Exploring the Influence of Flipped Learning Strategy on Tenth Graders Writing Process at

Two Public Schools in Bogota: A Route Towards Differentiation

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Declaration

We hereby declare that our research report entitled:

Exploring the Influence of Flipped Learning Strategy on Tenth Graders Writing Process at

Two Public Schools in Bogota: A Route Towards Differentiation,

- is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;

- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;

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Acknowledgements

Abstract

This action research examined the impact of differentiated flipped instruction on English

process writing. The study was conducted with A1 English level tenth graders from two

public schools in Bogota, who demonstrated difficulties with vocabulary and ideas

organization when producing written texts. Very few studies have been carried out in the

Colombian context on the effect of flipped learning strategies on writing, and on

differentiation and the writing process, but they have been applied mainly at university

level. For this reason, it was not possible to find any previous study in which all these

factors were integrated towards writing development at the school level. Data were

collected by means of an entry and exit writing test, questionnaires (needs analysis surveys

and final survey), learners' artifacts (two writing products resulting from the writing

process workshops) and teachers-researchers memoirs, which were analyzed through the

grounded theory method. After analyzing the data, it was evidenced that flipperentiated

instruction helped enhance students' writing as learners had a remarkable improvement in

the quality, complexity and clarity of their written texts. The implementation of this

strategy contributed to teacher and learners' performance, students' interest towards

English learning, and fostering learners' autonomous behaviors.

Key words: A*utonomy, differentiation, flipped learning, writing process approach.*

Resumen

Esta investigación acción examinó el impacto de la enseñanza invertida y diferenciada en el proceso de escritura en inglés. El estudio se realizó con alumnos de nivel de inglés A1 en grado décimo de dos colegios públicos de Bogotá, quienes demostraron dificultades con el vocabulario y la organización de ideas al producir textos escritos. Muy pocos estudios se han realizado en el contexto colombiano sobre el efecto de las estrategias de aprendizaje invertido en la escritura, en diferenciación y en el proceso de escritura, pero se han aplicado principalmente a nivel universitario. Por esta razón, no fue posible encontrar ningún estudio anterior en el que todos estos factores estuvieran integrados en el desarrollo de la escritura a nivel escolar. Los datos fueron recogidos mediante una prueba de escritura de entrada y una de salida, cuestionarios (encuestas de análisis de necesidades y encuesta final), artefactos de los alumnos (dos productos escritos resultantes de talleres de proceso de escritura) y registros escritos de las docentes investigadoras los cuales fueron analizados a través del método de la teoría fundamentada. Después de analizar los datos, se evidenció que la enseñanza diferenciada e invertida ayudó a mejorar la escritura de los estudiantes ya que hubo una mejora notable en la calidad, complejidad y claridad de sus textos escritos. La implementación de esta estrategia contribuyó en el desempeño de profesores y alumnos, el interés de los estudiantes por el aprendizaje del inglés y el fomento de la autonomía en los alumnos.

Palabras claves: aprendizaje invertido, autonomía, diferenciación, enfoque de proceso escritor.

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Chapter 1: Introduction

1.1 Introduction to the study

The National Ministry of Education (herein MEN per its acronym in Spanish) revealed learning English as a foreign language has become a need in our current Colombian context (2004). To provide a framework for English language teaching in Colombia, educational policies like the National Bilingual Program 2004-2019 (MEN, 2004) have emerged to guide educational institutions towards the bilingual program goal, which is in its Spanish version:

> To have citizens who are capable of communicating in English, in order
> to be able to insert the country within processes of universal
> communication, within the global economy and cultural openness,
> through [the adoption of] internationally comparable standards. (MEN,
> 2004)

Public schools, in this case José Francisco Socarrás (JFS) and Débora Arango Pérez Schools (DAP), have assumed the challenge of contributing to Colombian children's English foreign language development and started to implement the necessary strategies. However, the situations listed below have affected the expected process towards English learning in the four language skills according to the levels (Table 1) proposed in the Basic Standards of Competencies in Foreign languages: English (MEN, 2006).

Table 1

Levels to be reached by the students in the Colombian Educational System. (MEN, 2006)

CEFR Levels	Equivalent Level in Colombia	Grades to develop each language level	Education goals until 2019
A1	Beginner	From 1st to 3rd grades	
A2	Basic	From 4th to 7th grades	
B1	Pre-intermediate	From 8th to 11th grades	Minimum level for the 100% of High school graduates
B2	Intermediate		*Minimum level for English teachers *Minimum level for professionals in other
C1	Pre-advanced	University Education	careers Minimum level for new graduates in Bachelor of English
C2	Advanced		

Note. CEFR stands for Common European Framework of Reference for Languages promulgated by the Council of Europe (2001).

The first issue is related to the time devoted for English teaching, learning and practice. English is used mainly during class time which is restricted to four, even less, weekly hours given the curricular and extra-curricular activities contemplated in the school's program. This is worsened by the large number of students in each class, an

average of forty students who need accurate and specific guidance in their English learning

process. The third aspect refers to the great diversity of learning styles, skills, interests,

language proficiency levels within the same group of students, contrasting with the

generalized curricular goals, classes and tasks.

