2.59	3.36	2.51	2.90	2.90	5,7	**3.7**

HOMEWORK ASSIGNMENTS

The KFP task in term 1 was the tasks where students show lower CEFR levels. In the KFP task, students were asked to write sentences, and because the task was simple, the students CEFR levels were also low, especially if we compare them to the results of the *Recent Holiday* email, which is also a term 1 task.

The book review was the assignment that shows the best results in term 2, maybe because it was an authentic activity, where students described books that they had read and enjoyed.

The Snowflake email was a complex creative email where students pretended to be a unionist snowflake fighting for her rights which was writing to a fellow unionist in hospital. Maybe because students had counted on a previous fruitful F2F group brainstorming, results are surprisingly good. Although this task was an ambitious assignment for students at this level, it offered an excuse to brainstorm crazy ideas which students enjoyed and where they took advantage of the creativity of the class.

The CEFR scores that Ada(s) and Mariana(a) reached in the Ice Age 2 task are impressive. We could not run a plagiarism test on these two tasks because they *were online* before we run the test, but a google search proved that they are original. Furthermore, we know of Ada(s) trajectory, as she stayed in the school the following year (not Mariana(a), unfortunately). Ada(s) passed her CEFR B2 exam scoring a B in June 2015.

The results of converting the W&I CEFR scores for online writing assignments is shown in Table 47.

Table 47 - Exams as assessed by *Write & Improve*

	Mock external exam	KFP exam	School Uniforms	
Ada(s)	5	5	5	**5**
Silvia(s)	5.5	5.5	5.5	**5.5**
Darío(a)	3.5	1	2	**2.2**
Mariana(a)	3.5	1	-	**2.3**
Mercedes(w)	0	2	-	**2**
Alberto(w)	-	1	-	**1**
X	3.5	2.6	4.2	**3.6**
SD	2.2	2.1	1.9	**1.8**

Exams

The three writing exams that the students took in February, April and May have been scored using *Write & Improve*. If students did not take the exam, or if we do not have it, we have added a hyphen. When the students were below A1, then the table shows a zero. None of the students reached a B1 (a 7) in any exam, or even close. In this case, the results that were too low to be considered was Mercedes(w)'s, who wrote so little that the online tool does not provide scoring.

The first exam is a mock test before the learners sat their regional school-leaving exam. Students were asked to write a paragraph about their weekend.

The second exam asked them to describe a character in the Kung Fu Panda film, among other writing activities related to the film (translating sentences, responding to open questions, filling in paragraphs that summarised the film using words that were provided to them). For this exam, it is the description of the

film character that we have included in the table. It is the only exam taken by all the students, as it was not uncommon for some students to skip exams

For the third one, the students had to talk about the advantages of school uniforms. We used the exam suggested by the textbook. Mercedes(w) and Alberto(w) have not been scored because they took an easier exam, also provided by the book editor, where they did not have to write anything. Mariana(a) did not take it. For these reasons, this exam shows the highest average, but this is because we only count on data from the strong students and Dario(a).

9.2.4. COMPARING THE FILM SUMMARIES IN TERM 1 AND TERM 3

Although the results of the different tasks do not offer clear improvement pattern, if we compare Ada(s) and Mariana(a) first and last writings in the PWS, which refer both to talking about a film, the evidence of progress is noticeable.

If we look at the two tasks we see that they were different, but these differences reflect the expected writing progress of the students and the fact that a different class culture had been built (see Figures 84 and 85)
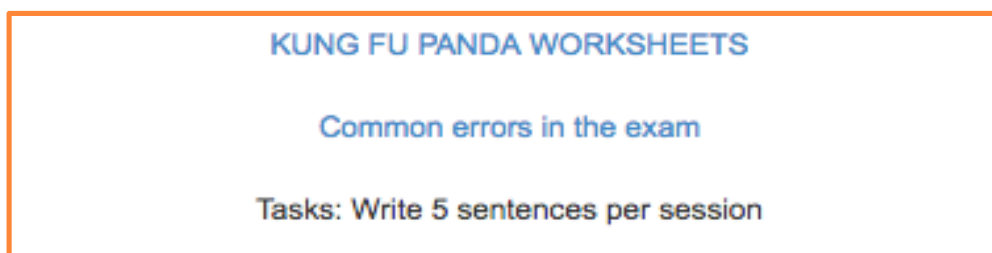
Figure 84 - Instructions for the Kung Fu Panda task

Figure 85 - Instructions for the Ice Age 2 task

Figures 86 and 87 show Ada(s)'s KFP task in term 1 and Ice Age 2 in term 3. We do not have a KFP task for term 1 for Mariana(w), so we have provided a screenshot of what she did in term 2 for KFP (Figure 88), when she started doing this task, and her Ice Age 2 task (Figure 89), for comparison.

Figure 86 - Ada(s)'s KFP task, session 3 – Term 1

ICE AGE 2!

SESSION 1: Campo de Sid/Sid's Water Park
In this session I've liked the first scene when the squirrel appears trying to take his nut off of the glacier and all the wall starts having leaks. It's a very funny scene, this squirrel is maybe the best thing of all Ice Age's movies! I have also liked when Diego has to jump because the ice is melting under his paws, because he seems very strong and serious but in this scene we can see his weak part.
I disliked when the children hang Sid down and use him as a piñata, because the children are very ugly and dumb animals and Sid is dumb too, but I like him, he's funny. Poor Sid!
This session made me think about global warming, because the film shows you how the animals feel about this fact. They are thinking up ways to survive, like Fast Tony with his home-made snorkel. Also, there are animals sunbathing because of the extremely hot, and at the end of the session Manny, Sid and Diego watch how the ice melts under them and they discover that Diego's afraid of water.
I've liked the way they show the global problem to people, and it's good to children to watch it!

SESSION 2: Everything is melting!
I've loved this session! I've liked a lot of scenes, like the one where the vulture warns the animals about the melting, he looks like an oracle! Also, it's funny when the vultures are watching the animals moving out and they start providing traffic information as if the animals were cars.
During the walking of the animals there are more funny moments, like the dung beetle carrying a crap ball because it's her mother-in-law's gift, and when Sid starts singing about the extinction of mammoths. At the end I've loved the squirrel scene, he's the funniest thing in the full movie!

If I have to choose one scene that I've disliked, I choose when the animals start moving and an ant-eater family's father look up at Manny and tell to his children that Manny's the last mammoth. It's a sad scene, because Manny thinks that he's alone. There's a scene at the end that is sad and funny at the same time: when Manny hears a noise that sounds like a mammoth and he starts running like mad but actually it's a horse fart. (and Sid rides Manny narrating the running like it was a horse race).

This session made me think about animal extinction, because in the movie they show how Manny feels about being the last one of his species, and it's very sad.

SESSION 3: Ellie the possum
In this session I have liked when Sid and Diego meet the possums and they start fighting: the possums jumping through the holes in the ground and Sid and Diego trying to cover all of them. I've liked when they meet Ellie and she starts talking like she was a possum and Manny is very confused and thinks she's joking, but then he realizes that she's not. Sid, as always, blows it all, inviting Ellie to go with them.
Also, I must mention the squirrel again, because he's so dumb I can't stop laughing at him.

I've liked all the scenes, but well, something that I don't like very much is Ellie, because she's a bit annoying when she tries to act like a possum. Although Manny shows that she's a mammoth, she keeps believing that she's a possum.

Supposing that I hadn't seen the movie, I would have said that this session made me think of the people who try to act like his friends/another people to avoid feeling alone or different, because Ellie lives with the possums so she thinks that she's one of them, but actually she's not.

Figure 87 - Ada(s)'s Ice Age II sessions 1-3 – Term 3

Ada(s) gained autonomy as a EFL writer is remarkable, even if we can only report an improvement in the PWS and not in F2F exams. It is obvious that she was taking full benefit of improved SRL and ICT management. She could not only use what she had learnt from the film and the worksheets, but she also uses the information on the Internet to her advantage without copying, thanks to the skills she had learnt during the school year.

Mariana(a)'s improvement cannot be ignored either, as Figures III.9.2.4.c and III.9.2.4.d prove.

Session 1

- The character of the film is a strong panda.
- Po dreams about noodles.
- Po and his father working in a noodle restaurant.
- A secret ingredient of the restaurant is the soup.
- Tai Lung is a bad fighter who is in prison.

Session 2

- The Jade Palace is in the Valley of Peace.
- Master Oogway lives in the Jade Palace.
- Po lied to his father.
- Tigress thinks she has failed Master Shifu.
- The scroll tells the secret of limitless power.

Session 3

- Po thinks he has a level 0 of Kung Fu.
- Po loves Kung Fu and he is a big fan of the Furius Five.
- Furious Five have a big enemy, his name is Tai Lung.
- Master Shifu thinks Po is sightseeing find a trampoline.
- Po disregars personal hygiene.

Figure 88 - Mariana(s) KFP task in term 2

ICE AGE 2

SESSION 1: SID'S WATER PARK

I like the way the film is presented at first, because it looks very funny with squirrel trying to get a nut, made me laugh! I think Sid is one of the funniest characters in the film, but I do not like how they treat others animals. They play with him. It made me think more about global warming and I think that this film is apt because I think we will realize many things.

SESSION 2: EVERYTHING IS MELTING!

In this session I liked the part where the bird was explaining what they had to do the other animals and he made a noise of shock and fainted beaver. And I also liked, again, when the squirrel try to catch nut. I did not like when it began thaw and animals they have to go. In this scene reflects what happens in the real world, animals must find another shelter to keep surviving.

SESSION 3: ELLIE THE POSSUM

I liked when Manny met another animal of his species. When Ellie thought Manny that was fat and he said he was not, it was the hair. But I loved it when they saw an eagle and opossums and Ellie they were knocked to the ground by becoming the dead. What I did not like about this scene were the possums. And I think that this scene gave me to think that with so many species of animals relate to others without harm and create a family.

Figure 89 - Mariana's Ice Age Task in term 3

9.3. RESEARCH QUESTION 3.3: EVOLUTION OF THE STUDENTS' VIEWS

2.3. *What is the students' appraisal of the Diary's activity?*

Like we did in the previous chapters, we will present separate results on each type of collected data.

9.3.1. STUDENTS' VIEWS ON THE DIARY: CLOSED ITEMS IN THE QUESTIONNAIRE

Table 48 shows the results of the overall evaluation of the cognitive tasks in the Diary, with a focus on *Grammar* and *Vocabulary*. The most significant changes concern the usefulness of the Diary for learning, and the appreciation of writing sample sentences in *Vocabulary*, which students disliked more in the end.

The general evaluation of the diary rises from below the passing threshold (mean 4.33, SD 2.31) to just above it (mean 5.48, .0009**). In February only 38.1% of the students rate the learning diary higher than 5, by June, this ratio has risen to 57%, which are a data of success of the program.

In contrast, the vocabulary tasks, and particularly writing sample sentences, experience a significant decrease (mean 6.81, SD1 2.27; mean2 5.33, SD 2.44, .0366). In February 81% of students like the tasks; by the end of the semester, barely half of the class expresses positive appraisal (52% above 5). Grammar tasks also experience a decrease in positive evaluation by the students, though not significant.

Providing examples both for *Grammar* and the *Vocabulary*, hence the demand of *applying* knowledge, which was the highest cognitive demand on the students, was the least appreciated.

Table 48 - Evaluation of the Diary and the tasks contained in it

(p <.05, 2-tailed)	Mean Q1	SD Q1	Rate above 5 Q1 % N	Rate 5 Q1 % N	Rate below 5 Q1 % n	Mean Q2	SD Q2	Rate above 5 Q2 % n	Rate 5 Q2 % N	Rate below 5 Q2 % N
Usefulness of the Diary to learn English.	4.33	2.13	38.1 8	9.5 2	52.4 11	5.48 *.0009* **	2.04	57.1 12	23.8 5	19 4
Doing the Diary is fun.	7	2.66	81 17	4.8 1	14.3 3	6.95	1.94	71.4 15	28.6 6	0
Doing the Diary is interesting.	4.43	2.64	42.9 9	9.5 2	47.6 10	5.67	2.24	47.6 10	33.3 7	19 4
Doing the Diary motivates me to learn English.	2.57	2.01	4.8 1	23.8 5	71.4 15	3.33	2.35	28.6 6	14.3 3	57.1 12
Summarising grammar helps me to understand grammar.	6.71	2.53	76.2 16	9.5 2	14.3 3	7	1.34	85.7 18	14.3 3	0
Providing examples helps me to understand grammar.	6.9	2.53	80.9 17	9.5 2	9.5 2	6.71	1.45	80.9 17	14.3 3	4.8 1
Making vocabulary lists helps me learn vocabulary.	7.29	1.93	80.9 17	9.5 2	9.5 2	6.14	2.76	52.4 11	33.3 7	14.3 3
Writing sample sentences helps me learn vocabulary.	6.81	2.27	80.9 17	4.8 1	14.3 3	5.33 *.0366* *	2.44	52.4 11	23.8 5	23.8 5

At a second level of data collection, we wanted to know how students made sense of the Diary design and its purpose to guide them towards self-regulated learning. A first result to be acknowledged, is that – by means of our instruments- we could not identify any statistically significant change in the students' SRL behaviour, as the teacher intended for her instructional design. Nevertheless, a qualitative reading of the results permits us to draw on some relevant facts. First, by the end of the course, three-quarters of the group of students had a personal feeling of effort. The number of students who declared a personal effort below threshold went down from 5 to 3. Moreover, and more important, the students declared that they could follow their own rhythm. In other words, they found their way to organise their agenda to accomplish the Diary tasks in parallel to F2F classes.

Regarding the conceptualisation of errors in the learning process, the students' answers reveal a slight improvement. By the end of the course, all the four students who rated these two items below threshold have changed their minds and declare at least a basic acceptance of the idea that understanding and correcting errors is a source of learning. We find a similar change in the global evaluation of the Diary and its assessment criteria shared with the students.

Nevertheless, the students show no evolution or even a slight involution in their appraisal on the impact of feedback to improve SRL in both Grammar and Vocabulary. Indeed, despite a positive evaluation of the impact of feedback from the beginning, altogether, and even a little increase, there is no change in the number of students rating above, just or below five concerning grammar tasks and even a decrease concerning vocabulary. Nevertheless, we find positive development at the items referring to the students' agency on improving accuracy which is significant when it refers to choosing writing topics.

Table 49 - Awareness of the learning process

	Q1				Q2			
(p <.05, 2-tailed)	Mean SD	Rate above 5 %	Rate 5 %	Rate below 5 %	Mean SD	Rate above 5 %	Rate 5 %	Rate below 5 %
I have worked hard in the Diary.	5.90 2.83	52.4% 11	23.8% 5	23.8% 5	6.86 2.26	76.2% 16	9.5% 2	14.3% 3
I have followed my own rhythm.	6.90 2.66	76.2% 16	9.5% 2	14.3% 3	8.10 2.02	85.7% 18	9.5% 2	4.8% 1
Understanding my errors helps me to improve my English.	6.95 2.73	76.2% 16	4.8% 1	19% 4	7.10 1.92	76.2% 16	23.8% 5	0%
I learn by correcting my errors.	7 2.66	80.9% 17	4.8% 1	19% 4	6.95 1.94	71.4% 15	28.6% 6	0%
The Learning Diary assessment criteria help me to improve my English.	4.43 2.64	42.8% 9	9.5% 2	47.5% 10	5.67 2.24	47.6% 10	33.3% 7	19% 4
Using the Learning Diary helps me to improve my learning.	5.52 2.34	61.9% 13	9.5% 2	28.6% 6	5.57 2.01	57.1% 12	19% 4	23.8% 5
Correcting what I do on the Learning Diary is useful to improve my English.	6.05 2.62	71.4% 15	9.5% 2	19% 4	6.14 2.56	66.6% 14	9.5% 2	23.8% 5
Making corrections, following the teacher's feedback, helps me understand grammar.	6.76 2.32	76.2% 16	14.3% 3	9.5% 2	6.90 1.76	76.2% 16	14.3% 3	9.5% 2
Making corrections, following the teacher's feedback, helps me understand vocabulary.	6.52 2.42	66.6% 14	19% 4	14.3% 3	6.43 2.04	57.1% 12	33.3% 7	9.5% 2
I like improving the accuracy of my writing.	5.48 3.25	57.1% 12	9.5% 2	33.3% 7	6.33 2.33	47.6% 10	33.3% 7	19% 4
I learn English better when I can write about the things that matter to me and / or I like.	6.81 2.93	71.4% 15	14.3% 3	14.3% 3	8.00 2.02 .0394*	85.7% 18	4.8% 1	9.5% 2

9.3.3. STUDENTS' VIEWS ON THE DIARY: OPEN QUESTIONNAIRE COMMENTS AND INTERVIEWS

As in previous sections, we have organised the results according to the English level of the participating students:

STRONG STUDENTS

The two high-achievers were unequivocally positive about the Diary. Silvia(s) thought it was *fast to do and entertaining*. She mentioned that she used it to store everything she did in a lesson and *then you can check it up*. Ada(s) found it useful, too. She liked that it had different sections. She said that she *learned while doing it*. Ada(s) added: *People say that it is good for nothing, but if you take it seriously, it is useful*.

AVERAGE STUDENTS

The opinion of the average students about the Diary is not as favourable as the opinion of the high achievers. Darío(a) disliked the vocabulary task because he considered it *time-consuming*, but he reckoned that the rest of the Diary was useful. Mariana(a) felt that it was complicated, slow and difficult. She mentions that: *It is very slow, and sometimes I cannot do it, and I get confused by the colour and fonts, and so on*.

LOW-ACHIEVERS

Low achievers held divergent opinions, once more. Mercedes(w) was happy because it *helps you pass the subject if you work hard enough,* although she disliked that it was online. Alberto(w), however, found it difficult and argued that *they did not do things like that in previous years*.

9.3.4. STUDENTS' VIEWS ON GRAMMAR AND VOCABULARY

We asked students specifically about the G*rammar* and *Vocabulary* sections, which were the most salient tasks in the Diary. The other tasks, which have been explained in the Diary description section, have been grouped here as *other tasks*.

HIGH-ACHIEVERS

In the interview, Ada(s) expressed that *Grammar* was okay but to a certain extent unnecessary because there was already a summary in the textbook. She then added that repeating things so many times helped retention. Silvia(s) felt that having to do things yourself was useful to learn: "*Well, now I have to do this myself, and I have to start thinking and provide examples, and this makes me think more, and then I learn it.*" Regarding Vocabulary, Ada(s) did not like that there was a minimum of items expected per section. She argued that she would have done fewer in some cases. She shared the idea that there was much

repetition in the wiki and that repetition was good for learning, but this repetition was also necessary because things *disappeared from the wiki*.

AVERAGE STUDENTS

Mariana(a) found the grammar task "*ok*" and mentioned that now "*Some things ring a bell.*" The grammar section had "*Not helped her a lot, but certainly a little*". Darío(a) affirmed, *"Grammar rules help me"*. With respect to *Vocabulary*, Darío(a) liked the structured table in the template, and thought that it had helped him because there were words that *"I did not know how to spell, and now, to tell the truth, they help me to speak and communicate"*. However, he considered that having to write 22 words and examples every term was a "*Waste of time*". He argued that these words were already in their workbook, so there was no need to do any extra work. Mariana(a) was quite positive about *Vocabulary* and said that by the end of the course she understood the vocabulary table better.

LOW ACHIEVERS

Mercedes(w) did not like "*explaining grammar because it is always the same.*" Although she also mentioned that *"when you look grammar items up in some books you favour retention."* and that was useful. Alberto(w) was more critical and considered that the grammar task had helped him *"Very little"*. He did not justify his answer although the interviewers tried to retrieve an explanation from him, which is understandable, as he did not do anything on Grammar until May. As to Vocabulary, Mercedes(w) pondered that repeating things was good for retention. In the LD, she said, you had to *"Add vocabulary, write sentences, include pictures and explain errors.*" In her view, as she had to do so many things, in the end, she learned. Alberto(w) complained that it was *"Difficult for him that the teacher asked for a specific number of words"*.

