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Working with ESO Students in a Successful and Innovative Complex Environment: Can Guided Tasks Improve their Writing Skills?

Treball de Fi de Màster/ MA Dissertation

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Abstract

English

The educational reform that is currently being carried out is changing the way learning takes place. It is our duty as educators to consider these changes and adapt our teaching methods to make the most out of our students. The best way to do so is through Action Research. This paper presents and analyses data taken from a high school in Catalonia with the aim of showing whether Guided Tasks and Task-based Learning can make students improve their writing skills while they contribute towards the creation of a desired work environment.

Keywords: Action Research, Guided Tasks, Task-based Learning, work environment, writing skills

Català

La reforma educativa que s'està duent a terme actualment està canviant la manera en què l'aprenentatge es duu a terme. El nostre deure com a educadors és tenir en compte aquests canvis i adaptar els nostres mètodes d'ensenyament per treure el màxim profit dels nostres estudiants. La millor manera de fer-ho és mitjançant la Investigació-Acció. Aquest article presenta i analitza les dades extretes d'un institut de Catalunya amb l'objectiu de mostrar si les tasques guiades i l'aprenentatge basat en tasques poden fer que els estudiants millorin les seves habilitats d'escriptura alhora que contribueixen a la creació d'un entorn de treball desitjat.

Paraules clau: Investigació-Acció, tasques guiades, aprenentatge basat en tasques, habilitats d'escriptura, entorn de treball

Castellà

La reforma educativa que se está llevando a cabo actualmente está cambiando la forma de aprender. Es nuestro deber como educadores considerar estos cambios y adaptar nuestros métodos de enseñanza para sacar todo lo posible de nuestros estudiantes. La mejor manera de hacerlo es a través de la Investigación-Acción. Este artículo presenta y analiza datos extraídos de un instituto en Cataluña con el objetivo de mostrar si las Tareas Guiadas y el aprendizaje por tareas pueden hacer que los estudiantes mejoren sus habilidades de escritura a la vez que contribuyen a la creación de un entorno de trabajo deseado.

Palabras clave: Investigación-Acción, tareas guiadas, aprendizaje basado en tareas, habilidades de escritura, entorno de trabajo

1. Introduction

The paper presented below consists of research for the Master's Dissertation module for the official Master's Degree in *Formació de Professorat d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyament d'Idiomes (Especialitat Anglès)* at the UAB, presented during the academic year 2020/2021.

1.1 Justification

Secondary Education Teaching is a field that has always been an interest for the author, but it was not until the first practicum that the researcher got in touch with it. During these first days at the school, everything that the theoretical classes at the UAB focus on (basically the promotion of innovative teaching) was applied. The practicum school was the ideal place to implement all these innovative methods.

1.2 Sociocultural and educational context

The school where the hypothesis is going to be tested is a public high school located in one of the most populated neighbourhoods in Terrassa. It is a fairly segregated neighbourhood, both in terms of the socioeconomic level of the inhabitants and in terms of their origins (Ajuntament de Terrassa, 2020) and so is the school.

The project that is being carried out at the high school is brave and encouraging. Pedagogical innovation is one of the distinguishing features of that high school. They work on a Project-Based Learning. All the projects are designed by the teachers themselves and special importance is given to natural learning. This

pedagogical model is based on evidence that states that students who work in this way obtain better results in external tests than those involved in traditional teaching methodology. Classroom projects allow students to work at different paces. In this way, special educational needs are considered.

Each month the projects change and the languages in which they are carried out change as well and alternate Catalan, Spanish, and English. Which means that every three months students work (think, interact, read, listen, speak, and write) exclusively in English for a month. During the rest of the year, they participate in one hour of speaking sessions every week in small groups.

The classroom size is very big, each classroom has around 55 students. All students are grouped in a heterogeneous way in order to work on the projects. It is important to mention that in this high school there is never a single teacher in the classroom. Having at least three teachers in the classroom allows a more personalized attention and better results. In fact, most students succeed in the acquisition of the curricular competences. Nevertheless, the class environment is a bit chaotic. There is by no means a desired working climate.

1.3 Detection of needs

Successful results in the use of these previously mentioned innovative methodologies are starting to become visible. It is worth mentioning that freedom when it comes to the use of computers and mobile phones has also been found. Students take advantage of this liberty, and it is very difficult to see a calm work environment. In informal conversations with the teachers, they say that although they

have tried many tactics and strategies to make students focus it is something they are struggling with since it is not difficult to find students on *Instagram* or *Tik-Tok* when they are supposed to be working on the project (see Appendix I).

1.4 Objective and research questions

With everything aforementioned, this research has three objectives. The first one is to design Guided Tasks to help students write and improve their skills according to a particular set of instructions. The second is to help the teachers in the practicum high school with the difficult task of creating a desired work environment by finding something that could make students focus on the work. Finally, the third objective is to enrich the author's professional development, which is, at the end of the day, the reason to join this master's degree.

Apart from the latter more personal objective, this paper will help students not only in the improvement of their writing skills, but also in their future as citizens of the world. Their ability to know what is expected from them at a given time and the ability to focus on what they have to do at a particular moment is something they will have to deal with throughout their life and these tasks can become a good starting point.

The questions that have driven me to choose this topic are the following:

(1) Can a more structured approach help students improve their writing skills?

(2) How can we enhance students to focus on the task they have to perform?

2.   Theoretical framework

2.1 Individual differences that may trigger the acquisition of language skills

Some learners do better than others when learning a language. This happens due to the fact that individual differences play a role in language learning. Individual differences can be defined as those factors each individual has (gender, age, experience, intelligence, personality, etc.) that may influence language learning (Agarwal & Prasad, 1999 as cited in Yang and Quadir, 2018). For the purpose of this paper, gender, language learning aptitude and initial level of proficiency of students in that target language are going to be considered.

2.1.1   Gender

Research has shown a general tendency for females to outperform men in language learning (Bowden, Sanz and Stafford, 2005). Despite this, literature has proven that while women tend to achieve higher in verbal fluency (Saville-Troike, 2012) and at memorizing challenging arrangements (Halpern, 2000), men beat women when it comes to the organization of speech (Saville-Troike, 2012).

The literature states that these differences between genders can be attributed to hormonal factors. Saville-Troike (2012) claims that "higher androgen level correlates with better automatized skills, and high estrogen with better semantic/interpretative skills" (p. 90).

2.1.2   Language learning aptitude

Learners with higher ability for language learning are more likely to become successful language learners (Gardner, 2006). There is research that proves correlation between L1 learning and L2 learning. The capacity to learn an L2 can be linked to the L1

skills (Skehan, 1989). In addition to this, Dewaele (2007) states that students with a certain level of proficiency in L1 showed more likeliness to become proficient in a second, third or even fourth language.

2.1.3   Initial level of proficiency

The initial proficiency level is an individual difference that plays a role when trying to see whether a specific lesson plan can improve students' skills in language. De Keyser states that learners that are at a high enough level of proficiency to be able to use the knowledge they have to build on it further, are more likely to benefit from the opportunities any lesson plan can offer (INTclass org, 2016).

2.2 Theories and approaches to SLA

According to Morton (2017), all throughout history, different theories regarding second and foreign language acquisition have emerged. Up until the 1970s language learning was very traditional. It was basically seen as the formation of habits. Structures were presented by the teacher and students repeated them until they were able to utter the different language patterns without error. Through the 70s and the 90s, language acquisition was seen as something more related to an inner mental process. This then changed until the present day when more social perspectives have emerged.

