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Abstract

This thesis aims to investigate how to use the online writing platform Wikispace in the English classroom and whether implementing wiki writing can have an effect on pupils' motivation for writing and their writing skills.

Technology is rapidly becoming a natural part of everyday life, and statistics show that pupils in lower secondary school use internet on a daily basis, it can therefore be argued that schools should take advantage of the possibilities that are available with technology and digital tools in order to make teaching more relevant and more in line with contemporary society.

Use of technology and digital tools is included in the Norwegian national curriculum (LK06) as one of five basic skills that should be implemented in all subjects. Another basic skill is writing. This thesis combines the two skills, and presents and discusses a study where the online writing platform Wikispace was implemented in English teaching in a 10th grade classroom with the aim of examining whether it can have an effect on pupils' motivation for English writing, as well as their English writing skills.

The study was conducted over a five-month period with, in five research lessons. Three of these lessons consisted of writing on different topics using Wikispace. In order to collect data from all participants in the study and to increase the validity of the results, a variety of data collection methods were used. The pupils were asked to answer questionnaires before and after the study as well as write logs after each lesson. At the end of the research period four pupils were also selected for a short interview. In addition to this, the pupils' regular English teacher was interviewed. Finally, the written material from the wiki was analysed to examine the pupils' language as well as analysing how the pupils made use of the technological advantages available on the wiki.

After conducting the study and examining the data collected there was not found any significant results supporting that writing on a wiki could affect pupils' motivation for or level of writing. Reasons for this lack of findings could be that when conducting the study there were some challenges which resulted in less time spent working with the wiki than planned. However, based on similar research as well as some small indications found in the data material for this study, it could be suggested that a more positive result could be obtained if some changes were implemented in relation to time-aspect and choice of tasks.

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1. Introduction

An investigation done by Statistics Norway on Norwegian's media habits showed that in 2015 100% of teenagers between the age of 13 and 15 years old have access to the internet and that 100% of them use the internet daily (MedieNorge, 2015a, 2015b). In addition, the Norwegian Knowledge promotion curricula (LK06) includes digital competence in the framework for basic skills as one of five basic skills, which are to be implemented in all subjects, together with reading, writing, numeracy and oral skills. Teachers therefore have a responsibility to stay updated and to support the pupils so that they can use the available online tools in an effective and secure way, and also to implement relevant technology and digital tools in education.

Considering all the possibilities available online which could be implemented in education I question how digital tools can be used in class, and how they affect the pupils' learning. In order to examine this, as there are so many available tools and resources online, wiki was chosen as the platform used for the following study and the research question which this thesis aims to answer therefore became 'Could implementing wiki as a writing platform in the EFL classroom effect pupils' writing skills and motivation for writing in English?'.

Writing is a natural skill to combine with digital tools as there are many digital tools which facilitate less demanding and more inspiring writing opportunities. One of these tools is wikis which facilitate writing, sharing text, collaborative writing and the creation of multimodal texts, thus making it an interesting writing platform to implement in the classroom.

This thesis will present a study done at a Norwegian lower secondary school (8th – 10th grade) with a class of 10th graders at the age of 15/16 years old. Where the page Wikispace has been tested in order to find if and how it affect the pupils' writing in English. This introduction section will first include a rationale for the study, before presenting in short the study itself and an overview of this master thesis.

1.1. Rationale

As a young teacher, who went to school in a period where computers and digital tools became a more natural part of my education, I see the benefits digital tools can have on learning when they are used in a relevant and efficient way. The possibilities which are made available with

the use of technology could also inspire new and exciting teaching tools which possibly could enhance pupils' motivation for learning.

When looking back at the English lessons personally experienced during the years at primary, lower and higher secondary school, I realised that the aspect of writing, and creating text was not a major focus in our language lessons. Most writing activities done in school were taking notes, writing down glossary and answering questions, while the opportunities to write longer pieces of text was usually reserved for tests and exams. Writing was also often an activity done privately in a workbook and not shared with anybody except, in some cases, the teacher. The reason for this lack of writing tasks could be that my teachers did not want to take time from the few lessons we had in English to spend writing individually. However, during the time spent in University studying English it has become clear that writing should be a priority in the English classroom as it is an important part of language learning.

When pupils are given the possibility to share their texts with their peers and receive feedback as well as being able to read their peers' entries it could be suggested that the pupils learn from each other and thus are able to improve their own language. By creating a Wikispace page the pupils involved in the study were able to write, edit and add to their text as they deemed appropriate based on feedback from their peers and in collaboration with others.

During my bachelor thesis which focused on aspects of writing and sharing using blogs, pupils were able to create and share texts with each other The results from this study showed that the pupils found it interesting and fun to write online, and gave an indication that using such writing platforms could result in positive effects on the pupils' learning. However, this first study also revealed challenges as there was around 15 different blogs and the aspect of reading and giving feedback to each other was lost.

The indications from this study however, made it interesting to further examine the use of writing and sharing text online, yet as blogging had some challenging aspects, the choice was made to use wiki for this study. A wiki, which is further explained in chapter two of this thesis, is an online writing and publishing platform which allows the teacher to create one page where all pupils participate and create entries. As these entries are gathered on the same page, it makes it easier for both teacher and most importantly pupils to easily navigate between the entries and read and give feedback on peers' texts.

1.2. The study

In order to answer the research question above a study was created and conducted with one class of 10th graders. The pupils were given in total three different writing tasks which they worked on on the class' Wikispace page which was created before starting the study and only used for this current study. The tasks given to the pupils were created based on the school's half-year plan and data collected from each wiki writing lesson was taken into consideration when creating the new task, as congruent with Action Research which is the research method chosen for this study. Each lesson conducted within the study will be thoroughly presented, and their findings discussed in chapters 5, 6 and 7 of this thesis.

1.3. Key words

As stated in the previous section, *Action Research (AR)* was the research method used in the current study. Action Research is defined by Elliot (1991: 69) as "the study of a social situation with a view to improving the quality of actions within it", and allows the researcher to make changes to the general plan based on data collected during the study in order to attempt more positive results.

A *Wiki*, which is the writing platform for this study, is a web based page where everyone can contribute and create content. *Wikispace* was chosen for this study as it allows for easy and free creation of page and users, and also it allows for choosing whether the page is open for all or closed for members only.

Extensive writing is simply put by Lavin (2003: 411) as the act of writing extensively. It is closely connected with Extensive reading and the assumption is that quantity is important for learning. A key aspect of Extensive writing is that it aims for both fluency in language and enjoyment of writing.

During the study, the pupils were asked to participate in *collaborative writing* which quite simply can be defined as writing in collaboration with others, where pupils in pairs or as a group work together to create a written product.

1.4. This thesis

The thesis is divided into 9 main chapters and their subchapters. This introduction is followed by chapter 2 which is where the theoretical background will be presented with a focus on the person, skill and technology aspect of the study. The next two chapters are both focused on method, where chapter 3 gives an outline of the research method used for the study, Action research, and chapter 4 focus on the data collection methods and ethical considerations. Following the methods chapter is the part explaining and discussing the actual study. This part has been divided into three chapters in order to separate the action research based wiki writing lessons from the introduction and completion lessons. Within these chapters the study is presented as conducted, and findings from each lesson are presented and discussed together with the lesson as to give the background for changes made for the following lesson. Chapter 8 is where the study and its results is further discussed in relation to theory and the research question, before the final chapter presents conclusions drawn from the study and suggestions for further research.

2. Theoretical background

This chapter presents the theoretical background for this thesis. The first part of the chapter focuses on important aspects and challenges to consider when working with adolescent learners both from a developmental and a language teaching aspect.

Next follows a discussion on the Norwegian aspect of English as a language and subject, with its basis in the Norwegian national curricula LK06. This also includes a subsection presenting and explaining some of the challenges related to writing and learning to write in a second/foreign language. The last two sections of this chapter focus mainly on the technological aspect of the study, including the focus on digital competency in the Norwegian curricula and in general, writing and technology, computer mediated communication, and a focus on collaborative writing which is highly relevant for this study. Lastly this chapter presents an explanation of what wikis are and how they can be used in an educational setting.

2.1. Teaching teenagers

As this study was conducted in a 10th grade classroom with pupils in the age range 15-16 years old it is important to have knowledge about the pupils and what characteristics one could expect when working with adolescent pupils. It is also important to consider how teaching teenagers could be different from teaching younger children or adults. This section will therefore present and discuss these aspects and which challenges may occur when teaching teenagers.

2.1.1. Biological and social aspects of adolescence and their effects in the classroom

Coleman (2011: 10) suggests that adolescence can be seen as a transition between childhood and adulthood, that is, between the ages of nine and early twenties. During this period children move through various processes; biological, social and intellectual as they create their own identity and find their place in society as young adults (Heggen & Øia, 2005).

A variety of biological changes occur during the early teenage years that may result in adolescents growing taller, changing the pitch of their voice and maturing sexually. However,

the timing of such events is very individual (Coleman, 2011), with some children moving into adolescence early (around 9 years old) and being physically mature by the age of 15, whilst others start later (around 14 years old) and consequently lag behind. Coleman further suggests that these differences in development may have an impact on, and create challenges to teenager's overall concept of self, their self-image and self-awareness, as they become significantly different from each other.

According to Lewis (2007) and Coleman (2011), although the speed of physical development is individual, girls in general mature significantly faster than boys. Lewis (ibid.) also notes that whereas studies have shown that males are mostly positive to peers who mature early and tend to be satisfied with their own physical development as they become taller and stronger, in females the situation is more complex. Amongst girls, early maturity, with the subsequent development of a more noticeable figure and possible weight gain can result in a negative body image and low self-esteem (ibid.).

Intellectual and social development may also influence the teenager's concept of self. As intellectual growth makes it possible for more complex and sophisticated thought patterns and understanding so too does the influence of their peer group become increasingly important (Coleman, 2011). Lewis (2007) suggests that peer relationships and the need that adolescents have to belong to a group early on in their development, have an enormous impact on the establishment of identity and self-confidence. In later adolescence, teenagers become more independent and rely less on the group for support. However, Lewis (ibid.) also states that even though the influence that peers have during adolescence is greater than adult influence it is still important that those adults (e.g. teachers and parents) who have contact with the teenagers continue to support and guide them as they develop their new identities.

Coleman, (2011) suggests that within an educational setting these developmental changes may cause teenagers to become overly focused on how they present themselves to others, making them less willing to actively participate in classroom tasks as they fear their peers' reactions. To avoid this negative development, it is the teacher's responsibility as the adult in the classroom to establish a safe environment where learners can try and fail without the fear of peer criticism. One way of doing this is to create, together as a class, rules of behaviour that ensure that the classroom is an arena for academic and social development.

Other factors, which cause challenges in the teenage classroom, are highlighted by Coleman (2011) as attitudes toward school and motivation, which may be negatively affected, both within and across different school subjects (Galton et al., 2002: Coleman, 2011). Examples of this can be seen in increasingly negative attitudes towards L1 (native or mother tongue language), mathematics and particularly science, especially amongst girls (ibid.). Although the research done by Coleman did not take foreign/second language into consideration, it could be suggested that the studying of a foreign language might also be challenged in relation to classroom attitudes and motivation.

These findings are also supported by Puchta & Schratz (1993: 1) who states that "teenagers are often much less motivated to learn" and suggests that in order to create more motivating language learning the teaching should be more closely linked to the pupils' every day experiences, and thus more personally relevant. Doing this, it was suggested, would enhance motivation and hence learning outcomes as learners were encouraged to bring in and utilise all their knowledge and interests into the classroom.

In addition to Puchta & Schratz notions of having personally relevant topics for language learning, Lewis (2007: 6) suggests that the focus for language teachers should be to "engage teenagers by creating language awareness activities which foster an understanding of, and an interest in how languages function" and moreover that teaching should "encourage group work and collaborative learning through class projects" (2007: 6).

However, although Lewis recognises that teenagers in the 14-17 years range might prefer to work individually, he advises that they should also be encouraged to collaborate as such work may create opportunities for communication and peer support. He also recommends that teachers of teenagers should show an interest in teenage sub-culture and have knowledge of their language and trends in order to understand their communication and behaviour, although, that they should not attempt to join in but maintain their distinct role as an authority figure in the classroom in order to maintain a positive and respectful relationship with the pupils (ibid.).

To summarize these findings in other words one could say that from this it could be concluded that it is important to allow teenagers to develop their own identity and self-esteem through choosing tasks at an appropriate level that they can master, on personally relevant

topics that allow them to discuss and work with themes that interest them. It is also important to treat teenagers with respect in order to receive respect from them.

2.1.2. Affective factors in language learning

Having discussed the development of teenagers, this section will address the specific affective factors that relate to second/foreign language learning in order to better understand how these might be relevant to the secondary school context.

Brown (2007: 154) suggests that, "the most pervasive aspect of any human behaviour" is the learner's self-esteem. This is in agreement with Maslow's (1970) *Hierarchy*, which charts the five needs that a person has to fulfil in order to be motivated. Firstly, there are the basic physiological needs of food and water that are needed in order to survive. Secondly, there is need for safety, security, protection and stability. Maslow (1970: 43) further suggests that once a person has fulfilled both their physiological and safety needs "... He will hunger for affectionate relations with people in general, namely, for a place in his group or family, and he will strive with great intensity to achieve this goal." Which Maslow defines as the need for belongingness and love. The fourth need, esteem, can be divided into two sets; the desire for achievement, mastery and adequacy, and the need for reputation, status and appreciation. Both of these may impact the person's self-esteem and self-image and may affect the outcome of any activity (Brown, 2007), which in this context will include language learning activities and the need for an individual to feel achievement and mastery over the task whilst maintaining one's reputation amongst peers. The fifth and final step of Maslow's hierarchy is the need for self-actualisation (Maslow, 1970: 46), this need develops only when all the previous four needs have been fulfilled, giving the person motivation and the focused ability to achieve their goals. In order to attempt this, individuals need to be courageous in their efforts, something which requires strong self-esteem and self-confidence.

Brown (2007: 155) notes that there are three levels of self-esteem that may have an effect on learning. Firstly, general (global) self-esteem, which is the "general or prevailing assessment one makes of one's worth over time and across a number of situations." This level can be seen as a median level of self-esteem and is connected to mature adults who have experienced success within a variety of different contexts. The second, situational, or specific self-esteem, relates to how one views oneself in relation to specific interactions, such as those in social, educational, work settings or within specific traits such as intelligence, athletic

ability or communicative skills. In a school context this could show itself with a pupil having low self-esteem when it comes to education, yet high self-esteem when socialising with peers. Lastly, the third level of self-esteem is related to specific tasks within a given situation. While situational self-esteem relates to the situation as a whole i.e. language acquisition, task self-esteem is narrower and relates to a specific task or skill such as writing.

Foundational concepts of attribution can be viewed as a deeper aspect of self-esteem as it relates to how the learner explain their own success and failure. According to Weiner's attribution theorythere are "four explanations for success and/ or failure in achieving a personal objective: ability, effort, perceived difficulty of a task, and luck" (Brown, 2007: 156). Whilst two of these explanations; perceived difficulty of a task, and luck, can be seen as external explanations, the other two; ability and effort are internal where the pupil explains success or failure with personal attributes such as their lack of knowledge or poor language abilities, or due to effort put into the task. If pupils often experience failure attributes these failures to ability they might spiral into a self-fulfilling sense of failure where they go into tasks thinking that they will not be able to achieve anything and therefore put less effort into the task resulting in negative product which again is attributed to ability. This negative cycle could have a negative impact on the pupil's self-confidence both in terms of task and situational. When pupils have low self-esteem, it could result in them not participating in the language classroom and also in them building up walls around them as to not show their weaknesses and protect their ego (ibid.). It is therefore important, in order to end this cycle of negativity that pupils are given tasks that they believe they are able to achieve which in turn can result in a positive cycle of achieving and believing in one's abilities (ibid.)

Brown (2007) also argues that motivation is to an important affective factor in language learning. Motivation can, according to Brown be divided into three perspectives; behavioural, cognitive and constructivist. Whilst from the behavioural perspective motivation is based on the anticipation of an external reward (you are motivated to do something in order to gain something), the cognitive perspective puts more emphasis on the internal and the person's decisions of what they would like to achieve or avoid, and it is suggested that these choices are based upon needs (i.e. the need to know more, or to explore). The third perspective; constructivist sees motivation as driven by the social context derived from interactions with others. In a language learning context, it could be found that the pupils are unmotivated to learn a second/foreign language as they do not see the rewards of learning or how it fulfils their needs, and see no context in which this skill is useful. From a teacher

perspective, it would then be necessary to explain how learning language is rewarding and useful both in from a personal and social aspect in order to attempt to create motivation for learning language

In addition to these perspectives of motivation, a division can also be made into intrinsic and extrinsic motivation. Intrinsic motivation could be seen as internal motivation, where the pupil is motivated to complete a task for his or her own sake, whilst extrinsic motivation is based in outer factors such as receiving a good grade or money (Brown, 2007). Research has shown that intrinsic motivation is more powerful "especially for long-term retention." (Brown, 2007: 173). Whilst it is argued that it is probably not possible to remove extrinsic motives it is suggested that by presenting the pupils with appropriately challenging tasks, which Krashen (1985; Brown 2007) called i+1 (i being within the ability of the pupil) it could result in pupils being motivated to reach for higher achievement.

2.1.3. Teenage language learners' attitudes towards writing

According to Bottomley, Henk & Melnick (1997/98) children's attitudes, values, beliefs and motivation play a role in literacy learning and hence is important when it comes to writing. Within the Norwegian national curriculum (LK06) writing is presented as a basic skill which is to be included in all subjects. Congruent with this, the English subject curricula include an array of aims considering the pupils' ability to communicate in writing. This implies that writing should be in focus in language learning, and that it is important to spend time writing in education. However, in order to encourage pupils to spend more time writing it is important to have knowledge about teenage pupils' attitudes towards writing, and how these can be changed to the positive.

A study conducted in the USA in 1975 asked 13.000 pupils from grades 1st to 8th about their attitudes towards different school subjects, activities and tasks (Hogan 1980). This survey included a section on writing and different writing activities. Findings showed that the attitudes towards writing started positively in the early grades but then positivity decreased as pupils grew older, ending with 8th grade (13-14 years old) (Hogan, 1980: 123). Similarly, Knudson's (1993: 587) studies in the early 90's show that in general boys' attitudes to writing were less positive than girls' and that older pupils' attitudes were less positive than the younger pupils'. This suggests that when working with teenagers one can expect their attitudes towards writing to be less positive than elementary school pupils, and in order to turn

this negative development it will be important to include tasks which are experienced as motivating and relevant for the pupils as they move upwards in secondary school in order to maintain and increase their motivation and positive attitude for writing.

However, Knudson (1993) also found that grade 12 students (17-18 years old) showed a distinct increase in positive attitudes towards writing, suggesting that once the teenagers mature their attitudes towards writing become more positive. This could be explained by their greater understanding of the role that writing can play in their lives.

Combining these findings on attitudes towards writing, it seems that teenagers have the least positive attitudes to writing, and could therefore be considered the hardest pupils to motivate. In order to resolve this challenge Knudson (1993), suggests that writing instruction should not only develop the skill of writing but also develop a desire to write. Drawing on the previously stated importance of personally relevant writing tasks (Puchta & Schratz, 1993) one could assume that giving pupils in secondary school more personal writing tasks could increase their motivation for writing, giving them a desire to write on topics that they care about and thus create more positive attitudes towards writing.

Writing on a wiki, or another digital platform could perhaps be used to increase motivation towards writing as the pupils are able to produce text, edit, create multimodal texts and publish for others to read which according to Hyland (2009) can have a positive effect. By allowing the pupils to work with text in a non-linear way, where they can work with different parts of the text simultaneously, create meaning trough combining text, images, film and sound the tasks can be perceived as more enjoyable and thus more motivating as the pupils can use their creativity in a way that is not possible when doing typical workbook exercises as taking notes and writing summaries.

2.2. The Norwegian context

As this study is conducted in a classroom with Norwegian pupils it is important to explain the context in which this study operates based on the national curricula and the status of the English language in Norway. Considering that most of the pupils' first language is Norwegian it is also important to understand the challenges of writing in English and have knowledge about what language learners have to keep in mind when writing in a language which is not their first.