9.3.5. STUDENTS' VIEWS ON THE ASSESSMENT PROGRAM: MARKING RULES

All the interviewed students seemed to share issues related to the Diary's marking rules. Four of them, Ada(s), Mariana(a) and Mercedes(w) and Alberto(w) explicitly mention that it should not be compulsory.

HIGH ACHIEVERS

Ada(s) reflected that if it were not compulsory "*some students would not do it."* Interestingly, Silvia(s) thought that it should carry a higher percentage of the mark because it was *time-consuming* to do. However, Silvia(s) had mentioned earlier that the Diary was "*fast to do* and *enjoyable",* which is contradictory.

AVERAGE STUDENTS

It is interesting that Darío(a) did not mention anything about marking rules. In Mariana(a)'s view, the fact that the Diary was compulsorily 'killed the fun'.

LOW-ACHIEVERS

Mercedes(w) also considered that the Diary helped her pass, and acknowledged that many students would not do it if it was not compulsory.

9.3.6. STUDENTS' SUGGESTIONS TO IMPROVE THE DIARY

The suggestions on how they would improve the Diary express that it should be more visual and more creative.

HIGH ACHIEVERS

Ada(s) did not like the tight structure, and would like to be able to write more about her interests. Silvia(s) would make the design more visual.

AVERAGE STUDENTS

Darío(a) recommends online Grammar exercises that they could repeat as many times as they wanted. He suggests eliminating the sample sentences in Vocabulary, too. He would also like *Teacher Tips* to be more precise. He complains that

> *"You always need to ask a classmate to explain it to you … if we worked in pairs we would understand things better together, and I think we would be more motivated because we can do it faster and better".*

Mariana(a) suggests that she would remove the wiki altogether "*because it is good, but it is bad for me*".

LOW-ACHIEVERS

Mercedes(w) suggests uploading games and short videos that they would have to summarise. Alberto(w) recommends more visuals in the LD. He adds that he wished they would address subjects of their interest. He also suggests that listening to songs and writing more could help students to improve their grammar. Alberto(w) also recommends assigning some time to do the Diaries in class, suggesting he would have benefited from more guidance.

CHAPTER 10: INTEGRATING RESULTS. STUDENTS' PROFILES AND TEACHER'S VIEWS

In this last chapter of results, we will turn attention to the participants. We will present here the results of the analysis of the teacher's notebook, and other thoughts gathered in analysis sessions, on the one hand. On the other, we will summarize the students' actions and views as to draw individual profiles for each of them.

10.1. STRONG LEVEL STUDENT 1. ADA(S)

Ada(s) was a 16 years old quiet young girl who was the best student in the class in languages and humanities; she had her own criteria, and showed strong internal motivation to become a translator. She saw the tasks in the Diary as an opportunity to learn.

10.1.1. ADA(S) AND THE PWS

There are no evidences that the online environment caused Ada(s) any trouble. In the KFP task, she enjoyed the opportunities that uploading pictures offered. There is not a single proof of cheating that affects her. In her interview, she mentioned that she did not like being copied, and there is proof that she was. For this reason, she would rather make the wiki private. Student copied and transformed what she did. On the other hand, she viewed an online design was faster, *neater* and *tidier* than working on paper.

Ada(s) opinion about instruction was that *the teacher used Spanish too much*. She was positive about the Diary and thought that if you took it seriously, it was helpful. She thought that the Diary should not be compulsory, although she reflected that if it was not, some students would not do it. Her priority was ensuring that her performance reached the highest standard. She would rather be copied by her classmates because of uploading everything timely than sacrifice the learning opportunities that the design offered (although she expressed she would have preferred a private Diary). She completed assignments at her own rhythm, prompting teacher interventions.

Ada(s) is the student who completed more tasks in term 1 and term 3, and the one who completed them more accurately. She increased her page edits in the Diary in T3 and was the only one who increased her page edits in the KFP tasks in Term 2. She kept up her good work both for cognitive and metacognitive tasks in the Diary. She could follow task instructions since the very beginning of the school year and completed them more thoroughly than she was asked to do. She could think of more sources from which to feed *Vocabulary* than just the teacher or the textbook, and considered procedural *Teacher Tips*, which was a usage the design had not considered. She followed the teacher's instructions flexibly, and when she considered that it was better for her to use Spanish to provide a metalinguistic explanation, she did. There are many examples that show Ada(s) independence as a learner. Hers was the first Diary to be in place,

the one with more page edits and which was active more days. This behaviour allowed her to learn from self-correction. The depth of her grammar summaries in term 3 was remarkable.

A side effect was that her classmates could learn from her. She set many patterns. For example, she was the first to add words that she was learning outside the English class in *Vocabulary*, and by doing so she inspired others to do the same. In term 3 she acknowledged up to 11 different vocabulary sources, which showed not only that she was very good at that, but also that she was enjoying doing it.

As for her performance in the writing assignments, Ada(s) was already an excellent writer before this intervention as her scores in writing in the diagnostic exam and term 1 show (a 10 in both cases). She is also one of the two students with the widest range of writings levels (from A2 to B2). The thorough completion of her last task (The *Ice Age2 summaries*) and the level she achieved in it (B2) confirms how intrinsic her motivation had become.

10.1.2. ADA(S)' WRITING AND FEEDBACK IMPACT ON HER

The interaction between Ada(s) and the teacher in the Diary and the writing assignments shows evidence of real dialogue, building fruitful cooperation and learning. She is also the only student who received delayed feedback, which also suggest the teacher was acting in a relaxed and confident way, too. In the end, she could go beyond instruction precisely because instruction has been effective to her, and improve. The teacher edited Ada(s)'s work in the Diary more than Silvia(s)'s in term 1, term 2 and term 3, in percentage, even though Silvia(s) started more page edits in term 1. She also provided more feedback to Ada(s) than Silvia(s) in the KFP task.

Ada(s)'s overall writing competence, when we rank her sentences in *Grammar*, improved from a A1 to a A2 level in the CEFR. Her mean number of words per sentence also improved (6.1 up to 11). In *Vocabulary,* her score is one level higher in term 1 (B1) and goes up one level. Her sentence length grew as well (8.5 up to 9.4). Ada(s). In her writing assignments, she is one of the two students whose scores range in *Write&Improve* involve three levels in the CEFR, indicating engagement.

Ada(s) could understand the teacher's feedback better, but she did not get more feedback because of that. Ada(s) is the only student who received progressively less feedback as the year advanced, and still received some in term 3, where she only gets feedback on self-correction, that is, the most difficult tasks. She is also happy with the opportunities the design gives for self-correction, as she can "*change things my own way."* As for engagement rewards, she was not particularly interested, if what she did earned her Gold Stars, then fine. Her interaction with the teacher shows that she needed more guidance in the beginning. In term 1, the number of page edits is higher and the teacher asked her to change several things.

She tried to improve everything she was asked to, but she did not reply to any comment and she did not always understand or follow the teacher's advice.

In T2, a quality change took place and the student started to interact with the teacher whenever she did not understand or found the teacher's feedback strange, she asked. Finally, in term 3, the number of improvements and guidance she needed decreased drastically because she was confident of what was expected from her. She did an excellent job, well beyond task instructions, showing a personal agenda to learn English.

The evolution of Ada(s) behaviour is consistent with the comment that she made when she was asked about the teacher's comments in her interview. Her reply was: *She (the teacher) uses many colours to highlight things, and that sometimes confuses me. The comments are good. I understand them now*.

10.2. STRONG LEVEL STUDENT 2. SILVIA(S)

Silvia(s) was a nice, discreet student, more inclined to science than humanities. She was Ada(s)' best friend and you could always see them together at breaks. She wanted a good mark, and was steered by ego-enhancement feelings, but she still put the responsibility of that mark on the teacher, showing compliance with external control.

10.2.1. SILVIA(S) AND THE PWS

In the beginning, Silvia(s) showed some problems with uploading pictures in *Vocabulary*, although she managed to solve them before the deadline for term 1. In term 3, like Mercedes(w), she used this proficiency to her advantage and repeated the same picture four times to exemplify different words. Silvia(s) was a strong student but her performance seems to indicate that the in aspects other than language the design did not make full sense to her. However, her behaviour and opinions were often contradictory.

In Silvia(s)'s view, instruction was *too easy*. Additionally, she argued that the Diary should have carried more weigh to the final mark as it was time-consuming and students were *granted gold stars too easily*. In *Exam Corrections,* she stated that she had only corrected 5 errors, instead of 6 *because she did not have more errors*. Her compliance with an external control is evident in the way she cheated with pictures. However, she was not capable of leading her own learning, as her incapacity to make sense of reporting source in *Vocabulary* shows.

Her routines in the Diary show ups and downs. She cheated in several innocent ways (like repeating pictures or not declaring sources for vocabulary) Other students also cheated a little, but Silvia(s) is the

only student where we observe an ascending tendency, if only on aspects related to task instruction that would not affect her mark. Her performance in *Errors in my Written productions* is surprisingly poor if we compare it with Ada(s)'s. She did not provide full sentences in term 2, and only half of her corrections were accurate.

From the second term, this student methodically completed different sections of the Diary in a short number of days just before the deadline, but she did that with sufficient time to make a thorough completion, which allowed her some reflection. Her goal for doing this was to avoid being copied. She accused Mercedes(w) of copying her, and the teacher disclaimed that. There are some examples of students copying her in this study. She was the student who made more page edits in term 2. This behaviour is also apparent in the KFP task.

10.2.2. SILVIA(S)'S WRITING AND FEEDBACK IMPACT ON HER

Silvia(s)'s overall writing competence in *Grammar*, was an A2 level in the CEFR all year long. Her mean number of words per sentence in grammar increased from 8.4 to 12.3. In *Vocabulary,* her score is one level higher in term 1 (B1), goes down to A2 in term 2 and up again in term 3 (B1). So, there was no improvement. The number of words per sentence in *Vocabulary* improved (7.1 up to 10.4). Both in *Grammar* and *Vocabulary* the number of error-free sentences decreased for Silvia(s) from term to term.

10.3. AVERAGE LEVEL STUDENT 1. DARÍO(A)

Darío(a) was a serious and pragmatic student who loved football. His weakness as an EFL learner did not become easily apparent. He loved sports and did not seem to like school very much, but he had a strong sense of duty. He knew how to complete tasks to pass them, and he was a weak writer. His goal orientation was focused on grades or extrinsic reasons as his tactics and strategies during learning, which are quite sophisticated, show. He was focused on passing and he did not evolve as an EFL writer.

10.3.1. DARÍO(A) AND THE PWS

Darío(a) had serious problems uploading the first five pictures the teacher asked them to upload in *Vocabulary* because the pictures turned into code when he pasted them and made a mess of the vocabulary table. He also had formatting issues which caused some cells in his tables to disappear. These difficulties question the supposed e-nativity of young people.

He chose to fix his problem with pictures by starting his diary all over from scratch, showing a motivation for doing this part of the task. Later, he found a creative way of solving this handicap by using pictures that did not match the word that he was describing. He did that in both term 1 and term 2. In term 2, nine of the twenty-two pictures he uploaded did not correspond to the word he was describing.

By term 3, all the pictures in Darío(a)'s vocabulary section correspond to the words he is describing, suggesting that the moment he became proficient with uploading pictures his interest in cheating subsided. However, this does not mean that he did not look for strategies to simplify his work, as in term 3 he matched the words he selected to the pictures he had used in previous terms. He could see advantages to the online design. In his interview, he observed that *if you do not understand something you can search for it online and it is much faster than looking it up in a dictionary*. He was also very positive about having the opportunity to see what others were doing in the public design.

He felt in desperate need of more grammar ("*Grammar rules help me*") and social support (external strategies). His perception that he needed grammar was probably prompted by negative monitoring, as he received a lot of input he did not know how to respond or process. However, his actions did not support his perceived need. He disregarded feedback and in Term 2 he completed the KFP tasks in just one page edit and 82% of his Diary just before the deadline. In Term 3 he completed the Diary in one go.

He also declared that he liked *Teacher Tips*. Nevertheless, there is evidence of blunt copying and pasting from Ada(s) for one of his *Teacher Tips*, and all the six items he provided were shared with other students, suggesting he was not autonomous enough to consider a *Teacher Tip* on his own.

His task completion in cognitive tasks improved, as he completed the connected words in *Grammar* from term 2 and the source column in *Vocabulary* in term 3, but in *Vocabulary* his approach is clearly superficial, as he only considered "textbook/easy reader" as a source for vocabulary. *Vocabulary* proved very difficult as his English writing skills had clearly fossilised, so he probably resorted to devaluating the tasks and the teacher's feedback. He considered *Vocabulary* simply useless while data inform that he could not cope with indirect and metacognitive input. His internal strategies (effort, time management and attention management) were poor.

His completion of metacognitive tasks, though, leaves much to be desired. He never tried any What do I know that I did not know before? He did less and less in Exam Correction, and only completed 33% of his Errors in my Written Productions in term 2 (nothing done in term 1 and term 3), showing low SRL. The little he did in Exam Correction did not include full sentences, so it was impossible to contextualise or make sense of it. An increased capacity to lower the cognitive load is reported in the literature when trying to help students embrace a deep approach to learning (Gibbs and Simson, 2005). In the KFP task, he quoted sentences instead of making sentences that summarised the sessions he watched.

Darío(a) can be described as a "cue conscious" student whose drive was to get out of a teacher what was coming up in the exam and paying attention to whatever the teacher would value. He did not complete many tasks in term 1, improved achievement in term 2, and once he was certain of what was needed, he did the same in term 3. By the end of term 2 he could align the mark he wanted (or felt capable) to achieve and measure the effort he needed to get there.

We can support that Darío(a)'s performance in the Diary shows that he wanted to learn, and that he learned to fulfil task instructions, he did not know *how*. The Diary did not make much sense to him, so he only focused in passing. In the second term, Darío(a) completed the Diary just before the deadline, and then the teacher corrected everything on the following day. This student did not do anything before the time limit and did not improve any sentence following the teacher's feedback. Darío(a)'s strategy in the Diary is that of a someone who would rather focus on the easy tasks to pass. In fact, he completed the "easy" sections quite satisfactorily, and manifested, when interviewed, that the Diary was ok, except for Vocabulary. The fact that he did not care to use pictures that did not match the words he was working on because he could not solve technical problems that probably overwhelmed him suggest that he was ready to mask deficiencies rather than trying to solve them. There is the possibility that he had never actually made sense of English.

10.3.2. DARÍO(A)'S WRITING AND FEEDBACK IMPACT ON HIM

Darío(a)'s overall writing competence, when we rank his sentences in *Grammar*, was an A1 level in the CEFR all year long. His sentences were short and often ungrammatical. He is the only observed student whose number of words per sentence did not increase. In *Vocabulary,* his score is one level higher (A2), but there are no signs of improvement, either. The number of words per sentence improved (4.9 up to 6, to meet task requirements). The number of error-free sentences was low, especially for *Vocabulary*, and it did not improve significantly from term to term.

Darío(a) considered that the teacher's feedback was not always clear, but was positive about self-correction. This view is contradicted by facts. He is the student who expresses a clearer understanding of

engagement rewards, showing he was very good at knowing the rules to ensure a pass. The teacher made 46 comments, to which the student replied on 4 occasions. The amount of correction was very high and almost doubles the comments to Ada(s) or Silvia(s), but even so it was impossible to correct everything, so she tried to focus on those aspects she thought Darío(a) would understand.

Darío(a), however, did not do anything with input, and criticised the teacher's feedback and the *Vocabulary* sample sentences, which were presumably causing him great frustration. Feedback, and more specifically indirect and metacognitive feedback, did not help him to understand his strengths, manage his weaknesses and control his anxiety. The teacher's approach to Darío(a)'s Diary for feedback was more mechanical than to Ada(s)'s, as she could perceive that many of her correction that did not seem effective.

What this design produced, in Darío(a)'s case in term 2 and term 3, was a seemingly concentration of useless feedback (because the student did nothing with it). This limited engagement with feedback does not facilitate learning. Surprisingly, Darío(a) considered that self-correction was useful and then "little by little you get used, and you do things correctly". This reflection suggests that he understood that getting rid of one's errors in EFL writing is complex, but misunderstood his role in the process, as he did not chose a more active role. Furthermore, he had learned to "survive" in the English class hiding his deficiencies.

Our hypothesis is that Darío(a) did not dare to interact with the teacher, as the cognitive load of understanding her feedback was high for him. He would probably have understood more if he had tried to correct some of his errors, but he did not engage.

Darío(a)'s replies to comments in the Diary were scarce, but not inexistent. He answered to three comments in November and one in May. The reason why he stopped making comments may be related to the fact that these early comments addressed technical problems, not English. Surprisingly, he was the most active responding to teacher's comments in the first writing assignments. Evidence seems to suggest that in the beginning he tried, but then he became discouraged fast.

10.4. AVERAGE LEVEL STUDENT 2. MARIANA(A)

Mariana was a shy, apparently insecure, girl. She shows the clearest and steadiest increase in task completion in the Diary. She also became active in the writing assignments, although it took her some time to start. In parallel, her marks improved the most in comparison to her classmates.

10.4.1. MARIANA(A) AND THE PWS

Although Mariana(a)'s work is not free from some dishonesty (using online translators), there was much more to it than that. Online vicarious participation helped Mariana(a) towards improving self-regulation abilities. The productions of her classmates were a source of guidance to her. However, we can also see that she would not have been willing to risk if trust had not been created first.

Mariana(a) skipped writing task in term 1 and tried to evade doing the Diary as well. This was probably the consequence of not wanting to expose herself, as tasks probably looked very difficult to her. She was reflective and self-conscious, and the moment she saw how other tackled their Diaries, she started doing more.

In the cognitive tasks, we observe that Mariana(a) could only cope with 68% of the *Vocabulary* task in term 1 and 59% in term 2. In term 3, she uploaded all the pictures, wrote all the sentences and reported the source of the words she had chosen (Textbook/easy reader, film, history class and Meritxell's class), showing more self-regulation than her average partner Darío(a). She considered using words she had learnt in other classes and included them, showing that stablishing this kind of links had become meaningful to her, probably after she had seen Ada(s) do it and the teacher praise it. She also outperformed Darío(a) in providing clearer and more accurate explanations in *Teacher Tips*, even if this section was particularly liked by Darío(a).

For metacognitive tasks, Mariana(a) shows an increasing engagement. She also answered to *What do I know now that I did not know before* in term 2 (for one of the tasks) and Term 3 (for both tasks). When she corrected sentences in *Exam correction* or *Errors in my Written* productions, she provided full sentences, which gave sense to the task she was doing, and her accuracy numbers for the whole year are better than Silvia(s). The number of days she made changes in her Diary which prompted an answer from the teacher comes second after Ada(s).

Mariana(a) active engagement with learning in task completion is unquestionable by term 3, but her confidence was still low when this project concluded. She was beginning to understand how to use her resource management strategies showing higher motivation than Silvia(s), but still doubting whether the actions that the teacher asked lead her anywhere. Again, unfocused feedback may not have helped to feel safer within this instructional design.

10.4.2. MARIANA(A)'S WRITING AND FEEDBACK IMPACT ON HER

Mariana(a)'s overall writing competence, when we rank her sentences in *Grammar*, improved from an A1 to an A2 level in the CEFR. Her mean number of words per sentence also improved (6.8 up to 10.3). In *Vocabulary,* her score is one level higher in term 1 (B1) and goes up one level. The number of words per sentence improved (7.9 up to 10.4). Her number of error free sentences improved a lot in *Vocabulary* in term 3 as well.

Mariana(a) agrees with other students who did not believe that they were making a great deal of progress despite the error feedback they were receiving. The big difference with Darío(a) is that she engaged more in monitoring. She was the most active LD-editor in term 3. Her behaviour confirms Butler and Winne, 1995 (p. 275), when they state that "Monitoring is the hub of self-regulated task engagement, and the internal feedback it generates is critical in shaping the evolving pattern of a learner's engagement with task".

Mariana was doing a great job, and she probably deserved more encouragement than she got. Most of the teacher's feedback was corrective, and she did not get any feedback in the Ice Age 2 assignment. If a student needs encouragement because she feels a bit lost and only receives correction of errors, this may not be the most effective way to improve her self-efficacy.