2.3 Teaching and learning to write

Writing is a very dynamic and interactive process (Kang Shin and Crandal, 2019) and it is essential in an FL classroom[1] due to the fact that it is in writing where knowledge of other areas like grammar and vocabulary appears (Scott and Ytreberg, 1990).

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[1] Foreign Language Classroom: A space in which a language that is not the native Language of large number of people in a particular country or region is taught (Richards and Schmidt, 2010).

Although it is important, making writing enjoyable is not an easy job since it requires various skills to be mastered. As Gibbons (2015) successfully states, competent writers, before starting to write, plan what and how they want to write. The author also claims that they continually revise and edit their text. The inclusion of enough and ordered information in the text and the appearance of linking devices such as connectors that give coherence to the text is also an indicator of an efficient writer. These skills are difficult to learn even in an L1 (Scott and Ytreberg, 1990) that is why it is very important that teachers guide their students through everything they need in order to become expert writers.

Serdyukov (2017), Goswami and Jain (2018) and Lambriex-Schmitz et al. (2020) are just examples of the amount of literature claiming that a traditional teacher-centred way of teaching does not work and that innovative approaches are much more welcomed. Nevertheless, in the case of writing, guidance by the teacher is very recommended. Teachers need to focus explicitly on the aspects of language that will help their students write according to the target audience.

Derewianka (1990) as cited in Gibbons (2015) proposed four different steps for students to understand the process of writing. Those steps are *building the field, modeling the genre, joint construction,* and *independent writing.* When building the field, the teacher needs to make sure that students know everything they need to know about the specific topic they are going to write about. If they do not know about the content of their text, they will not be able to write about it. *Modeling the genre* involves focus on form. Students need to become aware and familiar with the characteristics (purpose, structure, language items that are needed, the type of text, etc) their future written piece must have.

In *joint construction*, both the teacher and the students write a text together that serves as an example of what it is expected from them. Finally, students independently write their own text. The writing process is not a fast one, it may take several lessons, even several weeks. It is not something that can be done in one hour session. We must not forget that scaffolding should be given all throughout the process (Gibbons, 2015).

2.4 The characteristics of Task-based Learning

Task-based Leaning (TBL) and later known as Task-based Language Teaching (TBLT) is a guided learner-centered pedagogic discourse compatible with the cognitive theory (the one that developed between the 70s and the 90s) to language learning (Morton, 2017). Task-based learning can then be combined with longer sequences like project-based learning since it involves students using authentic language to complete meaningful tasks. It is a well-structured learning and teaching method since lessons are structured around three different phases. Those are, according to Willis (1996), the pre-task, the task and the language focus or post-task phase. In the pre-task phase, students receive clear instructions on what to do from the teacher. During the task students engage in different activities that help them reach an outcome they can present for feedback. Finally, with focus on form, students reach the post-task phase in which they redo the task to improve the result (as cited in Bhandari, 2020).

The roles that both, the teacher, and the learner, have during TBLT are the following. On the one hand, the teacher carefully selects the tasks, prepares the learners for what will come, acts as a consciousness-raiser (Richards and Rodgers, 2002 as cited in Bhandari, 2020) while supervising the class and providing support when needed. On

the other hand, the students' role is basically that of successfully completing the task. They can do so individually or in groups through the use of interaction.

2.5 The advantages of Task-based Learning

TBLT offers a great number of advantages. It gives students the opportunity to work cooperatively and to interact which is basic to the development of communicative skills (oral or written) which is why it is highly recommended implementing it in small classes (Fountas and Pinnell, 2001 as cited in Gibson, 2008). Students also learn to take responsibilities; they are the ones in charge of the completion of the task. It also provides a great exposure to language which helps them improve their skills (Ganta, 2015 and Lambert, 2019 as cited in Bhandari, 2020).

2.6 Evidence of the success of guided tasks for writing

With everything aforementioned, one might begin to believe that TBLT and guided tasks may help students with their successful and independent writing. The truth is that there are many papers (Gibson, 2008 and El Khairat and Sariani, 2018) walking in the direction of defending that guided lessons help students develop their writing skills after trying them.

Gibson (2008) tested guided writing lessons with young learners. She defines guided tasks as "the support provided by expert teachers while students write" (Gibson, 2008, p. 324). In her paper she proposes different steps to follow. Those would be making students engage with the task, a discussion of strategies that students can include in their writings, time for students to write individually and finally, a shared activity for students to discuss what they have written.

El Khairat and Sariani (2018) also worked on a study based on the theory that guided tasks can help English as Foreign Language (EFL) students to produce more accurate pieces of writing. They performed a qualitative study and *Draw and Write Tasks* and *Shared Tasks* were used.

The approach, in this case, was tested with final year students of the English Department in State Polytechnic of Padang who had to write a script for their final project. The researchers and the participants first discussed what they wanted to write about. Then they moved on to the first submission of a first draft and the first guided task (*Draw and Write*) is presented. At this stage, students are supposed to brainstorm and draw all the ideas they have for their final project. With this task they basically revise and structure what they what to produce. Keeping this drawing, participants start writing a second draft that will be reviewed by a peer in the next phase called *Shared Task*. Peer reviewers suggest improvements to be made before the third and final draft is written.

The results of Gibson (2008) and El Khairat and Sariani (2018) showed that the implementation of these two tasks has been helpful in improving the participants' script writing skills. While the first draft had several weaknesses involving grammar, cohesion and structure issues, among others, the final draft had fewer mistakes in all those aforementioned areas. From the three drafts, each of them was better than the previous one.

Moreover, a final questionnaire was given to the participants. It aimed to see if participants believed the task worked. All of them confirmed that guided tasks helped them produce better written pieces.

3. Research methodology

3.1 Goals

As reported in the literature detailed in the theoretical framework section, writing requires different skills that can be obtained through scaffolding techniques the teacher may come up with. Studies involving guided tasks for writing have also been looked up as well as some implementations of them in class. While Gibson (2008) tried guided tasks with Young Learners, El Khairat and Sariani (2018) did so with undergraduate students and in both contexts guided tasks worked. Students performed better at the end of the process. This is the kind of information that can be used as *ex-ante* validation for my research. We have also seen the advantages of task-based learning one of which is that students learn to take responsibilities. And lastly, almost all the information gathered in this theoretical framework section provides examples on how to structure the lessons if guided tasks for writing are going to be implemented as well as some ideas for me to design the task.

With everything in mind, my hypothesis is that **if students are given tasks that comply with the aforementioned characteristics, they will develop their writing skills and their written productions will be of a higher quality at the same time that they will learn to take responsibilities and the classroom work environment will improve**.

The objectives of this research are as follows:

First objective: Make students improve their writing skills through the implementation of TBL, a guided approach to language learning.

Second objective: Make students focus on work and grate a productive and desired work environment to help teachers in the practicum high school through the implementation of guided tasks.

Third objective: Try action-based research for my professional development.

With this paper, the author aims to corroborate what the research states regarding guided tasks and to help my practicum school with their objective of creating a better work environment as well as enriching my professional development.

