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Writing as a process in junior high schools and its perceived effectiveness among teachers and impact on student motivation

Processbaserat skrivande i högstadieskolor och dess inverkan på elevmotivation

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Regarding contributions to the degree project

A prerequisite to the following degree project is that individual contributions made by each student/author should be clear and concise. In accordance with this, we state that throughout this assignment, both students/authors have been equally involved in all parts of the research. This includes:

- Planning the degree project,
- Deciding on research statement and questions,
- Searching for relevant articles and other literature,
- Deciding on the structure of the degree project,
- Conducting cooperative writing and formatting of each section,
- Conducting interviews and transcription of these,
- Having equal say in what is included and excluded from the degree project,
- Discussing the relevancy of our findings, and finally
- Deciding how the discussions and conclusions should be portrayed

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Abstract

Throughout our teacher training program, we have noticed that students struggle to see the reason with writing task designs that are short and concludes upon the end of the lesson. Therefore, this degree project aims to gain an insight to whether the methods used in process writing and its various concepts can be used efficiently within schools to assist students in reaching higher grades and have higher rates of academic success, as well as discover the impacts of motivation tied in with the use of these specific task designs. This paper will firstly introduce an overview of the different theories and concepts that are tied to process writing, such as feedback, rubrics use. In prior studies made, researchers have found that academic success is influenced by the use of strategies that correlate to the methods in process writing, and also describes how this impact is made. Secondly, this degree project is based on interviews made with three active 7-9 English teachers and 15 students (in years 8-9) in the southern of Sweden to research the possibility of motivation being affected in any way through the use of these task designs that, according to researchers, will lead the students to higher rates of academic success. The major conclusions of this study are that (I) students and teachers feel that it is useful to utilize the different key concepts tied to process writing in order to gain proficiency in the English language, (II) teachers often use at least one, if not more, of the methods included in process writing, and feel that they have an impact on student learning within the subject, (III) students feel that their motivation can be impacted through the use of these strategies, and be affected differently based on teacher instruction, (IV) many of the schools that were visited have grade-oriented students that can affect student motivation to learn, and the reasons for learning, (V) in addition to how well the students feel engaged to work with a task depending on their interests. (VI) Lastly, it also has an impact at what stage the teacher decides to assess their students, while working with process writing tasks.

Key words:

Active reading, education, EFL, ESL, feedback, grades 7-9, junior high school, language learning, process-based writing, process writing, rubrics.
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1. Introduction

As collaborative writers, both of us have seen significant differences in the use of different strategies and practices during our teacher-in-field practice (VFU), both by experiencing a school environment where process-based writing strategies are very limited or non-existent, and where the student approach has been to achieve the goal for the current task before moving on. At the same time, we have also seen a school environment where other junior high school students have the opportunity to work with their texts in a recursive manner and return to them in order to find ways to improve, either through the use of linking words or through making more complex sentence structures to motivate their writing. Rogerson-Revell (2011) explains that during her teaching experience, she discovered that Scandinavian learners were more often perceived as fluent than perhaps their French counterparts, even though the Scandinavian learners were not as grammatically correct as the French (p. 5). Based on our experiences and the input from Rogerson-Revell leads us to consider the impact process-based writing and its following concepts may have on English language learning in Sweden.

Harmer (2001) explains that the writing process is intricate and contains a variety of phases: generating ideas, structuring, drafting, reviewing, focusing, evaluating, redrafting and so on. These are all done in a recursive way as each different stage loops back and moves forward between one another (p. 258). He also states that one disadvantage of getting students to focus on the process behind writing is that it takes time; time to brainstorm ideas for the writing, time to draft a piece of writing, time to review it and edit it, before perhaps changing focus, generating more ideas, redrafting, re-editing if necessary.

Börjesson (2012), from the institution of pedagogy and special pedagogy for the University of Gothenburg, states that working with writing as a process is important and that writing can be used to develop better language skills (p.16). Early on, pupils need to be able to develop strategies that contribute and actively participate in some form of argumentation and discussion. Börjesson (2012) states that by doing this, they learn how to build an argumentative text and how to improve how they formulate themselves. Other than these skills, they are also required to review the materials critically (p.16).
Motivation has its complexity within the fact that it is affected by a variety of factors, especially since motivation can be considered to be dynamic, interchangeable and related to the cognitive being at the time. This leads to a multitude of different styles and variations of motivations that are inherently in each of our students, making it impossible to find one universal problem solver for this. It has given us reason to research it, however, as Lundahl (2012) states, motivation is a factor for educational success (p. 211), and perhaps seeing a correlation between motivation and process writing tasks could prove beneficial.

The curriculum for compulsory school in Sweden (Skolverket, 2011) states that students need to use "strategies to adapt both listening and reading to particular types of communication, content and purpose", as well as "different ways of searching, choosing and assessing texts in English" (p. 32, p. 34-35). This retroactively means that students should be introduced to a variety of rhetorical strategies and text organizations in order to help promote their language proficiency, which directly influences their motivation and ambitions to achieve fluency within the target language.

The following points are taken from the core content in the English subject in the Swedish national curriculum from Skolverket (2011) for years 7-9 in junior high school that can be relevant to process-based writing:

- Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.
- Strategies to understand details and context in spoken language and texts, such as adapting listening and reading to the type of communication, contents and purpose.
- How texts and spoken language can be varied for different purposes and contexts.
- Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.
- Conversations, discussions and argumentation.
- Language strategies to contribute to and actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations. (p.34-35)
These core content aspects can all be a part of a process-based writing task in varying degrees, where conversations, discussions and argumentation can either be required in the text proper that the students produce, but also a part of the potential feedback they need to give to one another. At the same time, the students, through the use of these key concepts can improve on their language skills if they need to learn how to write in order to a text adapted to a purpose, and also need to vary, clarify as well as specify or explain in the text that they write.

Please refer to example grading table of a task regarding process writing in Appendix A, section 8.1 for the aims and goals that these aspects might touch upon.

In a text published by the Swedish Ministry of Education, (Skolverket, 2017) it is explained that if a teacher believes a student can achieve a goal, the motivation in the student will increase and thereby also affect the possibility of reaching these goals: “Motivation is defined as the individual’s wish to participate in learning processes, but is also affected by intrinsic and extrinsic factors” (Skolverket, 2017).

As a result of this, our focus is to look into student motivation possibly being affected by the use of rhetorical practices and strategies included within the term process-based writing. We want to research if the possibility of using writing tasks and exercises structured in a process-based format can directly influence student motivation since they receive the opportunity of self-improvement more consistently, and thus improve their language fluency as well as achieve higher grades.
2. Statement of Purpose

This degree project is a study in which we investigate whether process-based writing can aid student motivation in the subject of English through a clear and structured path, with room for revision and improvements. As mentioned by Rogerson-Revell (2011) in our introduction, it is possible that our junior high school students might be perceived as more fluent than they may actually be, leading us to a potential problematic aspect of English language learning and making us consider how to properly utilize the theories tied to process-based writing. Based on this, we can see that there is a possibility for improvement in developing correctness in the English language, and one of the important aspects is the motivation that Swedish school students have. These are affected by the challenges they carry as a result of their ambitions to improve in their language skills, in which our focus relies heavily on the use of process-based writing and the scaffolding strategies within it. The aim of this study is to see what teachers and students feel about the use of process-based writing within the English subject in Swedish junior high schools and how they perceive its effectiveness and if they feel motivated to use it.