All these factors, have affected the teaching and learning of English language in its

four skills and particularly writing, which is the focus of this study as it has been relegated

to short, simple and quickly graded tasks that limit the exploration of written language and

all the possible advantages it may bring for language learners.

1.2 Rationale of the study

1.2.1 Needs analysis and problem statement

Due to the two public schools particular circumstances mentioned previously which

have led to underestimate writing skill value for language learning, it was necessary the

application and analysis of the following instruments to determine how students managed

to produce English texts, their main weaknesses when writing, and thus corroborate the

need of implementing new strategies to develop and improve this skill.

The first instrument applied was an entry test (Appendix A) taken from the reading

and writing section of a Key English Test (KET) which is a basic-level qualification test

issued by Cambridge English Language Assessment and aligned with the CEFR (Council

of Europe, 2001). It was used to measure students' proficiency in reading and writing

before and after the pedagogical implementation for contrasting the results and verifying

the effectiveness of the strategy applied during this project. The results presented in Table 2

show that, in terms of writing, initially only an average of 9% of the students in these

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groups could be classified in the proficiency level expected by the MEN for tenth grade

(A2-B1).

Table 2

Students' Writing Proficiency Level According to Entry Test Scores

TEST TAKERS	LEVEL			TOTAL
	A	**A1**	**A2**	
D.A.P	22 (59%)	10 (27%)	5 (14%)	37
J.F.S	24 (66%)	9 (25%)	3 (9%)	36
TOTAL	46	19	8	

The test scores represented in Figure 1 demonstrated that students' reading skill

level was higher than writing in both schools. Most of the students had many difficulties

when completing the writing paper from the test and some of them even left some tasks

unanswered. Considering this difference between reading and writing performance, it can

be inferred students still need to learn how to transfer the knowledge gained in reading to

writing, in terms of vocabulary, structures and paragraphing; apart from acquiring

additional resources that can foster their writing process.
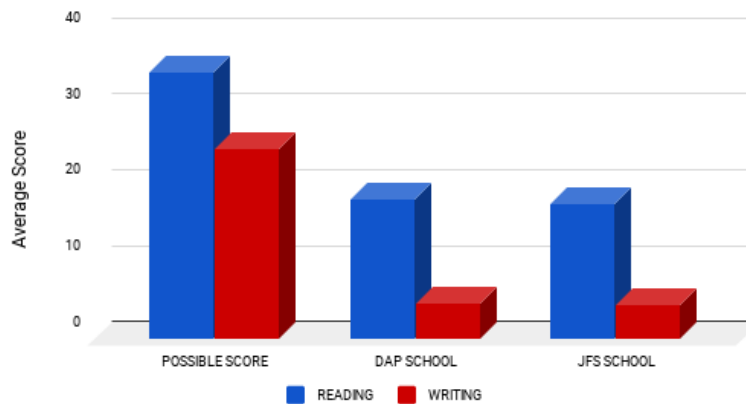
Figure 1. Entry test results: Reading and Writing Averages got by school.

During the diagnostic stage, the second instrument applied was an autonomy survey (Appendix B) which inquired about students' habits for studying, learning strategies and the use of technological devices for academic purposes which lighted up the viability of the pedagogical strategy selected for this study. The responses showed that students have different technological resources at hand that they use mainly for entertainment and socializing. Additionally, although most of the students acknowledged their weaknesses and strengths when writing and learning in general, they still need to be trained in their use for their learning benefit. This is reflected also in the 82% of students who considered that real learning can only happen during classes and from the teachers, versus the 17 % who work on their own on strategies to access knowledge outside of the schools lessons.

Finally, the writing questionnaire (Appendix C) explored learners' perceptions towards the process of writing in English. In it, learners stated their need to be able to identify their mistakes and correct them by themselves, or with teachers and classmates' support. In the same way, even when students considered writing importance for different aspects in a person's life, the lack of tools to improve writing made them prefer to copy

models than create their own written products.

As has been mentioned previously, the short time from English classes that can be devoted to writing affects the teaching of strategies to improve writing skills like the writing process, appropriate vocabulary use, spelling, punctuation, sentence structuring, linking of ideas and paragraph organization. In the same way, written tasks are usually considered and graded as finished products leaving aside the revision, editing and drafting steps and wasting the chance for learning from the corresponding feedback. Then, the results gathered from the needs analysis instruments revealed students' low English proficiency level, particularly in the writing skill; as well as the scarce autonomous use of available resources for students' individual and academic growth, together with the limited provision of adequate tools for each student's advancement in writing and English language learning.

1.2.2 Justification of problem's significance

When learning any language, writing becomes a necessary challenge whose mastery contributes to communicative competence and language proficiency. Although the four language skills play an important role in language learning and communication, writing has particular relevance as it requires additional time and conscious effort to integrate the different levels of language into the production of any written piece. This research presented an opportunity to progress in writing by providing students with knowledge and practice in the writing process. Thanks to this initiative, the other language skills were positively affected and at the same time students' general performance in the English language.