3.2 Methodological approach

Bearing in mind that the objectives are basically changing a reality at the same time that a better understanding of the educational practice is made, the approach used to carry out the study is Action-Research based. It is a research methodology in where the teacher acts as a researcher. There is a problematic issue that needs to be solved and in order to do so, the teacher seeks for a possible solution, plans an action, implements the action, observes it and finally reflects on the action before revising the plan (Strickland, 1988 as cited in Escobar, 2020). Quantitative analysis is used to make conclusions regarding the number of students that improve their writing pieces after the guided tasks are implemented. Qualitative conclusions are made when interpreting the notes taken during the implementation of the designed teaching unit, the improvements the students have made and the students' perception of learning.

3.3 Participants

The students that participated in this study are 36 3ʳᵈ of ESO students in the practicum high school. At the time data collection took place there was a mix of levels, which ranged from an A2 to a B1+ level.

3.4 Step by step

3.4.1   Data collection

The data are taken from observations made during the execution of the different activities of the lesson plan (see Appendix II). All the activities were planned bearing in mind the literature in the theoretical framework.

-        "Pre-test": Before the teaching unit was implemented, students did a writing activity. Students wrote an informal email to an imaginary mail pal. They had 1 hour to complete the task and very few information regarding the structure and language items was given to them.

-        Presentation of the task: Teachers presented the task. The final task was made clear from the very beginning. Students had to write an email presenting themselves to a real teenager from a European country. It lasted 25 minutes.

-        Brainstorming of ideas: Students brainstormed ideas related to the genre, the structure, the different parts of an email, the content, etc. The brainstorm lasted 25 minutes.

-        Explicit teaching of the structure: Teachers created a visual Google Slides presentation with all the knowledge students needed in order to be able to successfully write a better email than the one they wrote in the "pre-test". It lasted 25 minutes.

-        Example: An example of what was expected from them was shown. Students were able to see the different parts and some language features that are characteristic of informal emails. It lasted 15 minutes.

-        Individual writing: Students started writing their emails individually. This writing session lasted 2 hours.

-       Peer-correction: This session took place in small groups and lasted 1 hour. Each group was formed by around 13 students. Students exchanged their pieces of writing with a partner, and they suggested ways of improving their work always bearing in mind the brainstorming of ideas, the presentation, and the example.

-       Corrective feedback: Once students believed they produced perfect emails, teachers suggested ways of improving them.

-       Revision: Students revised their texts.

-       Individual interview: The students that participate in the research answered very short questions regarding their perceptions of learning once the final product was already evaluated.

3.4.2   Process

Data collection took place during the English class time and during breaks or tutorial sessions which is when individual interviews took place. Data were collected by the two trainee teachers and the school mentor.

On the one hand, when it comes to checking if through TBL and guided tasks students improve their writing skills, the data are taken from the pre-test and from the final product that students submit at the end of the teaching unit designed for the practicum. Data taken from the individual interviews are also used for this purpose. On the other hand, in order to see if TBL helps students focus on the task and therefore, create a productive work environment, classroom observation during all the phases of the lesson plan is needed.

3.4.3 Analysis criteria and data selection

Once the data are collected, it is time to analyse them considering the following criteria.

1. Observation of students' results:

   a) Observation of students' previous results in written productions.

   b) Observation of students' results after the implementation of TBL.

   c) Comparison between both data.

      1) Is the average mark higher than before?

      2) Is the average mark lower than before?

      3) Have individual students performed better in the second writing than in the pre-test?

      4) Have individual students performed worse in the second writing than in the pre-test?

   d) Students' perceptions.

      1) Are they aware of the difference between both productions?

      2) Do they think that they have learnt?

      3) What part of the lesson plan do they think that was crucial for the exit?

2. Observation of the presence or absence a good work environment:

   a) How students work individually.

   b) How students work in groups.

   c) How often students get distracted with other activities.

3.5 Limits and limitations

The paper, however, is subject to some limitations. The more data available, the more veracity the study has. The first intention was that of considering the productions of all 3rd of ESO students (55 in total). Nevertheless, due to an unfortunate situation some students were not able to take the "pre-test" before the beginning of the teaching unit and therefore, the improvement or not of these students could not be analysed. This left a final number of participants of 36 students.

Video recordings of the lessons were planned in order to analyse the work environment (see Appendix III for the authorization form). Video recordings would have provided a more realistic perspective on what was happening during class time, but after the first session, it was easy to tell that those recordings were not useful since few information could be taken from it. Neither the image, nor the sound was clear. Therefore, a change to a field diary was made. This decision can make the study slightly subjective.

Personal interviews were meant to be done in English, but students did not feel comfortable speaking in English and were not able to express everything they wanted to say. This is the reason why we changed the language according to their preferences. All of them chose Spanish being the language they felt more confident with. Three students did not answer the questions.

Also, regarding the collection of data, guided tasks were implemented in a project-based school. Students were comfortable working with innovative approaches, and it was not difficult for them to adapt to the way tasks were presented. A comparison between the obtained results with the ones that students that are used to more traditional methodologies obtain once they are faced with this didactic sequence would enrich this

paper. However, this was not possible due to the fact that the author only had access to one group of students from one high school. Guided tasks could have also been tested in other groups and see if they also worked, but due to the pandemic situation we live in, it was not possible to have the necessary access to other groups in the school and have more participation.

3.6 Ethical procedures

So as to comply with the ethical procedures that any study must have, the collected data are, from now on, going to be anonymous since no sensitive data are likely to appear anywhere in the paper. Names will be avoided and in the event that it is necessary to refer to someone in particular his or her name is going to be replaced by STUDENT X, X being a number randomly assigned to that specific student. Permission to analyse students' productions, as well as permission to interview them individually has been asked to the school mentor who consulted whoever needed to be asked. Moreover, the tasks that students had to complete were also approved by both the UAB tutor and the school mentor.

4. Data analysis

4.1 Results

4.1.1 Written production improvement

All participating students were evaluated in written production via a rubric (see Appendix IV). With the objective of evaluating students' academic progress, attributable to the implementation of the designed lesson plan (see Appendix II), two pieces of writing were evaluated at two key moments in the study: before starting the teaching unit

implementation in order to obtain the initial level of the students and after the completion of the didactic sequence in order to see the amount of progress achieved.

Data collection can be found in Appendix VI. The data are analysed using the arithmetic mean. The maximum mark students could get was a 4. Table 1 shows the student's average mark in the pre-test and the average mark of the product they submitted after the implementation of the didactic sequence.

Witten production	Number of students	Pre-test	Final product
	36	2.27	3.28

Table 1. General written production results

As can be seen in Table 1, the written production results for all the participants indicates a statistically significant improvement. These results suggest that the implementation of the designed lesson plan (see Appendix II) has had an influence on the development of students' writing skills. Nevertheless, not all students that participated in the study improved their mark.
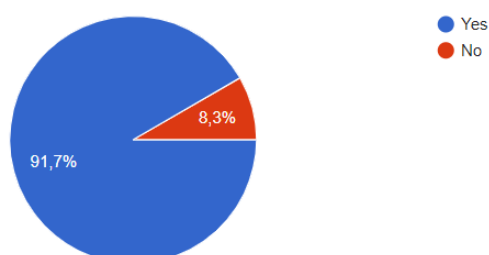
Figure 1. Circular graph "How many students have improved their mark?"

Results shown in Figure 1 allow us to say that while an 8.3% of the participants (3 students) did not improve their results, 33 students (91.7% of the participants) did improve their mark. Most of them are aware of this improvement since once they were asked about the differences they could see between both productions, all of them could notice significant unlikeliness between the pre-test and the final product. In addition to this, they all agree that the second production is" better" than the first one (see Appendix VII).