However, Mariana(a) thought that correcting ones' errors was better than having the teacher correct them, because *although teachers sometimes correct your errors; I don't often look at teacher's corrections, but if I should correct my errors, then I do look at those errors*.

10.5. WEAK LEVEL STUDENT 1. MERCEDES(W)

Mercedes(w) was a brave young girl, fully aware of her limitations as a learner. The teacher was immediately popular with her because Mercedes(w) believed that the Diary would give her the key to pass her English by her own means.

10.5.1. MERCEDES(W) AND THE PWS

Mercedes(w) took advantage of the online platform to use online translators. She was wary of the public environment. In her interview, she mentions that because of a public design students could laugh at her when they saw her limitations exposed. She was also capable of seeing its advantages, too. Mercedes(w) did not complete the Diary in term 2, had to retake it, and only then she passed. Her apparent high engagement in term 2 is misleading; it is the consequence of a retake. However, her active interest

in retaking shows a quality difference in motivation from Alberto(w), who did not even engage at retaking. After retaking she understood what was needed to pass. Her Diary completion in Term 3 was precise and shows that she had fine-tuned her performance to pass term 3 just as Darío(a) had. The number of page edits in Term 3 increased, suggesting she was understanding and following instructions better. Her SRL was low, and just like Darío(a) she turned *Exam Corrections* into a low-cognitive task. She cheated in *Exam Correction*, using the same errors in Term 1 and Term 2.

If we look at her performance for cognitive tasks, we see that in term 1 she misunderstood *Teacher Tips* and *Grammar*, and that shows she was self-directed and not afraid of making mistakes, despite her poor English. She included the connected word in term 1 *before the teacher made it a requirement,* showing she was trying to do her best. There is also evidence that her precision in *Teacher Tips* as the year advanced. She learnt to provide examples and while she might have found inspiration in the *Teacher Tips* from stronger students, her examples were genuine.

In relation to metacognitive tasks, Mercedes(w) only tried *Exam Correction*, where she cheated copying and pasting her own table from term 1 in term 2. She turned the activity into a low cognitive task, confirming low SRL, by not considering full sentences, which made her errors meaningless and impossible to contextualise.

Mercedes(w) felt quite unfit and even in term 3 she was still a bit clumsy, copying the Spanish text instead of the English translation to illustrate the word "Drought". That said, by the end of Term 3 her improvement in task completion is clear.

10.5.2. MERCEDES(W)'S WRITING AND FEEDBACK IMPACT ON HER

Mercedes(w)'s overall writing competence, when we rank her sentences in *Grammar*, remained an A1 in the CEFR scale all year long. Her mean number of words per sentence, however, went up (8 up to 9.5). In *Vocabulary,* her score was A1 in term 1 and went up one level (A2). The number of words per sentence improved, too (5 up to 6.4). Her number of error-free sentences in *Vocabulary* improved significantly in term 3.

Mercedes(w) complained that the teacher's feedback was not always clear and suggested the use of examples, to immediately add that she did not remember if she already provided them, which casts reasonable doubt on how much she cared about what she was saying (especially as she corrected nothing). Less proficient writer show less interest in error feedback (Lee, 2008), and this diagnose fits Mercedes(w).

10.6. WEAK LEVEL STUDENT 2. ALBERTO(W)

Alberto(w), was an extreme case of disengaged learners who showed no intention to act because he did not feel confident that acting would yield the desired outcome. By June he moved into a basic stage of *external regulation* stage, showing mere compliance with an external control. What he did was still insufficient, although he has probably overcome a big personal barrier.

10.6.1. ALBERTO(W) AND THE PWS

Alberto(w) shows the same formatting and picture uploading issues that other students experimented in term 1. The problem, in his case, is that these problems showed up in June, instead of October. Alberto(w) did nothing in term 1 (the teacher was the one who uploaded the template for him in term 1, but she failed in making him do anything that term). He engaged more in the Diary in term 2, but the teacher failed it with a 4 (which was a high mark considering what he had done) but he did not consider retaking. His mark for term 3 was below the average, too. He was only steered by the risk of failing English, and thus Year 10, if he did not do the Diary, or at least a part of it, to make sure the teacher did not vote against him obtaining his Secondary certificate.

Alberto(w) is the only of the six observed students who took a final retake of the Diary to try to pass the subject in May. He did not do much in the Diary in the previous months. He also skipped all the writing tasks except for the KFP task, where he used an online translator, at least for session 4. His behaviour clearly shows low self-efficacy beliefs. He only did the diary partly in term 3, in the hope of being able to pass the year. There is evidence that his three Teacher Tips were direct copies from his classmates. He did not try any of the metacognitive tasks in any of the three terms.

With Alberto(w) the teacher bluntly used assessment both in the KFP task and in the Diary Term 2 mark as a tool to motivate him to do more homework (Gamlem, 2013), but her efforts failed to motivate him.

10.6.2. ALBERTO(W)'S WRITING AND FEEDBACK IMPACT ON HIM

In Alberto(w)'s case, we move from no production to some production in June. His level was A1 for both the *Grammar* and *Vocabulary* sentences he wrote, which unlike some other work in his Diary retake look genuine. The perception that he was not cheating is supported not only by the fact that the number of error-free sentences was good in Term 3, but also because he passed the KFP description exam just above threshold (A1 level in *Write&Improve*). If we have had an extra term, the chances are that he would have engaged more. He never responded to any feedback.

Alberto(w) was confident when the interviewer asked about self-correction. For him, "*Correcting errors is always helpful because you notice what you do wrong and the next time you do it correctly*", which is noticeable, as he did not correct any.

10.7. THE TEACHER'S PERSPECTIVE

In our study, the teacher kept a personal diary in which she noted down whatever she found most relevant of her day to day practice, adapted from Quinton & Smallbone (2010). Her diary included the following questions*: Date; What happened? How did it make me feel? What do I think about it? What actions could I take to improve my work?* and *Side comments.* After interpretive bottom-up content analysis of these notes we can conclude about her views on the different aspects of the design addressed by the research questions.

First, it is important to take into consideration that the teacher was an experienced practitioner, but she was coming new to that school. As in any similar change of context, students and teacher needed some time to get to know each other and establish the classroom norms. The teacher arrived in the new school with great expectations for her students. Yet, soon she felt that they were used to receive very detailed instructions at every little step in the learning process. Students demanded meticulous information on how much each activity counted in to the final mark. That attitude, in her opinion, sadly trapped both, students and herself, in a maze of rules with which she did not feel comfortable. The positive side of it is that for the first time in her career the teacher felt the need to be very systematic. Thanks to the highly-structured Diary, she could be more conscious of her students' needs to offer them appropriate feedback. However, the tense atmosphere caused her to make more errors in daily decisions, so her notes report.

Regarding the technical aspects of the implemented design, in the teacher's view some technical constraints of the PWS platform were problematic and cumbersome (such as not easily supporting the inclusion of photographs in table structures). They demanded too much time, both from students' and teacher's side. She had expected the students to be more proficient in managing technological tools but she had to face the reality of students needing more specific technical assistance during a great part of the course. Some students tended to forget their username and password, even though the teacher had applied clear rules for usernames, unless they chose to change them. That is, there was a second case of overestimation: of students' technological abilities.

With respect to the publicity of the online platform, she felt some anxiety at the fact that she was leaving her corrections in written form, and visible to everybody. On the other hand, she was very happy she could use English in the wiki. It was impossible for her to use much English in F2F instruction at such

a basic grade, but in the PWS, she knew students could count on electronic translators. For once, their use was justified.

On the positive side, the teacher appreciated the experience as a challenge for systematising her work. She was happy that the PWS was a place where everything was tidily stored, and students and she herself could use it to understand the way they learned. She liked the fact that she had an opportunity to remind students about deadlines in class, as they had an opportunity to finish the task off-class before midnight. This offered a second opportunity to those who forgot about deadlines.

The teacher had implemented a similar Diary in a previous school getting different reactions a year before; therefore, she was surprised by the reactions of these new students. She wrote: "*I wonder why they put so many questions demanding such a tight structure. Students in the previous school liked some amount of chaos*". However, the structure had positive effects, such as facilitating a revision of the teaching plan and allowing her to introduce new aspects as a reaction to the students' activity.

As for the *grammar* section of the Diary, the teacher felt frustrated with the students doing the minimal effort. She perceived the online platform as awkward and inappropriate to summarise grammar. She was afraid of students copying from each other or from the internet and she felt rather unable to detect such behaviour; secondly, it was difficult and boring to correct. The teacher's appreciation of *Vocabulary* was also rather negative. She felt it as "*extremely time-consuming to solve all the problems many students had when uploading pictures. [I] already explained how to do that in class, but some students do not seem to grasp it*". Nevertheless, she liked how neat and tidy this section was, and wondered if 25 words were not too many. She was disappointed with some students writing very simple sentences or claiming that they often used very simple vocabulary.

The teacher found *Teacher Tips* much easier and rewarding to correct than the grammar section. A disadvantage was that she had problems systematizing this section, because teacher tips made sense only in context, and came often unplanned, and not written down, so she found difficulties to keep track of them. It was the first time she was showing a real film subtitled in English. She believed that sound, voice and text mediated in students learning more efficiently. Regarding the metacognitive tasks (Exam and Writing correction), she was horrified of what she considered very poor results. Students were doing things very superficially, or simply did not understand her feedback.

She did not correct metacognitive tasks as thoroughly as the cognitive sections, since she considered that the work the students were doing was "*so poor that correcting things would not be good for much*".

As for the writing assignments, she loved the movies and she became more and more systematic in her instructions involving those tasks. In April, she provided common errors after the KFP exam:

And for the Ice Age 2 task, she provided clear assessment instructions (Figure 90).

1. Are you writing at least three lines per session answering...(2 points)

   ◦ What did you like/ dislike about the session?
   ◦ Why did you like / dislike it?
   ◦ What did it make you think of?

1. Are you doing your best to communicate in English? (2 points)
2. Have you written your texts after each session? (Not all in one go) (2 points)
3. Are you writing comments for every session to at least two of your classmates? (2 points)
4. Are your writing about a number of different subjects? (2 points)

Grammar and vocabulary use are **not** assessed in this activity, although the teacher will correct your English at the end, if you ask her.
If the teacher identifies **ONE** case of online translator use, or a case of plagiarism you will get a 0 in this activity.
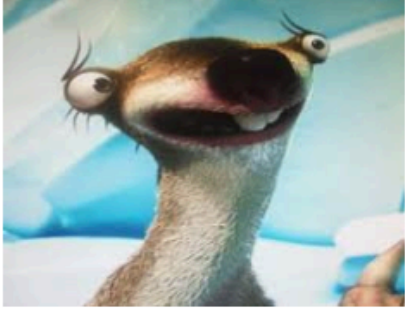
Figure 90 – Assessment instructions for Ice Age II

When providing feedback, with average and low level students, she focused mainly on those partial aspects she thought they would understand but she perceived that "*even if some of these students correct their errors, their sentences would remain ungrammatical, so the feedback effort feels useless*". *Vocabulary* was the section where she offered more feedback because it was where she felt it could be more useful. She was correcting more than she ever had, but she could not avoid it. It felt boring and time-consuming to correct the same mistakes once and again, and frustrating when the student did not do anything with her feedback but when they did, it was really rewarding for her. She expected that results would pay off, in the end. It was also frustrating to leave examples uncorrected. Furthermore, some students, like Darío(a) had far too many mistakes. She wondered what kind of writing instruction they had had in previous years.

Altogether, the teacher provided evidence of a dual vision of assessment. On the one side, she made decisions and undertook actions pointing at formative purposes, on the other, some of her actions were rather tuned with a summative vision of assessment, such as rewarding for short-term behaviour and offering very meticulous grades in reaction to the students' request. However, the explicitness provided by the instructional design under evaluation helped her visualise possible adjustments in her daily teaching, which she highly valued.

PART IV. DISCUSSION AND CONCLUSIONS

In this last part of the report, we will discuss results and practical implications for each of our goals (Chapter 11), and its conclusions, limitations and future steps (Chapter 12).

"Research design logically links the research questions to the research conclusions through the steps undertaken during data collection and data analysis." (Baškarada, 2014, p. 5). So, conclusions must spring from a chain of evidence that explains how we have reached them.

In our case, integrating and contextualising different aspects of research into an instructional design and an assessment program and implementing them in a real class may confirm the flaws of the design itself, as well as emerging patterns in research, boosting reflection to understand gaps between literature and practice (Collins et al., 2009). Furthermore, authentic, longitudinal classroom research offers strong ecological validity (Storch, 2010).

But research conclusions are more than that. "They must also prove that this research contributes to an elaboration of a discipline's body of description and understanding" (Elliot et al., 1999, p. 228). In Part IV, we stipulate the answer to our research questions, which are to this individual case and cannot be generalised, but which can provide insight about how we can improve writing instruction and offer implications for further research and practice. We will address each of our research goals to connect our results with previous literature in the field of EFL learning in the secondary school context since this is the field where we aspire to contribute. Finally, we will address the pedagogical implications and limitations of our research to conclude chapter 13

Lombard (2007, p6) suggests that "goal-oriented, question-driven iterative text composing favours building complex knowledge in info-dense environment." In our context, this could translate into a more target based vocabulary task in the LD, where students write texts as post-tasks, based on communicative targets and the vocabulary and grammar they have learnt.

CHAPTER 11: DISCUSSION OF RESULTS AND PRACTICAL IMPLICATIONS

In Chapter 11 we discuss each one of our three goals, with its corresponding research questions.

11.1. GOAL 1: EVALUATE THE ICT-SUPPORTED PUBLIC WRITING SYSTEM

For goal 1, which evaluates the *effectiveness of the ICT-supported writing system,* the questions we face are:

- *What is the participants' activity like in the ICT-supported public writing system?*

- *What is the students' appraisal of the online public writing system?*

- *What is the teacher's appraisal of the ICT-supported public writing system?*

11.1.1. PARTICIPANTS ACTIVITY IN THE ICT-SUPPORTED PWS

SRL can be studied using online Diaries because how students perform in them gives us plenty of information about the way that the students perceive the learning situation (i.e. affect, volition, and self-motivation). This approach makes sense because, as Schmitz and Wiese, 2006 affirm, changes in learning behaviour follow systematic trajectories over time, that Diaries can trace. An initial observation of their dynamics tells us that students were active in the Diary, and more so with more manageable tasks. It also confirms that strong students were more active and better and that the online platform caused some issues

The first and most evident consequence of using an online platform was amplified performance (Salomon & Perkins, 2005), which made students write and correct more, confirming that wikis are useful tools to support EFL writing instruction in education in blended environments (Li et al., 2012). Using an online PWS had further advantages: it allowed the teacher to use more English, made content and feedback accessible and more visible, thus increasing the teachers and students' collaboration to create content beyond the English class and assignments (Coniam & Lee, 2008).

Evidence also shows that some students experimented technological problems that they managed to solve in due time. Usability is a crucial attribute of positive user experience (Lin & Yang, 2011). These technological problems when using an apparently intuitive online platform confirm that the mere fact of being a so-called 'digital-native' does not warrant the students' ability to use new technologies for learning (Bennett, Maton, &Kervin 2008; Palfrey & Gasser, 2011). The new technological gap that recent literature reports on is linked to the *use* of technology rather than to the *access* to it (Hargittai & Walejko, 2008; Peter & Valkenburg, 2006; Van Dijk, 2006) and it validates in our case, too. Students need to have specific learning opportunities to develop strategies for using ICT instruments for other purposes than

leisure and social networking (Ahn, 2011; Alvermann, 2008). Furthermore, students show some dishonest behaviour, but the disadvantages of such a behaviour did never justify not to benefit from the advantages of a PWS (Hämäläinen et al., 2009).

Cognitive activities in the Diary, which are more straightforward than metacognitive ones, were accomplished more; the cognitive activities that weighed more in the term mark were favoured, and when assessment criteria changed, they adapted their behaviour. Term 3 is the term when they completed their Diaries more. From a whole year perspective, engagement in the PWS decreased in term 2 and task completion reached its peak in term 3. Consequently, we can affirm that students completed the Diary and writing assignments more in the end because they understood task requirements better (Boekaerts & Corno, 2005; Swain, 2013). As for the writing assignments, the selected students completed them all, except Alberto(w) who only did the Kung Fu Panda task.

Data also confirm that strong students were better at completing the tasks in the PWS (Victori, 1999). They were the first to start tasks, the ones who began more page edits. Strong students were the ones who finalized more metacognitive tasks in the Diary, showing a greater capacity to monitor and remediate their work. They were also the only ones that completed their second drafts for every written assignment. This evidence endorses that more developed SRL is characteristic of good learners, who are better at monitoring their cognition (Butler and Winne, 1995). It also confirms that when average and weak students understand the requirements of tasks better, they complete more tasks, too.

Picture uploading is a seemingly small detail that depends very much on whether we believe visual representations help or not to learn vocabulary (Hulstijn, 1997). However, it informs of the perceived value of the task. If self-regulation is not related to language proficiency, then we can infer that a considerable sum of such actions would lead to less progress in students with similar initial levels. Of course, we cannot assume that students will use agency for purposes other than learning all the time, or for all the tasks. Darío(a) did not cheat with picture uploading once he learned how to upload pictures. This behaviour is surprising in an otherwise extremely grade-oriented student and suggests a behaviour engagement difference, in this aspect. Gikandki et al., (2011) mention that when students get used to participating in exchanges and become intrinsically motivated to deepen the interactions with in-depth thoughts and critical analysis, they engage with the learning process. Darío(a) involved with picture uploading, while Silvia(s) and Mercedes(w) did not. Picture uploading was something that made sense to him. Consequently, there were no hindrances to doing that properly in contrast with her two female classmates (Allwright & Bailey, 1991; Wenden, 1998). Unfortunately, Darío(a)'s persistence with picture uploading also gives evidence of how teenagers sometimes focus on low-level goals while their teacher is considering high-level goals (Schoonen et al., 2011). Darío(a) was anchored on picture uploading (a low-level goal), and that distracted him from higher-level goals, which, in turn, influenced his regulation of motivational, affective and social aspects (Zimmerman & Bandura, 1984).

There is more evidence that the students' metacognitive knowledge conflicted with some aspects of the PWS. We have already mentioned that Silvia(s) was not precise when uploading pictures. She made other more serious decisions that did not allow her to take full advantage of the design. Uploading the Diary at the last minute, decreasing the number of day edits, or disregarding some feedback are examples of this behaviour. She was not alone in acting this way, as Darío(a) and Mercedes(w) followed her steps in uploading things in the last minute. The implications are that students with similar levels but different metacognitive knowledge and interests would be expected to advance at different speeds. Data prove that Silvia(s), Darío(a) and Mercedes(w) lacked awareness either of the requirements and processes involved in undertaking some aspects of these tasks, or their purpose, while Silvia(s) pair (Ada(s)) and Dario(a)'s (Mariana(a)) show greater engagement. The approach of the former can be expected to cause a hindrance to their effective use of self-regulation for learning (Allwright and Bailey, 1991; Schmitz & Wiese, 2006; Wenden, 1998), and thus less progress, even though their language levels are initially similar.

The fact that some students uploaded their Diaries on the last-minute needs some reflection. Students' distribution of time in task performance is one of the aspects that secondary teachers need to consider in their planning if they want to avoid that some of their students leave things to the very end. Coll et al., (2012) suggest that assessment programs can lay down the norms for the correct distribution of effort so that they improve their SRL. In the PWS, students had an opportunity to opt for formative feedback by uploading things as they learned them, but only Ada(s) recognised this possibility. The implication is that the instructional design of the Diary should have considered time management more carefully. The Diary overlooked this aspect (Gibbs & Simpson, 2005) and left time management completely in the hands of adolescent students. Carefully designed assessment programs are necessary if we want to empower students to take ownership of their learning (Coll, Mauri & Rochera, 2012; Davies, Pantzopoulos & Gray, 2011; Earl & Kratz, 2006; Simsek & Balavan, 2010) because assessment also has a social purpose, and some students will always find ways to do less than we ask them, once accreditation is ensured.