Having so little time for learning and practice, as is the case in these two schools, harms writing development as it is difficult to arrange a whole lesson or more to carry out the writing process and get a truly elaborated text from each student. Additionally, the correction and grading of students' writing is a lengthy activity that ends up with the score and in very few cases with improvement, and correction of the text for learning's sake. Thereby, writing is usually accomplished as isolated homework, without teacher support for the individual difficulties each student might face and without the application of the process to enhance the quality of their texts.

Finding a way to address and overcome these difficulties is mandatory as the opportunity for learning, expressing, creating and communicating through written English is being wasted. For this reason, writing usage must be implemented in classroom practice to take advantage of the classmates and teacher's assistance, the strategies, and tools available and thus enrich English knowledge and the writing process. All these aspects contribute to personal and academic growth making learners more autonomous in learning not only for writing skills improvement and English learning, but also for other subjects and tasks.

1.2.3 Strategy selected to address problem

According to the needs analysis results, the participants of this study still have many weaknesses when writing in English. Writing is acknowledged as a complex skill because of the small pieces that need to be set together to create an acceptable written product and the time it demands for writing and giving feedback. For this reason, the writing process (WP) approach has been considered as the most appropriate strategy to address this

problem, because when writing any task following the steps in the process, students become aware of the vocabulary, spelling, structures and organization being used. By following a sequence of steps, this approach leaves space for supporting learners' processing of ideas (Tribble, 1996) revising and working on the feedback according to each student's needs and strengths.

With the implementation of the writing process approach, time remains a drawback for writing so flipped learning (FL) was incorporated to reinforce this pedagogical strategy. When flipping a course, direct instruction is moved out of the classroom to the students' individual space modifying the focus of the lesson and teacher and learners' roles. Writing instruction and process steps being delivered as the lecture part of the lesson through online videos and similar resources, extends face-to-face class time to be used in a more productive, active and interactive coached practice towards writing skills development, and privileges teacher's assistance in individual difficulties or strengths within this collaborative environment.

Taking advantage of technology and internet connection to receive teacher's online instruction, students can access and review the resources when they consider it necessary, allowing them to gain more control of their learning and thus being an active part in their learning process, which is one of the main principles of differentiated instruction (DI). This component of the strategy contributes to dealing with the heterogeneity of the groups, by considering learners' individual differences and offering a variety of possibilities to reach the expected output. Differentiating the content, process, product and environment when writing, learners can take advantage of each lesson for their individual growth, challenging and engaging them in the process of writing and avoiding boredom or lack of interest.

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As differentiation is based on the way people learn (Carbaugh & Doubet, 2016), by being knowledge-centered, assessment-centered, and learner-centered, it complements flipped learning to introduce the writing process as an alternative to develop students' English writing skills, far from the traditional way in which they have been taught.

1.3 Research question and objective(s)

The research question that drove this study was how differentiated flipped instruction can impact English process writing of A1 tenth graders at two public schools in Bogota.

Based on the stated question, the following objectives have been stated:

➢ To determine the effectiveness of the differentiated flipped learning approach to improve the writing skill.

➢ To analyze the gradual improvement of students' written products during the implementation.

➢ To contribute new methodologies for enhancing the English teaching and learning process to public schools.

1.4 Conclusion

Improving writing in English lessons will give learners the opportunity to develop an essential communicative skill, because it requires and combines more basic skills than any other subject area (Spivey, 2006). Besides, students will explore alternative ways to access information, learn and practice transcending the classroom and beyond the teacher, use technology and address autonomous learning for their benefit.

Flipped learning is used in this study to help students become responsible for their language learning (Bergmann & Sams, 2012) and to optimize English face-to-face sessions

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in these two public schools. This study aims to clarify students' doubts about writing

through scaffolding and differentiating the individual writing process. Having more time

for practice propitiates self and peer correction of students' written products and as

Brandvik (1990) observes "encourage students to take a constructive role in analyzing and

evaluating their own and the writing of their peers and make hypotheses about the nature of

language to test them through use" (p.6).

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Chapter 2: Theoretical Framework & State of the Art

2.1 Introduction

This chapter develops the theoretical foundations of flipped learning, differentiated instruction, the writing process and autonomy and how they are related to each other in creating an alternative scenario for the improvement of writing skills. Additionally, recent research regarding these fields is presented as a way to locate this study within the body of literature of similar works delivered.