It is obvious though that since there has not been any control group, it cannot be guaranteed the fact that this improvement is only associated with the participation in the study. In order to augment the analysis of the data, more individual conditions are to be analysed.

Out of this 91.7% of students whose mark improved after the implementation of the lesson plan (see Appendix II), 81.81% (27 students) of these student's grades raised 0.7 points or more (see Appendix VI). If we focus our attention towards those students whose grade has raised the most ($\geq$ 0.7 points), we notice the following.
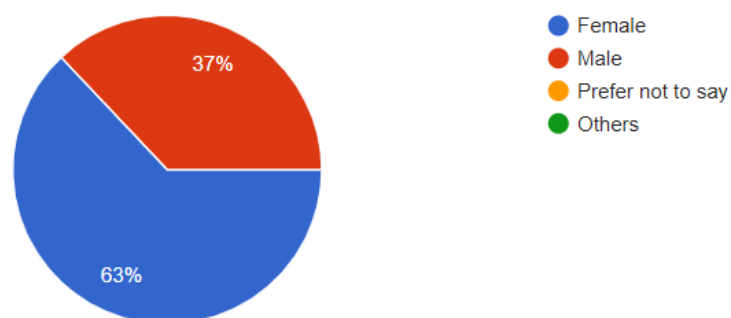
Figure 2. Circular graph "Gender of those students whose mark has improved by $\geq$ 0.7 points".

Figure 3. Circular graph "Number of languages used in the daily life of those students whose mark has improved by ≥ 0.7 points".
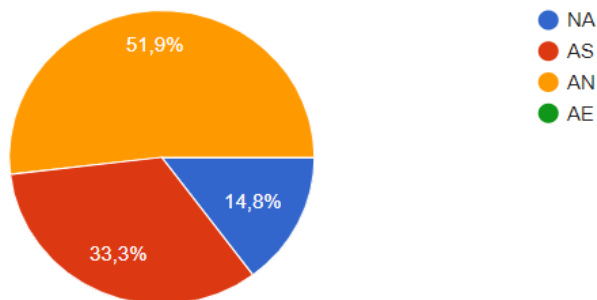
Figure 4. Circular graph "Students whose mark has improved by ≥ 0.7 points results in English during the 1st term (2020-2021)".
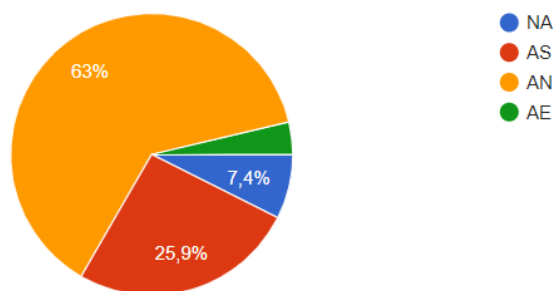
Figure 5. Circular graph "Students whose mark has improved by ≥ 0.7 points results in English during the 2nd term (2020-2021)".

Looking closely at the results in Figure 2 we can observe that the majority of students that scored 0.7 or more in the final product (63%) identify themselves as females. Figure 3 allows us to claim that the more languages one knows and uses, the more likely it is for one to acquire a new language. 55.6 % of those students whose mark improved the most use in their daily life more than two languages. Those languages include Catalan, Spanish and Arabic (they are not sorted by the actual time each language is used). Apart from this, Figure 4 and Figure 5 present that almost all students that perform better are students that have acquired the Foreign Language Competences they have been working on throughout the current academic year.

Aforementioned data can be compared to data given by those students that have not improved their writing skills after the implementation of the designed teaching unit. If we focus our attention towards those students, we observe the following.
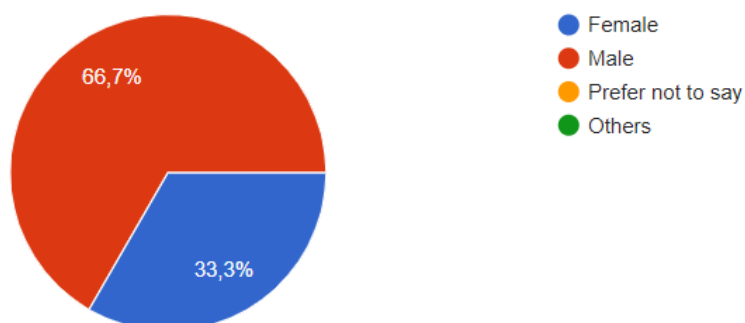
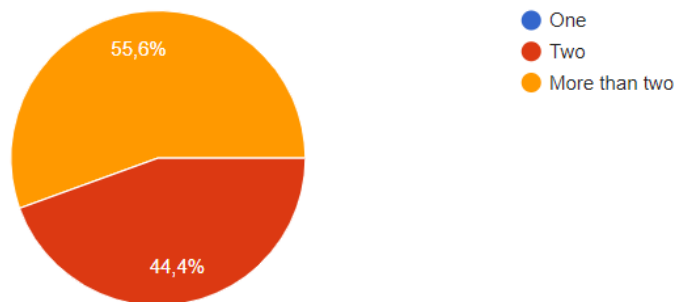Figure 6. Circular graph "Gender of those students whose mark has not improved".

Figure 7. Circular graph "Number of languages used in the daily life of those students whose mark has not improved".
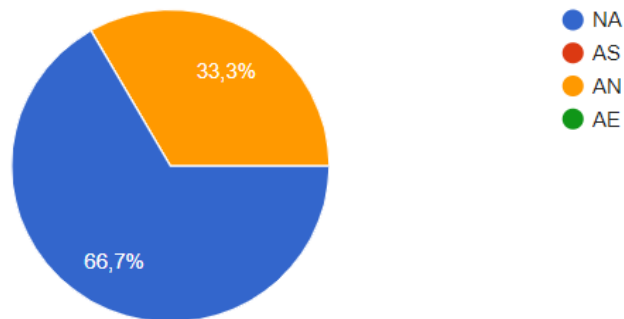
Figure 8. Circular graph "Students whose mark has not improved results in English during the 1st term (2020-2021)".
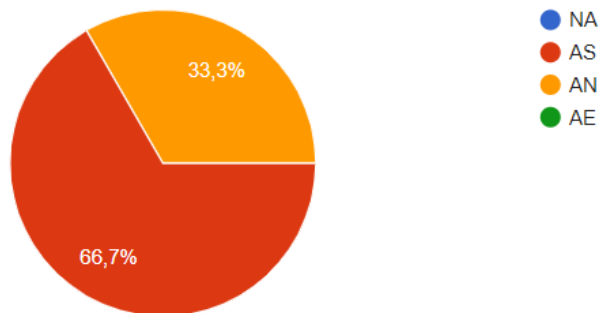
Figure 9. Circular graph "Students whose mark has not improved results in English during the 2nd term (2020-2021)".

With respect to the information collected, it can easily be stated that data regarding students whose mark improved and data considering those students that did not improve differ in a significant way. It can be claimed that the majority of students that did not improve their mark after the implementation of the lesson plan (see Appendix II) (66.7%) identify themselves as males (Figure 6). It is also worth noticing that a 100% of those students use two languages in their daily life, these languages being Catalan and Spanish (Figure 7). Finally, Figure 8 and Figure 9 present the fact that students whose writing skills did not improve are those FL learners that tend to obtain a lower score in the English field during the academic year.