2.2.1. The role of English in Norwegian schools

As indicated by the use of the term EFL in the title of this thesis, English is traditionally considered a foreign language in Norway. However, Nayar (1997 in Brown, 2007), notes that English in Scandinavia can be considered as a variation of English as a second language (ESL) rather than as English as a foreign language (EFL). The reason for this being that even though English has no official status in the Scandinavian countries, it has such a high profile that the majority of educated people in Scandinavia are able to "communicate competently with native speakers of English" (Brown, 2007: 205).

In Norway, English language is taught from first to tenth grade (ages 6-16), other languages (e.g. French, German and Spanish), are normally introduced from the beginning of Secondary school (grade 8). According to the Norwegian national curricula (LK06) the role of the English language is as an important world-language and the subject of English is viewed as something Norwegians need in order to function in an increasingly international society where English is considered the *Lingua Franca* (The Norwegian Directorate for Education and Training (Udir), 2013). Further, in the English subject curricula it is stated that in order to function in a society where English is more and more common learners need to

...develop a vocabulary and skills in using the systems of the English language, it`s phonology, orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations (ibid.).

An argument for the special status of English, when compared with other foreign languages can be seen in two examples. Firstly, the aims and competence aims for EFL are separately described from other languages. This is in part because the expected goals of EFL are higher due to the earlier start of English from first grade. Secondly, its status is similar to the school subjects Norwegian and Mathematics, in that learners leaving Secondary school will be compulsorily examined in both their written and spoken English abilities.

As a result of this special status, it could be suggested that English is considered more than just a foreign language within the Norwegian education system. Although English is not an official national language within Norway, its prevalence within schools and wider Norwegian culture and daily life makes it important that schools and education focus on finding relevant and motivational ways to teach English in school creating an environment where the pupils are able to use the language both orally and in writing.

2.2.2. The LK06 five basic skills and writing

Within the Norwegian curriculum (LK06) and in addition to the subject specific competence aims for grades 1-10, there is a framework of five *Basic skills*, writing, reading, oral skills, numeracy and digital skills, that are to be integrated into every subject throughout the ten years of elementary and lower secondary school (Norwegian Directorate for Education and Training (Udir), 2012). In this study, writing and digital skills come naturally to focus as the pupils are asked to produce text using computers and an online writing platform. While this section focuses on writing as a basic skill, digital skills as a basic skill will be presented later in this chapter.

The Framework for Basic Skills presents writing as "a tool for developing one's own thoughts in the learning process" and focuses on the learners' ability to express themselves "understandably and appropriately", on different topics, and to communicate in the written mode (Udir, 2012). When a teacher focuses on writing as a basic skill in the classroom, the aim is therefore to enhance the pupils' opportunity to create texts (or output) that can be read and understood by others. As Lavin (2003: 411) explains,

...output generates rather different cognitive processes from those generated by input and encourages learners to notice syntactic features and consequently, given suitable conditions, improve their output

It can be concluded from this that practicing writing and producing written text can lead to improving the pupils' writing skills and possibly making it more accurate by helping them to notice grammar structures, spelling and how to combine words to create sentences. To summarize, one can say that by writing more the pupils become better writers, and that to become great writers we have to write as much as possible.

This is congruent with the theory of extensive writing which, as stated in the introduction can be easily defined as writing extensively (Lavin, 2003: 411). The focus in extensive writing is quantity, and the reason for this is the finding that regular writing practice seems to have a greater impact on grammatical aspects of the pupils' writing than having errors corrected (Truscott, 1996 in Lavin, 2003).

According to Sun (2010: 328) extensive writing encourages pupils to "write as much as possible in- and outside of the classroom", on a variety of topics and in different ways and genres. Extensive writing is built upon the positive findings from extensive reading which has been found to enhance language competence and vocabulary growth as the reader encounters

new words and is constantly exposed to words and sentences which they have to find meaning from, and thus incorporate as a part of their vocabulary (ibid.).

Also, research done by Maley (2010) found that extensive reading "creates and sustains motivation to read more". Allowing pupils to write extensively and without being assessed could have the same positive results with pupils enhancing their vocabulary and language skills, while also becoming motivated to write more as they find that they master with practice.

This study conducted in connection with this thesis adopted a partial approach to extensive writing where the pupils were not able to choose their own topics for writing and were asked to answer to a task which does not follow the characteristics of extensive writing, yet the pupils were writing on different topics and genres, and their writing was not assessed.

Drew & Sørheim (2006: 69) states that "the period between the ages of ten and sixteen represents a key stage in a writer's development". It could therefore be argued that it is important that the pupils, which are in this age-range, are given possibilities to write as often as possible. They also point out that given the diverse nature of writing pupils should be encouraged to write in different genres and for different purposes in order to learn how to use, and become comfortable with, written language and before eventually going in to higher education (ibid.).

2.2.3. Writing in a second/foreign language

In addition to writing being one of the five basic skills in the Norwegian curricula, the English subject curriculum also includes a list of aims within written communication which pupils are supposed to have reached when they leave secondary school after 10th grade (15/16 years old)[1]. Some of the aims which are most relevant to this study include; "write different types of texts with structure and coherence", and "use digital tools and formal requirements for information processing, text production and communication", other aims focus on the ability to find and use information, understand and use topic-related vocabulary and more. In total the list of aims for written communication includes 10 aims which are to be reached during the three years at secondary school (Udir, 2013).

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[1]Appendix 1

Cameron (2001: 123) states that literacy, and within that writing, can be divided into two aspects: social as in that it allows people to share meanings across space and time, and cognitive as it "requires that people use specific skills and knowledge about how the written language operates". Writing in a foreign language demands that the learner knows spelling, grammar and language rules which might differ from oral language. One example which might cause challenges is that many words are spelled quite differently from how they are pronounced. This demands that the pupils are aware of spelling and how the spelling of a word can change the meaning drastically (as in witch/which).

In addition, Cameron also notes that writing and reading text often provides less language support compared with spoken language where one usually receives feedback continuously (Cameron, 2001: 127). As pupils are reading or writing individually they are more reliant on their own understanding and language knowledge. However, when using collaborative writing platforms such as the wiki pupils are given more support in their writing as they are able to receive support from each other, this will be discussed further later in this chapter.

According to Hyland (2014) there are clear differences between writing in a first language and in a second language that are caused by aspects of an individual's learning behaviours and cultural differences. These differences may create challenges when writing in a second or foreign language and is therefore important to considerate when asking pupils to produce text in the target language (L2) such as writing in English on the wiki page in this current study.

One of the differences between writing in L1 & L2, as described by Hyland, is that when you write in your first language (L1) you already have thousands of words in your vocabulary and an intuitive understanding of the language's grammar as it is the mother tongue which you have been submerged in from birth. Therefore, when a learner first starts to write and produce text in their L1 the challenges are, for example, how to technically form letters and sentences on the page as they already have the vocabulary to present meaning.

When starting to write in a second language (L2), learners often have to learn new grammatical structures and vocabulary as they write in order to construct their sentences and complete the text. These extra elements involved in L2 writing have been shown to have a detrimental effect on the texts written by L2 learners on both the quality of the writing product and the writing process. Studies show that texts written by L2 writers are often *shorter, less cohesive, less fluent, and contain more errors*, than those written by their L1

peers (Hyland, 2014: 34). The reason for this is quite natural, as the L2 writers might not yet have the needed vocabulary and thus struggle to find the right words.

There could also be differences in the organization of text and text structure as in how arguments are made, use of quotes and information, different audience perception and such (Hyland, 2014). According to Hyland the expectations that people have about the ways texts are organized differ from culture to culture and could thus have an effect on L2 writing (Hyland, 2014: 45)

The teaching approach used by teachers in different cultures may also influence the way learners approach the task of writing. For example, writers in 'Western' classrooms are encouraged to be creative and to have a critical approach to their own and their peers' writing. Conversely, the focus of writing in 'non-Western' cultures is the ability to present knowledge and facts, concisely and without a personal voice (Hyland, 2014).

When assessing the impact of these two L2 writing challenges it could be suggested that such cultural aspects should not create many difficulties, since the majority of L2 learners in Norwegian classrooms are from a 'Western' culture. However, the inevitable extra cognitive load that writing in a L2 requires should be taken into consideration within Norwegian classrooms as pupils have to put themselves in a different mind frame not only considering language and vocabulary but also how to structure texts in L2 and how to create meaning.

2.3. Use of technology

Looking at today's society with computers, e-mail, smartphones and other technical devices and aids one can say that technology has become a natural part of most people's lives both personal and professional. Technology is at the centre of this study and therefore it is important to have information on how technology is incorporated into education in Norway and present some key aspects of using digital tools for writing that are quite relevant for the study.

Based on the fact that technology takes more and more place in our daily life it can be argued that schools have a responsibility to include technology and digital tools in their teaching in order to prepare their learners for the future. Before reviewing the digital writing platform Wiki and its use in this research, this section will present current views on the use of

IT in Norwegian schools as well as some of the positive aspects of using digital tools and the internet for writing.

2.3.1. Digital skills as a basic skill in LK06

As noted earlier the 'Framework for basic skills', also includes digital competence as a skill (Udir, 2012). The inclusion of digital skills into the national curriculum reveals an understanding by the Norwegian Department of Education of the need for digital competency in a constantly evolving digital world. According to the Framework the competency aims for digital skills include; the ability to use digital tools, media and resources "efficiently and responsibly". The pupils should also be able to "solve practical tasks, find and process information, design digital products and communicate content" (Udir, 2012).

In addition, pupils are also supposed to develop digital judgement through "acquiring knowledge and good strategies for the use of the Internet" (Udir, 2012). These aims demand that teachers in Norwegian schools take responsibility to implement digital tools such as online resources and use computer based reading, writing and mathematical programmes to support pupil learning wherever digital resources and tools are suitable. It also requires that teachers teach the pupils how to efficiently and safely navigate the internet, which includes critical thinking in terms of what pages are safe and trustable, where should they find information, who can they trust, and 'netiquette' which is short for net etiquette; how they should behave online.

The idea behind including digital skills, as one of five basic skills, is according to the Department of Education that the pupils need digital skills for further learning and to become active participants "in working life and a society in constant change" (Udir, 2012). It is therefore important that the pupils are allowed to and encouraged to use relevant and useful digital resources and tools in order to become more efficient and implement technology as a natural part of their reading, writing and problem solving.

2.3.2. Patterns of digital competence

According to Lewis (2007: 10) technology has such "an enormous impact on all aspects of teenage life" which in turn means that it "simply cannot be ignored". Similarly, Prensky (2012: 68-69) notes that, today's teenagers and young adults differ from older generations in

their digital competence. Young people today, "…think and process information fundamentally differently from their predecessors, and are all "native speakers" of the digital language of computers, video games, and the internet" (ibid.). He further suggests that, these later generations can be seen as *digital natives*, born into a world where they are surrounded by technology, which they have learned to navigate through since childhood with little or no difficulties.

In contrast, adults, born before the birth of public access internet, are considered *digital immigrants*, who have at some time in their life gained knowledge of and taken advantage of the technology, but also have had to work harder to learn a new skill set in an evolving digital world. It could be suggested, that although Prensky's findings are based on the situation in the U.S.A. that they are just as relevant for the situation in Norway. The implication being that in many cases Norwegian pupils and teachers have different levels of digital competency; pupils often having better digital skills than their teacher. It could be argued, that this could cause classroom challenges when the less knowledgeable teacher has responsibility to implement safe and educational ways to use technology in class.

Statistics Norway (MedieNorge, 2015a/2015b) who investigated Norwegian media habits exemplifies these arguments. Their findings show that 100% of 13 -15 year olds have access to the internet and that 100% of them, use the internet daily. By comparison, those in the age-range 45 years and over, not only have less access but also use the internet less. The gap might have been reduced over the two last years, but it can still be said to support the division made by Prensky (2012) of digital natives and digital immigrants.

2.3.3. Access to computers and digital learning

Although these findings show general trends amongst the population as a whole the opportunities for a teacher to implement good IT education will be dependent on the school based facilities and ICT provision available. A study conducted by the Norwegian ICT centre shows that in secondary schools there is, on average, one computer per 2,2 pupils (Hatlevik, Egeberg, Guðmundsdóttir, Loftsgarden & Loi 2013). However, these are average figures and the number of computers per school varies widely from complete provision (one computer per pupil) to much less than this. There is also a wide variation in the quality if the computers and software available.

Despite these variations, the European school network study (European Schoolnet, 2013 in Hatlevik et.al., 2013: 56) showed access does not necessarily improve the amount or content of IT use. Norwegian schools are for example above average in pupil access to IT within Europe but only average in computer use amongst 8th graders. Although it cannot be concluded that computer use equals more IT learning on the syllabus, it could indicate that Norwegian schools are failing to take full advantage of the computers and online learning tools available.

By comparison, this European study (ibid.) also showed that schools in Norway score highly on using school websites or learning-platforms online. Although the research did not specify how these sites and platforms are used it could be concluded that there *are* possibilities for creating an online learning-platform where the pupils can interact and discuss academic topics.

2.3.4. Writing and technology

Writing as a skill has always required some kind of implement whether it is pen and paper, typewriters, or computers; writing tools evolve as new technologies develop new ways of creating and working with texts. However, using new digital tools to create texts will require the acquisition of different skills than writing with pen and paper. As writing skills are most often learnt in schools this implies that these new skills will also have to be taught and developed within the classroom. It could be argued that new technologies with new opportunities and ways of writing may change the way we write, the genres we write in, the finished product and the possibilities the writer has for publishing and subsequent readership.

According to Hyland (2014: 144) there are many positive effects on the quality of the final text when using writing software that includes drafting, editing, proof-reading, formatting and publication processes. The possibilities of word processors to cut and paste sentences, paragraphs or even whole pages of information makes editing easier as the writer is able to move, change and remove parts of the text without having to start afresh. Grammar and spellchecking software also help writers to create well-written sentences and decrease the amount of time spent finding the right spelling. Hyland (2014) further suggests that these aids gives the author more time to concentrate on the writing and can therefore result in longer, more fluent and better edited texts.

Another aspect of new writing technologies is that they facilitate the creation of new multimodal texts that combine text with pictures, sound and film (Hyland, 2009). Creating multimodal texts can make the production of texts more interesting and exciting for the writer as they are able to experiment with using different types of media to convey meaning. Writers can add suitable images to illustrate written text or develop images that include written text to create more artistic products. For the reader, multimodal texts could make the text more interesting and easier to comprehend than written text alone as the readers' understanding of the meaning is supported through the use of pictures and/or other media.

A further element of multi-modal texts is that they may also encourage "nonlinear writing and reading processes" (Hyland, 2009: 58). By adding hyperlinks, pictures and other elements, the writer offers the reader various options for approaching the text. Hyperlinks, for example, allow the reader to move between pages and choose what and how to read the text, focusing on specific topics within the text that s/he finds more interesting and discarding others.

These new writing approaches change the relationship between writers and readers and in addition, extend the possibilities of direct computer based communication through chatting and forums where people from all over the world can communicate with each other using computers. Within the language classroom this could give opportunities for learning from first language speakers of the target language where the pupils could create text for – and read text created by – native English speakers on topics that they find interesting which in turn could influence language learning and writing skills.

As has been discussed new technologies offer support not only when writing traditional texts but also facilitate the creation of multimodal texts. For these reasons Hyland (2014) suggests that there is a need for the users of new writing technologies to learn and extend their IT skills, something that digital natives (Prensky, 2012) should be encouraged to do, experimenting with different styles, combinations of text/visual aids/audio in the creation of more exiting texts to share with their reading audience.

2.3.5. Computer Mediated Communication

Computer Mediated Communication (CMC), refers to any form of computer-based discussion; for example, emails, chat rooms, discussion boards and social media (e.g. Facebook and Twitter) (Beatty, 2010). Recent findings related to the Norwegian population's

computer habits (MedieNorge, 2015c) show that, in 2014, 53% of those aged 9 - 15 years old used the internet daily to chat with other people, and in 2015 around 40-45% used social media (Facebook etc.) (MedieNorge, 2015d).

Since young people are already active users of CMC then it could be assumed that it is integrated into their way of life and that even though learning in most cases might not be a conscious aspect of such communication, these skills could be transferable and useful when working in classroom.

Beatty (2010) agrees and suggests that these types of communication are particularly useful when working in the EFL classroom and suggests that the opportunity for learning is always present, especially when L2 learners communicate, whether it be with native speakers of the target language or other L2 learners. The reason being that although the communication might be informal learners still have to negotiate meaning through communicating in a language which is, for L2 learners, not their first language. This means that they have to create and interpret text and maintain a conversation using the target language, building on each other's answers, interpreting, asking questions and clarifying, all aspects of learning the target language (Beatty, 2010: 69).

Previous research focuses on two main benefits of using CMC in the L2 classroom. Firstly, there are benefits to learners' language skills. Niiya et. al. (Niiiya, Warschauer & Zheng, 2013: 106-107) propose that CMC helps language learners develop complexity in their language skills and increase their ability to notice and make use of new language by writing in an environment where others read and communicate back allowing the learners to learn from each other. Amongst others, Abrams (2001) and Blake (2000) (in Niiya et.al., 2013: 106) agree that using CMC can enhance L2 learners' vocabulary acquisition by forcing comprehensible output which is read by others and reading others' texts.

Other studies, including Chun (1994), Kern (1995) and Warschauer (1996) (in Niiya et.al., 2013), similarly indicate that written online discussions using CMC tends to encourage learners to produce more lexically and syntactically complex language. Chun's study of a group of German first-year college students suggests that after one semester of using CMC the students produced more complexity in their sentence structures. Both Kern and Warschauer compared oral/face-to-face communication with CMC in college level students and found that CMC resulted in more complex and formal language than oral discussions (Niiya et.al., 2013: 106). This in turn could be transferred to text writing and the production of more academic texts in the target language.

CMC encourages the participants to produce comprehensible output, and it is suggested that using an electronic discussion board for a task which involves information exchange should increase vocabulary and give the learners opportunities to reflect on their own and others' language (Niiya et.al., 2013).

A second benefit of using CMC focuses on its possible effects on the affective learning of L2 learners. Niiya et al (2013: 105) suggest that computer-based written communication has a positive learning effect on those learners who do not tend to participate actively in oral discussions. The reason for this being that they may perceive it as safer and less intimidating to write down their points and arguments because it gives more time to decide how to answer, and more time to reflect upon the answers given by others in the discussion. Pupils might find it intimidating to involve themselves in oral discussions as it is often fast paced where the participants have to come up with and articulate arguments on the spot and also facing reactions on their less thought through arguments. Having time to think, write down, read through, edit and then publish one's argument in a discussion could be experienced as safer as they are able to create a more precise argument that they have worked with and can stand by.

Giving the pupils time to reflect, gather thoughts and compose an answer can also result in more advanced discussions as they are able to write down and edit their points before publishing it thus improving the level of literacy as they write and read their peers' entries. Creating safe digital communication platforms for the pupils to use could therefore result in not only more participation but also enhance the pupils' language skills over time.

These benefits of using CMC can also be translated to the use of wikis where the pupils are able to read their peers' texts, compose their own texts, give and receive feedback as comments on topic or language in the comment section, allowing for explanations, discussions and written communication through the wiki.

2.4. Collaborative writing

The Oxford Advanced Learner's dictionary defines collaboration as "…the act of working with another person or group of people to create or produce something" (OALD, 2015). Within a classroom this will often entail pupils negotiating how best to answer a given question or complete a task together, discussing and finding the best ways to structure, divide

workload and reach the best possible result (Beatty, 2010). To do this, it will be important that the learners know how to collaborate and how to behave when working in a group, including being able to be open to and acceptant of their peers' input and ideas, and being able to communicate with each other.

These skills are consistent with what Steineke (2002) calls maintenance and academic skills which need to be taught to the pupils as these are not inherent. Steineke states that in order to achieve successful collaboration it is important to recognise which skills are important to have and then keep focus on them in order for the pupils to internalise the needed skills (ibid.). Examples of such skills could be quiet voices and taking turns (maintenance skills), and asking questions and giving help (academic skills).