Partly because of the faulty planning of timing in the instructional design, the students did not engage in conversations easily despite the advantages of online PWS to post and respond to comments. This lack of dialogic feedback is a trait that is commonly reported in the literature (i.e. Gibbs & Simpson, 2005; Price, Handley & Millar, 2011; Fazio, 2001). Replying to the teacher's feedback in the Diary was something that only strong students did, and their responses were mostly limited to acknowledging understanding. This fact raises the issue whether weaker students were coping or not (Truscott, 1996). The persistent recommendation in the literature about the need to promote dialogic feedback (Carless, 2011) proved more difficult than expected. The few examples of productive dialogue in this study suggest that we should go beyond language and accuracy and focus dialogue in other types of content based on shared knowledge (Hyland, 2007; Lee & Mak, 2018).

We can also observe an important issue related to feedback design of the Diary. Silvia(s) and Darío(a) were the student with the lowest percentage of teacher page edits (13%). The difference is that Darío(a) received much more WCF than Silvia(s). Every time the teacher accessed his page she bombarded him with corrections because his work had many deficiencies, which proved counterproductive (Lee, 2008). This situation occurred in the writing assignment because correcting sentences *only* naturally makes any correction drier than correcting paragraphs.

The incidence of dialogic feedback, despite the advantages that the PWS offered, was small and almost always prompted by the teacher (top down). Students in secondary contests often lack opportunity to discuss and question feedback, and when they do, they need the activation of their teacher (Van der Schaaf et al., 2013). This study was an innovation that needed to be integrated in the students' ways of thinking about instruction. Interestingly, we can observe that interaction was more common in the writing assignments, where it is present not only in strong students, but also in average students' practices confirming that the way tasks are designed and their sequence is an important facilitating or inhibiting factor for dialogic feedback" (Carless, 2016).

The few fruitful discussions in the Diary suggest that dialogue should not be limited to language correction. In Lantolf and Thorne (2006)'s words "*We normally read, write, talk, and listen in the service of higher goals—for example, to write a research paper, to pass a test, to find our way through an unknown city, and so on.*" (p. 213). Getting the grammar right should become a sub-goal when the students want to share common knowledge in social dialogue, even if the teacher should never forget about its relevance for real competence.

Summing up, using Diaries in an online public platform made the students and the teacher write, observe, review, reflect and correct more and more as the year advanced. This amplified performance was the direct consequence of an organised repository, which had been reasonably controlled and was public, enriched by everybody seeing what everybody else was doing (Bandura, 1984; Hämäläinen et al., 2009). It served as a scaffolding structure that some students needed more, and others less, and lead a student like Mariana(a) to engagement and SRL. Lurking behaviours were certainly not based on copying and pasting from each other impulsively. In this respect, the public design potentially lead to vicarious learning opportunities and allowed students to interact with each other's content, with the teacher and with themselves in sophisticated ways. Students also used the Internet more and learned to appreciate its potential. The sentence Silvia(s) wrote to illustrate the phrase *Surf the Internet* ("*We need to surf the Internet to do the Learning Diary*") turned out to be true. Furthermore, although some cases of using online translators when writing sentences have been identified (in Mercedes(w) case), these are minor.

Lee and Mak (2018) affirm that self-regulation (metacognitive experiences) can prompt either cognitive (SRL) or affective reactions, before, during and after a cognitive task. If these reactions are

affective, that means that learners will use agency to protect themselves from a situation that is potentially unsettling. Mariana(a)'s initial reluctance to participate and Dario(a)' disengagement after an initial participatory attitude may be the consequence of not wanting to expose themselves (Boekaerts, 2010). The public platform caused affective reactions that are reflected in its low rating in questionnaires. However, it is this same public environment that turned the productions of their classmates into a source of guidance (Almeida, 2011). In this way, their joint energy helped them to use their resource management strategies better (Pintrich, 1999). Seeing what other were doing had the effect of showing the way to Mariana(a) and increase her effort and persistence with task, which led to increased self-efficacy (Gibbs & Simpson, 2005).

11.1.2. THE STUDENTS' PERCEPTION OF THE PWS

Students' perceptions are key if we want to move towards more student-centered teaching (Weaver, 2006). In this section, we cope with the students' initial perception of the Diary in both the questionnaire and the interviews. The Diary was not popular, but their view that it was helpful to learn English improved significantly by the end of the year.

The students disliked, more than any other thing, that the Diary was compulsory. Students unequivocally express that they did not like it, results being barely satisfactory in the beginning. The novelty of the experience challenged the students' comfort zone, and they used comments in questionnaires mainly to voice dissatisfaction. Their negative attitude was directed to the whole design, implying frustration and defensiveness; however, they were not specifically asked about the writing assignments, and there is not a single comment about them. This silence suggests acceptance.

 Students were militant against an assessment rule that made doing the Diary a prerequisite for passing. It was unfair because in their view it was an irrelevant task that made passing difficult (Brown & Hirschfeld, 2008). Its weight in the assessment program (15% of the term mark) did not match its accreditation value or workload (Cole, 2009). It was the threat of failing that caused average students (that is, the clear majority of the class) to perceive the Diary more as a menace than a helping tool. If motivation should be addressed at the classroom rather than the individual student level (Boekaerts & Corno, 2005), this study suggests that the teacher lost this class on the very first week, when she made the Diary compulsory, pushing students in potentially uncomfortable directions. Then, little by little, she gained the students' confidence.

In The *forethought phase,* students analyse the task and ponder their self-efficacy beliefs and outcome expectations. That done, they came to a negative appraisal of the Diary which conditioned the learning situation (Pintrich 1999; Schmitz and Wiese, 2006). So, their perceptions of the Diary depended, up to a

point, on their level of English, which are related to self-efficacy beliefs assessed before performance. From this perspective, it is not surprising that the Diary was considered effective by the high-achievers, because in their opinion they were learning. These students already use more and better learning strategies to regulate their cognition (Simek & Balaban, 2010) and are not worried about passing. For average and weak students, the design was different from what students had known till then, and this was an issue because of its complexity. These differences in perception confirm the claim that self-efficacy is positively related to higher self-regulated learning (Printrich, 1999).

The average students were worried that they would not be able to manage with a compulsory diary and pass the subject. Learners' expectations are often shaped by previous teachers' practices (Lee, 2005), and the assessment program in previous years had allowed them to disregard writing. They seemed to be mostly concerned about understanding what the teachers asked from them, that is, assessment, and more specifically, what they should do to pass the Diary. As in this school, strong and average students had passed English before, their resistance to the compulsory Diary (Exams are also compulsory and nobody complains) can be explained by low self-efficacy beliefs related to writing and the prospect of hard work ahead. They saw a compulsory Diary where they had to write in English as hard work that was *not part of the usual deal*, potentially threatened their pass mark and whose benefits were open to question.

The wiki's lack of popularity was partly due to the technical problems that the students experimented when uploading pictures. This view is consistent with studies that report initial confusion when using wikis (Cole, 2009; Kessler & Bikowski, 2010; Wheeler, et al., 2008). They also complained that the wiki was *slow,* that pages *disappeared or they scroll down automatically when they copied and pasted and that* some students may have connectivity problems (although none was reported). These problems support the warning that the potential of Internet tools for learning must not be taken for granted (Coll et al., 2008). This view was consistent in both questionnaires and the interviews. Several studies confirm that students face both functional and psychological obstacles when using online designs because of the need to change their traditional learning practices to adapt to a new, online learning system which may cause confusion, frustration or intimidation (Cole, 2009; Kessler & Bikowski, 2010; Lin & Yang, 2011). These obstacles were also present in our research.

The students gained a more complex perspective of the advantages and disadvantages of an online design. From students' interviews, we can infer that when they worked online, they could use cognitive skills more easily. They mentioned that it was *tidier*, f*aster*, *neater*, that you could *search for information efficiently* and *use online dictionaries*. They understood that online designs helped them review and structure their learning (Weinstein & Mayer's, 1986) cost-effectively. In fact, by the end of the experience the students value of the Internet as a learning resource had increased significantly and they valued it more other concrete online resources which are so to say closed within themselves, such as the

complementary online workbook. Thus, there is a positive effect of the instructional design, since students start to reckon the learning-tool potentiality of the web.

The students also disliked that the Diary was public in the beginning, although this is the students' perception which experimented the most significant evolution. The way students copied from strong students, illustrates that the design co-constructed a zone of proximal development for learning (Aljaafreh & Lantolf, 1994; Coll et al., 2014; Lantolf and Thorne, 2007), which caused trouble. Strong students resented that other people took advantage of their effort and copied from their work. As Ada(s) denounced it in her interviews *(each* (student) *takes a bit and it is not apparent that they are copying, but they are, of course.)* Mercedes(w) perspective was equally disturbing. In her case, a public Diary meant exposing her weakness as language learner to the class. There is the possibility that this fear made Alberto wary, too. It seems there is, hence, a matter of basic trust underlying (Bandura, 2006; Carless, 2009; Carless, 2013). This increased social awareness is also informed by recent studies from the field of developmental psychology on the adolescent stage (Blakemore, & Choudhury, 2006; Blakemore, 2008). By the end of the school year their trust in their teacher and other students had improved, although not significantly, but their perception that a vicarious design was useful guidance had significantly evolved.

11.1.3. THE TEACHER'S PERCEPTION OF THE PWS

As in any curriculum area, EFL teachers are affected by teaching and assessment processes not only cognitively but also emotionally (Brown, Gebril, Michaelides & Remesal, 2018). The teacher felt overwhelmed by the workload of the instructional design. She found reformatting tables exhausting. She was also pressured by the students' complaints about the PWS's slowness, particularly so because it was not slow for her, who counted on a new computer and good Internet connectivity at home. This research made evident that the old digital divide (NTIS, 1999), that is, unequal access to and use of ICT, has surfaced after the financial crisis of 2008. The problems that the students were having with tables were unanticipated by design (Kessler & Bikowski, 2010). Furthermore, the amplified performance put a strain on her that made the study unsustainable in the long run, although she hoped that this effort was worth if it helped her to find more effective (and less exhausting) solutions.

Her frustration may be explained by the fact that the latent uses of technology and its pedagogical potential are not the same (Coll et al., 2008). In this case, sustainability was at stake. She was shattering herself getting results poorer than expected, which may have been achieved with better strategic planning and assessment (Coll et al., 2008; Remesal, 2011a), and the Diary was not making her popular. But results were not only poor from a technological perspective, as the students' examples of vocabulary and grammar in use were often weak, too, and required a lot of correction on aspects that were not improving the students writing ability (Robb et al., 1986). Two tasks which she had initially considered as

complementary to her design had become central. Furthermore, students demanded meticulous information on how much each activity counted into the final mark; they were driven by a testing culture (Smith, 2016).

On the positive side, it was the online design that was making her conscious of these flaws and was transforming the Diary into an instrument for improved instruction (Carless, 2011). She perceived the role of the Learning Diary as an external source of feedback (Butler & Winne, 1995; Narciss, 2008), whose public availability provided significant opportunities for guidance (Bandura, 1982; Tuzi, 2004; Hämäläinen et al., 2009). For example, Mercedes(w) included connected word in Grammar in term 1 *before the teacher made it a requirement.* Thus, a weak student (maybe other students did that, too) made the teacher realise that connected words are important when summarizing some grammar items, proving the relevance of formative feedback to enrich the teacher's perspective. This example confirms the role of the Diary as a source of formative feedback, which allowed her to improve instruction, by clarifying and sharing learning intentions and criteria for success (*What do they need to know to have the key to success?*) (Black & Wiliam, 2009). The teacher was learning from what students were doing, and this improved her capacity for instruction.

She also appreciated the opportunities that the online task tasks offered (in Vocabulary, words were approached through picture, sound (phonetic transcription) textual and contextual means. She hoped that visibility of both hers and the students' actions would lead to deeper insight into how input affects students' learning to guide formative assessment and boost self-regulation development (Coll et al., 2014; Lafuente et al., 2015; Shute, 2008).

Coll and Remesal (2009) discuss primary and secondary teachers' conceptions on assessment regarding their agreement with four different purposes which they identify as (a)assessment for learning (b) assessment for teaching, (c) accreditation for learning (d) being held accountant. The two first dimensions relate to the pedagogical or regulative function of assessment, while the second two address its societal function that accredits what the learners know (Mauri & Rochera, 2010). The four purposes are not mutually exclusive and are influenced by the constraints of the year and school system (Coll & Remesal, 2009). In our case, the teacher's conceptions were influenced by the pressure exerted by the external exam that year 10 students take, which accredits whether students have reached key competences or not, which includes writing. The pressure to improve results in English is high, as society views knowing English as a basic requirement to get a job. In schools from deprived social areas, this pressure increases as socio-cultural context affect English more than any other subject in the results the students get. In 2014, the results of the external exam in deprived areas was of 24,6 scores less in the average mean for foreign languages (Consell Superior d'Avaluació, 2014).

Altogether, the teacher provided evidence of a dual vision of assessment. On the one side, she made decisions and undertook actions pointing at formative purposes, on the other, some of her actions were rather tuned with a summative vision of assessment, such as rewarding for short-term behaviour and offering very meticulous grades in reaction to the students' request (Coll & Remesal, 2009; Rochera, Remesal & Barberá, 2002). The explicitness provided by the instructional design under evaluation helped her visualise possible adjustments in her daily teaching, which she highly valued.

As for the teacher's vision of feedback, it affected the whole design because while most of the studies that have investigated the effectiveness of corrective feedback have adopted a focused approach (Frear, 2012), her view was that this approach was not feasible in a natural secondary context. The way she saw it, she could only adopt a focused approach through tasks such as *Teacher Tips* and metacognitive tasks in a Diary because research was not actually telling her *how* a focused approach could be adopted in a natural setting in secondary education. The dichotomy between what research tells and what teachers do is consistent with lack of accordance between teacher's practice and research evidence from experimental designs reported by Lee (2013). It is also justified by the scarcity of ecological studies in secondary settings (Storch, 2010).

11.2. GOAL 2: EVALUATE THE EFFECTIVENESS OF FEEDBACK FOR SUPPORTING THE WRITING PROCESS

The objective of studying feedback in the PWS is clarifying its role in helping teachers and students understand where they were in their learning process as EFL writers. We also wanted to understand better which steps could lead them more efficiently to the learning goals (e.g. Black & Wiliam, 2009; Hattie & Timperley, 2007; Narciss & Huth, 2004; Shute, 2008). As our students were A2 in the CEFR, we equated content feedback to written corrective feedback (WCF), that is, lexical and grammatical error correction (Evans et al. 2010). However, our analysis also considered feedback for engagement or task instruction purposes (Coll et al., 2014).

For goal 2, which evaluates the *effectiveness of feedback for supporting the writing process*, we discuss the following specific questions:

- *What are the characteristics of the teachers' feedback in the Diary and the writing assignments?*

- *What is the students' appraisal of the feedback received?*

- *What is the teacher's appraisal of the experience of providing such kind of feedback?*

11.2.1. CHARACTERISTICS OF THE TEACHER'S FEEDBACK ON THE DIARY

The teacher offered a total of 228 instances of feedback to these six students in the Diary alone. This implies a percentage of 38 corrections per student for each of the 26 students in the class. Feedback was taking a lot of time and work, and cannot be considered sustainable as a regular secondary teacher instructs 4 to 6 classes and around 120 students. The mean for corrections in the writing assignments was smaller (27) but still high. In term 3 she stopped giving feedback to some students, which were the same that were doing their Diary in one go, documenting burnout (Lee, 2004). This behaviour is consistent with the ways of other teachers in different studies (i.e. Lee, 2008).

This research design assumed that on-demand personalised feedback. adjusting as much as possible to the students learning needs would offer them a powerful vehicle for reflection and concrete guidance towards the learning goals (Beaumont et al., 2011; Quinton & Smallbone, 2010). So, the teacher's content feedback in the PWS was WCF, delivered in English. It was personalized, unfocused and mostly indirect, with a high presence of metalinguistic comments, as it had been designed to be. Her strategies did not change from term to term, but she decided not to give any feedback to some of the selected students in term 3.

There is evidence that the teacher tailored the amount and purpose of her feedback in the Diary, where she focused on *Vocabulary* more than in any other task. The feedback there was provided on a task that could make students fail the term, and which they often delivered on the very last minute. For this reason, the volume of input she offered to individual students in the Diary does not bear a direct relation to whether the students were strong, average or weak, but relates to whether they valued or disregarded teacher guidance in the form of feedback (Evans, 2013). In the writing assignments, though, the weaker the students, the more feedback they received. There, the teacher delivered feedback systematically before a second draft, and so it could not be perceived as summative, as some student who finished the Diary in one go saw it. Encouraging second drafts through engagement rewards led to a deeper tackling of feedback in the writing assignment, as students had to acknowledge understanding. In this way, assessment generated a helpful and appropriate learning activity (Gibbs & Simpson, 2005). As for feedback purpose, she did not use metalinguistic feedback with weak learners. Furthermore, when she used indirect feedback with them, she mainly addressed mechanics, trying to encourage students' self-correction.

Van de Pol, Voltman and Beishuizen (2012) talk about tailored and contingent feedback. They observe that when students do not understand feedback, it does not matter if the feedback is tailored or not. When they do, we can expect fading feedback (Collins, Brown & Newman,1989), which implies that scaffolding is removed or reduced based on a dynamic assessment perspective that indicates improved performance and the potential to perform well independently. In this way, the students slowly build confidence and gain responsibility for their performance of the target skill (Collins et al., 1989). In Ada(s) case, we observe a clear case of fading feedback.

According to Van de Pol et al., (2012), contingency is a necessary condition for fading. By contingency, they refer to increased support in response to students' failure and decreased backing in response to students' success. In this research, contingency is observed when the teacher increases her support to Mariana(a) as a response to her increased engagement. However, the great amount of feedback that other students received, and, particularly, Darío(a), did not become contingent because the student did not respond to it. Van de Pol et al. (2012) attribute the absence of contingency to poor diagnostic strategies on the teacher's part. They also talk about openness (showing a genuine interest), both on the part of the teacher and the student, as a necessary requirement. This reflection leads us back to considering volitional strategies (Boekaerts, 2010) and the depth of their processing (Storch & Wingglesworth, 2010). If students were not interested (Darío(a)), then feedback could not fulfill its purpose.

The reasons for this lack of interest may be partly explained by the fact that students did not always understand the feedback the teacher was providing (Gibbs & Simpson, 2005; Truscott, 1996). Furthermore, their cultural knowledge did not help to assimilate feedback in their own practice, as it is often considered summative and the responsibility of the teacher, where students only have a passive role

(Belland & Burdo, 2015; Weaver, 2007). Additionally, negative feedback can affect self-esteem, so students disengage (Boekaerts & Corno, 2005)

The teacher's feedback was timely (Gibbs & Simpson, 2005; Nicol, 2007; Nicol & Mcfarlane-Dick, 2006; Taras, 2005) and remained like that all year long. There are some instances where we observed delayed feedback, that is, correcting something long after the student had made the error. The instances of delayed feedback are directly related to the number of page edits and the number of days the Diary was active. It only occurred in all the terms in Ada(s) case. The more the students corrected their productions, the more the teacher stepped in, and she had the opportunity she had not seen before, increasing the degree of teacher-student interaction (Evans, 2013). So, in natural contexts, some delayed feedback in an online secondary context in combination with timely feedback is an indicator of increased collaboration and quality interaction provided we can count on students' responsiveness to it. The blend of timely and delayed feedback also illustrates the advantages of online contexts because they offer the teacher and the student more opportunities to tidily improve tasks and thus reduce the gap towards improved learning (Sadler, 1989). Finally, we can say that the engagement of the student also leads to the engagement of the teacher (Van de Pol et al., 2012).

Content feedback, which in this case was identified with WCF, can have a verification or an elaboration purpose (Coll et al., 2014). Direct feedback serves the purpose of verifying, while indirect and metalinguistic feedback allows the learner to elaborate and develop learning. Ellis (2009b) refers to two types of awareness: awareness as noticing (involving perception), which can be awaken through indirect feedback and metalinguistic awareness (involving analysis). We expected that through tailored feedback in an online platform students would improve both their English and their capacity to reflect about it. They would have enough time to access the explicit knowledge of grammar and vocabulary they had been building in for years (i.e. that verbs need an "s" in present simple third person singular) to apply it to writing. This process would promote explicit knowledge to be transferred into products (implicit knowledge or competence). We expected that small productions initially created through the application of declarative rules would come to be performed automatically when sufficiently practised (Ellis, 2009b).