2.2 Theoretical framework

2.2.1 Flipped learning.

Since Flipped Learning and all its different models (flipped class 101, flipped mastery, in-flip class, etc.) were born, they have become an evolving phenomenon that has been growing as a means to overcome the limitations of traditional approaches. Bishop & Verleger, (2013) claimed FL foundations focus on student – centered learning theories which they illustrated in Figure 2:
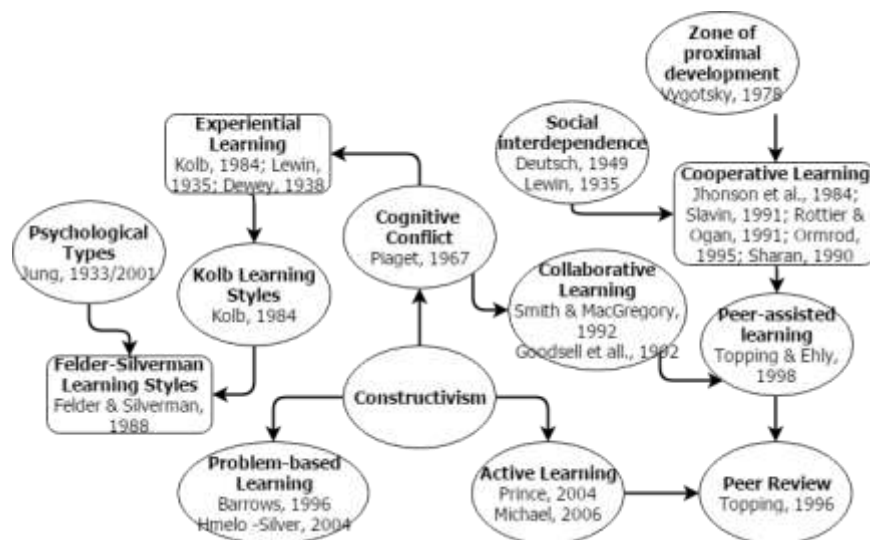
Figure 2. Psycho-educational origins of student-centered learning theories.

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The pioneers in FL Bergmann & Sams and the Flip Learning network defined this

approach as:

> A pedagogical approach in which direct instruction moves from the group learning
>
> space to the individual learning space, and the resulting group learning space is
>
> transformed into a dynamic, interactive learning environment where the educator
>
> guides the students as they apply concepts and engage creatively in the subject matter.
>
> (FLN, 2014)

This definition introduces three core principles: first, *pre-teaching,* referred to the activities

that traditionally were done in class but now at home (Bergmann & Sams 2012). Secondly,

FL is *learner centered* because it's main goal is learning by offering the possibility of

"meeting students' needs with a wide variety of learning styles" (Lage et al, 2000, p. 37).

And the *class time*, used for the construction of meaning rather than for information

transmission, intended to be active and interactive by carrying out experiential engagement,

demonstration and application phases from the learning cycle adapted by Gerstein (2011)

and presented in Figure 3
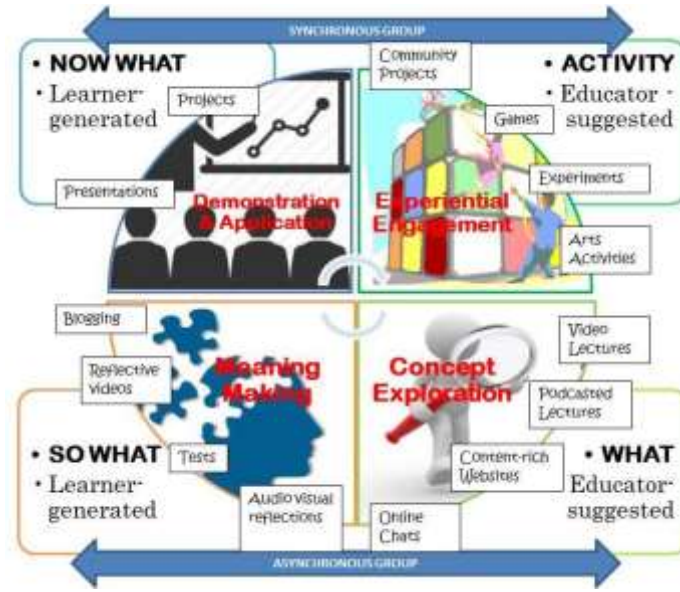
Figure 3. Flipped classroom learning model cycle (Gerstein, 2011).

The Flip Learning Network (FLN), (2014) defined four main pillars for FL, closely related to the principles listed above and represented in Figure 4:
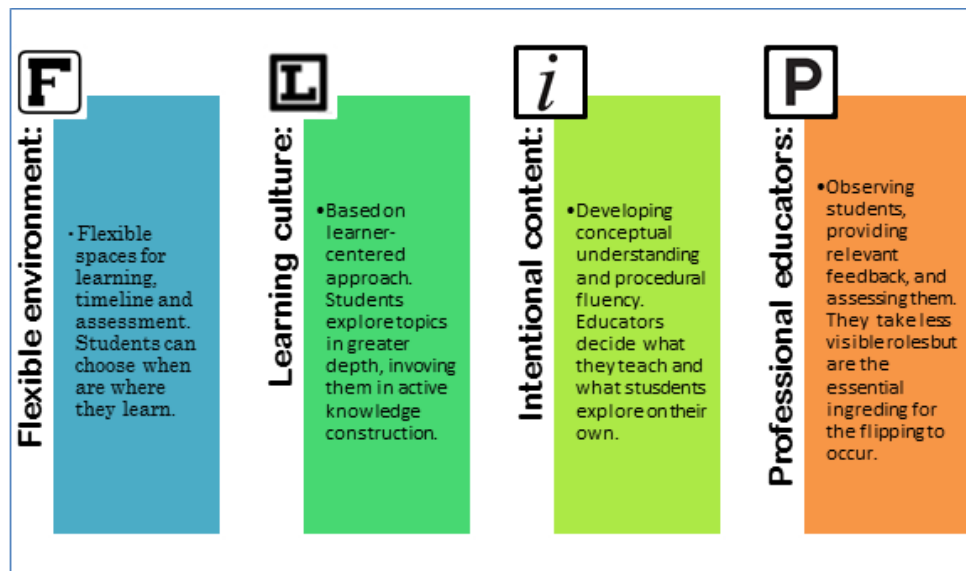
Figure 4. The four pillars of FLIP by the FLN, (2014)