2.1 Research Questions

The chosen research questions are as follows;

1. What are some teacher and student opinions and experiences with process-based writing and its key concepts?
2. How do teachers perceive the effectiveness of process-based writing expediting student learning?
3. How can a process-based writing task, with room for improvement and revision, affect student motivation and their approaches to the task?
3. Theoretical Literature Review

In this section, we make an inventory of research regarding process-based writing, as well as in-depth discussion about its rhetorical strategies such as active reading, feedback use and rubrics use. We will also discuss how a process-based writing task in English can be regarded as a ‘living document’ and how interactions between different parties during such a process can influence a student, as well as describe the complexities found in student motivation and if the rhetorical strategies explained can be significant or problematic for our junior high school students.

3.1 Theoretical Background

Based on the research questions and our field mentioned above, we have found that there is a need for a certain range of knowledge in order to best understand the studies regarding process writing and student motivation. In this section, we have compiled the major theories and concepts that will be mentioned in the studies following it.

3.1.1 Process-based Writing

Process-based writing is a concept of a theory in which a written product goes through various stages before it can reach its final product stage. According to Dartmouth College (2016), these concepts include three key terms; invention, composition and revision. This process can generally be considered to consist of five different activities. The first is reading as a writer and utilize active reading strategies, such as raising questions and challenge the author’s position. The second is generating ideas through brainstorming or freewriting, and this involves writing on the assignment without restrictions and in a creative way. The third activity consists of organizing the thoughts produced in the prior stage, and the fourth is contextualizing these in a comprehensive way. The fifth, and final, activity is starting on a functional thesis statement based off of the preceding stages. The following composition process consists of writing, but can always backpedal to the inventive phase upon discovery of new ideas or problems within the current written product. The final revision process is
understanding and being able to fulfill reader expectations from this thesis statement, but can also include various forms of feedback.

In the process of having students produce texts in the English subject within our Swedish junior high schools, through observation in our teacher-in-field practice (VFU), majority of focus has been placed on the final product that the student produces, and retroactively left the students with little scaffolding throughout the work process. Harmer (2001) states that this focus, that is existent in the Swedish schools is but one of two options, whereas the other is being able to focus on the writing process itself. Harmer (2001) also concludes that “those who advocate a process to writing, however, pay attention to the various stages that any piece of writing goes through” (p. 257). If time is spent with learners in the different stages of writing, such as the pre-writing phases, editing, redrafting and publishing their work, these learners will be able to better adapt to the various skills that need to be employed when writing a text. Depending on the work process, these stages can come to include “discussions, research, language study and interactions between teacher and students and between the students so that when process writing is handled appropriately, it will stretch across the whole curriculum” (p. 258).

Diagram of Process Writing

This is a model that we created based on the ideas from Harmer (2001), and describes how the different processes in composing a text can backpedal on one another and look in comparison to one another.

Lundahl (2012) describes the reader as another important element in the writing process: “Who we see in front of us when we write has a crucial importance for the content and structure of the text. It is an important part of developing writing skills to adapt writing to an
intended recipient” (p. 287). He explains that the differences that exist between spoken and written language vary a bit; spoken language is context dependent and often relies on shared knowledge between the interactants. The written language needs to be context independent and communicate across time and distance, which makes the writer recreate the context for the reader (p. 291). Other than this, spoken language can also be unrehearsed and spontaneous, while the written language is often edited and redrafted multiple times, reinforcing that the idea that the writing process should remain recursive and reflect on itself. Included in these different strategies, as remarked above, active reading is a needed skill in order to succeed in the recursive writing process.

3.1.2 Feedback

Feedback is described as information about our current status in our efforts to reach a goal and is often used to describe comments made on a product (which could in this case be oral, presentation, paper, etc.) and can include advice for improvement, praise for strong points and evaluation of the product as a whole (Wiggins, 2012, p. 10-16).

This can be connected to what Lundahl (2012) discusses when explaining different modes of assessment:

Assessment for learning is about what teachers and students can do to document the students’ learning so that they then can use the information as support and scaffolding for the continued learning and for their education. (p. 485)

There are different forms of feedback, all ranging from teacher-student feedback, self-assessment as well as cooperative peer reviewing (peer-to-peer). Finnegan (2016) explains that peer reviewing can be used between students to review each other’s work, and then provide objective feedback, which is then used to improve their peer’s drafts. This can be done to aid the writer in order to see the draft from a reader’s perspective as opposed to a writer’s perspective in order to a compose a more reader-friendly text that is in accordance with its intended target audience. As Finnegan (2016) claims, “Good writers do not work in
isolation, they collaborate extensively, and knowledge is produced collaboratively”. Harmer (2001) also argues:

Although, as teachers, we are ideally placed to provide accurate assessments of student performance, students can also be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we may greatly enhance learning. (Harmer, 2001, p. 102).

An effective tool to aid students in self-assessment is rubrics, as they can help the students pinpoint where they might need to focus more on.

3.1.3 Rubrics

Andrade (2005) describes that a rubric is an assessment tool that lists specific criteria for a piece of work, in terms of purpose, organization, details and target audience intended, and in turn explains gradations of quality for each of the different criterion (p. 27). Reddy and Andrade (2010) also go on to discuss that rubrics are often “documents that articulate the expectations for an assignment, or set of assignments, by listing the assessment criteria and by describing levels of quality in relation to each of these criteria” (cited in Panadero & Jonsson, 2013, p. 130) (see Appendix B, section 8.2 for a rubric example). This article also goes to explain that rubrics, by its definition, can have the option of offering detailed scoring guides and can be used to assess multi-dimensional performances in different ways.

Harmer (2001) explains that if we can ask a student at the end of an activity how well they think they did, or tell them to add a comment to what they have completed, this will encourage them to give their own assessment of their work – self-assessment. In use with rubrics, they can also give themselves a grade or a score, and we can then compare it with our own (as teachers). What rubrics do is providing the students with the guidelines and material needed in order to make their own judgments, and succeed in their self-assessment (p. 103). This in turn can support the student’s independence and help them be motivated and confident in what they do.
To truly know if these different theories and concepts work in the practical field, it is imperative to know if there have been any prior studies regarding them, leading us to the next section.

3.2 Prior studies

According to Carroll and Dunkelblau (2011), data shows that students are being challenged when writing at a sophisticated level. Skills such as extensive critical thinking, analyzing, synthesizing and evaluation can be intimidating even for a native English speaker when producing a text, since these particular skills take time to acquire. This means that it is even more strenuous for ESL (English as Second Language) and EFL (English as Foreign Language) learners as they struggle to achieve vocabulary at the same time as they hone these skills. Part of the solution to this, according to the researchers, is that writing instructors and teachers must not shy away from using challenging assignments that require their students to engage with a text. The students should be given the opportunity to practice and become adept at summarizing, paraphrasing and critically reflecting the ideas in a text as well as citing sources. It is important that teachers provide their students with the necessary tools they need to be successful in what they might encounter or work with in the future. Carroll and Dunkelblau (2011) also state that “If ESL students are expected to do writing assignments that require them to interact with the text once they begin to take content courses, then they need to be adequately prepared” (p. 279). This study leads us to believe that despite the struggles, challenging assignments need to be a part of the learners’ tasks in order to make sure that they reach proficiency in using the language on different levels. This leads us so the next study which discusses strategies that could possibly help English learners use writing to support their language learning.