For feedback to promote awareness through indirect and metalinguistic feedback, it needs both basic knowledge (to guide reflection) and engagement (to get involved) on the part of the learners. The benefits of such an approach have been reported by the literature (i.e. Ellis, Sheen, Murakami & Takashima, 2008; Lally, 2000; Lee, 2013; Shintani et al., 2014). The assumption was that the teacher's timeliness, clarity and purpose in providing feedback would promote the students' knowledge and involvement (Evans, 2013). If she counted on these elements in personalised feedback, the students would be perfectly capable of noticing what was wrong and fix it.

Direct feedback was used when the other options risked leaving an unclear message (Truscott, 1996) or in the case of untreatable errors (Bitchener et al., 2005; Bruton, 2007). In this way, the teacher was also tailoring her feedback to the characteristics of learners and following recent studies which suggest that teachers should combine both direct and indirect feedback thoughtfully to suit different error types and students (Lee, 2013; Van Beuningen et al., 2012). Her approach to giving feedback of many types is the same that Lee (2004) reports the teachers he studied took. The use of comments is more natural in paragraphs correction and makes dialogic feedback easier to accept.

According to Boud (2012), research should explore dialogic relationships between learning systems, students, teachers and other parties that may be sources of feedback. One of the keys to effective teaching is promoting formative assessment where teachers engage in giving feedback that students would use (Taras, 2005). The problem in compulsory education is that all too often students ignore feedback (Fazio, 2001), which also seems to have been the case with some students in this research. In fact, those who needed feedback more in the teacher's eyes were also the ones who took less profit of it, presumably they viewed it as a product, which did not require a cognitive response (Price et al., 2011). The possibility to complete the Diary in one go did not help to more complex views on feedback and did not make it continuous or distributed (Coll et al., 2014), *unless the students chose to*. Furthermore, the date when they took their exams and the date when they had to hand in their diaries were not synchronized, and for this reason the revision that the Diary was expected to trigger did not help some students improve their mark in their lesson exams. So, not ignoring feedback can be considered as a self-regulation indicator.

11.2.2. THE STUDENTS' PERCEPTION OF FEEDBACK: ATTITUDES AND BELIEFS

It is important to ask students what their perception of feedback is because their judgements mediate forms of engagement and, in turn, affect performance (Butler & Winne, 1995). Unfortunately, little is still known about the students' beliefs and attitudes regarding feedback (Gamlen, 2013).

Feedback is a complex, multidimensional information process, which can have positive and negative effects on learning because it depends on the students affective and motivational relation to it (Hattie & Timperley, 2007; Narciss, 2008; Sadler, 1989). In our case, students, appraisal of feedback was positive enough, although we cannot report significant improvement by the end of the school year. They did not believe that they were making much progress despite all the WCF they were receiving (Lee, 2005), but they believed that the Diary was helping them learn, and they were also very positive about self-correction. Dario(a) and Mercedes(w) found the teacher's feedback insufficient and unclear (although their criticism was moderate), while doing nothing with it. Their behaviour suggests that they were putting the responsibility for their learning on the teacher and perceiving feedback as a corrective procedure, involving an expert and a passive recipient (cognitivist perspective). It took a long time for some students

to understand feedback as a process that empowers the students to make their own corrections (Socio-constructivist perspective) (Harris, Brown & Harnett, 2014; Lee, 2004; Lee, 2005; Robinson, Pope & Holyoak, 2013).

The first thing we need to determine is whether students understood the teacher's feedback codes. Data confirm that it took them some time to do so, which is consistent with other studies (e.g. Busse, 2013; Lee, 2004). The range of strategies that the teacher used for in-text feedback received better scores in the end, but the difference was not statistically significant for any of the items. Interviews endorse that Ada(s) came to understand them, while Mariana(a) still found them confusing by the end of the school year (Evans, 2013). These two students are the ones who did their best to correct their productions after feedback. Consequently, both students demonstrate engagement, but while one of them has overcome confusion, the other has not. Mercedes(w) was also positive about codes. We can conclude that students would have benefited from more attention on how to use feedback in the beginning (Weaver, 2007). Furthermore, greater knowledge or engagement made codes more salient in our study.

The questionnaires also point to the fact that completing the Diaries led the students to develop or reaffirm a certain conscience of the value of error in the learning process.

Observing the difference in perception of the two strong students is enlightening. Ada(s) thought that the teacher's comments were good, and the fact that she could correct her errors accurately confirms it. Her Diary remained active for 70 days in term 3, giving her classmates plenty of time to copy from her, as she knew they would do. This fact suggests that Ada(s) was prioritising feedback over the frustration of being copied, while Silvia both corrected and was corrected less, because she uploaded everything in the last minute, not to be copied. Those who value feedback are more likely to have a deep approach to learning (Rowe, 2011; Price et al., 2011), while less proficient writers show less interest in error feedback (Lee, 2008). Silvia(s) was more critical of the teachers' feedback, used it less, managed time less effectively by uploading things on the very last minute and had views on linguistic accuracy which show a more conflicting nature than we perceive in Ada(s) (Evans et al., 2010).

It is possible that Silvia(s)'s different perception can be explained by the fact that, when left to our own devices, we judge ourselves to have achieved proficiency when the rate at which we are learning from additional experiences declines (Eva et al., 2011). Silvia(s) considered English *too easy*, while her capacity to self-correct was lower than Ada(s)'. This questioning attitude was addressed to the teacher, but did not consider the possibilities the design provided for her to have a role in her own improvement. This perception limited her performance. Her experience determined confidence, and therefore, became a double-edged sword that did not allow her to advance as much as she could have (Eva et al, 2011).

The contradictions in the students' perceptions also highlight that while students value formative feedback because it helps them improve (Beaumont et al., 2011), the instructional design was not designed

in a way that systematically favoured suitable points within the cycle of assessment in the case of the Diary (Coll et al., 2012). Students expectations are determined by their own goals which may not consider answering feedback a priority, especially so when making the Diary compulsory did not reinforce a positive perception (Hattie & Timberley, 2007) and the teacher was not trusted (Price et al., 2011). In contrast, asking for second drafts in the writing assignments naturally promoted these cycles and promoted basic dialogic feedback that leads the students to read the teacher's feedback and respond to it.

11.2.3. THE TEACHER'S PERCEPTION OF FEEDBACK

The teacher's WCF feedback was unfocused and mostly indirect and metalinguistic because she assumed that these Year 10 students, in a school where she was new, had mastered the ABCs of EFL language and would benefit from personalised feedback, that should be unfocused. She supposed that these basics could still cause some errors in writing, but if she highlighted them in personalised feedback the students would be perfectly capable of noticing what was wrong and fix it. This assumption has proved to be false in this study in the case of average students. Darío(a) ignored feedback and Mariana(a) was not free from anxiety even if she followed instructions (Truscott, 1996). Their knowledge was much more defective than their teacher appraised, making the effort required, the time needed to improve it and the assurance of passing a compulsory Diary, uncertain (Butler & Winne, 1995).

The teacher corrected many errors, even though she did not correct them all, and tried to tailor her feedback to the perceived needs and competences of the student (Coll et al., 2014). She was conscious that her strategies were not working with some of her students (Kepner, 1999; Lee, 2005*; Robb*, Ross & Shortreed, 1986). No matter how hard she tried, Darío(a) and Alberto(w) did not respond as desired, and the two tasks in the Diary that measured feedback processing showed poor results, in her opinion. Furthermore, she found giving feedback on *Grammar* particularly boring and useless. With Ada(s), though, checks were a pleasure, and she was learning from her (Carless et al., 2011) but for the rest, it was usually repetitive and time-consuming. This perception is in line with the way teachers saw the effectiveness of their error correction in Lee (2004).

The teacher felt overworked by so much feedback and wondered if that effort would eventually pay off. Indirect in-text feedback took time in Wikispaces because she needed to make several clicks to put the pink code in place. Furthermore, metacognitive comments were time-consuming to make, and their impact was small, given the number of errors that the students corrected effectively. She resented that no one seemed to notice the huge amount of attention that students were receiving, or the novelty of the approach, while in fact, the students were not overly critical about this aspect of the design.

She was happy that she could use English more when providing feedback. Using so much Spanish in the classroom was frustrating. She found amusing that students answered in English, as she had never asked them to do so, while they were not using it in class.

Interestingly, though, there is no apparent mismatch between the students and the teacher view of feedback, while it is often reported in the literature addressing higher education (i.e. Beaumont et al., 2011).

11.3. GOAL 3: EVALUATE STUDENTS' PROGRESS

For goal 3, which evaluates progress in the *implementation of the learning diaries and the writing productions used by students,* we discuss the following specific questions:

- *What evolution, if any, can be observed in the students' Diary along the school year?*

- *What evolution, if any, can be observed in the students' writings along the school year?*

- *What is the students' appraisal of the Diary activity?*

- *What is the teacher's appraisal of the Diary?*

11.3.1. EVOLUTION IN TASK ACCOMPLISHMENT IN THE PWS

Although technological issues had an impact on the implementation of the Diary, it is the management of change and its unforeseen consequences that explains most of the problems that this study faced when implementing the PWS (Coll et al., 2008b). Goal 3 will help us understand which aspects of the instructional design boosted the students' SRL and improved their writing competence. We also looked at the students' and their teacher's perception. Using a Diary to research on everyday learning provides results in an ecological valid way (Schmithz & Wiese, 2006). That said, the Diary analysis of our six selected students depicts the road to EFL writing competence as "a complex path that sometimes reflects engagement, sometimes disengagement, and sometimes avoidance and delay." (Boekaerts & Corno, 2005, p. 202).

According to De Corte (2010), competence development is a process that needs (1) a well organised and flexibly accessible domain-specific knowledge base; (2) Heuristics methods; (3) Meta-knowledge; (4) Self-regulatory skills; and (5) positive beliefs. This author also distinguishes between a competent approach and routine expertise (which would include spelling or technical skills) and considers the latter crucial to reach the former. Did this implementation count on all these elements? The Diary was structured to empower routine expertise and provided easy access to a domain-specific knowledge base in its cognitive part (Grammar, Vocabulary, Spelling, Pronunciation and use of English in the form of *Teacher Tips*). Furthermore, it was a heuristic method serving as an aid to learning, discovery, or problem-solving by experimental and trial-and-error methods. Finally, it was designed to produce proof of meta-language and self-regulatory skills. The students' positive beliefs were, however, initially threatened by their lack of online expertise, lack of trust in themselves as EFL writers, and wariness of their classmates and their new teacher in the context of a public, compulsory Diary.

A closer look at the students' performance signals that some students used agency for purposes other than learning, to protect themselves, for strategic prioritisation or to make the minimal effort for maximum

return (Harris, Brown & Dargusch, 2018). The use that some student made of time, the number of days the Diary or the KFP task were active, the response to the teacher's comments, or their behaviour when uploading pictures or when reporting on source are not related to linguistic fluency. Schoonen et al., (2011) confirm that linguistic fluency mediates in EFL writing proficiency, but metacognitive knowledge is equally important. The actions related to the students' metacognitive knowledge, be it from strong students or not, inform us of the opportunities the students took in the PWS or chose to disregard and confirm that self-regulation does not always lead to SRL (Harris et al., 2018; Kessler & Bikowski, 2010). For example, making a virtue of necessity, Silvia(s), Darío(a) and Mercedes(w) posted pictures that were not related to the word they were describing in term 1 because they did not know more. This protection strategy evolved into a minimal effort measure, presumably to save time and effort, in Silvia(s) and Mercedes(w)'s case. The fact that the teacher did not notice offered opportunity and shows that amplified performance had the adverse effect of teacher overwork (Lee, 2004). It also suggests that when students do not make sense of tasks, they limit their performance efforts (Pintrich, 1999). Finally, greater SRL behaviours determined their capacity to advance (Dörnyei, 1998). The reason why Ada(s) and Mariana(a) made more progress than Silvia(s) and Darío(a), even though we paired them in the beginning, may be attributed to greater precision in task completion. Some students face learning activities with the objective to get a better mark rather than boosting the learning achieved from engaging with the assignment. It is possible that Darío(a) and maybe Silvia(s), 'faked good' and pretended to be more knowledgeable than they were (Gibbs & Simpson, 2005). This behaviour needs disregarding feedback to avoid giving yourself away.

Students can identify the low-level demand tasks that are relevant for assessment and skip those that are more complex or risky (Gibbs & Simpson, 2005). Thus, the way an assessed task is designed and arranged has a great influence in the way students organise their study habits (Carless et al., 2011; Gibbs & Simpson, 2005; Van der Vleuten, 2014). This evidence stresses the importance of carefully planned assessment programs that do not forget the role of feedback in it (Taras, 2002). Changing the nature of tasks so that processing feedback becomes part of the requirements seems the best way to follow her advice. Transparency in assessment (Lafuente et al., 2015) is also imperative to foster study habits because clarity in rules leads to trust; it also directs students to avoiding aspects of tasks which may be important for learning. Students needed to score a 5 to pass the Diary and thus elude failing the term. By the end of the school year they knew how to pass it without completing the tasks that they perceived as more difficult and had a clear view of which were more tiresome (Gibbs & Simpson, 2005).

A LOOK AT THE EVOLUTION OF TASKS IN THE COGNITIVE PART OF THE DIARY

Considering *Vocabulary* and *Grammar*, we observed the students' sentences in *Vocabulary* achieved a higher CEFR level than those in the Grammar section. Bilton and Sivasubramaniam (2009) report on the opportunity of self-expression in writing promotes developing mastery of language and more

sophisticated thinking. Surprisingly, Silvia(s), Dario(a) and Mercedes(w)'s show lower word averages in *Vocabulary* than in *Grammar*, leading to low error-free sentence rates in the later, while we would expect a more careful control. Furthermore, low error-free sentence rates *after* feedback predicts linguistic level improvement, confirming that both engagement and accuracy are important (Hinkel, 2006), and so is feedback. Benevento and Storch (2011) found out that grammatical accuracy as measured by error-free clauses did not lead to any accuracy improvements over time, despite extensive feedback, which is different from our claim. In our case, we can report that when students *paid sustained attention* to feedback and where capable to improve error-free sentences *after* feedback, progress in accuracy ensued in both *Grammar* and *Vocabulary,* proving the guiding effect of feedback to improve accuracy. Finally, those students who increased the rate of words from term to term are those where we see improvement.

In *Teacher Tips,* the task required that students provided the example after understanding a given use of English. Here the students had to report on common error that students were making in relation to instruction. When the teacher spotted one, she intervened and provided a normative explanation that was necessarily focused and included a metacognitive explanation. It was based on language aspects that broadly adjusted to the class level, which she perceived needed explicit attention. Results confirm that students understood and engaged on *Teacher Tips* more and more. This finding is consistent with the reports that teachers should focus on treatable errors and provide metalinguistic understanding to help students become more efficient language learners (Ellis, Sheen, Murakami & Takashima, 2008; Lally, 2000; Lee, 2013; Shintani et al., 2014). It also confirms Ferris (1999, p. 4) argument that corrective feedback has an impact on students when it is "selected, prioritised and clear".

Teacher Tips is the task that shows the clearest progression and a steadiest improvement from term 1 to term 3. The errors that students chose to include in their diaries reflect their SRL and their level of English, and support that this task adapted well to individual differences (De Corte, 2010). According to Carless et al. (2011 p. 404) "for feedback to be effective, it needs to place less emphasis on conventional feedback practices and develop further those in which student autonomy and self-monitoring capacities become paramount."

From a global longitudinal perspective, students understood the key aspect of the cognitive tasks in the Diary. We can conclude that they gambled less and less with the basic requirements of the task, such as sentence writing in V*ocabulary* (Coll, Mauri & Rochera, 2012; Davies, Pantzopoulos & Gray, 2011; Earl & Kratz, 2006; Simsek & Balavan, 2010). Average students evolved to a more self-regulated behaviour for learning, which led them to improve their precision in task completion. We can also affirm that vicarious experiences, were useful in guiding average and weak students to complete their Diaries more (Kessler & Bilowski, 2010; Swain, 2013), and even though stronger students complained that they were being copied, data confirm that their claims were more related to a lurking behaviour where weaker students found a useful guide, which does not exclude some cases of unethical behaviour. In fact, students

copied more bluntly in Grammar from the textbook than they did from their classmates, probably because of the shame involved in being accused by the classmates from which they were copying, and this is again an argument to support public designs as leading to vicarious learning (Bandura, 1982, 2005).

Reporting on source shows evidence of increased SRL. While strong students reported on source since term 1, average students only reported on it in term 3, presumably after they had observed the strong students' ways. This behaviour proves the presence of negative monitoring (Hübner et al., 2010), prompted by them, not the teacher. When students recognise aspects of the task that they had not understood well in the beginning and fix them (i.e. including source) we can account for the presence of remedial strategies. The evolution of average students' performance occurred even though assessment measures did not reward them for that. Students filled source in because they chose to; because it made sense to do it. However, when we observe the way Silvia(s) and Dario(a) dealt with the requirement to provide a source in *Vocabulary,* it is interesting that they showed no understanding of the purpose this requirement. They only considered *textbook/easy reader* as a possible source for vocabulary. This perception exhibits immature SRL (Zimmerman & Martinez Pons, 1990) which does not conceive a more active role of the student in her own learning.

Picture uploading, on the contrary, shows evidence of disengagement. Cheating in picture uploading in *Vocabular*y displayed an ascending tendency in Silvia(s), to spare time and effort. Whether tasks make sense to students or not and how closely they are controlled by the teacher plays and important role in the decisions they take about how precisely they complete them. Cognitive and self-regulatory strategies require a level of engagement that often implies more time and effort for students than their average commitment (Pintrich, 1999). So, the attempt to spare effort is natural.

We can conclude that, when students make sense of tasks, SRL is empowered. Results in this case study show that task value beliefs (Bandura, 1984; Zimmerman, 2000) and learning goals (Boekaerts & Corno, 2005), when they are compelled by external motivation drives, lead to using resource management strategies in a variety of ways that do not necessarily point to learning.

As for the impact of feedback in the cognitive part of the Diary, unfocused feedback was dealing with too many issues, and it made the students dependent on the teacher (Lee, 2008). This option needs revision, as data confirms that most of them had difficulty in engaging in unfocused feedback based on their own productions maybe because they did not understand the feedback (Truscott, 1996), and maybe because their metacognitive knowledge did not let them see their role in their own learning. With low motivation, students are less likely to take teacher feedback seriously and find it useful (Lee, 2008). It is also possible that teachers who focus on comprehensive error feedback, as in the study, are more prone to produce written feedback that is difficult to understand than those who give error feedback more sparingly, since comprehensive error feedback puts a greater demand on teachers (Lee, 2008). However,

when students coped with treatable errors (in *Teacher Tips*) they processed them well enough, supporting the effectiveness of focused feedback (Ferris, 1999; Bruton, 2007). Internal feedback is relevant and supports that this type of feedback makes sense (i.e. Van Beuningen et al., 2012) and helps develop self-regulation (Nicol & Milligan, 2006). Furthermore, decreasing the amount of feedback also seems important, both to reduce anxiety and to reduce the teacher's workload (Price et al., 2011).

Additionally, Robb et al. (1986) advise not to invest teacher energy in providing detailed WCF on sentences because such an input addresses only one aspect of the overall writing ability. If we look at the specific characteristics of feedback in the Diary, we see that it was mainly unfocused in-text and indirect. While some studies have reported that indirect feedback elicited more students' actions than direct feedback (i.e. Ferris, 2003; Storch & Wingglesworth, 2010) in our case, indirect and metalinguistic feedback seem to have been really frustrating especially for Darío(a), who had fossilized his English at A2 level, and the teacher, who in the end realised that Darío(a) was very good at hiding how weak he in fact was (Gibbs & Simpson, 2005). In the beginning, the teacher limited her indirect input to basic morphological and syntactic aspects (Ferris, 2003) that should have long been internalized by an average student in his last year of compulsory education, but the fact was that Dario(a) was still utterly unable to follow her. Feedback, and more specifically indirect and metacognitive feedback, did not help him understand his strengths, manage his weaknesses and control anxiety (Shute, 2008).