Beatty (2010) similarly suggests that task collaboration is useful in the classroom as it can encourage both social and cognitive skills within the pupil, as congruent with Steineke's (2002) maintenance and academic skills; skills which may be needed in their professional futures where most workers will have to collaborate with others.

According to Beatty (2010:108-109) collaboration is

an important activity in the classroom because it encourages both social skills and thinking skills and mirrors the way in which learners often need to work in an academic setting and certainly once they leave it.

He also states one of the most useful methods for language learning is through tasks that involve collaboration, where learners can discuss language, content and process in the target language, and build on each other's topic and language knowledge (Beatty, 2010).

Collaborative writing entails learners collaborating on a text written together with others. This collaboration creates a process where peers can scaffold each other by giving feedback on their texts and help each other when composing, structuring and creating a written product. Bruner's theory of scaffolding which originally was a metaphor for "depicting the form and quality of the effective intervention by a 'learned' person in the learning of another person" (Maybin, Mercer & Stierer, 1992) builds on Vygotsky's (1978: 85-86) work where he describes the zone of proximal development (ZPD) as that state of knowing which is between a person's *actual development*, meaning what the person is able to do by itself in terms of problem solving and completing tasks, and a person's *potential development*, meaning what the person is able to do when guided by a more competent other. In collaboration with a more competent other the person is able to master higher-level tasks and solve more difficult problems, which they can then eventually master on their own.

Storch (2005: 154) has undertaken a number of studies on collaboration in both L1 and L2 writing and has made a number of findings. Firstly, she found that collaboration is often limited to two main purposes: brainstorming before producing text, and peer feedback on the final result. However, she notes that collaborative writing can readily be used throughout the text writing process from brainstorming, to creating and producing a final result and that such collaboration gives the pair/group "joint responsibility over the production of the text which may promote a sense of co-ownership and hence encourage students to contribute to the decision making on all aspects of writing: content, structure, and language".

Secondly, Storch found that collaborative writing fostered reflective thinking and created a shift where the writers not only focus on the grammar and structure of a text but also the discourse. Thirdly, she found that when learners were asked to complete tasks which involved composition (both individually and in pairs), those completed as pairs resulted in enhanced accuracy (Storch, 2005). Finally, a study on L2 college students found that although the resulting composition texts tended to be shorter when done in pairs, they were more accurate and consisted of more complex sentences when compared to individual texts (ibid.).

Drew & Sørheim (2006: 81) concurs that writing in groups, or collaborative writing, "can be stimulating, motivating and often simply good fun for pupils". He also states that what is learnt from writing in groups often supports the learner when writing individually later. This is congruent with Vygotsky's theory of the zone of proximal development as in what the learner can do in a group s/he later can do alone. In addition to collaborative writing being positive in a writing aspect, they also suggests that writing in a group can support weaker writers in the sense that they feel more secure (ibid.).

Taking these findings into consideration, it could be suggested that instead of individual text creation, where a pupil decides on the content, structure and language alone, that collaborative text production, where the group can discuss these and other text elements using their combined knowledge and where the opportunity for peer feedback is always present could result in both improvements in the product and the processes of writing. In addition, these findings suggest that collaborative writing has positive effects on learning outcome in terms of language learning, sentence building and structure with the resulting text being more accurate. Although these research studies presented are small scale the implications are that these findings might also be applicable to other groups.

2.4.1. Wikis

Richardson (2010: 55) defines a wiki as "… a website where anyone can edit anything anytime they want". Such joint editorship, with contributors being able to read, write, add and edit information as they please, implies that this type of collaboration will result in an improved wiki page with enhanced language and information. An example of this is one of the largest and most known wiki pages: Wikipedia, which is an online encyclopaedia where anyone can both add new pages and edit, add or remove information from other contributors' pages.

Using wikis in an educational setting allows for collaboration between participants in creating a product. They are not only able to read each other's text but also have others read their text and give feedback through commenting and editing. For the teacher wikis also allows for tracking the pupils' development as one can track changes made to each entry to observe how the pupil edits the text and how their text progress over time (Solomon & Schrum, 2007).

Using a wiki can also take learning beyond the frames of the classroom and encourage writing outside of lessons. As the pupils are able to access the wiki from home or other locations tey are therefore able to work with their entries over time and without having to be limited to school schedule (Solomon & Schrum, 2007). They are also able to access the wiki whenever they like in order to read other pupils' entries and thus able to learn from each other. This could be a useful tool when studying for a test or exam as they do not only have their own work but can also gain knowledge from other pupils' texts which would not be as accessible if using traditional writing platforms such as pen and paper or word-processing programs which does not open for publications.

Collaboration on a Wiki is different from face-to-face collaboration as the contributors need not be geographically collected; they could even be on different continents. Therefore, within an educational framework, it could be suggested that there are fundamental differences in the social aspect of collaboration that moves beyond that done in classrooms and computer labs to a wiki page where contributors can discuss changes, in for example language, as they collaborate on creating a page. Although unlike traditional written tasks, here the wiki page may never be completed as the process of improving and adding to it can continue beyond normal class task limits.

However, the challenge when using a publicly open wiki page to exchange information is how it can be kept correct and relevant, especially when so-called trolls[2] maliciously destroy or alter entries. To avoid this issue within the classroom or other private arenas, the wiki page can be held in private class ownership with members being accepted by the teacher, and not made public, thus removing the possibility for this to happen as the administrator manage the contributions. When working with secondary school learners this creates a secure environment where an administrator (normally the teacher) can have control over the wiki making sure that everyone behaves appropriately and respectfully.

2.5. Summary

In this chapter, an effort has been made to present relevant background theory for the study presented in this thesis. Starting with showing how teaching teenagers can be challenging due to their developmental stage where they experience great changes both biologically and mentally which research has shown can interfere with their motivation for learning and working with school subjects. In addition to the human aspect this chapter has also focused on the practical aspect of working with English and technology in Norwegian schools. The LK06 is the basis of all education in Norway and is therefore setting the frame for all lessons, and therefore also for the study that was conducted for the current thesis.

As the study involves digital tools and technology there has also been a focus on presenting and explaining aspects of working with technology in school and when working with writing, presenting opportunities given by writing on computers where pupils are not only able to write and edit their texts more freely thanks to word-processing tools but also by using digital tools are able to communicate with each other using text, collaborate on producing text and create multimodal text to enhance meaning and readability.

Lastly this chapter has included a section on the main writing platform used for this study, the wiki. As stated, the wiki opens up for many possibilities with writing, publishing and collaboration which could result in more opportunities for learning as each pupil is able to collaborate with and learn from other pupils and thus evolve their literacy skills.

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[2] People who write false or insulting messages in Internet chat rooms, blogs, etc. in order to make other people angry (OALD, 2015).

3. Research method: Action research

Action research can be used as a research method to test out and evaluate different changes made to an educational setting in order to discover whether these changes had any effect on the learners and whether the teaching methods used could be beneficial for learning. For the current study, where the object was to create opportunities to produce written text, edit, have an audience and to learn from peers, it was useful to be able to evaluate and make changes to the plan based on the previous lessons. It was obvious, both when observing the pupils work and by reading the comments in their logs, that changes in the tasks could enhance language production.

As presented in the introduction the research question for the current thesis question whether using wikis as a writing platform could effect pupils' motivation for and level of writing in English. In order to examine this, and as a wiki can be used for different ways of creating text, it was useful to approach it using Action Research as each lesson could reveal new challenges to be considered. Also, as the study was conducted over time it was necessary to use different methods and tasks based on the lesson plan for the period as all types of writing-tasks are not appropriate for all types of topics. By using Action research, it is possible to implement different strategies in order to, hopefully, create a more positive learning situation.

3.1. Action Research – a description

According to McNiff (2013) Action research is "a name given to a particular way of looking at your practice to check whether it is as you feel it should be" (McNiff, 2013: 23), while Elliot (1991) defines Action research as "the study of a social situation with a view to improving the quality of actions within it" (Elliot, 1991: 69). Both of these explanations of the term imply that Action research is focused on improving the actions made in a situation such as an educational one in order to create a better situation for the involved parties.

The term Action research (AR), was first introduced by the social psychologist Kurt Lewin (Elliot, 1991), to describe a cyclical research approach where the implementation of each subsequent cycle is adjusted based on the data gathered from the previous one. There is no limit set on the number of cycles done although traditionally 3 or 4 cycles is thought to give adequate results (ibid.). Starting from a basic cycle the method includes 7 steps which are

as follows; 1.*identifying a general idea*, which is the step where you find out what is interesting and useful to research, 2.*reconnaissance*, gathering information and data about the research question created in step 1, 3. *general planning*, finding out how the situation can be improved and what needs to be done in order to improve on it, 4.*developing he first action step*, where you create a plan for implementing the changes in order to improve the current situation, 5.*implementing the first action step*, where you actually set the plan into life in the classroom, 6.*evaluation* of the implementation and its outcome, what had a positive and negative effect on the situation, and 7.*revising the general plan*, how has the changes made in first action step changed the general situation and which other changes can be made to further improve it. A second cycle is then set in motion focusing only on step 4-7 implementing and evaluating different changes for each cycle to improve the situation (Elliot, 1991).
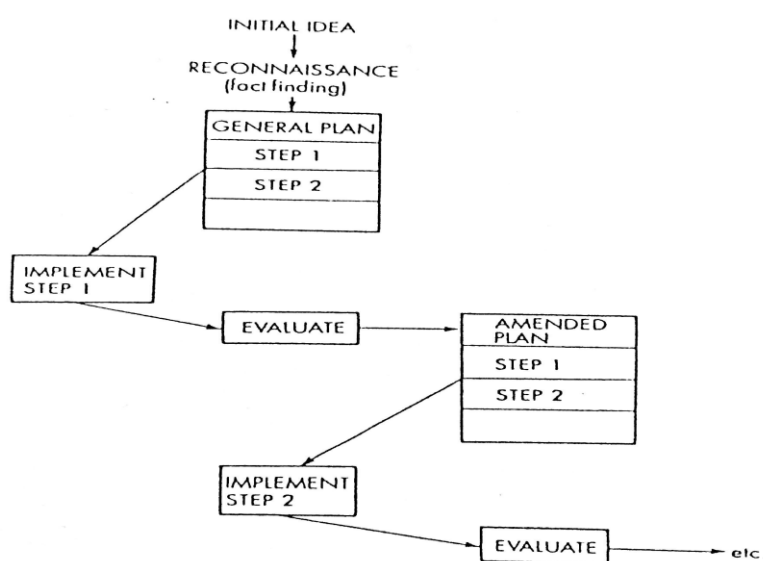
Fig. 1 Lewin's model of Action research as interpreted by Kremmis (1980; Elliot, 1991 p. 70)

Although Lewin began to use his model of AR in industrial and organisational settings, it quickly found its way into educational settings in the USA and in 1953 Corey's publication *Action research to improve school practices* became influential in America (McNiff, 2013). In the 1960's and 70's Action research was surpassed by other ideas and methods such as Development and Diffusion models, yet in the late 1960's it came back in to educational research and again gained interest through for example the works of Stenhouse in Britain who "called on teachers to reflect critically and systematically on their practices*"* (McNiff, 2013: 58).

Building on Lewin's and Stenhouse's ideas, John Elliot developed the model further to include more reflection, analysis and monitoring (McNiff, 2013; Elliot, 1991). When building on the original AR model by Lewin (as presented in figure 1) Elliot found the structure to be too strict as only steps 4-7 (in Lewin's model) are used in cycle 2 and onwards, arguing that the general idea should be allowed to shift during the research-period as the situation might change when working. This might happen as you could during the study reveal that your general idea is built upon false information or that there are underlying issues that needs focus (Elliot, 1991). Elliot's revised version is depicted in figure 2 and includes reconnaissance and revision of the general idea between each cycle.
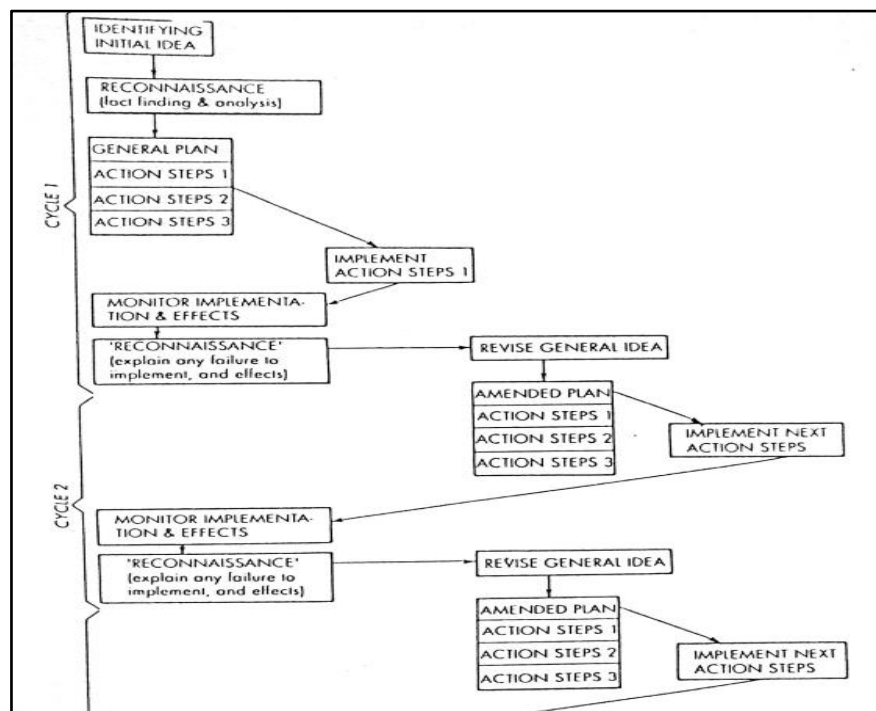
Fig. 2 Elliot's revised model of Action Research (Elliot, 1991)

Elliot also argues that the reconnaissance step should also include analysis and not just fact finding, and also occur throughout the cycles and not just in the beginning. This is due to the fact that one needs to gather information and analyse the progress after implementing action steps to find whether the implementation of a change went as planned and whether the step have any effect on the situation. This reconnaissance and evaluation should occur after monitoring the extent of implementation and the effects of it (Elliot, 1991). The difference here between Lewin's model and Elliot's developed model is a higher focus on analysis throughout the process, during the implementation, and gathering information to ensure the extent of implementation in order to evaluate the effects.

By gathering information via the pupils' logs during this study it is possible to gain knowledge of how they find the tasks and method used and their feedback can give important input on how to change the approach for the next lesson, offering the possibility of giving them a greater learning outcome. Doing this between each lesson/cycle and analysing the feedback and observations made could in turn improve the future lessons making them more effective and enhancing the pupils' opportunities for writing.

3.2. Action research in this study

As stated AR was chosen as the method for this study as it opened up for the possibility to change and improve the teaching method over time accordingly based on previous lessons. To enhance the production of written language the tasks were changed as to create greater opportunities for the pupils to write, collaborate, revise, edit and learn from their peers. The changes made between each lesson were based upon observations made during the lessons as well as data collected from the pupils in terms of their written products and their logs.

There are different ways of collecting evidence for reconnaissance and monitoring stages of the AR as interviews, diaries/logs and questionnaires makes it possible to gather information from the participants in the research. The researcher can also use observation and document analysis to gather information and evidence of the extent of implementation and results of it (Elliot, 1991). By using different methods for information gathering, triangulating the data collection, which was done in this study, one can ensure that all participants are able to give their input to validate the observations made by the researcher. To collect evidence for reconnaissance between each lesson in this study the pupils were asked to write logs which in turn were taken in to considerations when planning the next lesson and changing the tasks given.

As Elliot's model of AR opens for more reflection, monitoring and analysis with possibilities to modify the general idea based on new information, it creates a research method well suited for educational purposes which is why it was chosen for this study. In order to examine whether using Wiki as a writing platform can have an effect on pupils' motivation for writing in English it was necessary to revise the plan for each task. By doing this it was possible to examine if different writing tasks would result in different outcomes in terms of amount of text written and the pupils' positive or negative feedback, which could give an indication on whether they enjoyed the writing task and whether it had any effect on their

motivation to write. These changes could only be made after revising the previous lesson and finding out which aspects worked and which did not both from a teacher's standpoint and from the pupils' experiences.

When working with learners in an environment which is always changing, the general idea might have to be altered due to changes within the participants and context. When working with AR in an educational setting with a group of pupils, it should also be considered that each of the participants have a different level of knowledge and different views of the situation. This, in turn needs to be communicated and discussed when creating a plan and implementing changes during the research period as the participants may have different types of needs and support based on the task and aim.

4. Data collection

This study is based on the hypothesis that pupils could gain from practising more written English and that a digital writing platform not only could cater to this need, but also make it possible to include process writing and shared texts. Following the principles of Action research, the tasks and methods were changed during the research period accordingly to how each previous lesson unfolded and the ways of writing was changed in hopes that it would increase the pupils' learning outcome and create more interesting and enjoyable tasks.

For this study data has been collected through questionnaires, logs, interviews and observations and by using this combination of research methods it is ensured that all participants are included and given a chance to express their opinion. The research methods also result in both quantitative and qualitative data to gain information from all the participants as well as additional qualitative data from a few representative pupils. This triangulation of data gathering also increase the validity of the study as the data collected by different methods and from different participants can confirm certain findings from more than one source supporting the importance of findings relevant to the study.

4.1. Questionnaire

A questionnaire can be used as a structured way of gaining quantitative data from a group of participants as the questions and answers in most cases are set and can be converted into numbers, which in turn can be read as statistics (Postholm & Jacobsen, 2013). By using a questionnaire, and particularly an online questionnaire, it is easier to reach out to a large amount of participants in a short timeframe as well as giving quite clear results as the answers are already, mostly, set.

The data collected from a questionnaire, it could be argued, will not be of the same quality as data collected from interviews or logs, yet it can provide a general view of the trends amongst a group of participants. Still, by including some open questions where the participants are able to explain some of their answers one can gain some qualitative data from a questionnaire. By using a questionnaire, it is also easier to ensure the participants' anonymity by not including questions which can reveal who the participants are. With no identifying factors, the questionnaire will provide data based on the entire participant group. It

is also possible to include general questions on age or gender making it possible to find trends of specific groups within the study yet still not making it possible to identify individuals.

Before introducing Wikispaces the pupils were given an online questionnaire. An online format was used to enable the pupils to easily find and answer the questions. It also saved time as it was not necessary to print, hand out and collect a large amount of paper. In addition, by having an online questionnaire, all the answers were automatically stored in one file making it easier to compare and retrieve data.

The aim of the first questionnaire[3] was to gain information from the pupils about their internet habits in their free time, as wells as their thoughts on some of the subjects they have at school including English. They were also asked questions about their level of comfort with oral and written communication in English as well as reading English. These questions were asked to gain knowledge about to what extent the class as a whole was comfortable with using English, and whether this could have an impact on the study or if it could change during the study. As seen from the figure below (figure 3) the questionnaires given contained both closed check box questions and open text boxes giving the pupils the opportunity to elaborate on their answers

To what degree do you agree to these statements?
I enjoy writing different texts in English

       1   2   3   4   5

Do not agree ○   ○   ○   ○   ○ Totally agree

Please explain why

Fig. 3 Exert from first questionnaire as presented to the pupils[4]

Another, quite similar questionnaire was given at the end of the project to find out whether using the wiki page have had any effect on their feelings and motivation for writing

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[3] Appendix 2

[4] Appendix 2

in English. This questionnaire contained questions about their experience with the study and using the Wikispace page. Both of these questionnaires will be presented more thoroughly in the following sections.

According to Postholm & Jacobsen (2013) a questionnaire should contain different kinds of questions where the subject is able to answer with their own words because using only closed of questions as range or checkboxes does not give them the ability to explain and answer in their own words. The questionnaires given to the pupils therefore included some open questions where the pupils answered in text, and questions where they could add options.