The pillars presented above imply five main changes in essential aspects from traditional approaches: first, the focus from the curriculum pacing guide, by shifting the

lecture-centered instructional model to students' learning needs as the driver of instruction (Hamdan et al, 2013). Secondly, the teacher's role, who knows and teaches the students, but becomes a facilitator, a guide who leads from behind (Marshall, 2014) and a better supporter of struggling students (Bergmann & Sams, 2012). In the third shift, learning becomes active, understood as "the process of having students engage in some activity that forces them to reflect upon ideas and their accurate use" (Michael 2006, p.160). Freeing classroom from lectures creates the potential for active, engaged, student-centered learning, peer interactions, and personalized instruction (Hamdan et al, 2013), peer instruction, collaboration and projects (Marshall, 2014), associated with improved student academic performance by the development of high order thinking skills.

Fourth is direct instruction received in the individual learning space through different resources (Forsey, Low & Glance, 2013) as homework was done before, reviewed and controlled at students' own pace, according to their needs or interests (Gerstein, 2011).

Lastly, time in face-to-face sessions can be invested to develop open ended, cross curricular projects which engage students and bring real-life relevance to their skills (Fulton, 2012). In this environment students receive more personalized instruction, with activities designed to help them master the material, meeting them at their readiness level (Hamdan et al., 2013) and addressing those specific doubts of each learner.

Additionally to the concept given above, Bergmann & Sams, 2012, defined flipped classrooms as "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p.24). Other authors defined and used flipped learning as "a model of 'peer instruction' in which the teacher provides material for students to prepare and reflect on before class and then, they used class time to

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encourage deeper cognitive thinking" (Crouch and Mazur, 2001). Most of the definitions

agree on the relevant role of teachers to provide solid material and instruction to students in

order for them to work on significant knowledge meaning before arriving to the lessons

and, strong support during the lessons to enhance their higher order thinking skills, which

means a challenging implementation for teachers and learners.

2.2.2 Differentiated instruction.

According to Kyriacou (2009),ability, motivation, social class, gender, race and

special education needs are the main differences among students; interpretation sustained

on student diversity, learning styles, brain research and multiple intelligences theories

(Subban, 2006). As a support in this field, differentiated instruction (DI) appears as the

strategy to deal with diversity among the students in the same class group in contrast to the

standardized tendency: the one-size-fits-all curriculum being used although it no longer

meets the needs of the majority of learners.

Differentiation is referred as a philosophy with the premise that students learn better

when their teachers accommodate, plan and design strategically to achieve targeted

standards (Tomlinson, 1999). It means effective teaching (Kyriacou, 2009), involving

catering for those differences (Tomlinson, 2005), for planning strategically aiming to

provide equity of access to excellence for every student (Tomlinson, 2014). Its purpose is

to offer challenging and appropriate options for them, in order to reach success through

becoming self-directed, productive problem solvers and thinkers (Gregory & Chapman,

2007).

Accordingly, differentiated classrooms support all students through two elements:

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engagement, related to the meaning and relevance of the class goals for the students and,

understanding related to the sense of the class for the students in their learning process

(Tomlinson, 2014). Likewise, important elements in differentiated classroom brain research

include safe and non-threatening learning environments; appropriate challenge, meaningful

ideas and skills significant association (Tomlinson & Kalbfleisch, 1998).

Differentiated instruction can be carried out by task, outcome, learning activity,

pace, dialogue, support and resource (Kyriacou, 2009); having, thus, several ways in which

teachers can differentiate as represented by Tomlinson (2014) in the chart included in