As the information collected in the interviews regards (see Appendix VII), both written productions were shown to the students. They all highlighted the utility of the lesson plan so as to help them improve their writing skills. They could all spot differences between the two products. The majority of students point out that the explicit teaching of the structure through a *Goggle Slides* presentation (see Appendix II), together with the models given, was a key aspect for the development of their writing skills. Most of them also mention peer-correction as something that made their final products glow. It is also important to note the fact that a couple of participants felt that the fact that the final product was going to be sent to a teenager form another country put pressure on them to write better emails. Finally, an aspect that emerged in all the interviews was the issue of whether the acquired skills would last or not. It is true that some students considered that, in the event that they had to write a similar piece a month after the submission of their final products, their productions would not be as good as the post-test outcome. Nevertheless, they all claim that it would definitely be better than the pre-test.

4.1.2 The presence or absence of a desired work environment

The second focal point of this research is the analysis of how the students' behaviour can improve throughout the implementation of the didactic sequence (see Appendix II). With this in our minds, data obtained during whole class tasks and tasks that took place in smaller groups are analysed separately.

Qualitative data are difficult to analyse (Rodríguez and Valldeoriola, 2009) so, in order to pass it on to quantitative data, the notes from the field diary (see Appendix IX) have been taken and transported to tables (see Appendix X) taking into account a rubric (see Appendix VIII).

The data obtained during all the activities in the lesson plan are presented in Figure 10.[2]
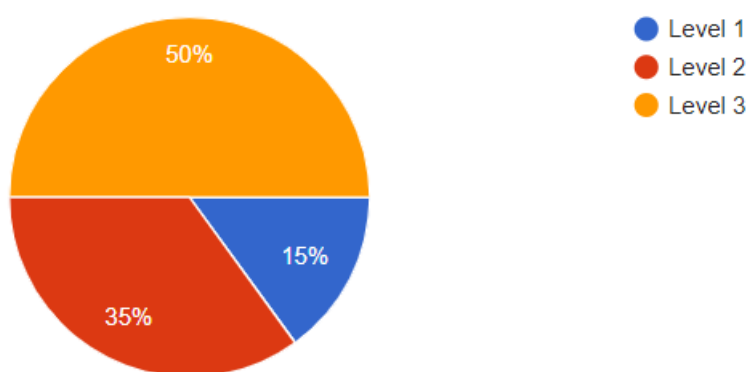
Figure 10. General work environment results.

As regards information collected in Figure 10, the general work environment results indicate that during the implementation of the lesson plan (see Appendix II)

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[2] Level 1 being the least desired in order to have what we consider a good work environment and Level 3 being the most desired in order to have what we consider a good work environment. See Appendix VIII for more details.

students behaved as desired. While 85% instances of behaviour categorized in Level 2 and Level 3 are found, only 15% of examples considering the less desired behaviour are found. These results suggest that guided tasks and TBL have had an influence and contributed to the creation of a desired work environment.

Data obtained during whole class activities are presented in Figure 11.
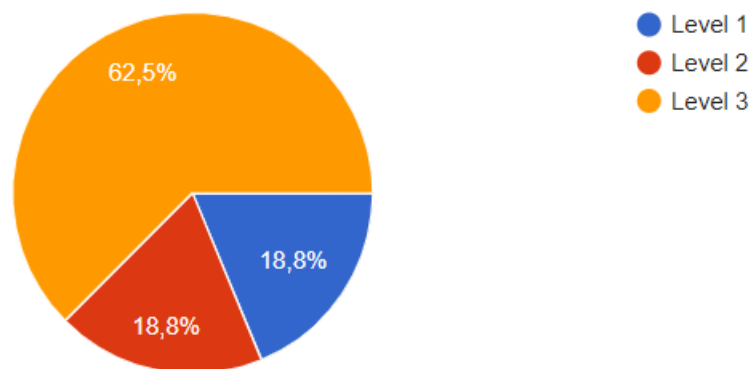
Figure 11. Circular graph "Work environment during whole class activities".

As can be seen in Figure 11, during whole class activities, students seem to have had a positive behaviour in order to create the desired work environment. While we find 62.5% instances of behaviour that can be attributed to Level 3, less desired examples of behaviour only occupy a 18.8% of whole class tasks. These results suggest that the implementation of the designed lesson plan (see Appendix II) has had an influence on the development of students' behaviour during class time.

Figure 12 collects data during small class activities.
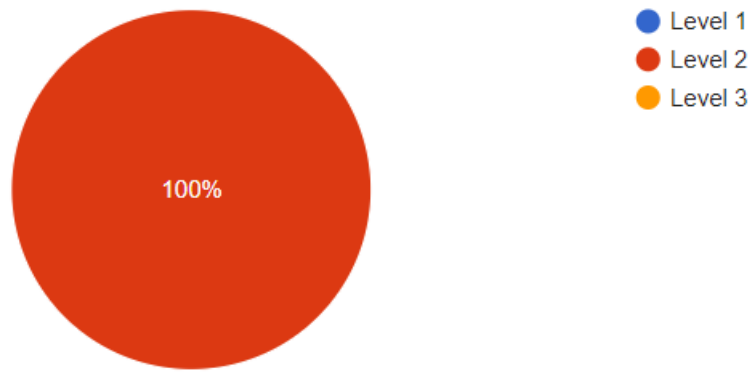
Figure 12. Circular graph "Work environment during small class activities".

Figure 12 shows the perceptions of a desired work environment during small group class. We can see that a 100% of all data gathered during these sessions (see Appendix IX and Appendix X) can be classified as examples of behaviour characteristic of Level 2. That is, we cannot observe evidence of neither the most desired nor the least desired work environment.

4.2 Interpretations

4.2.1 Written production improvement

In general, students that have taken part in the study show satisfaction with the results since as the general written production results in Table 1 show an improvement of more than 1 point of difference between the pre- test and the final product. This may have happened, in part, because participants were already familiar with innovative ways of learning. It was not difficult for them to adapt to the methodology. Even so, the effort that the task supposed has given some students better results than others.

The fact that those students whose mark improved by ≥ 0.7 points share similar characteristics, can outline an interesting pattern of the type of profile that benefits the

most from Task-Based learning. Females that use more than two languages on their daily life and therefore, English is their L4 and to whom the achievement of FL curricular competences does not pose a great difficulty performed better than bilingual males with more difficulties on the achievement of FL curricular competences during the academic year.

4.2.2   The presence or absence of a desired work environment

As a general rule, students that have taken part in the study behaved as expected during the teaching unit. Both Figure 10 and Figure 11 show that during the majority of time students' actions can be categorized within levels 2 and 3. This may have happened because the final task participants had to hand in had a real recipient and motivated them so as to work hard in order to submit a good final product. *"I did this with the idea of sending it for real, there was more pressure to get it right"* (English translation of STUDENT 13, Appendix VII) and "*By having to send it for real, you know that it has to be fine"* (English translation of STUDENT 30, Appendix VII) could prove this latter statement.

The fact that students' behaviour was, as an average, better during whole class activities than during small group activities is surprising. Nevertheless, this can have happened due to the fact that while small group classes only included one activity, whole group classes involved several tasks.

4.3 Answering research questions

4.3.1   Written production improvement

In response to research question 1, a more structured approach such as TBL can clearly help students improve their writing skills. What is more, data seem to

show that individual differences such as gender, the number of languages spoken and the capacity of achieving FL competences plays a role in the development of these skills in the event that guided tasks are used.