We can conclude that in the cognitive part of the Diary those who needed feedback more in the teacher's eyes were also the ones who took less profit of it (Darío(a) and Mercedes(w)). What this design produced, in term 2 and term 3 for some students was a seemingly concentration of useless feedback (because the student did nothing with it). This limited commitment with feedback does not facilitate learning as much as elaborate engagement, where learners deliberate and discuss language items (Storch, 2008). Thus, corrective feedback cannot be separated from the students own social and educational goals (Yorke, 2003; Sheen & Ellis, 2010), and given the results of this case study is not recommended in similar secondary contexts.

These evidences suggest that the only way that feedback can support the students' construction of self-efficacy beliefs is by ensuring that formative feedback practices start earlier, transform the students' metacognitive knowledge and do not allow the language level of the students to fossilise at A2. Judging from both the questionnaires and interviews' results and the analysis of their feedback uptake and impact, most students seem to have been blind to feedback efforts. The results from the students' correction of their mistakes also show that feedback hints do not seem to be as evident to students as the teacher thought they were, due to low self-efficacy (Narciss, 2004) and a limited linguistic knowledge.

The potential of the cognitive part of the Diary for improving EFL writing was limited. Students were asked to write examples at sentence level and this was dry and not really motivating. It did not reach its

full potential because learning objective (improving writing), task and feedback need to be better aligned if we want students to make sense of it (Gibbs & Simpson, 2005; Sadler, 1989). In the first place, these tasks were focused in linguistic processing, which limited the possibility of attending to other aspects of text production (Manchon, 2009). They were designed with a pre-task nature (Skehan, 1988), but they were not appropriately linked to the writing assignments, which would have given them more sense.

A LOOK AT THE EVOLUTION OF TASKS IN THE METACOGNITIVE PART OF THE DIARY

The two metacognitive tasks were *Exam Correction and Error in my Written Productions*. *Exam Correction* was favoured by students over *Error in my Written Productions*. They spent time doing it in class, and a change of social interaction benefited task completion (Lantolf & Thorne, 2006). Unfortunately, *Exam Corrections also* lent itself more easily to transformation into a low-cognitive task.

In *Error in my Written Productions*, students counted on the teacher's feedback in the PWS, but here they were probably less capable to see a normative explanation in her comments because feedback was broader than in *Exam Correction*. In any case, data show only a few instances where students were capable of conceptualising what the problem was (Truscott, 1996). Although based on their productions, it was teacher-dominated feedback, and that circumstance emphasised the negative side of error and made them teacher-dependent (Lee, 2008). Besides, they could not count on or make sense of the notes they had taken because they were not related to the feedback, and that probably made them feel confused or even threatened (Semke, 1984; Truscott, 1996). Swain (2013) claims that the cognitive and the affective are inseparable when learning a second language, although these two dimensions have been traditionally separated, neglecting emotions. If students are faced with too much negative monitoring, then they may opt to do nothing, because of low self-efficacy beliefs (Boekaerts & Corno, 2004; Pintrich, 1999). This situation affected average and weak students more. As mentioned in goal 1, research has proved a strong connexion between the use of certain strategies and academic performance (Simsek & Balaban, 2010; Glogger, 2012). In the metacognitive tasks, the inefficacy of the approach in this study affects strong students as well.

Their responses to "*what do I know now that I did not know before?*" make more sense, even if only the strong students and Mariana completed them. We find similar traits to the ones we found in *Teacher Tips*, which relate to the positive effect of negative monitoring (Hubner et al., 2010). Evans et al., (2010) suggests that maybe the problem with WCF is that we are not approaching it appropriately. What this design suggests is that when tasks are designed to report on *what students have understood*, after revision, results improve (Chandler, 2003). When things seem to go wrong is when the task is more directly linked to the errors that the teacher points out, which may take more time to process that the teacher is willing to wait. This finding suggest that we need more research with self-correction of student-centred tasks that allow for focused feedback in the line of these assignments. The two *What do I know that I did not know before?* questions improved the students SRL, while the tables in the metacognitive task did not.

If we are to judge WCF feedback uptake globally as evidence of monitoring, that is, metacognition, data analysis in this case study proves SRL actions on Ada(s), Silvia(s) and Mariana(a) and no agency or negative consequences in the case of Darío(a), Mercedes(w) and Alberto(w). It also shows that Ada(s) was in this aspect clearly stronger that Silvia(s). Therefore, this study confirms that feedback uptake depends heavily on the individual characteristics of the students (Butler & Winne, 1995; Narciss, 2008) and that less proficient writers show a weaker interest in error feedback (Lee, 2008). The literature also points out that the culture in schools is often one where students are passive partners in the feedback process (Yorke, 2003).

What type of feedback works or not has no simple answer (Shute, 2008). In this context and with these data, we have considered the evidences of students correcting their writing productions after feedback in the PWS and self-correction in the metacognitive tasks in the Diary as proof of feedback impact. While sharing interpretations, negotiating meaning and clarifying expectations is important (Hyland, 2013), it is difficult to find the right tune when Year 10 students are still unable to correct a 3rd person singular error that is highlighted to them. An otherwise neutral indirect feedback probably acted in Darío(a)'s case as a threat to his self-efficacy beliefs. In such circumstances, it is not likely that a student would consider dialogic feedback as a desirable option. Students' misconceptions related to the content of instruction hindrance revision of incorrect knowledge (Butler & Winne, 1995).

Judging from his actions in the PWS, he shows metacognitive knowledge that aligns with a cognitivist perspective (Evans, 2013). Ignoring error feedback suggest that he saw himself as a passive recipient and, as such, laid all the responsibility for grammar understanding on the teacher. As a grade-oriented student, he probably considered engagement with feedback unnecessary (as his objective was passing, and he could pass without correcting his feedback) led him to a superficial view of feedback (and to dislike *Vocabulary*), where he did not see his role, but experienced the frustration of his abundant inaccuracies. He became more and more passive in this aspect as time passed. The cognitive endeavour in the Diary prompted SRL that was influenced by the students' metacognitive knowledge, but these metacognitive experiences, in turn, further shaped their metacognitive knowledge (Lee & Mak, 2018). Students' levels of intellectual maturity, previous experiences and individual differences are factors that affect engagement with feedback (Evans, 2013).

The fact that the teacher's feedback was not always understood (Lee, 2008) also limited predisposition to act. Low self-efficacy and poor motivation were probably leading some students to non-action (MacIntyre, 2002) and inhibiting negative self-monitoring to have a positive effect (Glogger et al., 2012). It is possible that in some cases students were not ready for the teacher's feedback (Truscott, 1996). Mariana(a) herself was following instructions, but she was not sure that her effort was heading her anywhere. By the end of term 3, the teacher did not provide any feedback to some students because she believed that they would do nothing with it. This limited commitment with feedback does not facilitate

learning as much as elaborate engagement, where learners deliberate and discuss language items (Storch, 2008).

As to the reason why Silvia(s) responded to feedback worse than Ada(s), we can only guess, but her inferior capacity to process her feedback while her language level was the same as her friend's may also be explained by affective factors related to the way she stood up to strain and error (Yorke, 2003). On the opposite side, Ada(s) is ready to make her own revisions beyond what task instructions required.

"Validity within the context of online formative assessment may be defined as the degree to which the assessment activities and processes promote further learning." (Gikandi et al., 2011, p. 2338). Surprisingly, it was what the students *had to do* with instruction and feedback (and more specifically *Teacher Tips* and *What do I know that I did not know before?*) what favoured formative assessment and helped some aspects of the Diary to increase self-monitoring and become formative (Taras, 2005).

Task and engagement feedback can have a wider impact than WCF, in the first place, because it is general in scope. Narcis et al., (2014) found out that students tend to respond less to conceptual feedback and more to procedural feedback messages. Furthermore, task instructions are easier to understand than WCF, so, if we make them central by planning the feedback we want to give students when we design the task, then we are making feedback focused and dialogue on language possible. For example, if we ask students to describe what people are doing in a picture, and ask them to use pre-taught vocabulary and the present continuous, we could focus feedback on the present continuous.

Results show that the design approach to feedback did not make students respond to it in all the cases. According to Evans (2013), "the efficacy of feedback is very much dependent on the strength and coherence of the overall assessment design, which will enhance or limit self-regulation on the part of participants in the feedback process". The strengths and limitations of a feedback design are determined by how well it is integrated into a broader learning process that includes instructional design, context and social aspects (Price et al., 2011). The sentences that the students wrote and the teacher corrected in *Grammar* and *Vocabulary* were *not* integrated enough into a broader learning process. Corrective feedback cannot be separated from the students own social and educational goals (Yorke, 2003; Sheen & Ellis, 2010), and given the results of this case study is not recommended in similar secondary contexts. Lantolf and Thorne (2007) tell us that research based in socio-cognitive theory contextualise corrective feedback and negotiation as a collaborative process in which the dynamics of interaction shape the nature of feedback and inform its usefulness to the learner. The low self-efficacy of these students and their weak linguistic knowledge seems to advise against a WCF approach unless we add more elements to the discussion than morphology, grammar and lexis. Sheen (2007) advises that "linguistic feedback should be focused and intensive". Her quasi-experimental analysis focused on a task which she specifically created for her study. Aspects related to tasks are more easily processed than aspects related to grammar.

A LOOK AT THE STUDENTS'EVOLUTION IN FREE WRITING

Free Writing was the most popular task in the Diary. We included it there to incorporate creativity, which is at the top in the revision of Bloom's taxonomy (Anderson et al., 2001) to our model. We hoped for a greater engagement in writing (Bilton and Sivasubramaniam, 2009). Free writing can have the side effect that, because it is not structured, it gives the students the opportunity to use online translators more, which is what we saw happening. This fact leads us to recommend more structured approaches to EFL writing in secondary. Furthermore, although the teacher's intention was that students shared their interests in the wiki with the class, they provided text of songs, but this did not contribute to improve their writing.

LINKS BETWEEN THE DIARY AND THE WRITING ASSIGNMENTS

The students did not use the words that they were filing in the Diary in their writing assignments, that is, the Diary was not a useful tool to scaffold their writing because the tasks in the Diary and the writing assignments were not sufficiently integrated. The Grammar and Vocabulary in use sentences lacked context.

It is clear from the results that we could not stablish a link between the writing assignments and the Diary, even though we considered enhancing lexical and grammatical knowledge through them. What this suggest is that we should devote more attention to task design and the instructions we give to learners should be better tied to our learning objectives (Schoonen et al., 2009), so that the language learnt can be mirrored in the writing text.

11.3.2. EVOLUTION OF THE STUDENTS' WRITING ASIGNMENTS ALONG THE SCHOOL YEAR

The design of the writing tasks influence the results the students get. With easy tasks related to familiar subjects the level of the student and the number of words they write tends to go up, while in difficult assignments scores tend to get lower. However, scaffolding measures taken before writing can make potentially difficult task much easier. In this design, students wrote more in the book review or the email about a holiday and less when they were asked to impersonate a unionist snowflake talking about working conditions and their new gained rights, but results were not worse in the latter, because students had fun when we brainstormed ideas. Furthermore, writing task at sentence level make the CEFR score of students go down. The low results of strong students in the KFP task in term 1can be attributed to the characteristics of the task. So, we cannot expect a steady improvement in the students' mark in writing assignments, because each of them depend on the characteristics of the task and the context, although we can observe general tendencies.

In the writing assignments, we combined coursework with examinations, which produced better mark rates (Gibbs & Simpson, 2005). Coursework marks are also better predictors of long term learning (op.

cit.). Students were more conservative when writing in exam and this made their level go down but experimented more in the PWS, which taught them the way to improved performance, in combination with feedback and self-monitoring. The teachers holistic scores are in line with the Write & Improve scores, except that Silvia(s) does not seem any weaker than Ada(s) in the W&I exam scores. What this suggests is that Silvia(s) did not take full advantage of the opportunities that the PWS provided. In the teacher's holistic marking Silvia(s) was almost always below Ada(s)'s and data from the external exam also assess Silvia(s) syntax and spelling below Ada(s)'s, which is consistent with what we observed in the Diary. We know from what happened on the year after this study finished that Ada(s) took her Cambridge English First exam and passed it with a B.

A big flaw of the design was that it disregarded explicit instruction or feedback on coherence and cohesion, genre, mechanics and formulaic language. This did not affect strong students because knowledge of text features, text structure, and writing processes is largely language neutral, which allowed students with this kind of knowledge and experience from their L1 to put it into practice in EFL writing assignment (Schoonen, 2011), with an ensuing disadvantage to weaker students. In Benevento and Storch (2011) analysis on the impact of French writing instruction on secondary students, results show progress at a discourse level and in linguistic complexity, but there is no significant development in accuracy and certain frequent errors persist. This insight suggests that feedback content should not be limited to error correction and include content, organization and communicative purpose to ensure a wider impact on students (Benevento & Storch, 2011; Buse, 2013; Kepner, 1991; Lee, 2008; Eva et al., 2011; Sheppard, 1992) in ways that makes our feedback both focused and more varied. This approach is possible because we can count on what students know about writing from their L1 (Shoonen et al., 2011). This approach would make feedback range wider, more natural and presumably motivating.

One of the strengths of the design was that multimodal tasks based on famous films offered strong language scaffolding opportunities to students who were willing to spend the time and effort to elaborate on them (Barata & Jones, 2008; Lantolf & Thorne, 2007). More research is needed to study the relation between the effect that a focus on SRL plus multimodal tasks can exert on improving EFL writing.

Feedback in the writing assignments wanted to prompt the students to take specific steps (*The five steps to success*) that linked these assignments to the Diary through the metacognitive task *Errors in my Written Productions*. because it wanted to improve the students' by fostering their self-regulation and conscience of error. Van der Vleuten, (2014) warns that such an approach has more impact on complex skills than scores, and for this reason it might be a practice that is unpopular with students in the beginning because it is time consuming, difficult and results in a grade culture are not self-evident. Task completion of that metacognitive task was not satisfactory. This suggest that this methodological variable was not effective, and did not help to improve accuracy (or motivate students). However, data prove that students paid more attention to feedback in the writing assignments and corrected it more than they had corrected

the Diary. The comment's feature in Wikispaces had a positive effect on the writing assignments and promoted dialogic feedback more than in-text correction. Furthermore, with Ada(s) comments had started an interesting dialogic process thanks to engagement of both sides (teacher-student) (Price et al., 2011).

THE KUNG FU PANDA TASK

The Kung Fu Panda tasks asked students to write sentences instead of paragraphs, addressing only one aspect of writing ability (Robb et al., 1986). That approach made strong students who reached a B1 in other task get lower results in this task in term 1 (A2). But the film watching activity was also assessed in an exam which included writing a paragraph where students scored high. We can also see its language impact in *Teacher Tips*, *Errors in my Written assignments* and *Exam errors*. In this case, the language the students needed to talk about the film was provided by the film itself, from which we developed activities that supported students to improve from a genre perspective (Hyland, 2007) to describe and narrate better.

If we observe the influence that a content approach to EFL was having on the Diary, when we watched films or when students received history classes in English, then we realise that the impact that this content had on the Diary is notorious, and particularly so in the KFP task and on students who advanced more. In *Vocabulary*, Ada(s) and Mariana(a) used 14 and 18 words respectively that were related to films, while Mercedes(w) used one. This effect is consistent with the reported influence of vocabulary learning in EFL (Bruton, 2007; Kepner, 1991; Schmitt, 2008; Shoonen et al., 2011), which is often not as central as grammar instruction in EFL. In the case of these two tasks, subtitled material processing proved cognitively productive and made these two films clearly present in the language managing process of the students, suggesting that vocabulary acquisition and successful writing were boosted by effective story telling (Perego et al., 2010). Other authors talk about the importance of talk (in our case, in the form of a film) to prepare for composing texts (Whittaker, Linares & McCabe, 2011).

The interesting thing is that while Laufer (1998) talks about the need to guide students to use the words that they have been taught for more efficient learning, we observed that with multimodal tasks it is often the students who prefer these words over other, less contextualised, words. In our case, the students who acted like that are also the ones who improved more in the Diary. The suggestion is that subtitled material processing is cognitively productive and readily processed when the information sources, that is, text and image, are redundant. (i.e. Baltova, 1999; Mitterer & McQuen, 2009). The films were a pre-writing activity because they provided the students with authentic language they could use to produce sentences in Vocabulary (Baratta & Jones, 2008). Masiello (1985) claims that movies make students more focused on the written word in the captions which makes them better writers. The films acted as strong mediation tools for language learning that combined image, sound, subtitles, worksheets and their correction in class scaffolding language learning and making the sentences students wrote more meaningful and the vocabulary they were learning more salient while making incidental learning (i.e. looking up a word in a dictionary, asking for clarification) more focused (Lantolf & Thorne, 2007).

This preparation lead to success in their post-task (the KFP exam). The Kung Fu Panda exam, which was purely and solely a writing exam, is the one where the students obtained the highest mean in writing (8.2). Finally, the influence of its correction is present in the *Teacher Tips* in term 3 (Silvia(s), Darío(a) and Mariana(a). But students also included *Teacher Tips* related to the film in term 1 (Silvia) and term 2 (Darío(a)). Finally, it is noteworthy to mention that in her optional Ice Age2 task Ada(s) achieved a B2 level, and Mariana(a) a B1 score, proving the strong implicit guiding effect that film watching had had on these two students.

The positive influence that watching films dubbed in original language over the students writing suggests that, from the point of view of task design, there is a lesson to learn. Students absorbed words, phrases and sentences that were related to a story. This language may have acted as a sort of private speech and a means to internalise the newly learnt words (Lantolf & Thorne, 2007), a sort of dictogloss, but they led most of the students into the same direction, sharing the story behind. In situations where we do not count on a film, we can try to reverse the approach and link newly learnt words and formulaic language related to genre (Hyland, 2007) with paragraphs that build a story. In this way, we may make these words mediation tools themselves while helping students to learn to write.

Lantolf and Thorne (2007) tell us that research based in socio-cognitive theory contextualise corrective feedback and negotiation as a collaborative process in which the dynamics of interaction shape the nature of feedback and inform its usefulness to the learner. The low self-efficacy of these students and their weak linguistic knowledge seems to advise against a WCF approach unless we add more elements to the discussion than morphology, grammar and lexis. Sheen (2007) advises that "linguistic feedback should be focused and intensive". Aspects related to tasks are more easily processed than aspects related to grammar.

In summary, feedback impact relates to the students' level of engagement with feedback, that is, to how the students process it. If their self-efficacy is low, that does not contribute to their taking feedback into account. Furthermore, if we could predict possible errors in the task *before* the students undertook it, and tackle them before and after production, results may improve. That would mean using the vocabulary and grammar recently learnt in their writing assignments, as prompted by task instructions.

Motivation reflects SRL. The motivation of students, which we can diagnose based on the results of the research and the profiles we developed in chapter 10, leads us to observe a connection between the students' drives and their improvement as EFL writers. Following Ryan and Deci (2000), we can see that their improved motivation parallels their reaching a superior motivation stage. Ada(s) started the year at an identification stage in the motivation continuum and evolved towards integrated regulation. Her writing became richer and reached a solid B2 when she produced from home. We can diagnose Silvia(s) as being in the introjection regulation stage, showing no evolution to higher or lower levels and no clear

improvement in EFL. Darío(a)'s goal orientation was focused on grades or extrinsic reasons (Pintrich, 1999) as his tactics and strategies during learning, which are quite sophisticated, show. His was an external regulation case, the least autonomous form of motivation, focused on passing. Unfortunately, his writing did not evolve. Darío(a) can be described as a "cue conscious" student (Gibbs & Simpson, 2005), whose drive was to know what was coming up in the exam and paying attention to whatever the teacher would value for assessment. Mariana(a) was a case of introjected regulation motivated by avoiding feelings of pressure or guilt (Ryan & Deci, 2000) which slowly evolved towards an identification stage. She came close to B1, and more interestingly, she did so from February. Mercedes(w) had an external regulation drive. However, this drive was not the same as Dario(a)'s. Dario was used to pass English, so in his case the instructional design was a threat, while for Mercedes(w), who was used to failing English, the new teaching approach meant an opportunity. Finally, Alberto(w), was an extreme case of disengaged learners in a state of lack of motivation, with no intention to act because he felt than none of his actions would yield the desired outcome. By June he moved into a basic stage of external regulation, showing elementary compliance with an external control that was still insufficient.