Figure 5.
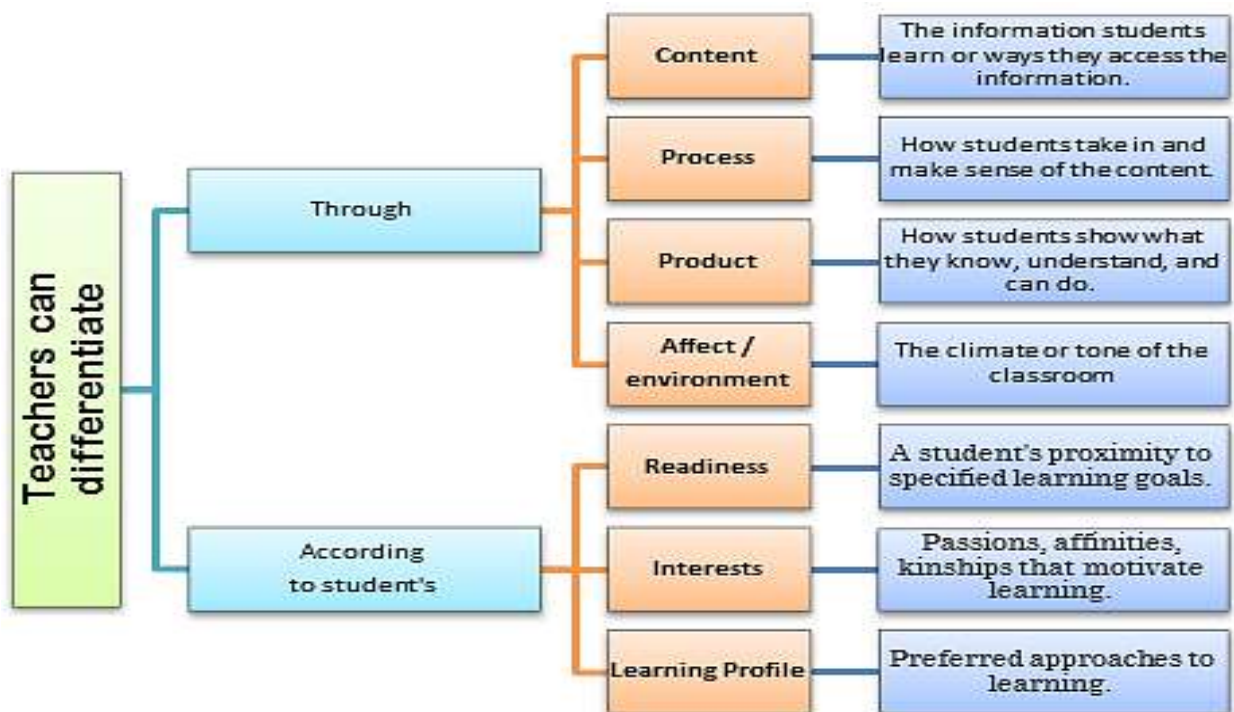
Figure 5. How differentiation works. (Tomlinson, 2014)

The figure illustrates the routes that can be taken by the teacher to differentiate in

the classroom; such routes involve aspects related to content, process, product, and

environment observed in the classroom. It also describes important features to take into

account at the moment of working on differentiated instruction.

Different instructional strategies must be used to support DI, for instance: stations, interest centers, rafts, graphic organizers, scaffold reading/writing, intelligence preferences, tiered assignments, learning contracts, menus, tic-tac-toe complex instruction, independent projects, expression options, small-group instruction and literature circles, as suggested by Tomlinson (2014), as well.

2.2.2.1 Flipperentiated instruction.

Both, Flipped Learning and Differentiated Instruction provide innovative scenarios for language teaching and learning on represented their own, each one of them providing several benefits and at the same time, being core to achieving significant and observable growth for every student who comes in this way (Carbaugh & Doubet, 2016). But together, there are many aspects in which these two constructs complement each other.

Hirsch (2014) coined the term Flipperentiation by claiming that if differentiation is the engine, flipped learning is the grease. Similarly, Carbaugh & Doubet (2016) highlighted the local synergy between these two models. Flipperentiation provides rich opportunities to cater to diversity due to the flexibility rooted to its use. Then, "students first explore their learning on a single, self-guided path; afterward, navigate with others, a map of interlocking trails to discover their ultimate destination" (Hirsch, 2014). Figure 6, illustrates the modifications to traditional education thanks to flipperentiation.
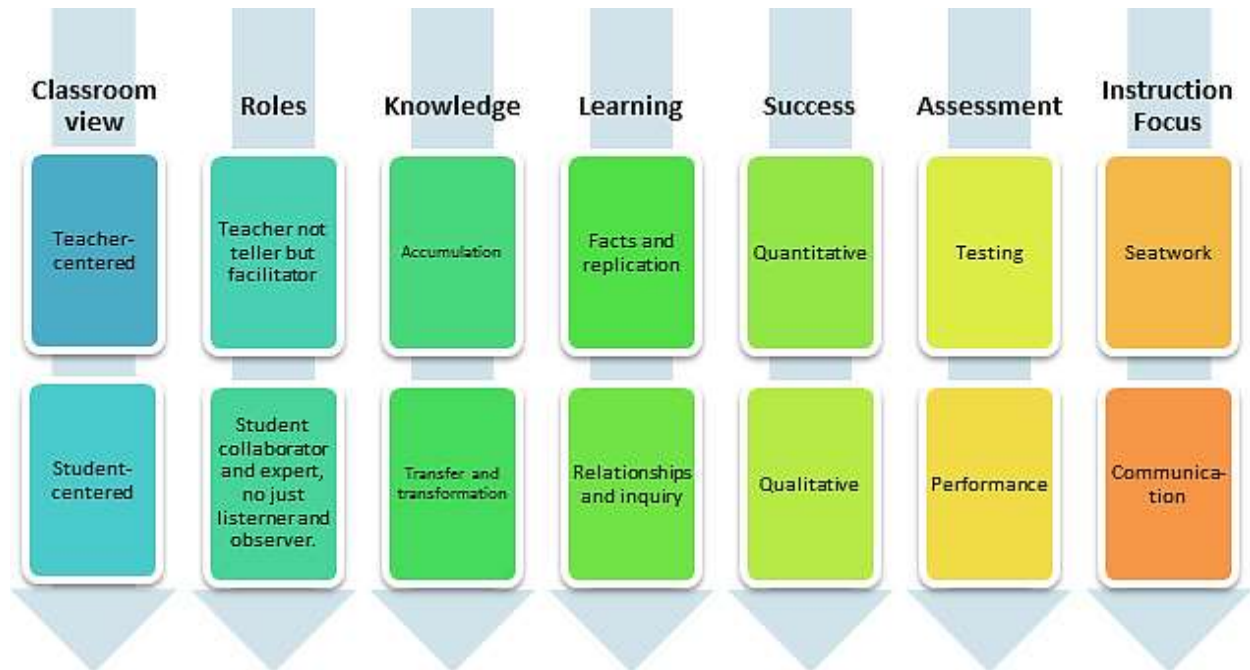
Figure 6. Evolutionary change (Carbaugh & Doubet, 2016)

