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Abstract

This intervention study aimed at helping undergraduate students of psychology learn to use the discursive resources useful to make academic voice visible in their texts and to improve their writing practices. The intervention involved tutorial meetings and collaborative revisions in two different learning environments, on-line and face-to face. The final text quality, the students' knowledge and the amount and the quality of revisions were assessed in both conditions. Results show that the quality of the texts improved for both intervention groups in contrast with for control group, and better texts were related with higher rates of revision and more students' satisfaction with the intervention. (HRK / Abstract übernommen) Castelló, Montserrat, E-Mail: montserracb@blanquerna.url.edu