In a study conducted by Ray, Graham, Houston and Harris (2015), junior high school teachers (grade 6-9) across the United States were surveyed about their use of writing to support students’ learning, what methods used, how frequently they were applied, and whether they taught students how to use these strategies, and “Out of the 43 writing to learn strategies in the survey, 15 were used by 50% or more of the teachers once a month or more often” (p. 1062). But the study also states that most of the strategies that were used involved “writing
without composing (e.g., short answers, note taking and work sheets)” (p. 1062). The study indicates that there are quite a number of differences between strategies used by teachers in their classrooms and the objectives specified by the CCSS (Common Core State Standards). There is an emphasis on students using technology tools for writing and thus use persuasive and explanatory writing to analyze and interpret information. They also state that “while reported that teachers use writing to learn strategies, they rarely use the types commonly stressed in the CCSS” (p. 1067). Ray et al (2015) concludes that teachers need more preparation in how to use writing strategies, and that schools and school districts need to improve their work of developing teachers’ abilities of implementing these strategies. This study highlights a problem where the students may not be introduced to many strategies where they need to produce a composed text, where the text they produce need to go through various stages of work before being turned in for a grade. This leads us to our next study, which regards a treatment and a comparison group that were equipped with a rubric in order to generate criteria and be able to self-assess their skills.

Andrade, Du and Mycek (2010) published a study that investigated the relationship between junior high school students’ scores for a written assignment and a process that involved students in generating criteria and self-assessing with a rubric. In doing this, they placed students in two groups, a treatment group and a comparison group, where the treatment group would be introduced to a rubric and self-assessment in a more thorough way. This study then provides support that having junior high school students use model papers to generate criteria for an assignment and self-assess first drafts according to a rubric is positively related to the quality of their writing. Treatment was statistically significant with positive association with fifth, sixth and seventh grade students’ essay scores (p. 208). This study can confirm that the use of at least one specific strategy to generate criteria can be beneficial for English learners, and leading us to the next study that discusses the use of process-writing as a whole.

The What Works Clearinghouse (WWC) Intervention Report, published by the U.S Department of Education (2011), refers to cooperative learning programs: The Student Team Reading and Writing and The Student Team Reading. This study includes “(1) cooperative learning classroom processes, (2) a literature anthology for high-interest reading material, (3) explicit instruction in reading comprehension, (4) integrated reading, writing and language arts instruction, and (5) a writing process approach to language arts” (p.1), all of which are relevant to process-based writing. This report (2011) presents that “two or more studies show statistically significant positive effects, at least one of which met WWC evidence standards
for a strong design, AND no studies show statistically significant or substantively important negative effects” (p. 15). This study also confirms that the use of a process writing approach can bolster English language learning through the use of strategies, such as active reading, process writing and cooperative feedback. At the same time, we also need to understand the ways in which student motivation can affect their morale in working with tasks in school. This leads us to our next study which researches student performance based on motivation.

In a study by Korpershoek, Kuyper and Werf (2014), they conclude that the students’ overall mean scores on extrinsic motivation appeared higher than those on performance motivation, which suggests that students were generally more oriented towards the teacher (e.g. to receive rewards and praise), than towards their peers (e.g. referencing one’s performance against the performance of others) At the same time, they also empirically established that the students who scored above average on all four motivation scales also had the highest scores on school commitment and academic self-efficacy, and that this result was consistent across the different educational tracks (p. 156).

Seeing how these studies have looked have prompted us to research the possibility of seeing a connection between rhetorical writing strategies and academic advancement being tied in with student motivation. In this following section we will try to explain some of the complexities that lay tied to motivation.

3.3 Motivation

Harmer (2001) describes motivation, at its most basic level, as some kind of internal drive which pushes someone to do things in order to achieve something. He also points out that a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement. The strength of motivation will depend on how much value the individual places on the outcome he or she wishes to achieve (p. 51).

As Wery and Thomson (2013) explain it, motivation can appear intrinsically and extrinsically. The intrinsic variety of motivation is self-reward, and rewarding oneself for achieving a goal. This motivation occurs when the student participates in an activity out of curiosity or the need to know more about something; has the desire to engage in an activity purely for the sake of participating in and completing a task, or the desire to contribute. Students who are intrinsically motivated often persist with the assigned task, despite its potential difficulties.
Extrinsic motivation occurs when one is rewarded or encouraged by another person or thing. These learners complete tasks as a means to an end, not as an end in itself. Particularly in school, these learners have to be actively encouraged, enticed or prodded by the teachers, leading to teachers often giving their students an incentive to participate or complete an activity.

Aside from the intrinsic and extrinsic sides of motivation, the key to understanding motivation lies partly in realizing how it is a multilayered complex continuum, in which multiple goals may be present. At the same time, one does not mutually exclude the other, as people can be motivated because they enjoy pursuing a particular goal, or because they enjoy the praise they receive when helping others in need (extrinsic motivation by others). At the same time, a person might reward themselves with a nice dinner after volunteering for several hours (extrinsic motivation by him or herself).

Relatedly, Harmer (2001) also explains that there are different sources of motivation, which affect the world around students and their engagement in the learning process. Different portrayals in media and social media can affect the way students look at different learning processes, and no least English language learning. Aside from this, the people that are close to the student, friends and family, can also affect their attitude towards learning. The teacher plays a major factor in the continuance of a student’s motivation, in the way that a teacher’s attitude to the subject at hand is projected unto his or her students (p. 52). For example, an obvious enthusiasm for English and English learning would seem to be prerequisites for a positive English language learning classroom atmosphere. In this particular spectrum, that leaves one more influence that can affect student motivation and attitudes according to Harmer (2001), which is in regard to the methods used within the classroom, and that both teacher and students need to have confidence in the way teaching and learning take place there. If this confidence is lost, motivation could be affected, but at the same time, when both parties are comfortable with a particular method, success is more likely to come (p. 52).

Lightbown and Spada (2013) also explain that motivation, specifically in second language learning is a complex phenomenon. It can be specified in terms of two factors; the learner’s communicative needs, and their attitude towards the second language community. If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the value of the second language as higher and will be more likely to be motivated to acquire proficiency in using the language, “Similarly, if learners
have favorable attitudes towards the speakers of the language, they will desire more contact with them” (p. 87).

There are two important theories that can tie into the complexity that is motivation, and they are described as the achievement theory as well as the expectancy-value theory. The achievement theory describes motivation as a pattern of beliefs and feelings about success, effort, ability, errors, feedback and standards of evaluation. According to this, as Wery and Thomson discuss (2013), learners would either approach or avoid either mastery or performance goals. Mastery goals being tasks in which the aim is to learn, and individuals compare their ability to themselves, whereas in performance goals, the aim is to learn enough to appear as more or less competent. They also explain that the approach towards mastery goals is considered to be the “most adaptive motivation orientation, characterized by attributing failure to insufficient effort, sustained or enhanced persistence and performance on difficult tasks, with positive affect (e.g. joy, pride, happiness)” (p. 104). The researchers also state that there is strong empirical proof for approaching mastery goals leading to positive processes and outcomes.