Through this blended model, student engagement will likely rise due to an emphasis on meaning making and more personalized contact with information. As teacher focuses the lesson on learners' needs; then, instructions and activities are formulated to accomplish particular instead of general demands. Hence, a richer culture of collaboration will emerge among students responding to the teacher's willingness to create suitable and challenging learning opportunities through careful and intentional planning (Hirsch, 2014).

2.2.3 Writing.

Writing, an inherent skill in human beings, deserves special attention and training to be developed. It plays a relevant role in social, academic and professional contexts. As a complex skill, writing needs to be taught and improved permanently according to its use for people's specific purposes (Langan, 2009). Writing starts with the simple action of

transferring thoughts and feelings from one's head into words. However, most of the time it becomes complicated, involving a great deal of time to achieve the desired written product. In comparison to speaking, writing involves more actions like selecting the correct vocabulary, grammar, spelling, punctuation, style, kind of text, type of readers, among others (Langan, 2009, p.10).

2.2.3.1 Writing process.

The writing process appears as a response to some ideas affirming that writing a final product is the most important aspect when students learn this skill, and consequently in assessing it, leaving aside all the time, effort and monitoring done to obtain such product.

WP is a set of stages to follow before presenting a final product, as a help to plan, organize better, and improve the required information in different aspects throughout the process. Such stages do not follow a linear sequence but can be reviewed depending on the author. For Murray (1997) the WP itself can be divided into three stages: prewriting, writing, and rewriting; whereas for Tribble (1996:39) the four stages of the writing process are: prewriting, composing/ drafting, revising and editing. However, they agree with the idea of a cyclical process in which the writer can return to pre-writing when necessary (Badger & White, 2000).

Prewriting is the first step of the WP, when the writer starts generating ideas about the selected topic. Prewriting constitutes 85 % of the writing time, as the writer has to focus on the topic and requires research (Murray, 1997), for this reason, it is relevant for the following steps. The strategies for prewriting are brainstorming, free writing, clustering and outlining. Each writer has the possibility to select the best pre-writing strategy according to the needs and preferences. If the writer devotes appropriate time to this stage, the topic will

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be enriched with enough strong ideas (Peha, 2003).

Drafting means to start writing using a structure and organizing ideas according to the kind of text selected by the writer. In this stage, the writers can include all the ideas considered important to contribute to the writing. Using the outline created in the prewriting step, the writer defines the important aspects to include in the composition.

Revising helps the writer to check some aspects related to the content of the writing, like missing ideas, words that can be added, moved or removed. Moreover, it can help to know if the text structure is appropriate, or if it is necessary to change it somehow.

In editing, the writer checks and corrects mistakes related to accuracy, grammar, punctuation and spelling. It can be done by the writers own effort, or asking for peers' and teacher's support. Finally, publishing is choosing the best way to present the final written product, doing the last checking and adding possible pictures, drawings, images etc., when necessary.

Although following the stages can be time consuming, it avoids teachers' superiority regarding correction and feedback on learners' written products, as feedback in the writing process can be addressed by teachers, classmates or headmasters (Keh, 1989), it allows information exchange among students to enrich the process and assures their appropriation of the process to reach better products (p, 296).

Tribble (1996) states that the process approach emerged with a different focus from the product approach, as the process approach stresses the creativity of the individual writer, and focuses on the development of good writing practices rather than the imitation of models. At the same time, the WP encourages learners to be active in their knowledge acquisition, generating the ideas, supporting them, helping each other, realizing their own

mistakes, and other implicit actions that strengthen their skills. This is contrary to the

product approach which mainly focuses in the written product, no matter if it is repetition

of existent models (White, 1988).

The product approach also has four stages: familiarization, controlled writing,

guided writing and free writing but they intend to produce a final written product, and

during each stage, the learners are guided and suggestions are given on what and how to

write (Badger & White, 2000). Here, the teacher plays an active role as controller of each

learner action throughout the sequence of writing.