11.3.3. THE STUDENTS' EVOLVED APPRAISAL

In this section, we discuss the students' perception of the Diary in both the questionnaire and the interviews, as well as the teachers' appraisal of students' progress.

In the first place, that the students' questionnaires show a significant improvement in their perception of the Diary indicates that they had engaged, and that this engagement involved direction, control and trust (Carless, 2013). The increased feeling of effort that questionnaires show has also been amply confirmed by data, although this effort shows different levels of engagement.

The way it was designed, the Diary became a strong tool for external regulation (Ryan & Deci, 2000) because after initial resistance students were activated and this activation brought about improved appraisal. The perception of some students was that they would not have done it if it was not prescriptive, confirming the influence of assessment in students' actions (Gibbs & Simpson, 2005). When they checked the consequences of not doing the Diary (as they failed, indeed), they engaged, even if slowly, and then their perceptions of the Diary improved.

The blended proposal allowed them to find their personal rhythm to a certain extent, as they reported, and the actual activity of the students in the Diary confirms this aspect. The assumption was that the students' motivation would increase with engagement thanks to the good working habits the Diary expected to create (Boekaerts and Corno, 2005). Despite initial difficulties, students' appraisal of the teacher herself and other learning resources offered in the course, including classmates also improved

significantly. In other words, as time passed by and the students grew more confident with the program and the teaching style of their new teacher their perception of the design improved. By the end of the year, five students specifically stated that the Diary helped them learn, and one student mentions that what was useful of the design was learning.

However, *Vocabulary* was perceived significantly worse. The implication is that, on the one hand, there is the need to redesign this task, which was central in the Diary. The objective of *applying knowledge* (Glogger et al., 2012) needs rethinking. While the students perceive the need to favour repetition (De Corte, 2010), the design should be better directed to reach competence understood beyond sentence level (Robb et al., 2004). Asking the students simply to merge the vocabulary and grammar recently learnt in paragraphs would merge three tasks into one and ensure focused feedback. We believe this is the message that students give when they value significantly better that the learn English when they can write about things that matter to them. Making the Diary compulsory also caused students to show wary reactions that did not promote learning (Gibbs & Simpson, 2005), so the assessment program should be more flexible and better controlled at once.

At the end of the school year there was no change of evaluations when asked about the utility of the teacher's feedback on *Grammar* and *Vocabulary*, even if we can also report on an improved conscience of error. There are several ways to interpret this apparently contradictory appraisal. Firstly, we can infer the need to contextualise this feedback more so that processing it becomes relevant to final tasks and exams. Secondly, there is the need to ensure that as many students as possible understand feedback, by creating the conditions that lead to more focused feedback. Finally, students were getting these improved consciences from other tasks (as we already mentioned in the previous section, *Teacher Tips* and *What do I know now that I did not know before?* Their behaviour in these tasks already confirmed the content-specificity of self-regulated learning (Boekaerts & Corno, 2005; Pintrich, 1999).

The answers of some students seem unrelated to the students' actual activity in the PWS in relation to feedback. Eva et al., (2011, p. 25) affirm that "the interplay between fear (of looking stupid or of negative feedback), confidence (as derived from experience and influencing one's willingness to seek / accept feedback), and reasoning processes (…) appears to create a complex mixture that reinforces the notion that there is no simple recipe for the delivery of feedback." In the light of our students' poor performance in *Exam Correction* and Errors *in my Written Productions* what we can infer in this case is that the students would not rate feedback low, because they appreciated having their errors corrected, but still could not make much sense of it, which is consistent with research findings (Truscott, 1996; Lee, 2008). Finally, the comment's feature in Wikispaces had a positive effect on the writing assignments and promotes dialogic feedback more than in-text correction. Furthermore, with Ada(s) comments had started an interesting dialogic process thanks to engagement of both sides (teacher-student) (Price et al., 2011).

11.3.4 THE TEACHER'S EVOLVED APPRAISAL

The teacher and the researcher in this case study were the same person. This implies that she had to combine what the literature told her with her perceptions of what worked and did not work in her class. While she showed great care in collating data affecting her daily practice and contrasting it with the literature and tried to become a critically reflective teacher (Brookfield, 1995) by starting a Diary herself, she would never have achieved distancing herself from her own practice without the help of her doctoral supervisors.

This double condition both slowed and strengthened the evolution of her appraisal which left her the conviction that an approach to teaching writing based on WCF was too narrow and helped her to realise (1) the importance of a more systematic approach to task design (Boekaerts & Corno, 2005; Swain, 2013), (2) uses of the PWS to ensure assessment transparency by making assessment rules public (Lafuente et al., 2015), (3) ways to make focused approaches to WCF (Shintani et al., 2014 & Sheen, 2007) feasible in classroom contexts and (4) strategies to focus more in writing structure, genre and formulaic language.

After a 20-year-long discussion on the usefulness of WCF (Truscott, 1996), its effectiveness has not yet been established (Hyland & Hyland, 2006; Lee, 2013; Shikandi, Ellis & Suzuki, 2014). Furthermore, studies on corrective feedback have often addressed an insufficient set of grammatical features (Bitchener & Knoch, 2009; Sheen, 2007; Shintani et al., 2007) or provided very short treatment measures (Sheen, 2007; Shintani et al., 2014; Van Beuningen et al., 2012). The complexity of WCF in real classes cannot parallel these conditions, so these studies are of little use to classroom teachers. Storch (2010) warns that the study of feedback in EFL has opted for experimental studies based on a very restricted range of errors, ignoring context, learners' goals and attitudes to the feedback provided. She claims that we need more ecologically valid research. This need to contextualise research findings and pedagogical practices considering learner, situational and methodological variables have also been shared by more researchers (i.e. Evans, et al., 2010; Sheen, 2007).

It is not only that WCF research is limited, research in EFL feedback in writing has often only addressed grammatical content. Only a few studies tackle input related to discourse content (Benevento and Storch, 2011; Kepner, 1991; Sheppard, 1992). They all report no difference in accuracy gains (grammatical content) while they accounted for progression when feedback included long comments and those went beyond grammar to address meaning. Unfortunately, these studies are quite old, and none is conducted in compulsory education.

When studying how to improve EFL writing with adolescent students who are A2 in writing in the CEFR, WCF is not the correct approach. At A2 level, the students' writing skills are limited to "short sentences and simple, straightforward connected texts that may be hard to understand" (Council of

Europe, 2001:187). While making a focus on grammar and vocabulary is unavoidable, textbooks and teachers should consider this grammar and vocabulary to create engaging tasks that make us of grammar and vocabulary in writing to make them more meaningful. It is tasks, and not feedback, what should be at the centre of a design.

Furthermore, writing conventions and genre should not be left aside, broadening the focus of writing classes from both a competence and a dialogic point of view. If Truscott (1996) is right, this would also make feedback easier to understand even with low levels (Bruton, 2007) because what it is of foremost importance is that students should not be scared to write (Swain, 2013) and that they should be guided to use self-regulation for learning (Harris et al., 2018)

CHAPTER 12. CONCLUSIONS AND IMPLICATIONS OF THE STUDY

In this last chapter, we present the final conclusions of our study, distilling from our results exposed in Chapter 11. Later, we proceed to reflect on the limitations of our study and its contributions and implications, both at a theoretical and methodological level and at a practical level, considering pedagogical recommendations.

12.1. CONCLUSIONS

As well as we did in results and their discussion, the presentation of conclusions will proceed in direct connection with the goals of our research.

12.1.1. CONCLUSIONS RELATED TO THE PUBLIC WRITING SYSTEM (GOAL 1)

Use of the PWS in the secondary classroom. Learners were active in this design as a direct consequence of an organised repository, which had been reasonably controlled and was public, enriched by everybody seeing what everybody else was doing. This activity was the consequence of the Diary being compulsory, and thus imposed, but also of increased trust that was slowly built and making greater sense of tasks. However, this activity is mediated by students' linguistic level. Getting students on the move helped some students more than others, but it certainly made the students engage in ways they had never considered before. The public design also acted as a powerful source for guidance, where strong students, who clearly showed better SRL lead. This approach may make strong students feel abused and weak students exposed, so developing trust both in the teacher and their classmates is very important. Some students have problems when faced with technologies, even if these technologies are easy to use. A teacher should never assume that her students are digital-native and should foresee that some of them would need technical support.

Teacher and students' perception of the PWS. Using online PWS made the students gain a more complex perspective of the advantages and disadvantages of an online design and they came to understand Internet as an educational resource. Although the teacher felt overwhelmed by the workload of the online design, she became more and more conscious of flaws in her instruction practices and the solutions to them.

12.1.2. CONCLUSIONS RELATED TO THE EFFECTIVENESS OF FEEDBACK (GOAL 2)

Feedback needs to be adjusted to timing, task and students' level. With respect to timing, the instructional design needs to consider different specific feedback moments while the task is still in process, to guarantee that students focus on what the teacher says and ensure the best possible result in their final product. Particularly with adolescent learners, that still show difficulties in self-regulation. Furthermore, in contrast with literature that claims for always quick timely feedback, in our study we find that, in some cases, in long, sustained contexts in online contexts, delayed feedback was an evidence of an existing dynamic interaction between the students and the teacher, which suggests collaboration and engagement on both sides. With respect to the writing task, paragraphs lend themselves to richer feedback (comments favoured over in-text feedback), and lead to focusing more on communication and less on accuracy. This approach is important with students whose linguistic knowledge is poor.

Dialogic feedback is related to the nature of the task as well as how these tasks are sequenced. Online designs promote dialogic feedback and the use of comments is more natural in paragraphs correction than in sentences, which makes dialogic feedback easier to spring.

Teacher and students' perception of feedback. Both the students' and the teacher's perception of the feedback coincide in a negative evaluation of the experience with feedback providing and receiving. Students did not perceive the feedback effort that the teacher was making, and show contradictory views.

12.1.3. CONCLUSIONS RELATED TO STUDENTS' PROGRESS (GOAL 3)

Task need to make sense to students. Stronger student show better metacognitive strategies, but their metacognitive knowledge is equally important in the decisions they make in self-regulation. Some students would seize the opportunities that a given context provides for purposes other than learning, irrespective of the linguistic level they have. For all the students, their decisions to skip some aspects of a task would depend on their drives, the sense they make of a task, their fears and opportunity, which depends on the control measures the teacher sets, as well as their linguistic knowledge. Metacognition does not always lead to SRL. Furthermore, some students lack awareness either of the requirements and processes involved in undertaking some aspects of tasks, or their purpose, and this determines their behaviour. For these reasons, we need carefully designed instructional designs and assessment programs that address all the aspects of competent writing, and unfold in ways that assessment makes sense. In this design, the connection between the Diary and the writing assignments was not strong enough. A design to improve writing needs to consider aspects beyond accuracy and cannot have a sentence approach, even at A2. In future task designs it is important to consider multimodality, as it influences writing positively and helps the students' capacity of writing paragraphs even at A1 and A2 levels. Cognitive tasks that increase the students' linguistic knowledge and accustom them to the teacher's specialised language can help them gain a positive conscience of error and be valuable guide to how to monitor their own productions. Metacognitive tasks that are designed in a way that take for granted the students' linguistic knowledge may make students feel teacher-dependent and exposed to risk. They would be avoided more by weaker students and cause affective problems.

We can report improvements in writing in the Diary, which are related to greater engagement. The same can be affirmed about multimodal writing assignments in the PWS, although not in the F2F exams. The experience that more engaged students gained in SRL, the F2F worksheets they had to fill in, the combination of a public design and feedback, and the possibility to access diverse tools and materials on the Internet, provided an extremely rich learning environment for those students who chose to seize this opportunity.

Teacher and students' perception of learning. Students perceived that the Diary helped them learn, but appraised more negatively the sentences they wrote in *Vocabulary* and *Grammar* because they were not sufficiently linked to other writing tasks. Their feeling that writing should address their interest and concerns is backed by other findings. The teacher understood the changes that needed to be made little by little, and this gave her new perspectives.

12.2. RECOMMENDATIONS, CONTRIBUTIONS, LIMITATIONS AND FUTURE STEPS

Our study contributes to the advance of theoretical, methodological and practical issues, as other research works. First, it deals with the improvement three key competences in the current syllabus in secondary compulsory education: EFL writing (key competence #2), ICT management (key competence #3) and learning to learn (key competence #5). Opposed to habitual linguistic studies in the field of second language learning, which frequently present experimental or quasi-experimental studies controlled studies focused on narrow linguistic aspects (i.e. Bitchener, 2008; Ellis et al., 2008; Sheen, 2007; Shintani & Ellis, 2013), we develop our research in a natural complex educational setting, based on three key aspects: ICT as a public learning space, learning diaries supporting the development of self-regulation and teacher's formative feedback to promote English learning.

Second, from a methodological point of view, the implementation of ICT in the natural blended setting allowed to trace students using online Diaries in a long-term perspective, over one whole school year. The temporal dimension is fundamental to understand both processes: the improvement of SRL and English writing. The access to these complex phenomena would not be possible in a short study.

Third, our study leads us to a series of practical recommendations based on our results. ICT develops rapidly; it often finds applications that are willingly accepted by society. However, many of the factors impacting on digital technology use in education remain remarkably constant over time (Twining et al., 2016). Some recommendations follow

12.2.1. RECOMMENDATIONS

Focusing on key pedagogical aspects for sustainability

One first aspect to remark is that the focus should always be on the pedagogical aspects over technological affordances and constraints. At the same time, all decisions should lead to sustainable practices (Carless et al. 2011). In our case, our focus is language instruction and not ICT, integrating the wiki for EFL instruction should probably reconsider requirements that slow learning, particularly so if it is only one teacher in the school who is using the platform. Although for vocabulary learning visual images that are linked to the target word, preferably in a salient, odd, or bizarre fashion to increase help in learning vocabulary (Hulstijn, 1997), in our case they were a cause for distress and distraction. The requirement that slowed our research the most was uploading pictures in Vocabulary. If pictures are not required, but just encouraged, and included in the rewarding system, the teacher will also have to spend less time reformatting the tables of the students that did not know how to upload them.

Minimising cheating facilitated by ICT

In any online design, if tasks are not clearly genuine, the possibility of cutting and pasting cannot be controlled if students have access to what other students are doing. This was the case of *Grammar*, in our study. A teacher considering an online design should ask herself if students can easily copy from each other or not. Furthermore, copying sentences which are slightly modified is easier than copying paragraphs. Working in small, closed groups may minimise such risk (Evans, 2013). If that is achieved, then the Internet can become a very powerful mediation tool.

Assuring basic ICT skills for learning

The teacher in this study devoted only one session at the beginning of the course to present the wiki device to the students. Probably, more time should have been spent to assure students' ability to manage the platform before engaging in the individual out-of-class activity. Students will probably benefit from planning as many classes as possible in the computer room instead of using the Diary only as a homework online learning tool. In this way, they will get guidance both related to tasks and use of the wiki.

Promoting trust despite the anxiety caused by a public design

Even though the positive results of a public design are promising, any pedagogical implementation that considers using it needs to consider elements to develop trust, help and collaboration (Carless, 2013) and teachers need to promote them as they do not come on their own. In the beginning, there were problems with trust that, given the increased confidence that final appraisals show, we can expect will be smaller in years to come, when the teacher is no longer new, and the students get used to similar designs.

Based on the findings about the effectiveness of tasks in the Diary, described in Chapter 3, the design of the tasks show the need for some changes to engage students with low self-efficacy and self-regulatory strategies, since they are the most likely to feel anxiety.

Offering instructional designs based on meaningful tasks that the students can make sense of

Task should be more focused on what we want to say, and less on how we say it. We should ensure that students use grammar, vocabulary and metacognitive prompts to focus on communicating meaningful things first, even if accuracy and process need to be addressed, too (Max & Conian, 2008).

Scheduling tasks in two deliveries that integrate receiving and using feedback

Assessment programs should include a deliver timeline that helps students to show their work through the learning process and not only at the end would avoid that teenage students do everything on the very last minute (Clark, 2012). In-task supervision will ensure better student-teacher dynamics, while applying feedback in second drafts before exams which will ask them to write similar (but not identical) paragraphs or texts would enthuse meaning both to the task and feedback processing (De Salvador & Juan, 2016).

Improving guidance for writing for all students

Strong students are better at metacognition, vocabulary and grammar. If we want average and weak students to engage in higher-order cognitive tasks, Kepner (1991) suggests that they need the mediation of prompts (vocabulary and grammar) that scaffold their writing. Pla (1999) and Purpura (2004) make similar recommendations in relation to grammar. Formulaic language can also be taught and then required in the students' writing assignments. Benvento and Storch (2011) confirm its advantages to improve writing, and this can be easily included in writing instruction as well.

The films had such a role in this study if we consider their influence in *Vocabulary* and *Teacher Tips* and this suggest that vocabulary, grammar and use of English that the students use in their writing should be considering when designing pre-tasks for writing.

Furthermore Lee & Mak (2018) recommend that teachers should provide opportunities for metacognitive experiences (situations where students need conscious thinking) that challenge defective metacognitive knowledge. Examples of such experiences are mind mapping, visual organizers, checking on content relevance, checking on grammar and vocabulary and grammar using online resources, evaluate what was done right and what was done not so right. Evidence from this study suggest that while some students benefit from these strategies, not all of them do. However, they also suggest addressing aspects of writing as genre, which Hyland (2007) defines as "abstracts, socially recognised ways of using language" (p. 149) covering aspects of genre, purpose, audience and context from a metacognitive perspective applied before writing (i.e. *What is the purpose of the writing?*) during (*Is the purpose of the writing clear*?) and after (i.e. *Have I met my goals*?) (p. 7). Assessment of writing should also consider a metacognitive perspective (Coll et al., 2012; Earl & Kratz, 2006).

To improve the students' understanding of the concrete specifications of these tasks and foster their willingness to engage students probably needed more guidance and simpler instructions (Boekaerts & Corno, 2005; Swain, 2013). Hübner et al., (2010) talk about the importance of using examples. To offer more guidance, a possibility is integrating online presentation tools (PowerPoint, Prezzi...) in regular classes were the newly learnt grammar, vocabulary relevant metacognitive explanations (Teacher Tips) are included, to be later integrated in their writing assignments. These tools should help to review vocabulary and grammar and provide contextualised examples as well as significant instances of real rule governed common errors (Teacher Tips) students have made in the productions of focused tasks. These presentations can be shared in an online platform before exams.

Changing the focus for feedback impact: from sentences to paragraphs

Paulus (1999) talks about students not engaging in WCF partly because instructors focus on form, without addressing ideas and meaning. He studied undergraduate international students whose motivation

and level of English was obviously very different to the context we studied. What we can ask ourselves is how we can address ideas and meaning in a context of A2 adolescences in a state secondary school.

There has been considerable support for practices where students review their own work (e.g. Dochy et al. 1999), but this work cannot be based on errors. Focusing on paragraphs rather than sentences students will have the possibility to be more creative and communicative and their errors would not only be focused on grammar. Paragraphs are more meaningful than sentences from a communicative point of view, and students have a chance to improve paragraph design, which apart from being and integral element of writing tasks (Sadler, 1989).

Evidence on social programs shows that educational interventions are almost always realised differently from the ideals held by researchers and program designers due to the complexity of classrooms setting (Boekaerts & Corno, 2005).