4.3.2 The presence or absence of a desired work environment

In response to research question 2, guided tasks can help students focus on the task they have to perform and therefore behave in a way that a desired work environment is created during class time. Data also hint that meaningful and real-life tasks are the ones that allow students to focus more on what students do as they are the type of tasks with which they connect the most as some participants have said during the interviews.

5. Discussion

5.1 Coincidence and divergence with the literature

This paper has confirmed and added data to what literature had already proved before. Literature showed that guided tasks allowed students to make progress in the development of their writing skills in environments such as an FL classroom with young learners and at university level (Gibson, 2008 and El Khairat and Sariani, 2018). This research paper has confirmed that guided tasks can help towards the acquisition of competencies related to the written production. It also contributes to research the fact that guided tasks such as TBLT are not only useful to younger students and with more mature ones. Guided tasks also help teenagers in secondary school in the improvement of their writing skills.

Findings also agree with Bowden, Sanz and Stafford (2005) in the fact that women outperformed men in the experiment. Females were able to create better (longer, more structured, with more complex structures) products than men. This issue goes against Seville-Troike (2012) in the fact that men do better when it comes to the organization of speech, but agrees on the fact that they have better semantic skills. Results also agree with Halpern (2000) when she claims that women outperform at memorizing challenging arrangements.

With reference to what Skehan (1989), Gardner (2006) and Dewaele (2007) claimed, analysed data seem to agree with the fact that those students competent in an L1, an L2 and an L3 are more likely to perform better in an L4 after the implementation of tasks designed with the main aim of improving students' writing skills. Results also seem to agree with what De Keyser claimed in INTclass org (2016). Students whose marks in English were already high showed to have benefited more from the teaching unit than those who do not usually get good results.

Literature has also shown that guided tasks can help students with the issue of learning to take responsibilities due to the fact that they are the ones responsible for the completion of the task, thus they tend to focus more on the task to be performed (Ganta, 2015). The paper has confirmed the fact that guided tasks helped participants centre on the activities while creating a productive atmosphere. As an average, during an 85% of time students behaved as desired, which is a significant improvement, bearing in mind observations done during the first practicum and high school teachers' confessions (see Appendix I).

Analysed data seem to go against Fountas and Pinnell (2001) as cited in Gibson (2008) in the fact that guided tasks are recommended to be implemented in small classes. In the present research paper, better results in terms of what has been considered a desired work environment are found during whole class activities and not in small classes.

5.2 Implications for teaching

Data analysis helps any teacher in their professional growth. Guided tasks have worked. In general, students performed better in the final product than in the pre-test. Although it is true that it has not worked for all the participants, it is our duty to keep on working and replan the teaching sequence for future implementations.

In order to make those students who did not improve do so, the author proposes to make use of students who do meet all the characteristic that seem to indicate a greater ability of improvement. These latter students could help the former ones. This could be done all throughout the writing process, but especially during the peer-correction activity. Students that have shown an improvement of their writing skills can be paired with those who have not.

As for further research, more or different types of individual differences can be considered so as to have a more detailed report of the context when guided tasks are more useful.

Guided tasks have also worked, in general, regarding the creation of a productive work environment. Nonetheless, it is true that half of the instances collected cannot be placed in Level 3 of a desired behaviour for language learning.

As a way of improving the teaching unit for future implementations and get more data that can be attributed to Level 3, the following could be done. Extra activities can be planned so that students do not feel that they have finished and nothing else can be done to improve their writings as happened during "Revision" activity. Following Reeves' (2015) advice, asking students how they find the activity and how could we improve it when it is noticed that the learner is constantly avoiding work and is clearly distracted, could give the teacher clues to help the students' level of frustration decrease and avoid instances of Level 1 behaviour in class.

With everything said and as a summary, some of the main directions for further research should involve implementing the lesson plan again, paring students that improved their grades by ≥ 0.7 points with those who did not during the Peer-Correction session. The addition of some activities so that early finishers do not feel that they do not have anything else to contribute could also be planned when working for a future implementation of the didactic sequence. Showing interest in how the task is going while it is being done in order to adjust it (if necessary) could avoid instances of Level 1 of desired behaviour and should definitely be tried.

6. Conclusions

This study began by wondering whether guided tasks could help students improve their writing skills, whether the proposed didactic sequence could help the teachers in the practicum school in the difficult task of creating a desired work environment and whether the implementation of these guided tasks could help the author in her professional development.

With regards to the first objective, it has been met. Guided tasks definitely helped students in that particular school improve their writing skills. Students, in general but with few exceptions, performed better in the final product than they did in the pre-test.

The second objective has also been accomplished. The author came up with a lesson plan based on guided tasks and TBLT that has had an impact on students' behaviour during class time. The work environment observed during the implementation of the didactic sequence is closer to the desired one than the experienced during the first practicum. Students have dealt with the ability to know what is expected from them at a given time, something that serves as a starting point for what life has in store for them. This lesson plan can now be used by the teachers at the high school and keep looking for the productive work environment they want.

Finally, the third objective which was the enrichment of the researcher's professional development has also been fulfilled. In this study, the author has realized the importance Action-Based-Research has in the field of education. It is through spotting an issue that requires to be solved, looking for a possible solution, planning an action, implanting it, observing, and reflecting on it before revising the plan and starting again that improvement in the classroom takes place.

The extension of this study is something that should definitely be made once the replan proposed in section 5.2 takes place. With this, the whole process of Action-based research methodology will be fulfilled.

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Appendixes

Appendix I. Interview with the school mentor

The following information has been taken from the Appendix of the paper *Anàlisi d'un Centre de Secundària* (Treball del Mòdul comú-Part 1). Master's Degree in *Formació de Professorat d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyament d'Idiomes (Especialitat Anglès)* at the UAB (2020-2021). The interview was carried out by Neus Magrané Batet and Adelaida Maurí Torrens. The interview was answered by our school mentor.

P 7: Penses que aquest sistema tot i presentar molts punts forts té alguns punts de millora que potser t'agradaria poder introduir de cara a un pròxim curs?

Sí, això ens ho plantegem cada setmana. Som molt crítics. El tema de gestió d'aula és difícil i el que ens costa molt és fer que els alumnes siguin conscients que són ells els que han de fer-ho tot. El sistema aquest requereix molta responsabilitat. No hi ha cap profe que t'expliqui tot. S'ha de treballar molt autònomament i transmetre tota la responsabilitat que requereix tota aquesta autonomia ens costa molt. Va per promocions. La de tercer ha sigut molt difícil però la de segon per exemple no. El que nosaltres veiem és que alumnes que en el sistema més tradicional no estarien fent res, fan alguna cosa.

P 19: En general, consideres que el clima de l'aula és bo?

No, no. En general, no, hem de millorar molt. Hem fet moltes coses i encara no hem trobat la manera de fer que el clima de l'aula sigui un clima de treball. No hi ha manera. Ens costa molt. Els costa molt posar-se a treballar i que no estiguin amb el mòbil, Instagram, Tik-tok,… Els costa molt. Ens costa molt transmetre això en aquest grup. Els donem la llibertat de tenir l'ordinador, el mòbil que considero que és una eina que pot ser útil, però l'has de saber fer servir… has de saber que aquí estàs per treballar. Ja et dic que amb els altres grups no ens està passant, però amb aquest grup ens va costar des del principi. Hem provat moltes tàctiques, moltes diferents, fins i tot els hem deixat sols i els professors estàvem a la "peixera" i venien només si havien de consultar una cosa i llavors marxaven. Estem intentant diferents estratègies i sí, sí, ens costa. No ho estem fent perfecte, però ja et dic és que no parem. Quan ens reunim, cada setmana, ho parlem a les reunions d'equip docent, a les reunions de coordinació, a les reunions de VALS o de STEAM. I en aquest grup en concret, ens costa molt. Es distreuen, és un grup molt… hi ha molts egos i és molt difícil, des del principi ha sigut difícil, en canvi els altres no. Els altres el poses a treballar i treballen.