The expectancy-value theory describes motivation as being influenced by the relative value of a task along with the probability of success in completing the task. The probability of success is influenced as such by self-perceptions and self-efficacy.

Self-efficacy is the belief in one’s ability to perform specific tasks, and is influenced by previous mastery experiences, vicarious experiences, social persuasions and emotional states. Tasks are seen as more valuable when they are central to one’s own sense of self because they provide an opportunity to express or confirm important aspects of the self. (Wery & Thomson, 2013, p. 104).

Lundahl (2012), in turn, also argues that in activity theory, an important cornerstone within sociocultural thinking, is involving the learner with its environment in an activity, tying the two together.
While psychologically inclined education researchers focus on certain individuals’ consciousness by studying their thoughts and actions, a sociocultural perspective focuses on: how a person acts in correlation to other individuals and their environment as a whole, where the person is acting, and why the person is acting, what sort of motives and goals that dictate their actions (Lundahl, 2012, p. 210).

He also explains that this in turn alters how we look at different factors for learning, such as attitudes, motivation and anxiety when speaking. Instead of traditionally observing these as relatively stable, affective and individual factors, we instead need to perceive them as dynamic and interchangeable, all depending on the forces that control the acting.

In a language learning classroom, it might not be apparent that all students perceive the knowledge goals for English the same. But the foremost reason that the goals are perceived differently is because the students are controlled by different sorts of motivation and that their former experiences of language education might have looked different (Lundahl, 2012, p. 210).

While students can perceive these goals differently due to their own experiences and motivation, it is important to focus on the tasks and activities, and the goals behind said tasks. Students having different experiences and perceptions is a given, and so while them working with the same tasks on a classroom basis, it will still cognitively put them into their own interpretations of the task that they have been given. These can still differ from one another, and their products might look different, due to our students being their own individuals and perceiving information differently, despite being in the same work environment.

It doesn’t matter that […] they are all engaged in the same overt behavior, for example, listening and repeating, reading and writing, communicative/task-based group work. Cognitively, they are not engaged in the same activity. And this is ultimately what matters, because it is the activity and the significance that shape the individual’s orientation to learn or not. This orientation, in turn, is perceived by us as dynamic and flexible and subject to possible change once the individual’s circumstances change. (Lantolf & Pavlenko, 2001, p. 148) (cited in Lundahl, 2012, p. 211.)
According to Lightbown and Spada (2013), in a teacher’s mind, it is the motivated students that usually participate actively in class, and are more open to express interest in the subject matter, while also studying a great deal on their own. The teacher also has more influence on these behaviors and the inherent motivation they represent than the students’ reasons for studying the language or their attitude towards the language and its speakers. Teachers can thus make a positive contribution to their motivation to learn if the classroom is a place that they enjoy coming to because the content is interesting but at the same time relevant to their age and level of ability, keeping learning goals challenging yet manageable and clear, and the classroom has a supportive atmosphere, “Teachers must also keep in mind that cultural and age differences will determine the most appropriate ways for them to motivate students” (p. 88).

As such, it is important to conclude that while attitudes and motivation can be observed as dynamic and interchangeable cognitive and social forces, they need to play a bigger part in realizing how to, as a teacher, involve students in their learning process and also be mindful of the force they also appear to be in the student’s cognitive reality.
4. Methods

A qualitative approach to research is a method that is prudent to use when wanting to understand peoples’ thoughts and opinions, as well as to understand their experiences. This research will rely heavily on this, as we try to explore motivation in students between different tasks and understanding these, mainly through interviews. According to Finnegan (2016), qualitative research allows for small-scale investigations but with a lot of content to dive into. Therefore, for this degree project, interviews have been held with teachers and students alike.

Alvehus (2014) also states that using a qualitative research method can be altered depending on the author’s ambitions, rather than being tied to certain methods restricted within the term ‘qualitative research’.

Even if interviews, observations and ethnographies are common methods, it is not the use of them that is the central point in qualitative research. What is indicative of qualitative research being the kind of interest in what you as a researcher want to have said, and what type of investigation you want to contribute to (and with). (p. 23)

At the same time, Bryman (2011) discusses the main areas of interest for researchers that use qualitative methods, which include: the world that the interviewees experience, description and context, process, flexibility, lack of structure as well as terms and theory as a result of the research process (p. 340), making it a point of interest for us in order to discover what could influence student motivation. Bryman (2011) also describes that “qualitative researchers put weight in their texts in treating theory as something that occur out of data” (p. 347), and there are those that use the term grounded theory in a way to allow theoretical ideas to derive out of the data that has been collected (p. 348).
4.1 Ethical considerations

The Swedish Research Council’s (2017) research ethical guidelines were followed for this degree project, and four different requirements were taken into consideration: confidentiality, consent, information and usage.

All teacher participants were contacted via Messenger with a formal letter attached to it (see Appendix C, section 8.3). Our purpose for this degree project was explained, including our selection of criterion (we needed to find active 7-9 English teachers, as well as year 8-9 students who are more familiar with the aims and goals of the English subject in the curriculum). Selecting students within this year range in school also meant we did not need approval from their parents as they were 15 years or older at the time of the interviews. The participants (teachers and students) were informed that we were interested in partaking of their thoughts and experiences regarding writing in English, and if they used any of the concepts or theories that follow process-based writing.

The participants were informed several times that their participation is voluntary, and that they have the right to withdraw their participation at any point during the project. They were also informed that the interviews were regarded as confidential and their thoughts and opinions would remain anonymous. They were also informed that the material collected would also exclusively be used for this degree project. Finally, they were all informed that they could have access to the final project once completed.

Seeing as only volunteers were chosen to collect our data, it could point to a potential bias and may not represent a true reflection of how teachers and students feel.

4.2 Participants

In order to find participants for our study, we used a social media group on Facebook that housed various active English teachers teaching from years 6-9 throughout the entirety of Sweden, in order to locate volunteers from the southern region of Sweden. We were concise in excluding other potential volunteers from other parts of Sweden specifically considering
travel time and other costs that could apply as a result. Four different teachers volunteered, but only three remained eligible with our criterion, and we had to decline the fourth teacher.

Due to Christmas and new-year’s holidays, two more teachers were contacted in regard to this degree project, but declined, stating that their reason was a lack of time. As a result of this, three teachers from three different schools and municipalities could participate, as well as 15 student volunteers within our age range in each of the different schools where the teachers were located.

The first teacher (here called Malin) has been working as a 7-9 English teacher for eleven years, but has been working for three years at the school she is currently at. This school is located in the suburbs of a larger city in the south of Sweden. The second teacher (here called Sofia) is working in a small city in the southern region of Sweden, and has been working as an English 7-9 teacher for 23 years and been working at the school where she was interviewed at for a year and a half. The last teacher (here called Ida) has been working as an active English 7-9 teacher for almost 18 years and has been present at her current school for half a year. The student participants were students that could volunteer after interviewing the teachers at the different locales, and we were able to interview 3 different groups á 5 students in each group, totaling to 15 student observations collected.