The questionnaires follow Postholm & Jacobsen's (2013) guidelines for making a questionnaire, starting with relatively easy and straightforward questions about the pupils' use of computers, internet and social media. These questions were included to acquire general knowledge about the pupils, as well as how they compare to the aforementioned survey done by Media Norge in 2014. If the results from this study showed that most or all pupils use the internet daily and that many of them are on social media one could conclude that this selection of pupils are somewhat representative for all pupils the same age.

After the first three questions the questionnaire continued with questions about their opinion about different school subjects such as Mathematics and Arts & Crafts, to see whether there is a connection between how the pupils enjoy different subjects to how they feel about reading and writing in English. The hypothesis is that there is a correlation between the language subjects, and that pupils who do not enjoy English may also not enjoy Norwegian as they are both focused on writing and reading text while for example Arts & Crafts is more of a practical subject. If this is not the case it could be interesting to find a reason for the results.

The second and final questionnaire was more specific towards the study with questions considering their experience with the writing project[5]. Here the pupils were answering questions about whether they found any change in attitudes towards writing in English, if and how they found the wiki project useful and if they saw any possible changes to be made to the tasks to create a better learning situation. This questionnaire, as the first was given online and the pupils answered it during the last lesson to make sure to receive as many answers as possible.

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[5] Appendix 3

4.2. Logs

Logs can be seen as a type of written interview where the participants are asked to write about an experience, or answer some questions regarding a topic. It can be used for communication between pupils and a teacher where the pupils are able to write down their experiences with a lesson or a project, which in turn can be used to enhance the teaching. A log is also a means for the pupil to reflect upon his or her own efforts and results, which can enhance their meta-cognitive strategies and thus make them realise how they learn best (Postholm & Jacobsen, 2013).

Using logs where the pupils either answers questions or freely write about their experience with a specific task or their work in general allows for the teacher to gain access to the pupils' thoughts. In that way the teacher can keep track of how the pupils find the teaching methods and which changes could be implemented in order to improve tasks and lessons with more adaptation based on the pupils' needs. This ensures pupil participation and could result in more learning and thus improve the pupils' motivation for and attitudes towards learning as they by better adaptation will experience a higher level of mastery of the tasks which might enhance their self-confidence.

Another positive aspect of using logs is that the pupils are able to ask questions to the teacher which they might not want to ask in class. Similar to online discussions, as described in the section on computer mediated communication, log writing could enhance the feeling of security and allow the pupil to open up more on their experiences and feel safe to ask questions as it might not feel as intimidating as face-to-face communication. It could therefore be suggested that using logs could result in receiving information and data which would not have been disclosed in interviews or face-to-face conversations.

After each of the wiki lessons, the pupils were asked to write a short log where they answered a few questions about their experiences with that particular lesson, their own work and results. This log writing was an opportunity to gain valuable information about the pupils' experiences during the study. In the log they were also able to give honest feedback on the task and the project as a whole in a closed one-to-one setting. According to Postholm & Jacobsen (2013), logs from the pupils can be an important part of communication between teachers and pupils as the pupils are able to write down their experiences with a special project, topic or task.

Having all pupils write a log after each lesson secured qualitative data from all participants, as they were given time to explain their experiences and voice their thoughts and questions. The pupils were given a few questions to answer in each log specific to that lesson's task and topic. They were also told to add their own comments if they had any. This opened up for the possibility for them to further explain their experiences and to ask questions regarding the topic or method.

These logs were written within the Wikispace page as a message to the researcher. This secured that the logs were retrievable after the study, making it possible to go back in time and also to see whether there are any changes in the way the pupils wrote their logs. It also ensured that the written logs remained only between the individual pupil and researcher as no one else had access to the personal account, also as they were not writing on pieces of paper there was no fear of misplacing the logs so that others could find them. Writing the log as a message on Wikispace also made it possible to receive the logs at the end of the lesson without having to disrupt the lesson as the pupils were already logged into the Wikispace page.

4.3. Interviews

In addition to the questionnaires and logs, interviews were also conducted with a selection of the pupils as well as with their English teacher. According to DeMarrais (2004) an interview is "a process in which a researcher and participant engage in a conversation focused on questions related to a research study" (DeMarrais, 2004:55, cited in Merriam & Tisdell, 2016: 108). There are many ways of conducting interviews, such as face-to-face, or via video, phone or e-mail, one can also choose to interview individuals or a group (Postholm & Jacobsen, 2013).

Interviews were chosen as a data collection method, in addition to the logs, to gain qualitative data from the pupils as the questionnaire in most cases produce quantitative data. With the interviews, the pupils are able to explain their experiences with the study orally, which might result in more detailed explanations as opposed to the written logs. In addition, interviews also make the researcher able to follow up on questions and answers to gain more in depth information.

The aim of the interview is to gain information from participants which in turn could result in changes made to enhance the practice (Postholm & Jacobsen, 2013). In this instance the interviews conducted with both teacher and pupils aimed to gain information on how the study was experienced and whether the participants found any changes to be made to enhance the learning outcome for the pupils.

All of the selected participants were interviewed individually. According to Postholm & Jacobsen (2013) individual interviews makes it possible for the participants to explain their experiences without having to worry about how they are perceived by the other participants. This could enhance the possibilities for more honest answers as the interview subjects are more anonymous in an individual interview.

In addition to the choice of having individual interviews, the choice was also made to conduct semi-structured interviews. Unlike structured interviews, where all the questions are decided before the interview, a semi-structured interview includes both predetermined questions but also makes it possible to add questions during the interview building on the subjects' answers.

A negative aspect of using individual interviews was that there was only time to interview four pupils, as opposed to group interviews, which would have made it possible to interview a larger amount of participants during a shorter timeframe. Still, the pupils who were interviewed were selected after discussions with the teacher and they represent the range of the class as well as being pupils' who were believed to have some opinions to voice during the interviews. At the end of the last lesson four pupils were asked to, individually take part in the short interview where they were asked questions about their experience with the Wikispace study.

4.3.1. Pupil interviews

To ensure the collection of qualitative data from the pupils' point of view, as the pupils in their logs were able to write as little or as much as they wanted, a few pupils were selected for a short interview at the end of the study[6]. These pupils were selected based on factors such as their language efficiency, grades and whether or not it was assumed that they would be able to give some explanatory and informative answers. This way of selecting pupils is based on a

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[6] Appendix 4 Pupil interview guide

combination of the three selection methods presented by Postholm & Jacobsen (2013) which is to select subjects who are representative of the class as a whole, to select pupils based on who can give more information, and select pupils who represent the spectre of the class.

In this specific class, most pupils achieve a middle or high grade in English so in the selection of pupils there were no pupils with a lower grade than 2/3. There was however one pupil with a reading and writing disability who, despite of the condition, achieved quite good grades in both oral and written English. The other pupils interviewed, four in total, are representative of the class based on their achievement in English writing with the pupils interviewed ranging from the highest grade level in the class to the lowest.

The pupils interviewed were three boys and one girl, somewhat representative of the gender division in that class as it consists of approximately 60 percent boys and 40 percent girls. All of the selected pupils had been present at all of the Wikispace related lessons during the period, giving them adequate experience to give their opinion on the study as a whole. This was an important factor as they were then able to answer questions about the different types of tasks presented in the study, meaning that they can give more information than some of the other pupils in the class who were not present during all lessons.

To ensure that the pupils were able to understand the questions, give as precise answers as possible and also to decrease the demand on the pupils the interviews were conducted in Norwegian. Merriam &Tisdell (2016: 117) emphasizes the importance of making sure that what is being asked is clear to the person being interviewed, stating that "the way in which questions are worded is a crucial consideration in extracting the type of information desired". As Norwegian is the pupils' first language it was a conscious decision conduct the interviews in their L1 to make sure that they could all understand the questions and freely express their thoughts and experiences without having to reach for the right words to express themselves. Having the interview in Norwegian could also seem safer for them and make it easier for them to say what they want as there is not the pressure of a different language.

4.3.2. Teacher interviews

To make sure that data was collected from all the participating parties it was also important do obtain information from the pupils' English teacher to find whether s/he had observed something interesting, or received any information from the pupils that had not come up in the

lessons, logs or questionnaire. During the study, two short interviews were conducted with the teacher, one before starting the study, and one at the end.

The first interview was unstructured which, as opposed to structured and semi-structured interviews, had no predetermined questions and therefore was conducted more as an informal dialogue. The aim of this first interview or dialogue was to gain background information about the class, their usual learning methods in English class and the framework. This unstructured became the starting point of the study as the plan for tasks and topics were decided based upon the knowledge gained from it.

After the study, another semi-structured interview was conducted with the same teacher[7]. The teacher had then been following all the lessons and an interview was held to gain access to observations and experiences made by their regular teacher who knows the pupils better and who has held a different role through the study.

The semi-structured interview guide was quite short, containing only eight questions including questions about the teacher's thoughts about the study, whether he could see any effects on the pupils and if there could be made changes to gain better effect from using wikis in English. As this teacher spends more time with the pupils there were also some questions about his view of the tasks and method used in the study and whether and how they could have different effect on different pupils.

4.4. Validity, reliability and ethical considerations

This study is conducted with pupils under the age of 18 which implies that the researcher has a responsibility to protect the subjects' anonymity to a higher degree than if the subjects had been adults. These considerations were discussed with the pupils' teacher, which led to the agreement that parents did not have to be involved in the study. The reason for this was that the study was conducted in a closed of environment where the subjects' anonymity was secured with no possibility for the data to be traced back to a single school or class. The pupils were also informed about the study before starting so that they were able to ask if they had any questions considering how data and findings would be used.

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[7] Appendix 5 teacher interview guide

When conducting research there are some ethical aspects to consider in order to ensure that all participants are being treated with respect and dignity, creating positive relation between the participants, in this study between the pupils, their teacher and the researcher, and also to ensure that the information received is presented with care. According to Postholm & Jacobsen (2013) the first ethical choice to consider is how to inform the pupils and present the study. The pupils who are the participants in this study should be informed about the reason for conducting the study, how the data will be presented and ensured that their part in the study will be presented with confidentiality and anonymity.

The decision to not have an open Wikispace page during study was made to ensure the pupils' safety online so that no people outside the class could get involved on the Wikispace page and in that way make it uncomfortable for the pupils. In an ideal world it should be possible to have an open site where everyone can contribute, but as this is a small-scale study with minors it was decided that only this particular class could enter the page and contribute to it. This ensured the security of the pupils' written work online so that they could write and publish within a secure environment. It also removed the possibility of outsiders leaving nasty comments and cyber-bullying.

On the Wikispace page, the pupils made a profile using their full name so that they could not hide behind a nickname and write nasty comments to each other. This was a conscious decision to prevent cases of cyber-bullying within the class, and also to be able to keep control over who wrote what on the page. In the introduction lesson the pupils were also informed how to behave online and that inappropriate comments would be deleted and consequences given.

In this study the choice was made to only do it in one class and not to have a control group, so the results are based on the data collected from the pupils and teacher in one particular class. This choice can be questioned as it in some ways degrade the validity of the data collected, yet the class who participated in the study can be viewed as an average class implying that the findings can be somewhat transferred to other classes in the same age group. To have a control group not using Wikispaces and writing the same tasks will be quite difficult as a big part of the project is to write in collaboration and to communicate in written English which will be difficult to conduct on paper. Also, by focusing on only one class the data was kept to a feasible amount for the time period set for this study.

4.5. Summary

In this part of the thesis all relevant data collection methods have been presented with an explanation of how and why the chosen data collection methods were used in this study. A choice was made to triangulate the data collection methods to ensure the validity and reliability of the study as the data collected from different methods and representative sources were able to support findings. The ethical aspects of conducting this study and collecting data, especially with underage participants have also been explained in this part of the thesis with a focus on ensuring anonymity and keeping a positive relation with the participants involved in the study.

5. The introduction lesson

Before starting the actual writing process and research, an introduction lesson was held for the pupils to introduce the researcher, explain the study and to present Wikispace as an online writing platform. The pupils created user profiles and logged on to the wiki page in order to explore the page and be ready for the next lesson. During this first lesson the pupils were also given an online questionnaire to fill out, which will be further explained later in this section.

5.1. Execution and findings

The very first lessons conducted as part of this study was in September of 2015, the class was divided into two groups and each group had one lesson of 45 minutes. This was both the first time meeting the pupils, and the first time for the pupils to be introduced to the online tool called Wikispace. Only a few pupils were away on this occasion so in total 25 pupils attended the lesson and answered the first questionnaire.

At the beginning of the lesson, which was conducted in the class' regular classroom, the pupils were given a laptop each and told to start the computers and log on while information was given. The reason for having the pupils start their computers while instructions were given was that the school's laptop computers use quite a while to get started so to not lose too much time it had to be done while talking. This was only a problem with the first group as the computers were already on when the second group started their lesson.

When introducing the lesson and Wikispace it was important to be as open as possible about the reasons for conducting this study and how it would be conducted. The focus of the introduction was first of all to ensure the pupils that this study was done as part of a master thesis and that their anonymity would be ensured in the process. After that the focus shifted to wikis and Wikispace as the tool used for the period. The pupils were introduced to the possibilities of Wikispace page and how the page can be used to publish text, communicate, collaborate and help each other with writing English.

5.1.1. The questionnaire

Before creating their own user profiles on the Wikispace page the pupils were asked to answer the first questionnaire[8]. The questionnaire consisted of 16 questions asking about the pupils' online habits, attitudes towards specific subjects in school as well as attitudes towards writing and oral performance in English. Before the lesson their teacher had published the hyperlink for the questionnaire on the class' English page on Its Learning, an online site which many Norwegian schools use for giving information, handing in tasks and other educational and informational aspects. Doing this ensured that all pupils had access to the questionnaire and eliminated the risk of pupils not finding the questionnaire which might could be a problem if they were told to copy the link.

The pupils had no problem finding and answering the questionnaire and the results from this questionnaire show that, consistent with the study done by MedieNorge in 2015, 100% of the pupils stated that they have access to at least one computer at home, and only two out of 25 pupils (8%) state that they spend less than one hour online daily while the majority of pupils spend three or more hours online daily on their computers, smartphones or tablets. The full range of answers are presented in figure 4 below.

Hours spent online daily

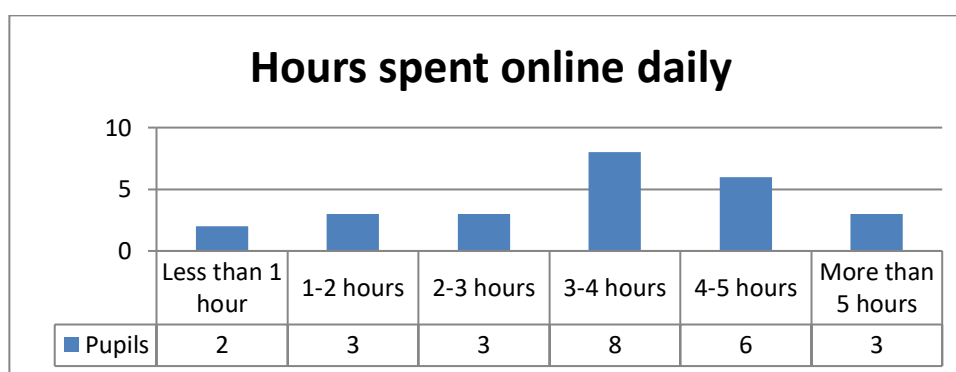|	Less than 1 hour	1-2 hours	2-3 hours	3-4 hours	4-5 hours	More than 5 hours
Pupils	2	3	3	8	6	3

Fig. 4 Presentation of answers to the question "how many hour do you spend online daily?"

Interesting also, from this questionnaire was that even though most of the pupils have Norwegian as their first language, as many as 60% of the pupils stated that they more often, or

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[8] Appendix 2

just as often use English to communicate online. This could indicate that the pupils are communicating with people from other countries and that they see the use for English and an importance of learning more of the English language. It can also explain the fact that when asked to answer to what degree on a scale from 1 to 5, where 5 is "I enjoy it a lot" 72% of the pupils answered 4 or 5 while no one said they did not enjoy English at all (1).

When looking at the results from the other subject questions it showed that English is the subject the pupils enjoy most followed by Norwegian and Mathematics and Arts & Craft is the least favourable subject of the four. Based on these answers one can conclude that this class favours language subjects. This is probably not consistent in all classes in Norway, or at the specific school, and could therefore be an important factor to recognize when looking at other results from this study.

The final part of the questionnaire in this lesson also contained questions about their comfort in speaking and writing in English where 68% of the pupils stated that they were more than medium comfortable with writing and 84% said that they were quite comfortable with speaking English[9].These results, combined with the fact that many of these pupils use English online and also answered that they enjoy writing texts in English, could indicate that writing tasks in this class are considered more interesting and useful than what the same tasks could be perceived as in a different group.

At the end of the first questionnaire the pupils were asked what their expectations were to this wiki based project and most of the pupils were positive in their answers, stating that they did not know about wikis from before but that they were looking forward to trying something new. One pupil wrote "I think it's cool, because we get to read other peoples stories and stuff while another stated that it seems cool and different than normal school projects."

5.1.2. Creating Wikispace

When the pupils had finished answering the questionnaire, they were asked to create a Wikispace user in order to gain access to the class' Wikispace page. This user is free to create and the pupils only need an e-mail address to create their own user. They were all told to use

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[9] The pupils marked 4 or 5 on the scale.

their full name as username so that there would be no problem with keeping control of who was writing what, and also to ensure that all pupils did in fact create a user.

Having the pupils using their full name can, in addition to being helpful for the teacher, also be a way to ensure that the pupils behave better online. As they are not able to hide behind an anonymous username it will be easy to control who is writing what in that way work as a preventative measure as the pupils are presumably less prone to writing mean and negative comments to each other when forced to write under their own name.

During the introduction lesson the first group did not have a lot of time creating their user due to the issues with the computers and time lost, while the second group had more time to explore the Wikispace page, allowing them to figure out how to navigate the wiki, and some pupils were able to somewhat personalise their account adding a picture to their user.

5.2. Summary

In this section the introduction lesson was presented in its whole to explain how the study was introduced for the class. As explained this first lesson consisted of a presentation of the research and researcher, an introduction of the online writing platform Wikispace, as well as time for the pupils to create their users on Wikispace. As the pupils were divided into two groups there were some differences between the lessons, still all pupils received the same information and were given the same opportunity to ask questions. The next chapter will present the actual Wikispace lessons, in total three, where the pupils worked on the Wikispace page, creating text on different topics.

6. The English writing project – Conducting the Action research

The research period consisted of three Wikispace lessons conducted over a 5-month period. In addition to these three lessons, there was also an introduction lesson which has already been presented in the previous section; and a final lesson which is presented in the next section. The Wikispace lessons consisted of two school-hours which combined is 90 minutes total without break, usually with full class yet also one instance where the class was divided into two groups; this will be explained later in this section.

6.1. The first lesson - Painting and Poetry

The first actual Wikispace based lesson was a double lesson of 90 minutes with the full class (25 pupils) conducted a week after the introduction lesson. For this lesson the topic, based on the pupils' half year plan, was Painting and Poetry and the focus was on poetry as this could give opportunities for more creative writing and thus enhance the pupils motivation as the task was quite open. The task given was for them to, from a post about poetry, published on the class' Wikispace page, choose a type of poem that they enjoyed, make a post themselves about this type of poetry and why they chose that type, and finally write their own poem in the same manner with their own topic.

The post on the Wikispace page included four different poetry types and the pupils were also able to explore a poetry website to find their own favourite. Included also in the post were some inspirational hyperlinks in the form of a short videoclip, some poems and a website that they could use to find rhyming words for their own poem. The pupils were then asked to read the post, explore the different hyperlinks and make their decision based on what they saw and read.

When planning the lesson the choice was made to give the pupils an individual writing task. This was done for a combination of reasons. First of all, it made it possible to examine what the pupils were able to write on their own. Secondly, as this was the first lesson spent writing on wiki it was though that they might need some time to become familiar with the page before adding collaboration which for some pupils could be experienced as an added challenge. The third reason was to give the pupils an experience with writing individually on the wiki so that they would have some different experiences to compare and reflect upon

when writing their logs and answering the final questionnaire. In relation to the research question, it could also be argued that in order to examine whether using wiki could impact the pupils' motivation and level of writing it is relevant to know if it is the act of using the wiki or the use of collaborative writing that could give results.