Tot i ser molt difícil també fan coses molt ben fetes i treballen bé, al final. Hi ha gent que se'n surt i que se'n sortirà molt bé, penso. Hi ha gent que a poc a poc ha anat agafant l'hàbit de treballar en equip, d'ajudar-se, de saber reflexionar, de treballar i pensar, de millorar, de coavaluar-se, etc. però és una feina de temps, bé… i ho estan fent. Però, si és perfecte? No.

Appendix II. Lesson plan

The following lesson plan was created by Neus Magrané Batet and Adelaida Maurí Torrens as part of the teaching unit *#europeanconnection* (Practicum Portfolio). Master's Degree in *Formació de Professorat d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyament d'Idiomes (Especialitat Anglès)* at the UAB (2020-2021).

SESSION	ACTIVITIES	TIMING
1	Activity 1: Pre-test Students write an informal email to an imaginary mail pal. Students must use their knowledge on the field since very few information regarding structure and language items is given to them. See Appendix V in order to check students' pre-test productions.	1h
2	Activity 1: Presentation of the task Techers presented the task. The final product is made clear from the beginning. Students need to know that the email they write is going to be sent to a real teenager from another country.	25'
	Activity 2: Brainstorming of ideas Teachers present an email that students had already seen before. Students brainstorm ideas related to the genre, the structure, the different parts of a email, the content, etc.	25'
	Activity 3: Explicit teaching of the structure Teachers explicitly explain the structure and the expressions they may need to include in each section of the email in order to be able to successfully write a better email than the one they wrote in the pre-test. This is done through a Google Slides presentation. This PPT is going to be made available for them to check whenever they need. Google Slide presentation can be accessed here: https://docs.google.com/presentation/d/17K-f7pCt1e3bxgy_5mprJ8X_8jEs3yBIqs1ZonQ8W2E/edit?usp=sharing	25'
	Activity 4: Example The Google Slides Presentation contains an example of what is expected from them. Students have time to explore the text and be able to see the different parts and some language features that are characteristic of informal emails. It is an opportunity for teachers to comment once again on the	15'

	structure the email has. Students now have already seen two examples of what they are about to produce.	
3	Activity 1: Individual writing Students start writing their emails individually. Teachers walk around providing help and support when needed.	2h
4	Activity 1: Peer-correction This session takes place with smaller groups. Each group formed by 13 students. Students create pairs. Each member of the pair reads the text the other member has written. They share ways to improve. They try to reformulate sentences in different ways so as to have other options of expressing the same. Teachers can walk around and check whether the activity is done properly and help each pair in the creation of a better email. Students can always go back to the Google Slides presentation.	1h
5	Activity 1: Corrective feedback Teachers suggest ways of improving students' productions once they have already changed whatever they considered after the peer-correction activity.	
6	Activity 1: Revision Students revise their texts. See Appendix V in order to check students' final productions.	1h
7	Activity 1: Individual interviews Students that participate in the study answered short questions regarding their perceptions of learning once the final product has been evaluated. See Appendix VII for the answers.	

Table 2. Lesson plan overview.

Original Student's Book can be accessed here:

https://drive.google.com/file/d/1M02vhOVujW_WCY7DFZ5WUULftfBF7xdd/view?usp=sharing

Original Teacher's Book can be accessed here:

https://drive.google.com/file/d/1zw9W7eDbQuBojdEWeZ5bUwnnfjJx5l7r/view?usp=sharing

Appendix III. Authorization to film

This is an empty version of the document the school signed in order to be able to film throughout the practicum

UAB

FACULTAT DE CIÈNCIES DE L'EDUCACIÓ. PRÀCTICUM

SOL·LICITUD DE PERMÍS PER A L'ENREGISTRAMENT D'IMATGES I LA CAPTACIÓ DE FOTOGRAFIES AL CENTRE DE PRÀCTIQUES

Jo..alumne/a del pràcticum........

del Grau d'Educació/Màster de Secundària ....

de la Facultat de Ciències de l'Educació de la UAB, amb D.N.I. o Passaport número

....

SOL·LICITO PERMÍS per a la **captació de fotografies i l'enregistrament d'imatges** en el centre de pràctiques *(nom del centre i població)*:

....

Situacions que demano poder enregistrar i/o fotografiar:

Finalitat de l'enregistrament i les fotografies:

Assumint els següents compromisos:

Respectar el dret a la imatge de l'alumnat que no vulgui ser enregistrat.
✓ Les imatges fotografiades i/o enregistrades seran per a ús exclusivament educatiu i de recerca relacionat amb les pràctiques que realitzo.

✓ Respectar el dret del centre a què no s'utilitzin fora del seu àmbit els enregistraments realitzats, si el centre ho demana.
✓ No difondre les fotografies ni els enregistraments per cap mitjà electrònic o digital o de cap mena (DVD, CD, memòria USB, Internet, etc.). La seva utilització es limitarà estrictament al marc de les pràctiques i de les activitats formatives derivades, sota la supervisió de la Facultat.
✓ Lliurar una còpia de l'enregistrament per al centre, si aquest n'estigués interessat.
✓ Lliurar una còpia del treball final de pràctiques al centre, si aquest n'estigués interessat.
✓ L'alumne/a podrà cedir les imatges al centre per al seu ús en l'àmbit de comunicació del propi centre. En aquest cas, el centre sempre farà constar l'autoria de les imatges i del treball realitzat, així com la seva vinculació al Pràcticum del Grau / Màster Secundària corresponent, de la Facultat de Ciències de l'Educació de la UAB.
✓ ....[1]

Data:	Autorització del centre:
Signatura Nom de l'estudiant: DNI/Passaport:	Signatura i segell. Persona que autoritza: Data:

_____

[1] Afegir altres compromisos suggerits pel centre, si escaigués.

Figure 13. Authorization to film.

Appendix IV. Written productions assessment rubric

The following rubric was created by Neus Magrané Batet and Adelaida Maurí Torrens for the assessment of the written productions throughout the implementation of the teaching unit *#europeanconnection* (Practicum Portfolio). Master's Degree in *Formació de Professorat d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyament d'Idiomes (Especialitat Anglès)* at the UAB (2020-2021).