4.3 Semi-structured group interviews

In our study, we used semi-structured interviews, both individual (teacher interviews) as well as groups (students), and used interview guides (see Appendix D, section 8.4). Bryman (2011) emphasizes that using semi-structured interviews allow for respondents to interpret questions differently and answer to them with greater amount of freedom. By using this method, it allows our respondents to reflect on their methods and experiences tied in with our focus area. At the same time, by using more open-ended questions, it allowed for us as interviewers to follow up with more questions based on the replies received from our respondents, and following what Alvehus (2013) recommends, allowed us as interviewers to be responsive and attentive to our respondents in offering these follow-up questions to unlock more information that could be relevant to the focus area. This was specifically done in order to get at the reflections and experiences of teachers and students alike.
The questions in the guides were divided into three sections; a first introductory background section followed by a section regarding the ideas and implementations of process writing, while the third and final section regarded student motivation and possible effects it may have on student learning.

The questions in the initial section asks the teacher how many years they have spent teaching and how long they have been teaching at the school they were currently at. The question directed towards students regarded in which year (8 or 9) they were in. The second category contained four questions each and asked both student and teacher about the use of process-writing theories and concepts for their writing assignments, how often they use it, what the students feel regarding following these concepts. The third and final section was questioning respondents regarding student motivation and housed five questions each, asking about the influences on motivation, from external as well as internal sources, teacher influence, clarity in task design, student reaction to using process-writing concepts and if they understand its uses.

4.3.1 Procedure of interviews

Teachers were offered to read the interview guide before the interview occurred. This was in order for the teachers to familiarize with the research focus that we had chosen, but also have the option to add additional research that they might find useful and have been putting into practice if they so wanted to. Students were not allowed this option as we, the interviewers, wanted unrehearsed answers about their experiences. This was for us as researchers to get at their experiences as a whole regarding writing in the English subject, but also take into consideration what they might feel about it. Allowing the teachers to be prepared beforehand allowed for their replies to be deeper and more detail oriented. For the purpose of trying to retain as much information from our interviews as possible, we recorded our interviews. This, in order to, enable us to go back and listen to the interviews again and accurately compare and weigh responses. The respondents’ permission for recording the interviews was asked beforehand, and all the respondents agreed to it. The respondents (teachers) were given the opportunity to decide where and when the interviews would take place in order to accommodate their busy schedules. All interviews
took place in the respondents’ classrooms without much potential disturbances, and averaged to about between 10 to 20 minutes, where teacher interviews took between 15 to 20 minutes and the student group interviews took 10 to 15 minutes each.

4.4 Analysis of data

After the interviews were completed, we compiled the results separately by listening to each of the recordings and supplementing with notes taken during the interviews. The analysis method we used is referred to as tape analysis and could be used to our benefit in order to stay true to the data collected and retaining its meaning without spending the work time that could in other situations be needed in order to make a full transcription of each interview.

Dörnyei (2007) states that in certain types of research, the qualitative component is of secondary importance and is mainly intended to provide additional illustration or clarification, and thus argues against making full transcriptions of the interviews. He also explains that research methodology is a ‘balancing act’ between goals and resources and could thus justify tape analysis as a good compromise because the data may not deserve the huge investment needed by a full transcript (p. 248-249).
5. Results and discussion

This section will present, describe and finally analyze the data that we have collected through the interviews conducted with both students and teachers. We have categorized the data in subsections according to our research questions; if process-based writing can affect student motivation, how teachers perceive the effectiveness of these concepts and how it can affect student motivation (from the student’s point of view). We have summarized the answers and also provide some relevant quotes from the interviews, transcribed and translated into English. Furthermore, we will also compile any additional data that does not suit the questions specified as well as relate research literature to our results in the discussion subsection.

5.1 What are some teacher and student opinions and experiences with process-based writing and its key concepts?

The results collected from the different students and teachers that were interviewed brought up both similar and different views and opinions, yet reaching the same conclusion.

The students we interviewed all agreed that they feel they can improve their writing in English by using and working with process writing, claiming that it will be easier to remember, as well as that one develops more by doing so. In their own words, process writing “(...) gives you a bigger picture of how you can change and improve your text”, as well as “(...) I believe that you become better, because you learn by working this way”.

The different teachers agree that to a certain extent, using the concepts and theories tied with process writing can have an impact on improving their English language skills. All of the volunteer teachers who were interviewed utilize feedback in some ways - two of them actively mentioned “two stars and a wish”.

Malin, for example, mentioned that her students have been assigned what she called a “star buddy”, whom the students can approach in order to receive feedback for the texts they have written.
Absolutely! Generally, when they know a classmate is going to give them feedback, they put more effort into the first draft. Then I sometimes also use student texts as examples for other groups. Then they try to make it even better again.

At the same time, Ida also stresses the importance that the students evaluate the feedback they receive, so that there is an act of decision-making occurring when they decide what feedback may or may not agree with their aims of the text. Sofia also adds to this discussion by mentioning that it is of the utmost importance than when having the students write certain types of texts, and utilizing genre pedagogics, that the teacher proceeds in teaching them how to write and what to do at different stages of the written text, informing us that “(...) I need to teach them about what to do when you write a text”. She also denotes that it takes time to provide the students with feedback and find example texts to show to the students, claiming that “(...) it takes a lot of time, but it also provides with much better results”.

5.2 How do teachers perceive the effectiveness of process-based writing expediting student learning?

The teachers that were interviewed all use, to varying extents, the different concepts that can be attributed to process writing. Ida explains that it is relieving for the students to know that they have the opportunity for improvement on the specific task, and that they will receive feedback on how to improve themselves. She also believes that this, to some extent, can lead students to reach higher grades as a result. Malin allows this feedback process to occur between the students, as “star buddies”, that can also help them look for spelling errors and possible grammatical errors. She states that, “(...) they can absolutely reach higher results by giving each other feedback”. Sofia sees the importance of working with the written language, teaching the students to adhere to a certain text type, and pay attention to different words that may occur more or less depending on the text type, explaining that she needs to “(...) show them clearly how it should look and how the text should proceed”.

When asked what the students should do when working with writing a text in English multiple times, Ida stated that they need to assimilate the response they receive from their peer-to-peer feedback, and evaluate this. Malin adds to this when she states that it is important
that students receive feedback on what they have written in order to improve. Sofia claims that before the final draft is submitted, they need to go through a certain process regarding their texts, and reaffirm what, how and why things were done as they were. All teachers interviewed agreed that using these methods could help the students attain higher results.

5.3 How can a process-based writing task, with room for improvement and revision, affect student motivation and their approaches to the task?

The students also agree that writing in a process gets them more motivated to work, claiming that the option to “(...) go back, change and improve” motivates them. However, they also agree that there is a risk as the writing task can be “overworked”. The type of feedback given during the process can also affect the motivation both in good ways and bad. If the feedback only points out what is bad and needs improvement, it can be disheartening for the student. They also express a gratitude to the option of being able to work with something for a longer timeframe, as opposed to start with something and end it for good in the very same lesson, upon its end.

Within the concept of process writing, peer to peer feedback also stands as a component, a component that the students very much appreciate, claiming that “(...) you become motivated when you can help others”, and that their own motivation to do well improves, knowing that a friend will read their texts. Process writing is also something that one can work with in a wide range of themes, themes that could easily be chosen after the student’s own interest. That is also something that the students heavily stress: “(...) if it is a subject you like, you will be more motivated to write”, as well as the option to choose themselves.