For this lesson the teacher had booked the school's computer room so most of the pupils were able to use stationary computers which gave them quicker access than the laptop computers. However, some pupils had to use laptop computers for this lesson as well which resulted in some pupils having less time to spend on the task than others, some had to wait up to 15 minutes before they were able to log into Wikispace. Still, everybody was able to start the task in some way, either reading or write a little.

6.1.1. Findings

It seemed from observations made by the researcher during the lesson that most of the pupils had little or no problem with understanding the task as it was explained in text on the Wikispace page. There were not many questions considering the task except for one hyperlink that did not work correctly. After the hyperlink was fixed, the pupils seemed to have little problems going through the different sites, reading and finding their favourite type of poem to work with.

They were told to work individually, and during the lesson they were all on task most of the time. There were some talking during the lesson, and the pupils were then told to stay on task and to speak English which they most often followed. As they were sitting quite close to each other, it was difficult to prevent some copying and collaboration which was unwanted in this task as they were supposed to work individually. The intention with this was that the pupils were to use their own creativity and language in order to observe what they were able to do individually and thus see whether there were any changes when working together in later lessons. Also, the focus in this lesson was more on the discussion aspect as the pupils were asked to read and comment each other's work.

The pupils were allowed to ask both each other and the researcher questions during the lesson if anything was incomprehensible or they had questions about language, yet most pupils seemed to not be in need of much support, most stayed on task, doing their own writing and finding the information they needed to create their entry.

6.1.2. The pupils' logs

At the end of the lesson the pupils were asked to send in a short log explaining their experience with writing on the page, working with poems, and whether or not they were satisfied with their own work that lesson. They could write in Norwegian if that was preferable and they were told to be honest in their answers. All though given this opportunity to write in Norwegian, 16 out of 21 logs sent in for this lesson was written in English. One of the pupils wrote

> I enjoyed writing because it was fun to read different poems, and learn about them:) I think I worked ok, but I could have done better.

Considering that this was the first time the pupils wrote logs they were all able to write explanatory texts with reflection and constructive comments considering their own work. In general, the pupils wrote that they enjoyed the task and to work with poetry, pointing out that it gave them more freedom to create something themselves.

The logs also revealed that most of the pupils were satisfied with their own efforts for the lesson and that they were more or less pleased with their finished product. Unfortunately, many of the pupils stated that there was too little time to finish their pages and that they would have done more if time would allow it.

6.1.3. Analysing the written product

After going through the pupils' entries on painting and poetry it was obvious that some of the pupils had not understood, or managed to answer the task after all, and unfortunately there were a few pages without any text. The reasons can be many and some are also mentioned in the pupils' logs. Some pupils stated that their computer was not working correctly and therefore they did not have time to even get started. Others said that the task was slightly difficult due to the new writing platform and online task where they had to find the info on hyperlinks. However, during the lesson these issues were not brought up, and the reason for this could be that the pupils were unsure as they were not familiar with the researcher conducting the lesson.

However, most of the pupils did get started with their task, and all of the pupils who had managed to do some writing had chosen one of the presented poetry types, but only some had written about their choice and created their own poem. This could be explained by the timeframe as most of the work had to be done within those two lessons. Had there been more time the task could be divided so that these lessons were only to read and work on types of poems while another lesson would have been used to produce their own poem. As the study lessons were weeks apart this was not practically achievable so the short timeframe probably had an impact on the pupils' choices as they were not able to fully emerge themselves in the task and in poetry as a topic and genre.

The length of the pupils' pages varied, but in general all the pages contained little text and most of the pages were text only. The image below (figure 5) shows one of the few pages that were somewhat completed where the pupil had managed to answer all parts of the task. As shown, apart from the poems, one chosen from the list of resources and one written by the pupil, there are only four short and simple sentences giving the reason for choosing that type of poem.

There was an Old Man in a tree,
Who was horribly bored by a Bee;
When they said, "Does it buzz?"
He replied, "Yes, it does!
"It's a regular brute of a Bee!"

I liked this poem because it had a good rhythm and cool rhymes, and the story of this limerick made sense and it was funny. It was about an old man that was bored by a bee because the bee buzzed him. The concept was funny and creative. They also used some cool words like buzz and brute.

it was a man that was caled BTB
he started a big Company.
he found oil at sea
he fished it came to be
the story of the grate BTB

Fig. 5 Screenshot from class wiki of a page on Painting and Poetry

As this was the very first writing lesson, the expectations for what they would write were not that great due to the unfamiliarity with the topic, task type and writing platform, but it was expected that all pupils would be able to write something. As mentioned, for different reasons some pupils were not able to produce any text this lesson, still, amongst the pages that were made there were pupils who seem to have made an effort creating poems according to the task, focusing on language, rhyming and layout. Some of the pupils also managed to write

quite complex sentences where they described the poem they chose and the reasons they had for choosing it and explaining what they found in the poem.

6.1.4. Changes to consider

This lesson was quite an interesting first lesson, with both highs and lows where some of the pupils were writing and managing to use the Wikispace page without issues, while others need more time to get used to the page in order to achieve a better outcome. Also, the timeframe of the lesson seemed to be difficult for some, so for the next lesson the task could preferably be shorter and more concise.

The collaboration factor was, as explained in section 6.1, not present in this lesson as the pupils worked individually. Still, the plan was for them to read and comment on their fellow pupils' pages. This was in most cases not done.

As the pupils wrote individually, it resulted in over 20 individual pages on poetry which could be one reason as to why most of the pupils did not read and give feedback on their peers' pages. Another factor that did most likely impact the lack of feedback was, as explained previously, the time frame, as many pupils did not finish their own work and thus did not have time to read their peers' entries. Some of the pupils did receive feedback on their entries but after reading through these comments it was clear that the feedback was not very constructive. The reasons for this could be many, first of all, as it was the first lesson it could be that the pupils did not know how to give feedback. It is also possible that based on the entries, which in many cases was short and unfinished the pupils found it difficult to give constructive feedback.

Wikis are made so that people can edit, comment and collaborate on texts, that is one of the things that separates a wiki from a regular document or a page in their workbooks. As collaboration was not the main focus for this lesson, and most of the pupils did not read or give feedback on their peers' entries this aspect of using a wiki was not taken advantage of and thus the results could be assumed to be quite similar if the pupils would have been asked to do the task in their book. This resulted in a change for the next lesson where collaboration was a major part of the task. In this way, the pupils would be able to work together to create a product that they could share with others who then again are able to comment on, add to or edit. Having the pupils write together in groups could not only allow them to help each other

and collaborate on a written product, it could also create more structure to the Wikispace which might make it easier for the pupils to read through the other pages and give feedback.

6.2. The second lesson – Shakespeare

The next Wikispace lesson was conducted exactly one month later, on the 29th of October. Following their half-year plan, the topic for that period was theatre and Shakespeare. As the pupils had no or little previous knowledge about Shakespeare, and their book covered it well, Shakespeare was chosen as the topic for the Wikispace lesson.

Again, the pupils worked in the computer room, with each pupil having their own computer. As opposed to the first Wikispace lesson, the pupils were this time divided into groups to work together as they are then able to collaborate more. To take advantage of the discussion possibilities on Wikispace the pupils were going to communicate only through written text and together decide who was going to do what part of the task.

The task itself was different from group to group, each group were asked to make a page about Shakespeare and one of four of Shakespeare's plays. The task was presented to them on separate Wikispace pages with questions to answer and supporting links with information about Shakespeare, a summary of the play and other support. Within the page the pupils had to present the play with focus on language, plot and characters, how to execute this was up to the group, and they could divide the tasks amongst themselves as preferred as long as all questions were answered. Included in the task was also a link to the play in both original and modern language, this was to have the pupils reflect on English language and how the two versions had similarities and differences.

By working in groups, the pupils who struggled in the previous lesson could, hopefully receive some help and support from their peers, resulting in more activity in the lesson and a greater outcome for the individual pupils as well as the group as a whole. This approach is based on Vygotsky's zone of proximal development which, as explained in the theory section, suggests that a pupil is able to achieve a higher level of learning together with a more competent peer. The zone of proximal development is the stretch between what the pupil is able to do by his/herself, the actual developmental level, and what he/she is able to do together with a more competent other, the potential developmental level (Cole, John-Steiner, Scribner & Souberman, 1978). By working together as a group struggling pupils could receive

help and guidance from the more competent pupils in the group and therefore be able to achieve a higher level of competency themselves.

A shared responsibility for the group's page could also enhance the individuals' performance, as they would want to participate as best as they can when they are collaboratively creating and presenting in written form. It can also be a security for the weaker pupils as their texts do not stand alone, but as part of a whole and anonymous to the reader. A weaker pupil, or one who is unsure of themselves, might find it difficult to produce a text for an audience alone as it is clear who has made it, but the anonymity of a group project can act as a support.

As this was many of the pupils' first encounter with Shakespeare there were some difficulties with the chosen plays as some of them were unknown. The plays chosen were "Romeo & Juliet", "Othello", "MacBeth" and "The Tempest". These plays were chosen because they are some of the most commonly known plays by Shakespeare. Hamlet was considered but as there was only need for four this was discarded, realizing afterwards that Hamlet should have been in place of Romeo & Juliet as the latter one gave that specific group an advantage which the other groups did not have because of the familiarity of the play. Romeo and Juliet is a well-known play and plot which the pupils had encountered previously, while the other groups had to spend time understanding the plot and characters of their given play. However, when examining the pupils' entries there was not major differences between the Romeo and Juliet entry and the others, suggesting that the supporting literature given in the tsk through hyperlinks had been useful for the pupils and made it possible for them to find relevant information without having to spend time searching for it online.

6.2.1. Findings

When starting the task there was some confusion amongst the pupils as they were told not to communicate orally. It took some time before all groups managed to communicate only via the Wikispace page, but most were quick to get started and divide the different tasks among themselves.

One of the groups had some miscommunication as they were communicating on two different pages on the Wikispace. As a result of this, one of the pupils did not receive the same information as the others and two pupils in the group wrote on the same task. When they

were made aware of this issue they managed to change it so that one of them wrote on a different task.

In the introduction to the lesson the pupils were told to write in a word processor such as Office Word and then paste the text into the Wikispace and save so that it would appear on the Wikispace page on other group members' computers as well. For some reason this was not stated clearly enough, or not understood by all pupils, so some groups had issues with not being able to save as another group member was still writing on the wiki page. This resulted in some text being temporarily deleted, but they managed to retrieve the text and have it all saved as one page in the end.

6.2.2. The pupils' logs

There was a noticeable development in the pupils' logs for this lesson compared to the previous lesson a month prior. Firstly, there was a clear lengthening of some of the pupils' logs where they wrote about what they had learned from the lesson as well as their thoughts about the task and method. Furthermore, there was also a higher amount of logs written in English. Out of 20 logs in total, only three were written in Norwegian as opposed to five out of 21 logs in the previous lesson. All the pupils who wrote in Norwegian the first lesson were also present in this lesson and four of the pupils who wrote in Norwegian in their first log had now changed to writing in English. One pupil went the other way and wrote the first log in English while this second log was written in Norwegian.

This change of language could imply that the pupils, as they had been spending almost 90 minutes reading, writing and speaking English, felt more comfortable with writing English in their log compared to the last time when they only worked with their texts for 45 minutes. As the target language for the lessons were English and they were encouraged to only use English for both spoken and written communication it could possibly have been more natural for them to also write their logs in English even though they were allowed to write in Norwegian.

Some of the pupils wrote that they found communication through the Wikispace page to be quite demanding and a bit confusing. Others stated that it made working in groups "...more fun than sitting in groups where only one or two have a computer", which might suggest that this is the more common way to do group projects in this class. This way of

organizing group work could lead to one or two members of the group doing most of the work while the rest are more or less passive participants as they do not have the same access to the computer. Because they for the current group project had one computer each, they could work separately and simultaneously, yet still as a group creating the page in collaboration. Some of the pupils commented that this way of working was easier, and also it made it possible to divide parts of the text and make sure that all members of the group were able to contribute and do their share of the work.

Another change in the pupils' logs was comments that they were not completely pleased with their own texts due to the timeframe, and that they saw changes that could be made to their page to make it even better. This was not as clear in their previous logs even though the questions for them to answer were quite similar. A reason for this could be that they were made more aware of what their fellow pupils had done and how they worked with the page, and therefore received some inspiration.

6.2.3. Analysing the written product

By the end of the lesson all groups had created a page where each group member had added one or two paragraphs each, resulting in a page of 5-8 paragraphs with text and some topical pictures. All groups had managed to, in some degree, answer to the task and include info about both Shakespeare and the play. Some groups had, as mentioned, more difficulties with understanding the play but they still did their best and answered based on what information they were able to find out in such a short timeframe. The pupils used the links given in the task to find information, the short time they had to spend on their pages, and the amount of information available on the given links made it unnecessary and too time consuming for them to find additional information on other sites.

Setting and plot

Plot:
"A storm strikes a ship carrying Alonso, Ferdinand, Sebastian, Antonio, Gonzalo, Stephano, and Trinculo, who are on their way to Italy after coming from the wedding of Alonso's daughter, Claribel, to the prince of Tunis in Africa. The royal party and the other mariners, with the exception of the unflappable Boatswain, begin to fear for their lives. Lightning cracks, and the mariners cry that the ship has been hit. Everyone prepares to sink." This is the plot behind the famous play "The Tem[...] Shakespear, and the start of the play. (act 1, scene I)

Setting:
They settle down on the island that might be Caribbean or Mediterranean. The play takes place entirely on an island but it is not known to this date what or where the island is located, but it's believed it is located somewhere in the Mediterranean. But references to the Caribbean. The Caribbean isles might have been the setting for the play because it was common to travel to the popular isles of Caribbean in the early 1600s and the play "The Tempest" was written in 1610-11.

"The Caribbean Sea" and "The Mediterranean"

BY:Sebastian

Language and the different versions

William Shakespeare was famous for is the effect he had on the development of the Early modern English. He wrote his story in old English where "are" was "ere". There are many examples on the Hamlet's speeches: I have of late – but wherefore I know not – lost all my exercise.
He wrote allot of proses to tell the readers about his characters by interrupting the rhythm of the play. He wrote also prose to make the dialogues more realistic, to create more comic to it and to suggest a character's mental instability.
His writing ways got less popular because the Modern was taking over and people thoughts it heard more flexible, this happened in the background to the Renaissance explosions.
Sources: http://shakespeare.about.com/od/shakespeareslanguage/a/prose.htm
Made by: Desiet

William shakespeare

He baptized 26. april 1964 in Stratford-upon-Avon in England. He died 23. April 1616. He is considered as the biggest English talking author in the history. He married a woman called Anna and got 3 children. After that he travelled to London in 1585-1592 and made a carrier co-owner of a actorcompany called Lord Chamberlain's Men, sooner known as Kings men. He resigned in 1613 where he died 3 years later. Most of Shakespeare's most known works was from 1590 to 1613. Some of the known acting stories he had written is Hamlet, Macb[...]
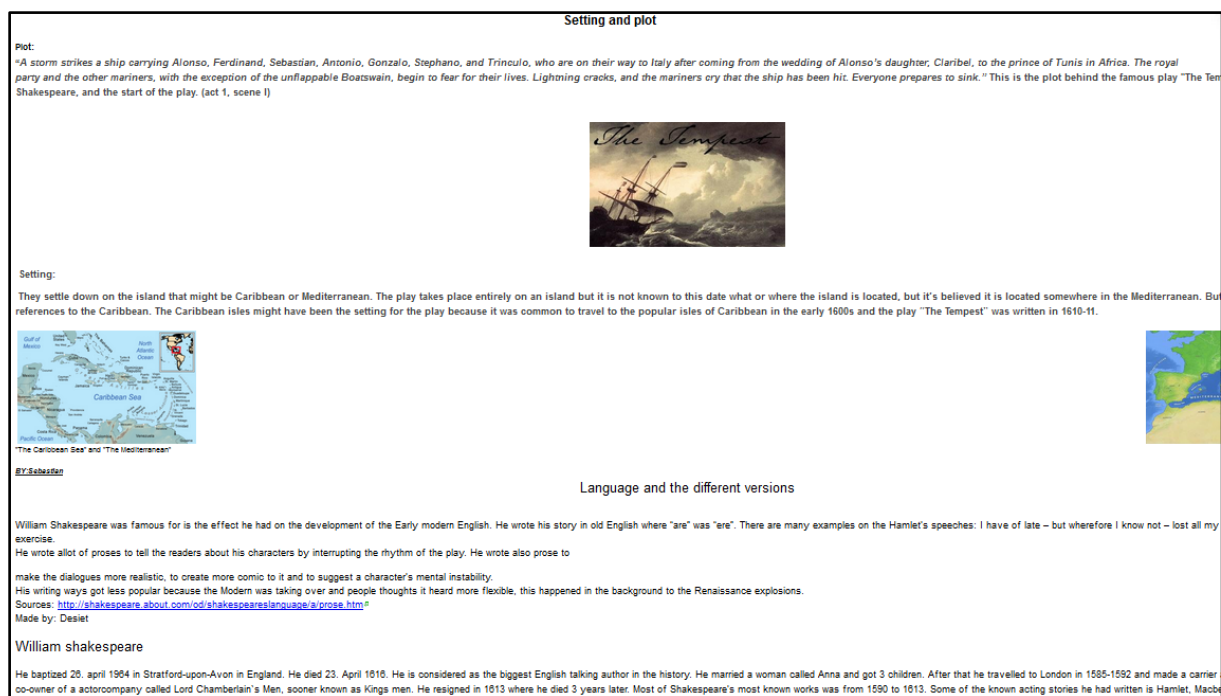
Fig. 6 Screenshot from class Wiki of a page on Shakespear

The finished pages, one of which can be seen in Figure 6, included both text and relevant pictures making the pages more interesting for the reader, and even though there was a difference in fonts and size of text within all pages, the texts were combined so that it was starting to look like a presentable, complete page. All groups started with information about Shakespeare before moving on to the specific play. Had there been a few more minutes to the lesson they would have had time to make sure that all the text on the page was in the same font type and size to make the page cleaner. Still, in one way this was positive from a teacher's point of view as it is possible to see who has written which part. It could therefore be easier to assess the different pupils' achievement if that is the aim.

6.2.4. Changes to be considered

Based on observations as well as the pupils' logs, it can be concluded that this method of writing in groups was found to be more interesting and fun than writing individually. Still, as some of the groups struggled with communication in the group, which could be due to the size of the groups with 4-5 pupils in each group, it could be suggested that there should be a change in the methods of communication. Group messages might be easier to use as they will

receive notifications when someone has sent a message. The group messages can be sent through Wikispace so that there is no need for other tools.

It would probably be easier for the pupils to communicate orally during the lesson, but since the aim of the project is that the pupils should write as much English as possible, the written communication served as an addition to the text writing they were doing on the page. As explained in the theory chapter, Computer Mediated Communication has a lot of positive effects and discussions via computers might open up for more evolvement from all the group members. When working in the computer room, the pupils are not able to sit together in the same way as when working on laptop computers, so discussing and communicating orally would have created more noise in the room, disturbing the other groups. In addition, it is easier to control that communication is conducted in the target language when writing as they become more aware when reading their peers' responses, which are also in English.

One aspect of wikis that still did not receive high enough attention in this lesson was the editing aspect. The pupils were, understandably, more concerned with writing their own part, and did not focus on combining parts of text and editing to make more meaning and a better page. As stated, some pupils mentioned this in their logs that they saw improvements to be made on their pages and that, if given more time, they would have made some changes. Still, there was more editing than in the previous lesson, as they arranged the pieces of text in a logical way and placed their own texts so that it would fit in with the rest. For the next lesson, the focus could be shifted even more to this editing aspect as the pupils could gain from reading and editing their peers' texts both in terms of language skills and also to learn about presentation of text.