	EXPERT	ADVANCED	INTERMEDIATE	BEGINNER	WEIGHT
	4	3	2	1	
Structure: Subject line, opening, introduction, body paragraphs, closing, farewell, signature.	Sentences and paragraphs are complete, well-constructed and of varied structure. All items appear.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. The majority of items appear.	Most sentences are complete and well-constructed. Paragraphing needs some work. Few items appear.	Many sentence fragments or run-on sentences OR paragraphing needs a lot of work. None of the items appears.	25%
Cohesion	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. A great amount of suggested expressions are used.	Ideas were expressed in a pretty clear manner, but the organization could have been better. Several suggested expressions are used.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. Suggested expressions are hardly used.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. Suggested expressions are not included.	20%
Grammar, spelling, capitalization and punctuation.	Writer makes almost no errors in grammar, spelling, capitalization and punctuation.	Writer makes few errors in grammar, spelling, capitalization and punctuation.	Writer makes several errors in grammar, spelling, capitalization and punctuation.	Writer makes plenty of errors in grammar, spelling, capitalization and punctuation.	20%
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.	25%
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.	10%

Table 3. Written productions assessment rubric

Appendix V. Students' written productions

Students' productions can be accessed here: https://drive.google.com/file/d/1DxQ-zRohj2FpBTLhA2ONsJH6xEyl5ECy/view?usp=sharing

Appendix VI. Data summary table

Students	Pre-test	Final Product	Grade of improvement	Gender	Num. Lang. used	English Mark 1st Term[3]	English Mark 2nd Term
STUDENT 1	1.8	3,752	+1.952	F	+2	AN	AN
STUDENT 2	1.332	2.453	+1.12	F	+2	NA	NA
STUDENT 3	3.052	3.8	+0,748	F	2	AN	AN
STUDENT 4	3.3	3.253	-0.048	F	2	AN	AN
STUDENT 5	2,6	4	+1,4	F	+2	AN	AN
STUDENT 6	1,6	2.9	+1.3	F	+2	NA	AS
STUDENT 7	3.352	4	+0.648	F	2	AN	AN
STUDENT 8	2.252	3.552	+1.3	M	2	AS	AN
STUDENT 9	2	3.8	+1,8	F	2	AN	AN
STUDENT 10	3	3.8	+0,8	F	2	AN	AN
STUDENT 11	2.352	4	+1.48	F	+2	AN	AE
STUDENT 12	2.3	3	+0.7	F	+2	AN	AN
STUDENT 13	1.6	3.352	+1,752	F	+2	AS	AS
STUDENT 14	2.452	3.352	+0.9	M	+2	AS	AN
STUDENT 15	1.332	3.1	+1,768	M	+2	NA	AS
STUDENT 16	2.068	3.8	+1,732	M	+2	AN	AN
STUDENT 17	2.452	3.6	+1.148	F	+2	AN	AN
STUDENT 18	2.552	3.5	+0.948	F	2	AS	AS
STUDENT 19	2.652	3.252	+0.6	F	+2	AS	AN
STUDENT 20	2.4	3.252	+0.852	F	2	AN	AN
STUDENT 21	2.452	3.1	+0.648	F	+2	AS	AS
STUDENT 22	2.2	3.552	+1.352	M	+2	AN	AN
STUDENT 23	1.868	3.2	+1.332	M	2	AS	AS
STUDENT 24	2.8	3.5	+0.7	F	2	AN	AN

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[3] AE: Assoliment Excel·lent. AN: Assoliment Notable. AS: Assoliment Suficient. NA: No assolit

STUDENT 25	1	4	+3	M	2	NA	AS
STUDENT 26	2.352	3.752	+1.4	F	+2	AS	AN
STUDENT 27	2.8	3.8	+1	F	+2	AN	AN
STUDENT 28	2	2.1	+0,1	M	2	NA	NA
STUDENT 29	2.2	2.3	+0,1	M	2	NA	AS
STUDENT 30	2.5	2.8	+0,3	M	2	NA	AS
STUDENT 31	2.5	3.752	+1.252	M	2	AN	AN
STUDENT 32	2.4	1,8	-0,6	M	2	NA	AS
STUDENT 33	2.4	2,252	-0.158	M	2	NA	AS
STUDENT 34	1.868	2,8	+0,932	F	2	AS	NA
STUDENT 35	3	4	+1	M	2	AS	AN
STUDENT 36	1.268	2.1	+0,832	M	+2	AS	AS

Table 4. Data summary.

Appendix VII. Personal interviews with the students

Questions were uttered in Spanish since it was very difficult for students to express everything they felt in English. The following questions were asked.

- ¿Qué diferencias hay entre los dos textos?

- ¿Crees que hay uno mejor que el otro?

- ¿Por qué crees que este está mejor?

- ¿El proyecto te ha ayudado a escribir mejor? ¿Qué parte?

- ¿Si dentro de un mes tuvieras que escribir otro email a cuál de los dos crees que se parecería más?

*STUDENT 2, STUDENT 31 and STUDENT 34 did not answer the questions.

Answers can be accessed here:

https://docs.google.com/document/d/1cfpC1XwuN_lmUamfsHMHul-

CTMthA4LxykIpI6PRN8Q/edit?usp=sharing

Appendix VIII. Work environment assessment rubric

The following rubric was created by Neus Magrané Batet with the support of Adelaida
Maurí Torrens.

	LEVEL	LEVEL	LEVEL
	3	2	1
Emotional issues and attitudinal perception	Silence as a general rule. When participation is requested students actively participate.	Background noise at specific times. Poor participation.	Constant background noise. Participation does not take place when requested.
Communication issues	Students use interaction in order to develop their knowledge.	There is communication between students. The topics of conversation are not very clear. Somethimes they talk about the task and sometimes they do not.	As a general rule, students do not communicate. In the event that students talk to each other, the topics of conversation have nothing to do with the activity to be done.
Difficulties attributable to the understanding of the task	Students know what they have to do.	Some students do not know what is expected from them but look for help by asking the teacher or their classmates.	Students do not understand the task they have to do.
External distractions (mobile phones, laptops, apps, etc.)	External distactions such as the mentioned ones are not visible. When used, mobile phones and laptops serve to enrich students' knowledge and their productions.	Extenal distractions are present but if students are told to stop, they stop.	Students keep using Whatsapp, Instagram, Tik Tok, etc. When they are told to stop, they do not or they pretend to do it.

Table 5. Work environment assessment rubric.

Appendix IX. Field diary notes

Field diary notes went through *durante* validation made by Adelaida Maurí Torrens
(my practicum partner). She could claim that what notes suggested was the reality. Field
diary notes can be accessed here:

https://drive.google.com/file/d/15qByIu02WGv7kU38ufORZuz7J935fBA9/view?usp=s

haring

Appendix X. Field diary summary table

BRAINSTORMING OF IDEAS	LEVEL 3	LEVEL 2	LEVEL 1
Emotional issues and attitudinal perception	X		
Communication issues	X		
Difficulties attributable to the understanding of the task	X		
External distractions	X		

Table 6. Field diary summary "Brainstorming of ideas".

EXPLICIT TEACHING PPT	LEVEL 3	LEVEL 2	LEVEL 1
Emotional issues and attitudinal perception	X		
Communication issues			X
Difficulties attributable to the understanding of the task	X		
External distractions	X		

Table 7. Field diary summary "Explicit teaching PPT".

INDIVIDUAL WRITING	LEVEL 3	LEVEL 2	LEVEL 1
Emotional issues and attitudinal perception		X	
Communication issues	X		
Difficulties attributable to the understanding of the task	X		
External distractions		X	

Table 8. Field diary summary "Individual writing".

PEER-CORRECTION	LEVEL 3	LEVEL 2	LEVEL 1
Emotional issues and attitudinal perception		X	
Communication issues		X	
Difficulties attributable to the understanding of the task		X	
External distractions		X	

Table 9. Field diary summary "Peer-correction".

REVISION	LEVEL 3	LEVEL 2	LEVEL 1
Emotional issues and attitudinal perception			X
Communication issues			X
Difficulties attributable to the understanding of the task	X		
External distractions		X	

Table 10. Field diary summary "Revision".