Process writing can, of course, also impact the motivation negatively if it is done in the wrong way, or the text is overworked. The students themselves highlight the danger of overworking a paper or a task, “(...) you can like, write your text to the point of breaking it. You change and change, and in the end, you have changed it too much”. They also bring up the danger of losing the goal as you keep writing and changing, as well as becoming blind to what you actually are writing.
Unclear instructions, as well as changes to the instructions halfway through, is also something that the students bring up as something that can negatively impact their motivation when writing in a process. They voiced their concern “(...) if you haven't got enough information for the task it will be hard to know what you should do, and that will take away your motivation”.

The type of feedback you get, both from peers and teachers, is also important, and the students discussed the importance of not only getting feedback on what was bad and need improvements as it can lower the motivation. Aside from overworking the text, unclear instructions, and negative feedback, the theme of the task is also important. The students want to feel a relevance, that they are spending all the time and work for a good reason. On top of that, their own personal views on the theme or subject will impact their motivation negatively if they do not like it or consider it pointless. There is also the risk of working with the same theme over and over again which is annoying for them.

5.4 Other data collected

The different schools showed a variety of how motivation can appear differently in students. Malin mentioned that the students she has are very grade-oriented and that can sometimes have an impact on the task that they are doing, and that they are writing for the sake of a grade and not writing in order to learn. There is also an awareness that the students can feel more pressure to achieve a grade when they feel that the thematic area does not fit into their interests. She utilizes a few tasks that appear dynamic in the way that the students are allowed to specify what they want to write (e.g. Malin mentioned an example task where they were assigned to design a vacation trip to New Zealand and Australia, and were allowed to choose what they would include and exclude, but still based it on facts). A dynamic writing task can mean that the texts you receive from students can vary by a large amount, but at the same time, the text will hold the students’ own perspectives. She also stresses the fact that when handling peer-to-peer feedback, give the students one thing at a time to improve so that they are not overwhelmed by too many things at once.
The students at her school feel that it is important for the teacher to be an engaging factor when introducing a new task, that they themselves appear to be interested in the task at hand, in order to motivate the students. They also feel that monotony can decrease their motivation, and they desire different tasks that are dynamic.

Ida mentions that a lot of her students are also very grade-oriented and studies according to that. At the start of a new task, she feels she can influence her students’ motivation by showing enthusiasm for the subject, and also display clarity in the task instructions. She also discusses that through a certain amount of active reading from the teacher’s side, she can provide feedback for improvements of student texts by asking appropriate follow-up questions. Since she is working at a private school, she perceives her students as more motivated to succeed academically from their homes, but that it can lead to too much stress for some of the students, despite that these students along with their parents have made an active choice in studying at this school. She stresses the fact that she has not had the time to do it, but still tries to encourage her students to process their texts and learn from them.

The students at this particular school are academically driven, but when working with a writing task in English, they mention they often get a template along with their instructions, and also feel that it is encouraging and motivating to work with peer-to-peer feedback. They also mention that it can feel nice to have options on what to write. One thing that can impact their motivation negatively would be short deadlines, making them feel stressed, along with the risk of misinterpreting the task if it is not clear from the start. They say that they do better in their assignments if they are already interested in the subject, the motivation becomes clearer to them, and they absorb knowledge and information differently according to how their inspiration influences them. If there is a lack of motivation for their task, they mention it can lead them to procrastination and just try to push it off.

Sofia mentions that in her task design for writing tasks, it often includes reading and listening activities as well, and span over a greater amount of time. She wants her student to understand what the type of text looks like, among other things. She also never allows her students to work on these assignments from home, meaning it would become difficult to properly assess the student’s own skills with the risk of external influences on the student text. She agrees that the teacher plays a big part in motivating their students when they introduce a new task, and mentions that a teacher should be engaging and clear in their instructions, and show an
interest for their task. In terms of student performance, she says that the hard-working student does not automatically have high grades, but a trend she has noticed is that young teenagers who play videogames on their spare time have an advantage in their communication skills in the English language. She states that her students are not happy to work with process writing tasks, but would rather correct the mistakes they did and move on, and she calls this a “necessary evil” in order to prepare them for upper-secondary school. She also stresses the importance of where different assessments are made in such a task design, that the first draft is a better indication of a student’s inherent knowledge on the subject rather than the final draft, which could have been influenced by other sources through peer-to-peer feedback.

The students in this school feel that it is important to use process writing tasks, but they understand the complexity in which that there is a risk that they can overwork their texts. In terms of motivation tied to a task being interesting to them, they mention that they would feel motivated to write if the subject is interesting, and that to them, they have an easier time concentrating during class, and also reduce the disturbances in the classroom and can also help everyone by improving their study environment. The students mention that if they lack the motivation to study, it definitely impacts their work, leading to possible procrastination, struggling to concentrate, and feeling that they are writing for the sake of writing instead of having a genuine purpose behind it.

5.5 Discussion

Following what Carroll and Dunkelblau (2011) showed us, we now understand through the data we collected that the teachers that were interviewed are following the recommendations made by the researchers. They concluded that teachers still need to give students the opportunity to practice and become adept at different ways of summarizing, paraphrasing and reflecting on the ideas in a text. Additionally, they also need to provide their students with the necessary tools in order to become academically successful. Their study says that despite the hardships in learning English in an ESL or EFL environment, these methods can still be used to help learners reach proficiency in using the language, and we see a parallel with the teachers we interviewed.
The study made by Ray, Graham, Houston and Harris (2015) contrasts a problem in the United States where the students are not as accustomed to using strategies in order to compose a text, following the various stages it includes before reaching a final draft to be turned in for a grade. From what we have discovered through our data, the students that were interviewed were inclined differently, that they are more accustomed to writing in this way than the way that is usually more used in the United States, as writing without composing (e.g. short answers and notes).

What Works Clearinghouse (WWC) Intervention Report (2011) confirms that the use of a process writing approach can help learners reach higher proficiency in English through the use of strategies tied to process writing, such as active reading and cooperative feedback. Based on our interviews, we can see that the teachers that were interviewed all use at the very least one, if not more of these strategies to help students reach higher proficiency in English communication through writing texts.

The study made by Korpershoek, Kuyper and Werf (2014) mentions that the students were generally more oriented towards receiving rewards and praise from the teacher than their peers (referencing one’s performance against another’s). As stated by Malin, we can no longer be certain how accurate this is, seeing as her students work more efficiently and are more inclined to do better when their texts are supposed to be read by their “star buddies”. At the same time, we could not clearly confirm the relation between process writing and motivation in our schools, other than the fact that the students generally appreciated the use of these strategies more than without.

We also researched “two stars and a wish”, and found the Education Services of Australia (2017) to have written about this concept; meaning that when giving other peers feedback, you identify two positive aspects about the written text, and then give them one thing they can improve upon.