An issue that has been revealed through both of the lessons is that the topics chosen have been, in some aspects, too difficult for the pupils. Both lessons focused around topics that were quite new for the pupils. As a result, they had to spend more time reading and gaining knowledge and therefore had less time to actually produce written text. A solution to this, and to ensure a better focus on the production of text would be to have the pupils write on topics already known to them. Choosing a topic that the pupils have knowledge about, either through personal experience or by reading about it in school would make it easier for them to write and present to others.

The topic of Shakespeare is also quite restrictive, and makes it difficult for the pupils to write freely. Combining the factual aspect with the lack of previous knowledge made the texts very much on topic. This could be seen as positive in most educational settings, as one

would want the pupils to stay on topic, but in this case when the focus is to have them write as much as possible, it limits the outcome as the pupils are forced to write factual texts. As stated, the aspect of writing about unknown topics also limits how much they are able to write and reflect.

A major change to consider is therefore to use the Wikispace as more of a repetition for the pupils, where they still write about topics from the plan but after they have already been working with them. By doing this the pupils are able to write down and share their pre-existing knowledge with the rest of the class in a way that can also be used later as they can go back and use the pages for information when needed. It could also open up the possibilities for more reflection around the subjects and allow for the pupils to write more from their own experiences. The Wikispace can then be regarded as a collection of combined knowledge for the pupils to share and have available when they prepare for tests or the exam.

6.3. The third lesson – Fantasy

The third Wikispace lesson was not conducted until the 14th of December, and to ensure a higher level of editing on the Wikispace this lesson it was conducted as a two-part lesson with half of the class in each 45 minutes part. The reason for this was to further create possibilities to receive support from their peers' texts and to force the pupils to read what their peers had written which had not happened, to a great degree, in the last lesson. By dividing the class into two groups, they were able to do different tasks that built on each other as a means to enhance editing and preseentation of the text.

The topic of this lesson was the fantasy genre, which the class had already spent a few weeks working with so that they had some pre-knowledge on which to build their pages. As the previous lessons had focused on topics that the pupils did not have experience with from previously, the idea was that writing on a more familiar topic would create more text and serve as an opportunity for the pupils to summarize their knowledge.

Both groups worked with the same topic, and the task was to present their knowledge about the fantasy genre, and to start composing their own fantasy story. The first group was asked to create a new page on the Wikispace and start writing a factual text about the fantasy genre. Within the 45 minutes, the pupils were going to write a factual part as well as start one or two paragraphs of the fantasy story.

While the first group was working, each of their names were written down on pieces of paper and folded. The next group then drew one name each and were told to continue on that person's page. By using this method, the second group had to add to the pre-existing page, edit and make it presentable and reader friendly. Besides adding to the factual text, the second group also continued on the fantasy story that the pupils in the first group had started.

By having the second group add to a pre-existing page that one of their peers had started, the second group was forced to read the text and edit and add information where they saw fit. It was also a possibility for the pupils to, first as an audience, see how the page could be made better and more interesting for a reader and then be able to do those changes that were needed.

6.3.1. Findings

During both of the lessons the pupils seemed to work quite well and managed to stay on task. The first group started quickly and when observing the work it could seem that most pupils found this task less demanding than the previous ones as they were writing out of their pre-existing knowledge and a topic they had already worked with in previous lessons with their English teacher. This made it possible for the pupils to write more freely and therefore spend more time on their writing than on finding information.

Many of the pupils also searched for additional information online and some unfortunately spent more time copying text from the Wikipedia page on the Fantasy genre than writing themselves. The pupils who were caught taking advantage of the copy/paste were told to rewrite the text and make it their own which they at least attempted to do. When writing the fantasy story the pupils were not able to use copy/paste but were allowed to write freely from their own imagination, which seemed to be a more enjoyable task based on the length and creativity in their stories.

The second group had a slight disadvantage when it came to writing facts on the fantasy genre as the first group had already mentioned the basics. Still, some managed to add even more information on the page and all of the pupils were able to continue on the fantasy story. In some cases these stories evolved into quite interesting beginnings, while on other pages the stories became more of a joke where it did not seem like the pupils had tried to create a coherent fantasy story. As the pupils were not given any restrictions for their story

except for the genre it could be expected that some of the pupils used their story as a way to get laughs.

6.3.2. The pupils' logs

Unfortunately, as this lesson was conducted only days before the Christmas break, and the pupils were told to write their logs at home, only one pupil sent in a log for this lesson. This is not enough to base a general feedback on.

They were told to write their logs immediately after school. Unfortunately, this did not happen and the decision was made to not ask them again to write it at a later point in time as the work they had done, and their thoughts around it would probably have been more or less forgotten after two or three days with other input. With the point of the logs being to get an insight in to the pupils' reflections and thoughts around the tasks and their own work, it would be necessary to have them write it down as soon as possible after the work has taken place in order for them to give an accurate response in their log.

The decision to not have the pupils in the first group write their logs at the end of the lesson was consciously made, and the reason was that the pupils in the first group should be able to review the final outcome before writing their logs as they might have some additional changes to make after the second group. As for the second group, poor time planning made it impossible for them to write at school so they had to write at home as well. However, from the logs written during the final lesson it was clear that many of the pupils found this method most enjoyable out of the three as they were able to read, edit and create a story.

One pupil wrote in their final log that: "I think the Fantasy story was the most fun, where we changed person and continued stories of our classmates, why I think this was the most fun is because of the fact that we often ended up writing funny stories". While a different pupil was more focused on the aspect of editing stating that "I liked the one where we could edit on each other's stories, it was fun. because, we had the opportunity to edit and check on each other's stories". The last lesson was the one with the highest focus on editing as the pupils in the second group had to continue on an already written text, adding to it and editing it to create more coherence and meaning.

6.3.3. Analysing the written product

One thing that became clear when examining the pages from the last change made by the first pupil to the last changes made by the second pupil is that most of the pupils in the second group had focused on re-arranging the page, adding pictures and making it more interesting for the reader. This is not true for all of the pupils, as some of the pupils in the second group made none or little changes, but on most of the pages there is an obvious change of the layout from first to second pupil.

The fact that the pupils added and edited on the page, not just text-wise but by adding images and re-arranging the text shows that, given an opportunity the pupils take advantage of the possibilities that the wiki gives them, and that they are aware of how to combine text and other media to create more reader friendly texts. Some pupils also used GIFs (Graphics Interchange Format), which are images with animations and can be seen as a format between image and video and are commonly used "as a medium for humorous effect" (Wikipedia, 2016).

This usage of images and GIFs creates what is called a multimodal text which not only creates a more interesting look opposed to a straight forwards written text, but can also convey more meaning. The images that the pupils chose to include on their page were most often related to either the genre or the story, and the way they were used and placed made sense to a reader.

Fig. 7 Screenshot of one of the Fantasy pages

The image above (figure 7) depicts one of the fantasy pages made during the lesson. The pictures included on the page show examples of the fantasy and supports the information in the text. Using different font size and listing examples of well-known books and films within the genre indicates that the pupils have taken into consideration the reader and has created a page which is quite readable with use of spacing, images and different types of text.

6.3.4. Changes to consider

When reviewing this lesson and comparing it to the two previous ones it shows that this way of working with wikis gave a more positive result in terms of writing both length and content as well as the pupils skills in editing and the creation of multimodal texts for an audience improved. As these aspects are the main aims for the study, and an aim for the pupils as well, one can see this method as the preferred one out of the three methods used. Not only were the pupils able to summarize their own knowledge which can help them remember it better they were also able to share it with their peers and to learn from each other.

Another part of this task that one could expect to give a positive result was that the pupils were able to be creative when writing their stories as they were given no restrictions except for the genre. The stories contained wizards, mermaids, unicorns and trolls, all coherent with the genre that they had previously learned about.

As stated, the fact that they were working with a familiar topic should enhance the amount of text, which it in some cases did not, so one modification that could have a positive effect on this issue could be to demand a certain length of factual text, or to give them more support in form of links, books etc. Then again, as the pupils only had 45 minutes each, it is difficult to demand a certain length of text as some pupils take longer writing than others. Also, as mentioned, the second group spent less time on adding text and more time on arranging the page.

One of the issues that have been occurring in all the lessons, which can easily become an issue when working online, is the use of copying from other pages and pasting into their own pages. This has not been a major issue in the study and is also hard to control as they each have their own computers to work on. In this lesson specifically, there were only a few pupils who copied directly, as most of the pupils wrote from their own pre-existing knowledge about the topic.

6.3.5. Future implementations

Although this was the last wiki lesson in this research project, it is possible to outline some general implications for future implementations of similar lessons. Based on the experiences from the final lesson, it can be suggested that it is important to divide the groups so that the pupils do not always end up in the same group, doing the same part of the task. As an extension of this method it could also be interesting to add more lessons so that the pupils in group one are given a second chance to add and edit after group two has done their part. By going back, the pupils might see even more changes to be done, text that can be added and ways to make the page better. Another possibility to further extend on the page is to again randomly assign a pupil to a page and thus get a third persons input on each page where at the end three or even more pupils have been part of creating each page.

Seeing that this type of assignment seemed to be most positively received by the pupils it could imply that it could be evolved and used for different topics and genres. As most pupils stated that the fantasy story writing was most enjoyable, and other research has shown that free writing could produce positive results with writing and motivation for writing it could be suggested that using the same type of continuation in tasks of writing stories in different genres could enhance the pupils' motivation for writing in English.

6.4. Summary

This chapter has included a detailed presentation of each of the three Wikispace lessons conducted during this study. Each lesson was distinctively different from each other as they were not only based on different topics but also the tasks were changed for each lesson in order to create a more positive learning outcome for the pupils. Action Research, as stated; opens up for this opportunity to analyse each lesson in order to improve the method for the next cycle.

Each lesson has here been presented with an explanation of the lesson itself as well as a presentation of the findings of each lesson and how these impacted the next lesson. Each section also included an analysis of the written product and a presentation of the pupils' feedback given trough their written logs. This gives a complete overview of the lessons, what actually happened, how the pupils experienced it and how these findings were the basis on

creating the next lesson. The study only included three lessons so the last section of this chapter also included some further implications that would have impacted a fourth lesson.

7. Ending the study - The final lesson

Unfortunately, the study had to be ended after only three wiki lessons due to time constraints. Even though the study lasted for about 5 months, circumstances made it so that there was only time for three lessons, which is not preferable but still the study gave large amounts of data from both the pupils and the teacher.

The final lesson was held in February 2016 as a summing up lesson to gather data from the pupils. During the lesson the pupils were again asked to answer a questionnaire quite similar to the first one, containing questions about their experiences with the Wikispace project. In addition to the questionnaire, all pupils were asked to write a final log answering questions about the study as a whole, what they found enjoyable and not and if they had thought about any changes that could have been made in order to make the project more enjoyable and result in a better learning outcome. By first having the questionnaire and then the log the pupils had to first think about the project when answering the questionnaire and then had the opportunity to in their logs give a more detailed explanation of their experience as they might have more comments after spending some time reflecting on the project.

In an attempt to retrieve even more data from the pupils' perspective, four pupils were chosen for short, individual interviews. The pupils were chosen in cooperation with their teacher in order to have a representative selection. These interviews, as well as an interview with the English teacher allowed for face-to-face communication about the project where it was possible to gain a deeper understanding of the different participants' thoughts about the project as follow-up questions could be made based on the information received.

7.1. The final questionnaire

The new questionnaire[10] given to the pupils was in many aspects similar to the first one that they answered before starting the wiki project as it contained questions on their online habits and attitudes towards writing in English. It also contained questions on the study with Wikispace where they were to answer on a scale from 1 to 5. In this lesson only 21 out of 25

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[10] Appendix 3

pupils were present which is unfortunate as it does not give the complete picture. Yet, it is enough pupils to be able to gain some general information on the class as a whole.

As in the first questionnaire, this also started with questions about their internet habits with a few small changes from the first questionnaire. The first questionnaire had a minor error as the pupils were only able to choose one of the listed social media/ internet communication sites, while this second one had a multiple choice where they could mark all the used sites as well as adding their own. This question was only included as a means to see where the pupils usually communicate online and is interesting together with the answers the pupils gave in the first questionnaire about which language they most often use when communicating online.

Many of the pupils stated that English is the language they most often use when communicating online, and that they also use communication tools and sites such as Skype and Teamspeak which are voice communication tools often used by gamers in online games. Some also list forums and Tumblr which are often worldwide and therefore written in English. The pupils who stated that they most often use Norwegian are not on most of these sites, and list almost only sites where they communicates with friends such as Facebook, Instagram and Snapchat which are mostly used to follow and connect with people you already know.

The pupils were also asked a few questions where they were to place on a scale of 1 to 5 how much they agreed to certain statements. One of the statements was 'I enjoy writing more when it is published'. This question received a mixed answer where some pupils marked 1, which is do not agree, and some pupils marked 4 or 5. Overall the pupils stated that they did not find it more enjoyable to write when they knew their texts were open for people to read, yet on the question of whether they enjoyed reading what their peers have written more pupils were positive with 47% of the pupils marking at 4 or 5 on the scale.

There could be many answers to why the pupils do not find it more enjoyable to write when published. A positive response could be that the pupils enjoy writing no matter where they write and therefore do not find it more enjoyable. Another answer could be that they find it intimidating to know that their peers read what they write. It could also be different if the topics had been more open and personal, as it has been in other studies on the use of wikis. Then the pupils might have more of a wish to share and therefore find it more enjoyable to know that someone is reading what they write.

On the question whether they had learned anything from this project there was in general a negative answer, with only three pupils stating that they agree to the statement. However, when looking at the pupils' logs, and also the development of the Wikispace pages, it is quite clear that many of the pupils have had a learning outcome from this project. Some of them have even mentioned it themselves in the logs, that they have learned about the topics introduced. The Wikispace pages also show that they have learned to create pages with interesting information and use of images. There is a clear development from the first pages to the last, showing that they have learned how to use the tools on Wikispace to create more reader friendly pages.

The last question on the questionnaire was an open question where those who wanted to could add a comment. Not many of the pupils wrote anything here, but one wrote that "maybe this project is more suitable for younger pupils, since we already have found our ways to work". Considering that this study was conducted in the 10th grade where the pupils are almost done with lower secondary school, and many are focusing on grades and exams, there could be some truth in that comment.

7.2. The pupils' logs

In addition to the questionnaire, the pupils were also asked to write one last log based on a few questions posted on the Wikispace page. The questions were about the pupils' experience with the project and their thoughts about the different methods used during the period. All of the 21 pupils present this lesson wrote logs and most were able to give reasons for their answers and explaining their statements.

On the question of whether the pupils' attitudes and feelings towards English writing had changed at all during the project all pupils, except one, said that it had no effect. Most stated as in the first questionnaire that they were quite comfortable with writing in English from before and that this project, much do to its short time, had no effect on their attitudes. The one pupil who mentioned some effect stated that s/he had learned some from reading peers' text and correcting errors. Others commented that they possibly could have had positive changes if the project would have lasted longer and with more time to do each task.

As mentioned, the pupils were also asked which of the three tasks they enjoyed the most. There were significant differences between the tasks with one being completely

individual, one in group and one with continuing on a peer's text. Here the answers were divided with some stating that they enjoyed the fantasy task most, some Shakespeare and some poetry. There were also a few pupils who did not find any of the tasks interesting, and some that could not decide between two. The fantasy task was however the one most often mentioned with 11 of the 21 pupils saying that it was their favourite. Most of the pupils who said fantasy was their favourite explained that they found it fun to be creative and continue writing on and extending what another pupil had started or to start something that they did not know how would end.

The pupils were also asked if they could see any changes to be made to the project and tasks to make it more interesting and enjoyable to write more English. On this question there were a lot of ideas and comments on how the tasks could be changed which are great comments to consider when working with a project like this. One of the pupils stated that s/he would have liked to write more freely, like in the fantasy story as s/he enjoy writing stories. Another pupil requested more exiting topics, which is quite understandable as the topics for this period were not the most exiting ones for a 15-years old pupil.

Following Puchta & Schratz's (1993) description of suitable tasks for teenagers being personally relevant, more exiting topics for the pupils to write on would probably be more personal and self-experienced topics where the pupils would be able to write freely and creative based on their own experiences and thoughts. This would be the preferred way, both based on previous studies done on using wikis, and as a means to get the pupils more engaged in writing in English. However, by following the half year plan set by the teachers the pupils were able to learn new information as well as presenting it to an audience through the Wikispace page which is a different, yet positive aspect of the study.

7.3. Interview with pupils

During the last lesson four pupils were taken out of the class individually for a short interview[11]. The pupils were chosen after suggestions by the teacher ensuring that the interviewed pupils were not all too similar to each other, and yet that they in many ways could be representative for the class as a whole. Each pupil was asked five main questions plus follow up questions based on their answers meaning that the interviews were semi-structured.

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[11] Appendix 4

The questions given were quite similar to the questions for their logs, and the interviews were held as the pupils might have more to add or explain more in detail as the interviewer could ask follow up question to clarify. Also, the interviews were held in Norwegian, which was done intentionally as it might make it easier for the pupils to talk freely, convey more meaning and feel more secure. By conducting the interviews in the pupils' first language there is also a higher chance for them to say more as they do not have to be concerned with formulating their thoughts.

When conducting the interviews some of the pupils had difficulties answering certain questions and to retrieve any information some of the follow up questions were more specific, while at the same time attempting to not lead the pupils too much. They were then given some examples or adjectives that might support them in their reflection and in turn make it easier to answer the question. In an attempt to not guide the pupils too much towards a specific answer they were given positive, negative and neutral examples each time.

Three of the four interviewed pupils stated that they thought writing in English was ok, and two of them felt like they were better at English writing than in Norwegian. The fourth pupil stated that s/he had difficulties with finding the right words in English, which inhibited the possibilities of writing creative texts. These views had not changed for any of the pupils during the study. One of the pupils explained that this was because of the time restraints and how they were not able to use it enough for it to have an effect as the lessons were too far apart and it took time to get used to working in Wikispace from lesson to lesson.

Pupil D stated that s/he did in fact consider the aspect of readers when writing, most in the way of how the text would be perceived by the reader. Still, s/he said that there was no conscious change in way of writing done in consideration of the reader. The rest of the pupils did not consider the aspect of a reader, yet both s/he and pupil B found inspiration and learned new information from reading texts that the other class members had written. This indicates that even though the pupils do not see an immediate positive effect from sharing their text, they did use it to their advantage when writing.

When the interviewer again asked about the three task types, which they had already been asked in the questionnaire, three of the pupils answered similarly to each other that they enjoyed the fantasy lesson the most as it gave them more freedom, was easier to write on due to previous knowledge, was more creative and gave a fun result. Pupil D also stated that it was interesting think about how the next pupil would continue the page, and also fun to see afterwards how the page and the story had changed as opposed to the original idea. However,

pupil B who was not as comfortable with writing in English stated that the group task was better as s/he could find help and inspiration in the texts written by the rest of the group and other groups. This could indicate that pupils with a lower level of achievement in English might have a better learning outcome from using collaborative writing and wikis as they are able to learn from their peers, while pupils who receive higher grades do not make use of, or find it helpful to read what their peers have written.

7.4. Interview with teacher

After the final lesson an interview was conducted with the pupils' English teacher to find out what s/he has observed and experienced during this study[12]. This interview was also conducted as a semi-structured interview with 9 main questions and follow up questions for better understanding. As this teacher has worked at the school for almost 10 years and has worked with these pupils for most of the three years they have been attending the school s/he has knowledge both on how this type of writing tool can be used in school and whether the study has had any effect on the specific pupils in this class.

Some of the background information that came from this interview was that the pupils had often written on computers and used the internet for finding information for a text, but that they had not been working with publishing and sharing texts online to this degree before, where all text is shared within the group and the pupils were able to freely navigate between the other pupils' text and give feedback. This means that the pupils had no reference before starting the wiki project as to how to work with tools like this and the possibilities given on a page like Wikispace, which in turn can explain why many of the pupils did not read and comment on their peers' pages as intended and imply that there was a need for more time to work with this type of writing, sharing and giving feedback before starting such a project.