It is possible that the students in this school were not prepared for this design and the assessment program that was implemented (Gibbs & Simpson, 2005). The shared beliefs of the students and their perceptions conflicted with the instructional design because they were not used to be taught this way. In this case, social interaction and imitation (Vygotsky, 1978) also meant resistance (Baškarada, 2014), which did not work in favour of the design. The teacher herself was new, the design was tentative in its application as the context had changed and their rejection made it more difficult, as it was more questioned than it would have been if students had trusted it more. Had the teacher not been backed by a Ph.D. research, she may have dropped the design all together, which would not have allowed her to gain deeper insight about aspect of it that were positive, with small changes in focus. It is also possible that they were not used to a teacher adopting the role of facilitator rather than instructor and they saw her interest in them producing language as a weakness. But this study was *real*, and can claim ecologic validity in a context where experimental research is by far more common.

We should avoid that student who have studied English for so long are still not independent learners, because that affects the way they see themselves as learners of English, that is, dependent on the teacher and with little need for initiative, somehow condemned at never actually improving.

12.2.2 LIMITATIONS AND FUTURE STEPS

Finally, the conclusions of our research should be considered with caution due to the limitations associated with case studies, which pose evident difficulties for the generalization of any conclusions. Only further studies, as well as approximations of a more extensive nature, may confirm them. However, we hope that this case study may inspire new research in different educational contexts on how secondary school teachers can improve SRL and EFL writing in blended environments.

As for limitations of our study, we will address briefly some methodological issues. On one hand, concerning the PWS, the validity of data is compromised by its own naturalistic origin, to some extent. It is complicated to know for sure how much students used online translators to help themselves to cope with tasks. This research cannot tell, either, how much students copied from each other. There were more students in the class than the six we are observing here, even if we can expect that the strongest students were the ones their classmates copied more, and these students are part of our data. Although figures suggest that lurking behaviours were more positive than negative, further research should study the effects of vicarious learning in public designs involving teenage students. Finally, this case study cannot control on how students solved the technical problems they faced or what external support they counted on. Knowledge of text features, text structure, and writing processes is largely language neutral. Students with this kind of knowledge and experience from their L1 are likely to put it into practice both in an L1 and an FL writing assignment (Schoonen, 2011). This study did not look at the writing skills of the observed students. On the other hand, with respect to the Diaries, this is authentic classroom research that lasted for a full school year, and we had to adapt to the curriculum and context, which gives it strong ecological validity (Storch, 2010). However, dealing with data from a real class also imply distraction from our research goals and having to deal with a huge number of variables that are impossible to control. More research is needed to understand the kind of tasks that may lead students to understanding rule-governed characteristics of a language in writing, while still advancing in coping with its complexity (the difference observed between *Teacher Tips* and *Errors in my Written Productions*).

Third, the SRL measures we have used in this study are in part mirroring motivation instead of the students' ability to use them in the case of students who show slow improvement. Further research considering new instructional designs are needed to confirm the efficacy of better attuned SRL measures in secondary contexts.

Fourth, as for the feedback provided, our research was not a laboratory study, where we could control different variables, but fieldwork focused in an intact class that we had the opportunity to observe and where the distance between design and actual implementation was sometimes apparent. Feedback takes place between teachers and students cultural, institutional, and inter-personal contexts, and student responses are affected by different aspects of the context, beyond the class itself and the individual act of

feedback (Lee, 2008). It is impossible for us to know for certain why Ada(s) reacted so much better to teachers' feedback than Silvia(s) did.

Fifth, when we consider the students' school marks, we cannot claim inter-rater reliability as a single teacher assigned these marks. The data we have used in our research come from the students' Diary tasks and writing assignments, and we compared these tasks to the KFP task, but not to the rest, where the teacher used more unfocused strategies.

The limitations of our analysis are that we did not consider an initial and final task to measure progress, because we could not control the external help (parents, dictionaries, friends) the students counted on. Furthermore, we contrasted teacher's marks with text evaluation ran by an electronic device. Hence, we are trusting a technical intelligent device to tell us whether students were improving in EFL writing or not, and this has the advantage of objectivity, but also the disadvantage that intelligent devices still have limitations when assessing language, albeit their potential is immense. Finally, this case study did not consider comparing the grammatical structures explained in class and their use in writing assignments, where we could have found more insight on how to improve the design.

Taking the results of this study into account, we consider that future research should conduct analyses with larger samples in a variety of secondary education contexts, with subjects different from those included in this work and with different ICT uses. Likewise, it would be useful to consider different contexts, perceptions and evaluative practices. Future research should address the impact of the feedback delivered with the support of ICT in the motivation and involvement of students, and analyse how it is possible to adjust the evaluation and feedback to their needs, considering that feedback can only be effective when the student has understood it and is willing and able to consider it.

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ANNEXES

This case study provides a detailed list of annexes as a strategy to ensure reliability. Annexes are identified and presented in order of appearance inside the report, to facilitate the search of extra information.

ANNEX 1 – DIAGNOSTIC EXAM

GRAMMAR - CHOOSE THE RIGHT OPTION

Where _____ you live when you were a child?
did   have
do   were

We moved to this town two years _____ .
ago   last
behind   passed

Would you like _____ jam on your bread?
some   a
few   little

I play tennis twice _____ week.
the   in the
a   for a

I don't have _____ money to buy a new computer.
very much   Much
a lot   little

Are you _____ get up soon?
will   go to
be   going to

My brother is going to be _____ engineer.
a   --
an   The

Would you like to go _____ with me this afternoon?
swim   swimming
a swim   to swim

_____ was the weather like when you were on holiday?
How   Where
What   When

Would you like _____ cup of tea?
other   an other
another   others

_____ is your grandfather?
What time   Which age
How old   How much

I don't know _____ people at this party, do you?
much   few
many   less

Maria gave _____ for his birthday.
her little brother a tennis racket   to her little brother a tennis racket
a tennis racket her little brother   a tennis racket for her little brother

The men _____ very busy.
is   am
are   be

_____ car is that green one there?
Who's   Who
Whose   Which

READING - Read this article about two sisters. If there is not enough information to answer "right" or "wrong", choose "does not say"

Something very strange happened to Tamara. She never knew she had a twin sister until she started university! Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA. When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. "Hello Adriana!" said the student. "I'm not Adriana," said Tamara.

This happened to Tamara again and again. People Tamara didn't know kept calling her Adriana. It was very strange. One day, when a woman called her Adriana, Tamara asked "Why do you keep calling me Adriana? "The woman replied, "You look like my friend Adriana. You have the same face and the same hair. Is Adriana your sister?" Tamara said that she did not have a sister called Adriana. But she was interested in this girl Adriana. Finally, she asked someone for Adriana's email address.

When Tamara wrote to Adriana, she found out that they both had the same birthday, they looked the same and both of them were from Mexico. When Tamara went to live with the family in Manhattan, Adriana moved to Long Island to live with a family there. It had to be true! Adriana and Tamara were twin sisters!

1 **Tamara and her sister were both born in Mexico.**

   Right   Wrong   Doesn't say

2 **Tamara's parents moved from Mexico to Manhattan.**

   Right   Wrong   Doesn't say

3 **People called Tamara "Adriana" many times.**

   Right   Wrong   Doesn't say

4 **Adriana wrote to Tamara first.**

   Right   Wrong   Doesn't say

5 **Adriana always knew she had a twin sister.**

   Right   Wrong   Doesn't say

6 **Adriana is Tamara's only sister.**

   Right   Wrong   Doesn't say

7 Adriana was a student at Long Island University.

Right   Wrong   Doesn't say

8 Adriana had only recently arrived in Long Island.

Right   Wrong   Doesn't say

READING - Read this information about a man who wants to open a bank account. Fill the information on the application in the spaces provided.

Gordon Brown wants to open a bank account for himself and his family. He was born in Scotland, but now he and his family live in London at 11 Dowdy St. His wife is called Margaret, and she is 45 years old - the same age as Gordon. Their two children, Tony and Roger, are at university.

APPLICATION

First name:	Gordon
Family name:	1.
Age:	2.
Country of birth:	3.
Address:	4.
Wife's name:	Margaret
Number of children:	5.

CLOZE TEST – WRITING 1

Indian drummers

Shillong 1) _____ north east India 2) _____ the world record yesterday for the largest number of people 3) _____ the drums together. People travelled 4) _____ long way, many 5) _____ foot, from villages in the state in order to 6) _____ in.

A total of 7,951 people played the drums at 7) _____ same time, over seven hundred more than the old record. The state now 8) _____ two world records - it is the wettest place in the world as well.

Questions

1	**in**	**on**	**at**
2	**breaks**	**broke**	**broken**
3	**play**	**plays**	**playing**
4	**a**	**an**	**the**
5	**by**	**on**	**in**
6	**join to**	**join**	**joining**
7	**the**	**a**	**as**
8	**hold**	**holds**	**holding**

WRITING 2 - PRACTICAL ENGLISH

Complete this conversation between Mrs Jones and an official from the AAA (Animal Aid Association) by typing the correct letter (choose from A to H) in the space next to the question number. You do not need three of the answers.

Official:	Good morning, madam
Mrs Jones:	1..............
Official:	Well, I will try. What is the problem?
Mrs Jones:	2..............
Official:	I see. Well, we must get it down.
Mrs Jones:	3..............
Official:	By sending one of our cat experts around to your house.
Mrs Jones:	4..............
Official:	Oh, I think so. It's not a very unusual problem.
Mrs Jones:	5..............

A. How will you do that?
B. Oh, it is 21 Willoughby Avenue
C. It's my cat, Jennifer. She went up a tree, and she's stuck.
D. Hello, I wonder if you could help me?
E. Well, it's the first time it has happened to me!
F. It was chased by the neighbour's dog
G. Will he be able to help?
H. Good

ANNEX 2 - STUDENTS' QUESTIONNAIRE

GENERAL APPRAISAL OF THE ENGLISH COURSE **EVALUATE FROM 1 TO 10:**	
01- English this year.	
02- Usefulness of the Diary to learn English.	
03- Usefulness of the Diary to pass English.	
04- Connecting to the Internet is easy.	
05- Using the wiki is easy.	
YOUR OPINION ON THE DIARY	
06- Using the wiki helps me to improve learning.	
07- Seeing what my classmates do in the wiki is fun.	
08- Seeing what my classmates do in the wiki is interesting.	
09- Seeing what my classmates do in the wiki is useful to understand what I have to do better.	
10- I like being able to see what my classmates do in the wiki.	
11- Seeing what I do in the wiki can be fun for my classmates.	
12- Seeing what I do in the wiki can be interesting for my classmates.	
13- Seeing what I do in the wiki helps my classmates understand what they have to do better.	
14- I like that my classmates can see what I do on the wiki.	
Your opinion on the grammar section in the Diary	
15- Summarising grammar helps me to understand grammar.	
16- Providing examples helps me to understand grammar.	
17- The teacher's comments help me to understand grammar.	
18- Making corrections, following the teacher's comments, helps me understand grammar.	
Your opinion on the vocabulary section in the Diary	
19- Making vocabulary lists helps me learn vocabulary.	
20- Writing sample sentences helps me learn vocabulary.	
21- The teacher's corrections help me write better.	
22- Making corrections, following the teacher's comments, helps me understand vocabulary.	
Your opinion on the teacher's feedback techniques	
23- The pink background, to highlight errors.	
24- The crossed-out words.	
25- The words that the teacher adds, in bold and capital letters.	
26- The references to online resources.	
27- Suggesting web pages.	
28- The comments on the right-hand side of the page.	
Your opinion on the different resources you use for learning	
29- The teacher.	
30- Other students.	
31- The online textbook.	
32- The online workbook.	
33- The easy readers.	
34- The films we watch.	
35- the Internet.	
36- Others(--).	
Your opinion on the Free Writing/Anecdote about the class section	
37- I learn English better when I can write about the things that matter to me and / or I like	
Your opinion on the role of the teacher in the Diary	
38- The teacher's comments are sufficient.	
39- The teacher's comments are clear.	
Your opinion on the writing Gold Stars	
40- I understand the gold star system in the Diary.	
41- Getting Diary gold stars is fun.	
42- Getting Diary gold stars is interesting.	
43- Correcting what I do on the wiki is useful to improve my English.	
44- I like improving the accuracy of my writing.	
Your opinion on your role in the Diary	
45- I have worked hard in the Diary.	

46- I have done the tasks only as the teacher asked for them.	
47- I have followed my own rhythm	
48- Understanding my errors helps me to improve my English	
49- I learn by correcting my errors	
50- The wiki assessment criteria help me to improve my English	
51- Doing the Diary is fun	
52- Doing the Diary is interesting	
53- Doing the Diary motivates me to learn English	
54- Add a comment: What have you liked most in the Diary? What have you liked less? What would you have liked to be different?	

ANNEX 3 - CHARACTERISTICS OF THE WRITE & IMPROVE TOOL

In *Write & improve* there are predefined tasks that the students can do, following instruction. These tasks are shown in the box to the right. The students write their texts below. They can also delete them. The moment they save them, two boxes to the right show up. The upper box informs about the level they have attained, provides global and specific feedback, and grades, from 1 to 5 (5 is best), how well they have followed task instructions. The lower box tells the student how their level moves when they use the tool several times (see Figure below). The student can use these features for free.

Figure 91- Writing task interface in Write & Improve

Teachers can also create a class and obtain a class view of her students' progress task by task and student by student. Unfortunately, this vision does not allow us to see which thick blue line corresponds to which task when we observe the task a student has done.

The white vertical lines inside the thick blue line show each individual check and the level or score it was given. The white circle shows the level for the **latest** check.

They do not show the order in which the checks were made. One will see, for example, that sometimes, the latest check (the circle) is not the best level, or that some students made more checks than others:
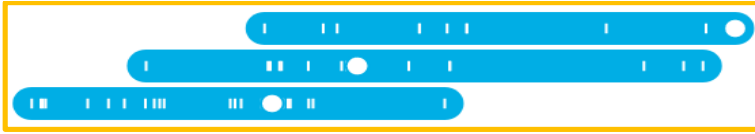

Figure 92 - How checks are represented in Write&Improve

Below the blue lines, you can see the different CEFR levels, separated by a white vertical line:
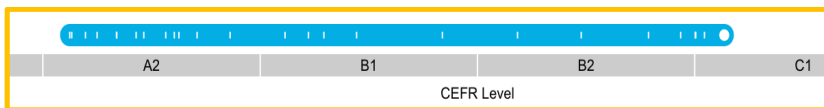

Figure 93 - Representation of the CEFR levels in Write&Improve

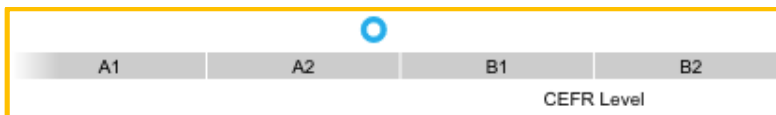When the table shows only one circle, that means the student did not make any checks:

Figure 94 - Circles in Write&Improve

ANNEX 4 - CEFR WRITTEN ASSESSMENT CRITERIA GRID CRITERIA GRID (ADAPTED FROM COUNCIL OF EUROPE, 2001 PP 187) LEVELS A1, A2 AND B1

	Overall	Range	Coherence	Accuracy	Description	Argument
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. *The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading.*	Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Can link a series of shorter discrete elements into a connected, linear text.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more *common* situations. *Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.*	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	Can write short, simple essays on topics interest. Can summarise, report and give his/her opinion about accumulated factual information on a familiar routine and no routine matters, within his field with so confidence. Can write very brief reports to a standar conventionalised format, which pass on routine factual information and state reasons for actions.
A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". *Longer texts may contain expressions and show coherence problems which makes the text hard to understand.*	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information mainly in everyday situations.	Can link groups of words with simple connectors like "and", "but" and "because".	Uses simple structures correctly, but still systematically makes basic mistakes. *Errors may sometimes cause misunderstandings.*	Can write very short, basic descriptions of events, past activities and personal experiences Can write short simple imaginary biographies and simple poems about people.	
A1	Can write simple isolated phrases and sentences. *Longer texts contain expressions and show coherence problems which make the text very hard or impossible to understand.*	Has a very basic repertoire of words and simple phrases related to personal details and concrete situations.	Can link words or groups of words with very basic linear connectors like "and" and "then".	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire. *Errors may cause misunderstandings.*	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, etc.	

ANNEX 5 - DESCRIPTION OF THE WIKISPACES TOOL

Wikis are excellent tools to track down students' performance because they store tasks, revisions and conversations. To understand how this is possible, we provide a short description of the features Wikispaces offers for each of its pages. In the first place, we will describe the page editing menu, which is visible before logging in, and consists of the editing, conversations and the history buttons (see Figure 95).
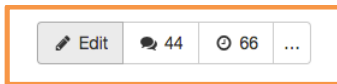

Figure 95. Screenshot: History menu in Wikispaces

The edit button: The edit button is only active when logged in, as in Figure 95.

Page conversations: Conversations are represented by two speech bubbles. Next to them you can see the number of exchanges that have taken place (44 in this example). One can access all of them with a click. In Wikispaces users can add comments either at the end of the page or by selecting words from the text when they are in editing mode. For the latter, a yellow icon shows to the right of the page (see Figure 96). The number to the left of the picture tells us the number of contributions in each of the conversations. In this case, we have only one for the two comments.
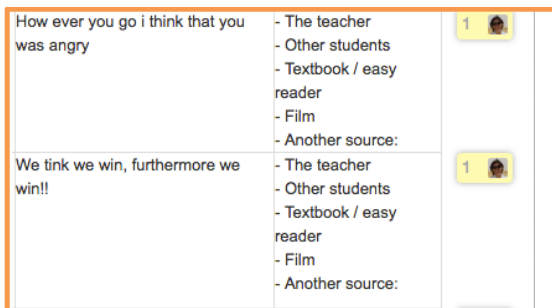

Figure 96 - Screenshot Conversation icon example in Wikispaces

The icons expand when we click on them and display comments that can be long and specific (see Figure 97). Once a conversation has been created, users can reply to it without having to switch into editing mode.
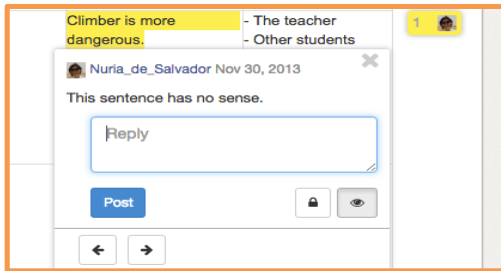
Figure 97 - Screenshot: Comment in Wikispaces

Registered users can delete the yellow icons, but the conversation can still be tracked down by clicking the conversation button, which will make all the conversations appear at the bottom of each page. Conversations at the bottom of the page can only be deleted by someone with administrator rights.

Page history: To the right of the page editing menu (see Figure 95) we find the history button, which allows users to access all the versions of a page. Page versions are graphically represented by a clock. This history button also tells you the number of times a given page has been edited (66 times in that example). When you click on the history icon, you access a page that gives you access to all the versions that have been made so far. From this page the user can retrieve, compare, comment and revert to previous versions. It also tells us who made the change and when. If we retrieve any version of a page, Wikispaces also allows us to see what the person changed in the text by highlighting with different colours deletions and additions of text.

ANNEX 6 - TEMPLATE FOR THE DIARY

GRAMMAR
Grammar Issue:
Form / structure:
Use:
Example/s:
Source:

VOCABULARY

Word	Picture	Part of Speech	Phonetic transcription	Meaning	Sample sentence	Source

PRONUNCIATION
Here you should write 10 words you mispronounced and then learned to pronounce correctly

Mispronounced word	Right Pronunciation	Meaning	Sample sentence	Picture

SPELLING
Here you should write ten words you learnt to spell

Misspelt word	Pronunciation	Meaning	Sample sentence	Picture

TEACHER TIPS (3 teacher tips)
Teacher tips are those explanations the teacher provides that will help you improve your English. However, nobody will expect them to be part of a grammar exam.
Explanation:
Example:

EXAM CORRECTION (3 errors for each exam)
In class, you will correct your exams in groups, and you should be able to understand why you made some of the mistakes you made.

Date	Exam / question	Error	Corrected version	Why did I make this mistake?

What do I know now that I did not know before?

ERRORS IN MY WRITTEN PRODUCTIONS (3 errors for each writing assignment)

Date	Task	Error	My correction	Why did I make this mistake?

What do I know now that I did not know before? (3 errors)

FREE WRITING
Some anecdote /thing I liked / thing I did not like / reflection / comment about the class