We could also identify what Hugo (2011) was discussing when he stated that the socioeconomic backgrounds of the students might have a connection with performance but is also connected to the attitudes to learning (p. 29), which explains that gender, economical wealth and ethnicity has an influence on parents’ expectations of their children’s school education.
Both students and teachers stress the importance of having clarity in the task design that they introduce in the classroom, and that it should not have any sudden changes while students are in the writing process. Seeing as both teachers and students are aware of the dangers of overworking a text, the students explain to us that if they overwork their texts, they might lose sight of what they initially wanted to write, and experience becoming blind to their own texts. A recommendation to achieve a stronger scaffolding and clarity within a writing task design would be to introduce the students to rubrics, which Andrade (2005) explains is an assessment tool that lists the different criteria that need to be implemented in the text, and can possibly contain different gradations (p. 27). The rubrics can then list criterion that are important for the students to implement into their written texts, but can also contain a table of different grades where they can be in charge of how well they want to perform on the task through self-assessment.

5.6 Summary

The students and teachers alike agree that process-based writing can improve learning in writing within the subject of English. There is no single way to proceed with this, but rather a combination of several things working together, ranging from clear instructions, a validity to the subject or theme, good feedback and to an extent personal interests. All this does take quite some time, but as stated it also provide with much better results. The students were very clear on the impact and importance of their motivation in regards to their work, as well as the different factors that can affect it. This is something that the teachers also are on board with, on top of having their own ways to help motivating their students. All this together, students and teachers alike can see a clear connection with process writing, motivation and improved results.
6. Conclusion

When asking about opinions and experiences with process-based writing and its key concepts, both teachers and students express a desire to have it implemented, or already have it implemented to some degree, with one or more of the key concepts being used, for example, peer review and feedback. The students express a gratitude towards the option of being able to utilize this as they feel they can perform better with a recursive writing method. The teachers also agree that using some of these concepts can have an impact on the students’ English language learning.

When asking how teachers perceive the effectiveness of process writing and its theories, we can conclude that they all use at least one, if not more, of these concepts in their active teaching, for example “Two stars and a wish”, evaluating feedback as well as using peer-to-peer feedback regularly.

For our last question, if a task with the use of process writing involved can affect student motivation, we consulted the students who explained that using these methods can help them get more motivated with a task, and that they appreciate using peer-to-peer feedback, in the act of receiving and giving help alike. When speaking with the students they also told us that they are well aware of the risks involved in using these methods, such as overworking a text, perhaps feeling overwhelmed by negative feedback or misinterpreting the task due to unclear instructions as indications of affecting their student motivation negatively.

The other implications we discovered through our interviews was that many of the schools that were visited have many grade-oriented and ambitious students, where sometimes the teacher feels it can result in a problematic situation as the students study as the means to an end, a grade at the end of the semester, as opposed to learning in order to gain practical knowledge. The students were very clear in explaining to us that they feel they improve if the task they are assigned with is interesting to them or fall naturally within their spectrum, that they absorb knowledge differently than in other cases and that they can learn a wider amount of knowledge by doing this. Another thing that was stressed was that there is importance in where assessment occurs in a process writing task, and how it is handled and motivated, to assess first drafts or final drafts.
6.1 Limitations of the study

Being a very small study, this leads to a few things that need to be taken into consideration when being read. This is not representative of all the schools in Sweden, or even on a global perspective, and can vary a lot from school to school. We can only present the findings that were made available to us through our data collection. During this period of time, November and December, it was hard to find a reasonable amount of time in order to proceed with interviews, not to mention we had to take into consideration practical aspects such as driving distance and other costs for these to have been done, meaning that with a larger time frame, the results might have appeared differently. Aside from this, there is also potential bias in the way that only volunteer students were selected for the interviews for ethical concerns, and may not fully represent the thoughts of Swedish students as a whole throughout years 8-9 in compulsory school in Sweden.

6.2 Further research

A possible way to proceed with this field of area would be to conduct a larger-scale study throughout the different regions of Sweden to see if the initial results discovered here are representative or not. Another thing that can be researched in the future would be collecting data on the results and learning curves of students of different socioeconomic backgrounds, researching how much of an impact these may have. It is also possible that through observing a comparison group and treatment group who are exposed to one or a few of these methods, explained in this study, can or cannot experience usefulness in these methods and achieve higher levels of academic success.
7. References


8. Appendices

8.1 Appendix A: Example grade table regarding process writing

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>C</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral and written narratives, descriptions and instructions.</strong></td>
<td>In oral and written production, pupils can express themselves simply, understandably and relatively coherently.</td>
<td>In oral and written production, pupils can express themselves in relatively varied ways, relatively clearly and relatively coherently.</td>
<td>In oral and written production, pupils can express themselves in relatively varied ways, clearly and coherently.</td>
</tr>
<tr>
<td><strong>Conversations, discussions and argument.</strong></td>
<td>In oral and written interaction in different contexts, pupils can express themselves simply and understandably and also to some extent adapted to purpose, recipient and situation.</td>
<td>Pupils express themselves also with some ease and to some extent adapted to purpose, recipient and situation.</td>
<td>Pupils express themselves with some ease and some adaptation to purpose, recipient and situation.</td>
</tr>
<tr>
<td><strong>How texts and spoken language can be varied for different purposes and contexts.</strong></td>
<td>Pupils show their understanding by presenting an overview with discussion and comments on content and details and also with acceptable results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and texts, pupils can to some extent choose and apply a strategy for listening and reading.</td>
<td>Pupils show their understanding by presenting a well-grounded account with discussion on content and details and also with satisfactory results act on the basis of the message and the instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can to some extent choose and apply strategies for listening and reading.</td>
<td>Pupils show their understanding by giving a well-grounded and balanced account where they discuss and comment on content and details, and with good results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can to some extent choose and apply strategies for listening and reading.</td>
</tr>
<tr>
<td><strong>Regarding peer feedback:</strong> Language strategies to contribute to and actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations.**</td>
<td>Pupils show their understanding by presenting an overview with discussion and comments on content and details and also with acceptable results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and texts, pupils can to some extent choose and apply a strategy for listening and reading.</td>
<td>Pupils show their understanding by presenting a well-grounded account with discussion on content and details and also with satisfactory results act on the basis of the message and the instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can to some extent choose and apply strategies for listening and reading.</td>
<td>Pupils show their understanding by giving a well-grounded and balanced account where they discuss and comment on content and details, and with good results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and the texts, pupils can to some extent choose and apply strategies for listening and reading.</td>
</tr>
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</table>
8.2 Appendix B: Rubrics

(Panadero & Jonsson, 2013, p. 142-143).
Appendix C: Interview letter (untranslated version)

Tack för att ni erbjudit Er att vara med i vårt examensarbete!

Vårt syfte med arbetet är att utforska hur lärare strukturerar skrivuppgifter i engelska, om där finns aktiviteter som inkluderar processkrivande och betraktar om det kan vara nytta eller ej, samt utforska elevernas åsikter och motivation angående detta, alltså effekt och påverkan från deras håll sett.

Vi har strukturerat två intervjuguider, beroende på om de som intervjuas är lärare i aktiv tjänst eller om de är frivilliga elever inom åk 8-9. För intervjuer med lärare så skulle vi behöva ungefär 40-60 minuter, och för elever så skulle vi behöva ungefär 20-30 minuter för att kunna samla in så mycket information som möjligt.

Det vi är ute efter nu det är vilka dagar och tider som skulle passa Er, och vi kommer att utgå från de tillfällen som passar Er bäst! Den enda begränsningen vi har är att vi skulle vilja genomföra intervju innan terminsslutet då vi har sista inlämning av examensarbetet i början av januari.