The aspect of publishing is perceived as quite positive by the pupils' teacher as the texts does not disappear, and they can go back and edit at a later time and in turn correct and learn from their own errors and other's. S/he also mentioned the fact that by creating a shared page like Wikispace the pupils and teacher can go back to earlier texts and see how the pupil has developed both in language and presentation skills, opening up for the possibility to use

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[12] Appendix 5

the wiki as a portfolio for assessment or just as a motivation for the pupils to see how far they have come.

An interesting point given by the teacher, which is also somewhat congruent with the answers given by pupil B in the pupil interviews, is that the group task was the best task type in the project. A reason for this is that the pupils are able to receive support from each other by reading each other's texts while they are writing themselves. While the continuation task makes this possible for the second pupil, the first pupil writing does not receive the same support, but when working in a group all pupils can receive help from each other from beginning to end. As the pupils are able to see how the rest of the group are working it can also lead to inspiration for later individual tasks.

Considering that the teacher knows the pupils best, one of the questions was whether s/he believed that there was any difference in what the stronger pupils had learned from the project versus the weaker pupils in the class. The teacher clearly stated that the stronger pupils had probably had a bigger learning outcome from this project as the topics were so theoretical and demanding not only writing but also finding and processing of information. To make sure that all pupils have a better learning outcome the tasks should be more personal and free so that the weaker pupils can write on what they know instead of having to spend a lot of time finding information and learning about a new topic. This is also congruent with what has been observed during the different lessons and what has been reported through some of the pupils' logs and is therefore a major aspect to consider if the wiki writing project should be implemented as part of the plans for English.

7.5. Summary

In this chapter an effort has been made to present findings from the last data collection including both a questionnaire given to all pupils as well as interviews conducted with four of the pupils and the class' English teacher. The questionnaire was given to gain a general view of the pupils' experience while the interview, building on the questionnaire, was conducted with four chosen pupils who were representative for the level variation in the class to gain more detailed information. The interview with the teacher gave a third viewpoint on the study as a person who knows the pupils better and also could see the process from the outside more than the researcher could. In the next part of this thesis the findings of the study will be further presented and discussed based on experiences and theory.

8. Discussion

This section will present and discuss the challenges and outcomes found during this study. The first two parts will include a more general view on research in a school setting, discussing which aspects to consider and what challenges may occur before focusing on the more specific aspects of this study and discussing how the study could have been altered in order to gain an even more positive learning outcome for the pupils.

8.1. Research in school

When conducting research in a school setting there are many aspects to consider as one is working with different types of people in the form of pupils, teachers and parents. Also, the practical aspects of conducting the study rely on the school´s framework, plans, rooms and equipment. As many people are usually involved in research in schools one can assume that during the process there will be unexpected changes which results in having to alter the original plan, often on the spot as changes might suddenly occur.

When planning research in school there are many challenges which need to be addressed. One of them is how to implement the Norwegian national curricula LK06. As stated in the theory chapter LK06 includes a subject curriculum for each subject, including English, which presents a list of aims the pupils are supposed to reach before graduating secondary school. The curriculum for English include not only aims of written competency, which are most relevant for this thesis, but also aims based on culture, society and literature which in many cases effect the choice of topics. The national curricula is to be the basis for all education in Norway and is therefore also very important when working with this type of interventionist research in schools.

Another aspect to consider when conducting research in schools, especially based in digital learning and teaching tools is the availability of such tools and equipment. Norwegian schools are quite different in terms of size, number of pupils, teachers and rooms. There are also differences in availability of digital devices such as computers, tablets, digital whiteboards and internet connection. One thing that is universal for all Norwegian schools, and included in the Norwegian law of education (Opplæringslova § 2-15) is that education should be free and not require pupils or parents to pay for school materials such as books and teaching tools (Ministry of Education and Research, 2017). Therefore, it is not allowed to

require that pupils have their own personal computers which they have had to pay for themselves. This is solved in some Norwegian schools where all pupils are given a loan of a computer or tablet to use at school which is frequently used in lessons. However, at other schools there are only a few classroom sets of laptops and/or a computer room available for sharing, resulting in less opportunity to make use of digital tools and technology. The school this study was conducted in was of the latter, the school has a computer room with stationary computers as well as two classroom sets of laptop computers, about 60 in total, where at any time approximately 10 were not useable due to reparations.

The lack of computer availability at this specific school, and many other Norwegian schools makes it difficult to take advantage of digital learning tools and writing platforms such as Wikispace as the class does not have computer access at all times. This means that computer based learning needs to be planned in good time to make sure that the computers are booked for that class. Changes in scheduling therefore could lead to computers not being available when needed for a given subject.

Another issue with computer access which was experienced throughout this study was the state of the laptop computers and the fact that pupils lost a lot of time logging into their computers as many of the available laptop computers required up to 5 or 10 minutes to start up. This created less time to work on the writing activity and therefore affected the written product as the pupils did not have enough time to do the research and the subsequent writing. As this is a practical issue which is not as easy to work around, it is extremely important to make sure that there is enough time set aside for each activity so that those pupils struggling with the equipment also has enough time to complete the task and compose a text.

Experience from this research project suggests that it would be easier to implement digital skills in all subjects, as demanded in the LK06, when the provision of computers is improved. This is particularly important in subjects such as English as there is such a variety of digital tools available such as writing programs, online writing platforms, publishing, reading and researching in the target language.

A third, and arguably the most important aspect to consider when doing research in a school setting is the pupils which will be involved in the study. For this study, 25 pupils were asked to participate, share their writing with each other, write logs in order for the researcher to retrieve data and answer questionnaires. These pupils were all in the age-range 15-16 years old during the study and therefore considered minors. This demands a higher focus on the

pupils' anonymity and safety than when working with adults as children are not able to give consent for publishing content that could be identifying.

When working at a school, in a class with towards 30 individuals it is inevitable that there will be challenges in the day to day plan. Pupils become sick and have to be kept home from school, some might have a doctor/dentist appointment, some might have to retake a test during the time of the lesson and therefore the amount of pupils present in the lessons are changing. This creates challenges in terms of creating groups or pairs to work in as one cannot be sure of how many pupils will be present in the planned research lesson. The plan therefore had to be open enough to cater to these changes in the number of pupils present.

8.2. The Study

8.2.1. Time and timing – challenges experienced

The plan for this study was that it would be a 5-month long study with new lessons every third week. Due to practical issues with scheduling this was not feasible and therefore the lessons were more spaced out than planned. These long gaps between the different lessons most likely had an effect on the results. The lessons were 3-5 weeks apart making it less predictable for the pupils and creating difficulties in terms of the planned topics and the time available to spend on each topic. If the research had gone to plan and the had been writing lessons every third week the pupils would have had a more predictable schedule. In addition, there would have been opportunities to spend more than one lesson on each topic. A more predictable schedule could also have facilitated more time working with each topic before starting the wiki writing lessons and thus result in more knowledge about the topics before having to write an entry on it as the plan was made based on the class' half-year plan. By having more time to work with the topics before the wiki lessons the pupils would have more time during the lessons to focus on their writing instead of having to spend a substantial amount of time reading up on the topic during the lesson before they could start writing.

If the planned schedule had been followed it would also have meant that the pupils could have had more opportunities for writing on the Wikispace page. Some pupils mentioned both in logs and interviews that the lack of time spent on Wikispace affected both their ability to understand the page and to become comfortable with writing. If a majority of the pupils

struggled with navigating the page it can be assumed that they spent more time figuring out these practical aspects than necessary and therefore spent less time writing. Given that in the end there was only time for three wiki writing lessons the pupils were still familiarising themselves with the page, and if given three more writing lessons there might have been a more positive development in their writing and creation of multimodal, more reader-friendly texts. This in addition to having worked with the topics beforehand could in turn have affected the pupils' motivation for writing as they would master the practical aspects and have some previous knowledge which would allow them to experiment more with text, write more freely and create interesting entries.

Another outcome from having the lessons so many weeks apart was that some of the pupils forgot their login information between each lesson, and some had to be reminded how to navigate the Wikispace page several times. For some pupils, this resulted in time lost to find their password and in some cases create new users, which in turn meant that they had even less time to work with the tasks given. It could be suggested that having the lessons closer together would eliminate this issue for the majority of the pupils as they would use the information more frequently and thus remember it better. A different way that this could be resolved would have been to collect all pupils' passwords when they created their users so that the passwords were easily found if one pupil had forgotten it. This however creates an issue with online- security and privacy, and was therefore not considered to be a solution during this study.

In the periods where the researcher was not present in the class, their regular English teacher spent time working with other topics, as scheduled in the semester plan. This lead to the next Wikispace lesson being on a different topic, not giving the pupils enough time to work with each topic on the Wikispace page. If the timing had been better the pupils could have been given opportunities to go back to the text they were working on to improve and edit in a second lesson. This could enhance the learning of both language and topic as the pupils would have more time to immerse themselves in both.

There is also the issue of timing in terms of the age of the pupils. The study was conducted in a 10th grade class, which is the last year of lower secondary school. During this year the pupils receive their final grades which they use to apply to upper secondary school, and divergence from planned curricula could have had an effect on the pupils' motivation for the study, suggesting that the pupils did not find it important as it was 'outside of the normal

lessons'. However, the extent to which this was a problem is unclear as the topics were connected to their lesson plan.

The fact that the study was conducted with a class that was about to graduate from lower secondary school could also have an impact on the pupils' interest and motivation for learning how to use a new digital tool which they most likely will not use later in their education. If the study had been conducted in a lower grade, the pupils might be more open to new methods, and not as focused on whether or not they were assessed on their work. In a lower grade it could also be seen as a method to use over time, the 10th graders knew that this would only be used for a short period as they only have a few months left in school, which can account for why some of the pupils did not see it as useful.

8.2.2. Teaching to curricula

Prior to conducting the study at the given school, the staff had created a half-year plan based on LK06 and their course book, which gave the subjects for a period of three or more weeks each. As the study was conducted in a class which was usually taught by a different teacher, the research lessons were taking time from the class' regular lessons. The choice was therefore made to follow the syllabus set for the period with appropriate tasks. The reasoning for this was to make sure that the pupils in the research class were given the same amount of time to work with the presented topics as the rest of the 10th graders as those topics were relevant for their final exam. This resulted in three main topics for the study (which is presented in chapter 6 in this thesis) with different tasks based on the topics.

In hindsight, the decision to create lessons based on the topics from the lesson plan in many ways restricted the ability for the pupils to fully make use of the wiki as a writing platform. Based on research done on writing and motivation for writing (Puchta & Schratz, 1993) which found that giving pupils personally relevant task could encourage writing and thus enhance the pupils' motivation for writing it seems that asking the pupils to write on such specific tasks as in this wiki project might be a major factor in not receiving a significant result. The topics these lessons were based upon could be suggested not to be very exciting and motivational for the pupils as they were not personal and quite fact based. Still, when given the opportunity to compose their own poem and write a fantasy story they were able to choose the content and thus were able to write from their own interests and at the same time learn about and work within different genres.

However, in order to facilitate more writing opportunities, the choice rather should have been made to have more open tasks where the pupils were able to choose their own content and topics, which would not have required them to spend time finding information for new topics which they had no previous knowledge about. Tasks that could be useful for facilitating more writing and still be within the frames of the curricula and its aims could be to create a newspaper article about a topic the pupils chose as a group, or to write short stories which allow them to use their creativity and working with these short stories in groups practicing giving feedback and editing to enhance language and structure.

Using known topics and allowing the pupils to choose their own topics would also allow for more time spent writing and working with their entries. By writing on new, unknown topics related to their lesson plan substantial parts of the lessons were spent finding information and reading on the topic, which took time from actually writing and producing text which was the main object for the lessons.

The context for the study should however focus on the aims from LK06 as these are set by the department of education and is to be considered in all lesson planning. By refraining from the period plan, the tasks could have been more open for the pupils to write on other topics which they might have found more relevant and also had more knowledge about, giving them more time to produce text instead of having to spend great amounts of time reading on the given topics in order to write about it.

8.2.3. Using technology

As has been suggested by Hyland (2014), using a digital writing platform should open up for many new possibilities that are not available when using pen and paper which may enhance a learner's writing skills. For example, the ability to easily move, add, delete, rewrite and spell-check text allows pupils to spend more time focusing on writing and producing text which in turn can result in creating more fluent and complex sentences and longer texts (Hyland, 2014). Not only this, but technology can also facilitate the sharing of text in a much broader way that before as writers are able to send their texts via e-mail, or share in forums, on blogs and in social media.

Experiences from this research, however, show that using computers and online writing platforms to do writing exercises bring a number of challenges that needs to be considered. As the pupils are asked to use the internet to write, and also to find information,

inspiration and images, it is difficult to ensure that the pupils stay on task. The world wide web consists of enormous amounts of sites with content which in most cases is not relevant for the writing exercise the pupils are asked to do, and it could be enticing for them to check their Facebook, or go onto gaming sites instead of staying on task. This issue is difficult to solve, but measures can be made to lower the chances of it happening. By paying attention to the pupils' online activity it is possible to keep them from visiting unrelated sites, and also by giving them examples of sites which are relevant it could decrease the chances of them on purpose, or not, end up on other sites.

8.2.4. The Wikispace page

The Wikispace set-up is quite basic and it was presumed that the pupils would have little or no difficulties navigating the page as, when they create a new page the writing aspect is quite similar to word-processing tools such as Microsoft Word which is used at the school. The choice was therefore made to not spend a lot of time going through the actual steps of writing, editing fonts, adding images and such. In hindsight, seeing how some of the pupils struggled with navigating the page and doing these operations, it became clear that time should have been made to give a step-by-step introduction showing how to create and edit an entry on the Wikispace page. A written step-by-step instruction could also be published on the Wikispace page to serve as additional support for those pupils who needed it. Still, most pupils managed to navigate the page with little issues and they were also able to receive help from the researcher or their peers when working on the wiki.

Even though no entry was made showing instructions for navigating and using the Wikispace page, there was created an entries for each lesson consisting of some information about the topic, the task for the lesson and hyperlinks which guided the pupils to relevant information which they could use when working with the tasks. These hyperlinks worked as a support for the pupils who needed the help, whilst other pupils searched online and found their own sources of information. Having information and the task published on a page on the Wikispace meant that the pupils could go back and look at it when they needed help, or copy it to their own page so that they had it easily available when working at school or at home. In addition, it allowed more time for the teacher to observe and help pupils instead of having to spend time reminding the pupils of the task.

In order to further support the pupils in their writing, these entries can include tips and tricks, lists of characteristics, inspiration or examples that the pupils can follow, build from, and use for their own text. This allows for an easy facilitation for the different needs in the class, as it can function as great support for the weaker pupils, while stronger pupils can use it for inspiration or choose not to take advantage of it and rather work on their own.

The difference of using a wiki as opposed to writing using pen and paper, or using a word-processing tool is that the entries made by the pupils are available for all the other pupils to read. This was increasingly encouraged during the study as the tasks became more focused on collaboration and supportive learning. After the first lesson, the logs revealed that most pupils had not taken advantage of the possibility, and therefore it became a higher focus in the next two lessons where the pupils had to work together and therefore also examine what the other pupils had written. From logs and interviews conducted after the wiki lessons it became evident that many of the pupils saw advantages in reading their peers' texts and some indicated that they did take inspiration from others' texts to enhance their own writing.

The pupils' focus on reading each other's texts and learning from each other could have been changed over time, but as the study only allowed them to create three texts, and the lessons were mostly spent writing on their own entries there was not enough time for many of them. If the wiki had been used in a more coherent way, and as a tool in the education over a longer time where, for example, pupils might be asked to write entries as homework or choose to work on the wiki outside of class themselves it could be assumed that more of the pupils would take time to read entries made by others, and also give each other feedback or ask questions related to the text.

8.3. The results from collected data

As presented in earlier chapters in this thesis, each lesson and the data collected in connection with it produced findings which resulted in changes made to the lessons and also gave indications as to whether the wiki writing project had any effect on the pupils' motivation for writing and their English writing skills. When examining the pupils' texts, their responses from the questionnaires, their logs and the information gained from the four interviews it became evident that the data collected from this study does not give significant foundation for stating that using wikis does enhance motivation for writing and writing skills. These findings and more positive aspects are discussed in these following sections with focus on the actual

written product; the pupils' Wikispace entries and information collected from the pupils through questionnaires, logs and interviews before, during and after the wiki writing project.

8.3.1. From the writing

After three quite different wiki lessons the class' Wikispace page consisted of 41 pupil pages in total, where most pages contained written text. As expected the amount of text varied from a few lines to full paragraphs and whilst the first lesson of poetry in general resulted in quite short entries the second and third lesson produced longer text material.

As the tasks given during the period were based on writing more informational entries, still with personal input in the form of reflection and storytelling, it became quite clear that some of the pupils took great advantage of the copy and paste function computers give. It could be assumed that as the written product was not assessed and graded some pupils were not motivated to put in much effort. However, many of the pupils did write their own material and those texts have been the basis for the findings presented in this thesis.

A noticeable change between all the lessons was the content of the texts written. As expected the second task, working with Shakespeare and his plays resulted in very factual texts presenting information and the same can be said for the fantasy entries. However, when reading through the pupils' entries on fantasy it becomes clear that many of them are written more freely than the entries on Shakespeare. In most of the Fantasy entries the pupils mention examples of fantasy stories and movies, and some expand their ideas to include the characteristics that make that particular story or film belong to the fantasy genre. The language in the pupils' fantasy entries can also be said to be more explanatory, where they introduce a fact and then further explain it before moving on to a new fact. This suggests that the pupils were able to build on their previous knowledge and include some elements that they themselves had a relation to.

In comparison, when reading the entries on Shakespeare and his plays, which the pupils had none or little previous knowledge about it was interesting to see how most of the text was more like listing of facts than an actual coherent text. Many of the paragraphs consisted on short sentences stating one fact and followed by a new short sentence stating a different, often unrelated fact. This suggests that when the pupils had no pre-existing knowledge they were more bound to the sources given, and did simple re-writes of the information from the sources. A way to reduce this issue could be to work more with the topic

before creating the Wikispace pages. Allowing the pupils to get a better understanding of the plays and theatre of Shakespeare could make the pupils relate better to the topic and thus find it more interesting to investigate and find explanations instead of producing short facts.

Examining the pupils' language in each of the entries it did not reveal any significant changes for better or worse. Most pupils, when examining their three entries, seem to have a very similar language in all entries and have approximately the same number of errors in relation to both spelling and grammar. The only change that is evident in many cases, as mentioned before, is the length of the entries. However, there is no evidence that this change can be attributed to working on the wiki and having more practice writing, but is more likely a result of the pupils being more familiar with the topic.

It was also noticed, since Wikispace allows for viewing the changes which have been made to each entry, that some pupils did edit their own language and text structure when working with their text. While this was only accurate for a couple of the pupils, who both were considered at the highest level within the class, it could be suggested that with practice and if given more time more of the pupils would do the same, which in turn could be a tool for the teacher to monitor pupils' development in text construction.

To summarise these findings, it could be said that the Wikispace entries did not reveal significant data to confirm whether using wiki as a writing platform could have an effect on pupils' motivation for writing, or if writing on a wiki could enhance the pupils' language and writing skills. However, it could be suggested that if working more with writing on the wiki, focusing on revising and collaboration could have positive effects on both motivation for writing and writing skills as congruent with research done on the effects of writing practice and collaborative writing which wikis facilitate for.

8.3.2. From the pupils

Data collected from the pupils' answers in the questionnaires before and after the study gave interesting information about the pupils' computer habits, their thoughts about different subjects and communicating and writing in English. The last questionnaire also included questions on the pupils' experience with the study. The use of questionnaires made it possible to gain information from all participants present in the class and also by using an online version all responses were practically collected into one document which allowed for easier comparisons.

During the study, and after each wiki lesson, the pupils were asked to write a log and send to the researcher on the wiki page. As discussed earlier the logs opened for opportunities for the pupils to give their response to how they experienced each lesson, they were able to ask questions if there were any and had to reflect upon the lesson and their own work. Using online logs in the form of message also ensured privacy between pupil and researcher and also that the logs were not lost. The use of logs had a positive influence on the study as the responses from the pupils indicated what changes could be made in order to enhance the next lesson and thus the pupils became more involved in shaping the lessons and work methods. This could, if the study had been taken further, have resulted in new approaches and topics for writing which the pupils suggested and thus could increase the motivation for working with said tasks and in addition encourage more writing and enhance their writing skills.

An issue that arose in connection to the logs was making sure that all pupils present in the lessons did write their log and send it in. This became most obvious and problematic during the third wiki lesson from which only one log was received. The third wiki lesson was planned so that the pupils had to write their logs after the lesson, as homework, and was trusted to so when they arrived home from school. However, this was clearly not stated sufficiently and the vast majority of pupils did not do as told. As the point of using logs is to make the pupils reflect on the lesson and their own efforts and writing it is crucial that there is not too long time between doing the exercise and writing the log as the lesson should be fresh in mind, and it was therefore not possible to go back and ask the pupils to write their logs later. This could have been foreseen as the third lesson was held the last week before Christmas break and it could be assumed that the pupils' minds were more occupied with thinking about Christmas and two weeks of vacation than writing their logs. It could also have been prevented by involving their teacher and ask to give the pupils fifteen minutes to write their logs the following day. As this was not done, all data from the third lesson was dependent on what they could remember when writing their final log weeks later which was not optimal.

When studying the data collected, and firstly the questionnaires there were some expected and some interesting findings. The first part of questions in the questionnaire consisted of questions about the pupils' computer habits and time spent online daily. The results of these questions show that the majority of pupils spend three or more hours online daily using social media such as Facebook and Instagram, reading blogs and participating in online forums. This implies that using technology is normal and natural for the pupils, as

congruent with the theory of them being digital natives (Prensky, 2012). Technology would therefore be a natural tool for the pupils in an educational setting and should, as explained earlier, also be implemented as a natural part of teaching. However, even though the pupils are, as Prensky puts it, digital natives it is not therefore said that they do not need instructions and time to become familiar with new tools and techniques. For this study, the expectations to how quickly the pupils would take to the Wikispace and navigate it were probably too high considering the outcome.

Both of the questionnaires given to the pupils revealed interesting and telling information when looking at the questions involving writing in English. From the first questionnaire, on the statement 'I enjoy writing different texts in English', from which the full range of answers can be found in figure 8 below, 40% of the 25 pupils checked of 4 or 5 (5 being totally agree), whilst 36% were in the middle (3) which could be translated to that in total 76% of the pupils in this class finds it ok or more than ok to write in English. This could imply that the pupils previously had been given opportunities to write which they found enjoyable and it could also be interpreted from these answers that the majority of the pupils would be positive toward writing tasks during the study which again could have, if the study had been conducted with some changes, resulted in more positive results.

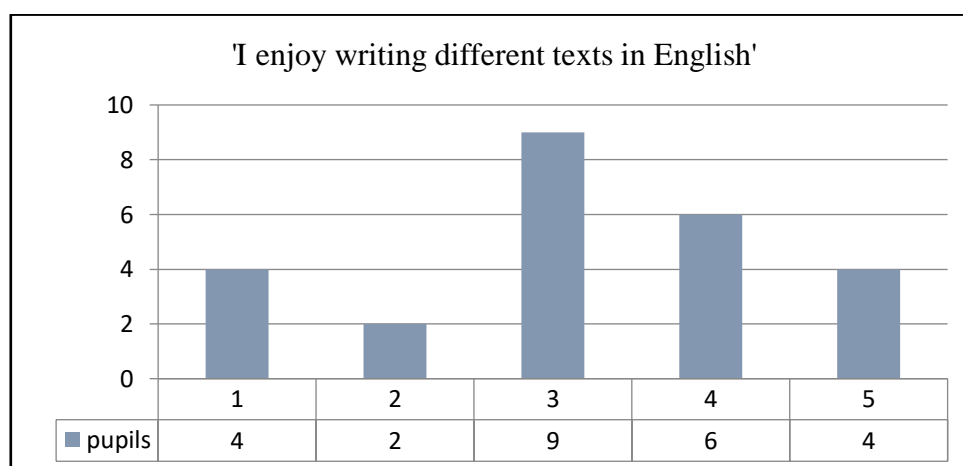| 'I enjoy writing different texts in English'				
	1	2	3	4	5
pupils	4	2	9	6	4

Fig. 8 Results from question in first questionnaire

The reality is, however, that when asked in the last questionnaire whether they had learned something from this project, and whether they were more comfortable with writing English now than before the study 42,8% out of 21 pupils answered on the two lowest scores

indicating that they had learnt nothing or little, while only 14,7%, or 3 pupils, checked of at 4 implying that they have learned something (figure 9).

'I believe that I have learned something from this project'

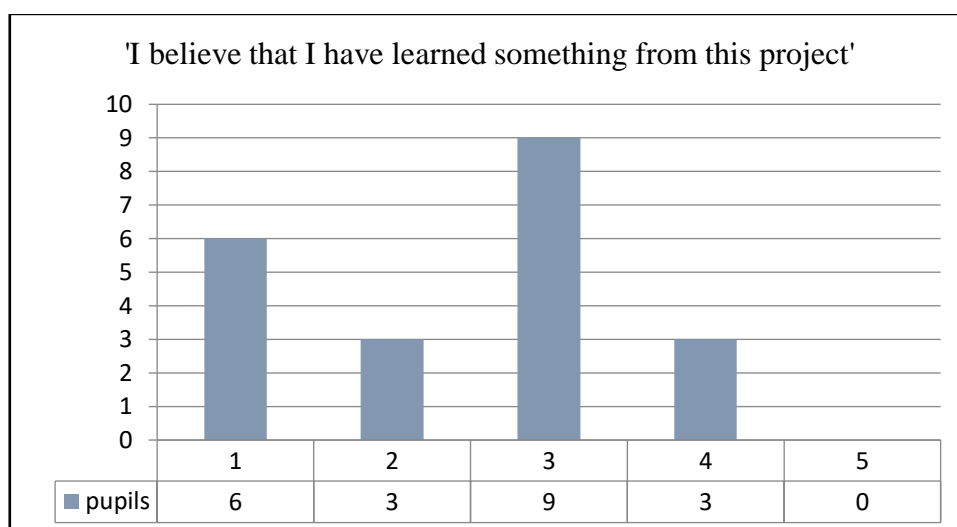| pupils	1	2	3	4	5
	6	3	9	3	0

Fig. 9 Responses from second questionnaire

In addition, 11 of the pupils, or 52,4 % of the group stated that they did not feel more comfortable with communicating in written language after the study, whilst again only three pupils stated that they felt more comfortable and eight pupils were in-between not agreeing nor dis-agreeing that the study had an impact on their level of comfort. One can assume that if the writing project had helped the pupils gain a larger vocabulary and become better at writing in English it would also have made them more comfortable with writing English as they might have felt more secure in their language abilities. Unfortunately, this was not the result, which suggests that the writing project did not have any effect on the pupils' writing skills and motivation for writing in English.

These findings are also congruent with the final logs written by the pupils in the final lesson. Still, as they in their logs are able to give more explanations to their statements, some of the pupils did state that they might have expanded their vocabulary during the study, and that they have experienced some learning from reading their peers' texts. However, the more common response was that they did not see any changes in their writing or motivation for writing which the pupils contributed to the lack of time spent writing, the difficulties of the tasks and issues with the writing platform. All of these problematic areas have been discussed earlier in this chapter, and these statements from the pupils validate the observations made during the research and indicate that in order to gain a better outcome and produce changes in

the pupils' motivation for writing and enhance their writing skills there should have been more time to work with the wiki, and writing on more familiar and relevant tasks and topics.

9. Conclusions

In this final chapter of the thesis and effort has been made to draw some conclusions. Firstly, findings from the study are summarized in order to attempt answering the research question as presented in the introduction. Following this are some suggestions for further research.

9.1. Summarisation and final results

This study aimed to answer the research question 'Could the use of wiki as a writing platform effect pupils' motivation for and level of writing in English'. After conducting this study and working with the data collected before, during and after the Wikispace writing project it was quite obvious that in order to implement wiki as a part of teaching English in secondary school, and for it to have an effect on motivation and level of writing there were some significant changes that need to be made.

First of all, the pupils will need more time to become familiar with the writing platform and time has to be spent working on teaching skills which the pupils need for working with writing in such a way as is possible on a wiki. As mentioned in the theory chapter, Steineke (2002) suggests that in order to create successful groups and collaboration the pupils first need to be taught the skills required for working with others. While she mentions skills as listening and asking questions, it could be suggested that when implementing wikis as a new writing platform the pupils need skills as giving feedback, reflecting on writing and language, and maybe first of all become comfortable with navigating and using the platform before asked to complete somewhat complex tasks.

Secondly, it was found that writing on unfamiliar topics restricted the pupils' opportunity to write large quantities of text as is the point of extensive writing. In the planning stage of this study it was assumed that the pupils would have worked with the topics before writing on their wiki pages, which would have given them opportunities to write more freely on the topics, produce more text, and thus might had been able to improve their language. Writing on unfamiliar and somewhat non-relatable topics could also impact the pupils' motivation for writing. As stated earlier pupils, when given the chance to write on personal topics which they find relevant and important, could not only enhance their writing skills but also their motivation for writing, which in turn could lead to more writing and enhancement of writing skills.

A third challenge that became obvious when conducting the study was the changes in the schedule which resulted in less research lessons and thus less opportunities for writing. It could be argued that if given more opportunities to write and work with their written language the pupils might have had an increased learning outcome. If the study was conducted in a class where one was the main teacher it could be possible to move around such schedule changes and still make time for writing on the wiki, however as this study was conducted by a researcher who did not teach the pupils regularly it was challenging to move lessons, resulting in a study far shorter than planned and hoped for.

9.2. Implications for further use and research

Even though this study did not show any correlation between using the wiki as a writing platform and the pupils' motivation for and level of writing it does indicate that with some changes in task and timing the use of wiki could have a positive effect in Norwegian classrooms.

If further research was to be done on using wikis as a writing platform in English it could be interesting to study whether using wikis over a longer time, such as regularly throughout a year, could have any effect on the pupils' learning and motivation. By implementing wiki as a regular part of the language teaching it could be suggested that as the pupils would be given more time to spend writing it could in fact have an effect. As shown from this short study some of the pupils struggled to navigate the page and take advantage of the possibilities, however, by working with wikis over time this issue would most likely disappear and the focus could be more on the actual production of text allowing the pupils to write extensively on varied topics thus giving them opportunities to enhance their language through writing.

Further research could also include a deeper focus on the pupils' language development. As wikis allow for retrieving old versions of entries it could be interesting to examine how pupils develop their language when they work with a text over time. In order to facilitate such research, it would be suggested that the pupils spend more time on each entry instead of having different writing tasks.

In order to fully examine whether using wiki as a writing platform, with all its possibilities for collaborative writing, creation of multi-modal text and editing, have greater

effect on the pupils learning outcome it could also be suggested to conduct a study where one group uses wiki and another uses traditional writing on paper. It is possible to give similar, or the exact same, writing tasks for both groups and thus be able to examine if using the wiki results in different and better text production than traditional writing, and also to find whether the pupils writing on the wiki find the task more motivating and enjoyable than the group writing on paper.

These are only a few possibilities for further research in using wikis in the language classroom. As wikis can be used for a variety of different types of tasks and applications there are many reasons to implement the writing platform in the classroom. As there is not much research done on the use of wikis in L2 classrooms it could also be argued that it is an important digital tool to do more research on in order to enhance language learning in second or foreign language.

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Appendices

Appendix 1 – English subject curricula – competence aims after Year 10

From Norwegian Directorate for Education and Training (2013) *English subject curriculum*.
https://www.udir.no/kl06/ENG1-03?lplang=eng

Language learning

The aims of the studies are to enable pupils to

- use different situations, working methods and learning strategies to develop one's English-language skills
- comment on own work in learning English
- identify significant linguistic similarities and differences between English and one's native language and use this knowledge in one's own language learning
- select different digital resources and other aids and use them in an independent manner in own language learning

Oral communication

The aims of the studies are to enable pupils to

- choose and use different listening and speaking strategies that are suitable for the purpose
- understand and use a general vocabulary related to different topics
- demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups
- understand the main content and details of different types of oral texts on different topics
- listen to and understand variations of English from different authentic situations
- express oneself fluently and coherently, suited to the purpose and situation
- express and justify own opinions about different topics
- introduce, maintain and terminate conversations on different topics by asking questions and following up on input
- use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication
- understand and use different numerical expressions and other kinds of data in communication

Written communication

The aims of the studies are to enable pupils to

- choose and use different reading and writing strategies that are suitable for the purpose
- understand and use a general vocabulary related to different topics
- demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups
- understand the main content and details of texts one has chosen

- read, understand and evaluate different types of texts of varying length about different topics
- use own notes and different sources as a basis for writing
- write different types of texts with structure and coherence
- use central patterns for orthography, word inflection, sentence and text construction to produce texts
- use digital tools and formal requirements for information processing, text production and communication
- be familiar with protection of personal privacy and copyright and chose and use content from different sources in a verifiable way

Culture, society and literature

The aims of the studies are to enable pupils to

- discuss and elaborate on the way people live and how they socialise in Great Britain, USA and other English-speaking countries and Norway
- explain features of history and geography in Great Britain and the USA
- discuss and elaborate on different types of English literature from English-speaking countries
- describe and reflect on the situation of indigenous peoples in English-speaking countries
- create, communicate and converse about own texts inspired by English literature, films and cultural forms of expression
- communicate and converse about contemporary and academic topics

Appendix 2 – First questionnaire as received by the pupils

English Writing project

This questionnaire is to help me with my Master thesis. I would like to know how you as pupils use the internet and what you think about English as a subject. I hope that all of you will help me by answering these few questions. All answers will be anonymous.

* Required

1. **Gender** *
   Mark only one oval.

   ◯ Girl

   ◯ Boy

2. **Do you have access to a computer at home?** *
   Mark only one oval.

   ◯ Yes

   ◯ No

3. **How many hours do you spend online daily?** *
   On computers, smartphone and/or tablet
   Mark only one oval.

   ◯ Less than 1 hour

   ◯ 1-2 hours

   ◯ 2-3 hours

   ◯ 3-4 hours

   ◯ 4-5 hours

   ◯ More than 5 hours

4. **Do you use any of the following internet-based communication tools?** *
   Mark only one oval.

   ◯ Facebook

   ◯ Twitter

   ◯ Blog - reading

   ◯ Blog - writing

   ◯ Instagram

   ◯ None of the above

   ◯ Other: _____

5. **What language do you most often use online?** *
   When you read and write
   Mark only one oval.

   ◯ Norwegian

   ◯ English

   ◯ Other: _____

6. **To what degree do you agree to these statements?** *
I enjoy Mathematics as a subject
Mark only one oval.

	1	2	3	4	5	
Do not agree	○	○	○	○	○	Totally agree

7. *
I enjoy Norwegian as a subject
Mark only one oval.

	1	2	3	4	5	
Do not agree	○	○	○	○	○	Totally agree

8. *
I enjoy Arts & Crafts as a subject (Kunst & Håndverk)
Mark only one oval.

	1	2	3	4	5	
Do not agree	○	○	○	○	○	Totally agree

9. *
I enjoy English as a subject
Mark only one oval.

	1	2	3	4	5	
Do not agree	○	○	○	○	○	Totally agree

10. **To what degree do you agree to these statements?**
I enjoy writing different texts in English
Mark only one oval.

	1	2	3	4	5	
Do not agree	○	○	○	○	○	Totally agree

11. Please explain why

_____

12. *
I am comfortable communicating in written English
Mark only one oval.

	1	2	3	4	5	
Do not agree	○	○	○	○	○	Totally agree

13. *

I am comfortable communicating in spoken English
Mark only one oval.

	1	2	3	4	5	
Do not agree	◯	◯	◯	◯	◯	Totally agree

14. *

I often read English articles, books or other texts
Mark only one oval.

	1	2	3	4	5	
Do not agree	◯	◯	◯	◯	◯	Totally agree

15. Please explain why you do/don't read in English?

_____

16. **What do you think about using Wikispace or other online writingplatforms for writing in English?** *

What is your expectations for this project?

_____

Appendix 3 – Final Questionnaire as received by the pupils

English writing project ended

As this study is coming to an end I want you to answer this questionnaire to see whether there are any changes from last time. Many of the questions are quite similar while some are new, and I want you to answer as honestly as possible. All answers will be anonymous.

* Required

1. Gender *
Mark only one oval.

◯ Girl

◯ Boy

2. How many hours do you spend online daily? *
On all devices (smartphone, computer, tablet)
Mark only one oval.

◯ Less than 1 hour

◯ 1-2 hours

◯ 2-3 hours

◯ 3-4 hours

◯ 4-5 hours

◯ More than 5 hours

3. What/which device(s) do yo use to go online? *
More than one answer possible
Check all that apply.

☐ Stationary computer

☐ Laptop

☐ Tablet

☐ Smartphone

☐ Other: _____

4. **Which of these devices do you use the most?** *

_____

5. **Do you use any of these internet-based communication platforms?**
   More than one answer possible
   Check all that apply.

   ☐ Facebook

   ☐ Twitter

   ☐ Blog (reading)

   ☐ Blog (writing)

   ☐ Instagram

   ☐ Snapchat

   ☐ Forums (reading and writing)

   ☐ Skype

   ☐

   ☐ Other: _____

6. **Which language(s) do you use when communicating online?** *
   More than one answer possible
   Check all that apply.

   ☐ Norwegian

   ☐ English

   ☐ Other: _____

7. **Which language do you use the most when communicating online, and why?**

   _____

8. **To what degree do you agree to these statements:** *

I enjoy writing English more when it is published for others to read
Mark only one oval.

	1	2	3	4	5	
Do not agree	◯	◯	◯	◯	◯	Totally agree

9. *

I have enjoyed reading what my fellow pupils have written
Mark only one oval.

	1	2	3	4	5	
Do not agree	◯	◯	◯	◯	◯	Totally agree

10. *

I believe that I have learned something from this project
Mark only one oval.

	1	2	3	4	5	
Do not agree	◯	◯	◯	◯	◯	Totally agree

11. *

I am more comfortable with writing English now
Mark only one oval.

	1	2	3	4	5	
Do not agree	◯	◯	◯	◯	◯	Totally agree

12. **Do you have anything to add?**

Please write whatever you feel like you have not
been able to say about this project

Appendix 4 – Interview Guide Semistructured – Pupils

* Interview conducted in Norwegian, English translation in parenthesis

1. Hva syns du om engelsk skriving før dette wiki skriveprosjektet?

(What did you think about writing in English before starting this wiki writing project)

- Har denne oppfatningen forandret seg i løpet av prosjektperioden? (did this perception change during the project?)
- Hvordan/hvorfor? (How/why?)

2. Var dette en metode du syns var motiverende for å skrive mer engelsk? (Did you find this method motivating?)

- Hvorfor/hvorfor ikke (Why/Why not?)

3. Av de ulike måtene vi brukte wikien (individuelt, gruppe, viderskriving) hvilken måte likte du best? (Which of the three different tasks on the wiki (individual, group and continuation) did you enjoy the most?),

- Hvorfor? (Why?)

4. Ser du noen forandringer som kunne vært gjort for å få et bedre utbytte av metoden? (Do you see any changes that could have been made in order for you to learn more?)

5. Noe du vil legge til? (Is there anything you would like to add?)

Appendix 5 – Interview Guide Semistructured – teacher

1. Have used online writing tools previously in English lessons?

2. What are your thoughts about pupils publishing texts for the rest of the class to read?

3. What are your thoughts about this wiki writing project?

4. Do you believe that the pupils have had any learning outcome from using the wiki?

    - If so, in what way?

5. Have you heard the pupils talk or ask about the wiki project in other lessons?

6. Would you consider using wiki as a writing platform later in the English classroom?

7. Do you have any thoughts on what changes could have been made in order to improve this study?

8. Which of the three tasks types did in your experience create the best learning outcome?

9. Do you believe that there is a difference in what the pupils have gained from using the wiki based on their competence level?

    - If so, who might have gained more and in what way?