Det som i sådana fall kan göras innan vår ankomst till Er skola är att ni ser om där finns några frivilliga elever till att delta i undersökningen, fördelsvis en grupp på mellan 3-5 elever som då går i åk 8 eller 9. Dessutom så får Ni lärare möjlighet att läsa in intervjufrågorna innan vår ankomst, Ni kan då fråga oss så skickar vi dem till Er snarast möjligt. Med anledning av att vi vill ha autentiska, oförberedda svar för eleverna så kommer de inte få tillgång till frågorna som vi ska ställa dem.

En viktig sak att komma ihåg är att Ni som deltagare får lov att när som helst under undersökningens gång dra tillbaka Ert bidrag om Ni så skulle vilja. Om Ni sedan är intresserade så kan Ni vid januari slutfå tillgång till den slutgiltiga texten om undersökningen.
### 8.4 Appendix D: Interview guides

Interview guide for teacher interviews (Swedish and English translation)

<table>
<thead>
<tr>
<th>Overall Theme</th>
<th>Qs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing in English</td>
<td></td>
</tr>
</tbody>
</table>
| **Background** | 1. Hur länge har du arbetat som lärare?  
2. Hur länge har du arbetat på denna skolan? |
| **Process-based writing** | 1. Hur många gånger brukar eleverna få arbeta med ett skriftligt arbete, vanligtvis? (En, två, flera, inom ett och samma arbetsområde, etc.)  
2. Vad tycker du är viktigt att eleverna tänker på om de får arbeta med att skriva en text flera gånger?  
3. Om eleverna får arbeta med att skriva texter vid flera tillfällen, tror du de kan tillgodogöra sig högre resultat?  
4. Tror du detta är viktigt för eleverna? |
| **Student motivation** | 1. Hur känner du att du kan influera elevernas motivation under ett arbete?  
2. Vad för inflytande tror du att elevernas motivation har i deras arbete, och successivt, sin bedömning?  
3. Vilka faktorer tror du påverkar elevernas motivation?  
4. Finns där någon relation mellan motivation och bedömning, som du kan se?  
5. Tror du att där kan finnas en koppling mellan processkrivande och elevmotivation, och hur skulle denna i sådana fall se ut? |
<table>
<thead>
<tr>
<th>Overall Theme</th>
<th>Qs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing in English</td>
<td>1. How long have you been working as a teacher?</td>
</tr>
<tr>
<td></td>
<td>2. How long have you been working at this school?</td>
</tr>
<tr>
<td>Background</td>
<td>1. How many times do the students usually work on a single written</td>
</tr>
<tr>
<td></td>
<td>assignment? (One, two or more, regarding work sessions in one</td>
</tr>
<tr>
<td></td>
<td>assignment.)</td>
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<tr>
<td></td>
<td>2. What do you think is important that the students consider if</td>
</tr>
<tr>
<td></td>
<td>they are working on writing a text more than one class/session?</td>
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<td></td>
<td>3. If the students can work on writing a text on multiple</td>
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<tr>
<td></td>
<td>occasions, do you think they could attain higher results?</td>
</tr>
<tr>
<td></td>
<td>4. Do you think this is important for the students?</td>
</tr>
<tr>
<td>Process-based writing</td>
<td>1. How do you feel that you can influence student motivation</td>
</tr>
<tr>
<td></td>
<td>during a work assignment?</td>
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<tr>
<td></td>
<td>2. What sort of influence do you think that the motivation a</td>
</tr>
<tr>
<td></td>
<td>student has reflects in their work, and successively, in their</td>
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<tr>
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<td>assessment?</td>
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<td></td>
<td>3. What different factors do you think would affect student</td>
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<tr>
<td></td>
<td>motivation?</td>
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<td></td>
<td>4. Is there a relation between motivation and assessment, as far</td>
</tr>
<tr>
<td></td>
<td>as you can see?</td>
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<tr>
<td></td>
<td>5. Do you believe that there is a connection between process-</td>
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<tr>
<td></td>
<td>based writing and student motivation, and how would this, in that</td>
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<tr>
<td></td>
<td>case, look like?</td>
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## Interview guide for student focus group interviews (Swedish and English translation)

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<tr>
<td><strong>Writing in English</strong></td>
<td><strong>Qs</strong></td>
</tr>
<tr>
<td><strong>Background</strong></td>
<td>1. Vilken årskurs går du i just nu?</td>
</tr>
<tr>
<td><strong>Process-based writing</strong></td>
<td>1. Hur många gånger brukar du få lov att ändra i en text i engelska som du själv skrivit?</td>
</tr>
<tr>
<td></td>
<td>2. Om du får lov att redigera i din text, brukar du eller skulle du använda sådana möjligheter?</td>
</tr>
<tr>
<td><strong>Student motivation</strong></td>
<td>1. Vad gör ett arbetsområde dig mer eller mindre motiverad att arbeta med det? Beskriv med en mening.</td>
</tr>
<tr>
<td></td>
<td>2. Om du är motiverad av att arbeta med ett visst område, vilka saker skulle kunna förändra din motivation? (Socialt umgänge i skolan, arbetsupplägg, tydlighet i uppgifter, andra händelser som kan beröra, kan vara till både bättre och sämre.)</td>
</tr>
<tr>
<td></td>
<td>3. Varför tror du din motivation viktig?</td>
</tr>
<tr>
<td></td>
<td>4. Hur viktig tror du att din motivation är för dina studier?</td>
</tr>
<tr>
<td></td>
<td>5. Om du i engelskan får lov att ändra i din text flera gånger, hur ser din motivation ut då? Blir du mer eller mindre motiverad att arbeta med att skriva en text?</td>
</tr>
<tr>
<td>Overall Theme</td>
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<td>---------------------</td>
<td>--------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writing in English</td>
<td>1. What year class are you in right now?</td>
</tr>
<tr>
<td></td>
<td>2. How many times are you allowed to change in your own texts in</td>
</tr>
<tr>
<td></td>
<td>English? (Editing)</td>
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<tr>
<td></td>
<td>3. Do you usually use opportunities to edit and revise in your</td>
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<td></td>
<td>texts?</td>
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<td></td>
<td>4. Do you feel that you improve by using/not using these</td>
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<td></td>
<td>opportunities? Why?</td>
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<td></td>
<td>5. If you are allowed to edit your text in English class multiple</td>
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<td>times, how does it impact your motivation? Do you become more or</td>
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<td>less motivated to write a text?</td>
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<tr>
<td>Process-based writing</td>
<td>1. What does a work field make you more or less motivated to work</td>
</tr>
<tr>
<td></td>
<td>with it? Describe in one sentence.</td>
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<tr>
<td></td>
<td>2. If you are motivated to work with a particular field, what sort</td>
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<td></td>
<td>of things could impact your motivation? (Social interactions in</td>
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<td></td>
<td>school, structure of the assignment, clarity in assignments,</td>
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<td></td>
<td>other events that could influence.)</td>
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<tr>
<td></td>
<td>3. Why do you think that your motivation is important?</td>
</tr>
<tr>
<td></td>
<td>4. How important do you think your motivation is to your studies?</td>
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<td>5. If you are allowed to edit your text in English class multiple</td>
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