When implementing the writing process, teachers' roles change in the classroom,

giving the writers the opportunity to propose, work and learn throughout the process. The

teacher is silent, letting the students ask, create, and use language freely with the right

amount of their language knowledge. Each step of the process has its importance and

usefulness, as Murray states:

> Instead of teaching finished writing, we should teach unfinished writing, and glory in
>
> its unfinishedness. We work with language in action. We share with our students the
>
> continual excitement of choosing one word instead of another, of searching for the one
>
> true word. This is not a question of correct or incorrect, of etiquette or custom. This is
>
> a matter of far higher importance (1997, p. 19).

It means going against the way teachers have been trained to evaluate writing, but at

the same time bringing more satisfaction, for teachers and for learners, when both realize

on a major success on writing by following the writing process stages.

As the initiator, the learner has the active role in the WP dynamics. The learner

does, writes, requests asks for help and contributions, and the teacher patiently waits to take

part in the process when the learner needs support and encouragement (Murray, 1997).

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With the WP, learners feel encouraged to write freely for communicating by all possible means, therefore, in most of the process fluency plays an active role, however accuracy and the form is still important (White, 1988).

2.2.4 Autonomy

Since the beginning of studies in this field, the concept of autonomy in language learning and teaching has drastically changed, but its incidence has dramatically increased. Barfield, Andrew & Toogood (2009), cited in Benson (2001) state that since 1970's, and with the beginning of the new century, discussions and chapters on autonomy have begun to appear more frequently by different authors, and with varied perspectives.

Benson (2001) defined autonomy as "the control of one's own learning" (p. 47); while Holec (1981) defined it as the capacity to take charge of one's own learning. Little (1991) in Benson (2009), argued that learners' autonomy can "take numerous forms, depending on their age, how far they have progressed with their learning, what they perceive their immediate learning needs to be, and so on" (p, 15).

 After these perceptions, Benson defines autonomy vaguely as "a multidimensional capacity that will take different forms for different individuals and even for the same individual in different contexts or at different times" (Benson, 2001, p. 47). Capacity explained by Little as "a capacity for detachment, critical reflection, decision-making, and independent action" (p, 47), which is also shown in the way the learner learns and transfers what has been learned to wider contexts" (1991).

One of the possible outcomes regarding autonomy in language learning has to do with "learners' responsibility towards their learning, dependent of the learner needs,

purposes, capacities, and ultimate achievement" (Little 1994) in Huang (2013. p, 28). At the same time, teachers and classmates (co-learners) play a special role at helping each other to build their knowledge (Lennon, 2012, p. 19). If learners are responsible of their learning they will find ways to consult, develop tasks and improve autonomously.

Teachers' expectations with regard to learners' autonomy must be accompanied by actions that promote autonomous acts in learners (Little, 1994) in Huang (2013). If a classroom has a learner-centered environment, it will help to accommodate teachers to the personal constructs of their learners (Little, 1994), without setting aside their teachers' own constructs and concept in teaching. Lennon (2012) concluded that teachers had to be "constantly reminded to monitor progress and adjust their working processes accordingly if necessary" (p. 22).

The four constructs described above complement each other in this study, as all of them demand changes in learners' behaviors and actions towards learning (Little, 1994; Murray, 1997; Tomlinson, 2014); at the same time, they require changes in teachers' instructions and interaction with students, making the individual learners' needs the motor of the process. The data collected and analyzed in the coming chapters was confronted with the present theoretical framework to support the results and provide accurate conclusions about the strong and weak outcomes of the current study.

2.3 State of the art

The following research presents works in the fields of FL and DI, and their contribution to English language teaching and learning, more specifically in the development of writing skills. At the same time, these studies provide a basis to corroborate that this study is well addressed in order to contribute to the English language learning and

teaching field.

R. Buitrago & Diaz's, (forthcoming) study was related to flipped writing components in groups of University students to write compare and contrast essays. By using the FL approach, researchers aimed to enhance important aspects for learning such as: writing skills, use of ICTs for academic purposes, and autonomous learning. Some findings were students' improvement in their writing skills by using the WP approach and peer feedback; increase in autonomy based on the purposeful use of technology and a shift in teachers' and students' perception towards learning. Writing workshops were used in R. Buitrago & Diaz, (forthcoming) and in the present study, although the groups of students were different. The implementation of this tool helped to guide learners in each of the stages of the writing process approach, and the theoretical part of the lessons was flipped in both research projects as well.

Engin (2014) conducted a University study in the United Arab Emirates with native Arabic speakers in an academic writing course. There, the flipped classroom was used as students watched tutorial videos at home and spent class time working on research and writing with the teacher's one-to-one guidance, feedback and support. Findings of this study were that students felt encouraged to use higher order thinking skills in writing. Furthermore, students thought carefully about language and content for explanations and did their best to understand the topic before making the video. Accordingly, the lesson steps designed for the current study provided an environment for deeper interaction between teacher and learners in which the latter gained awareness in language use and improving their writing skills.

Bueno's (2016) study focused on raising students' awareness on paragraph writing

and developing writing habits through the WP approach, and facilitating the structuring of paragraphs by using peer feedback and additionally, Donzel (2014) concentrated her action research on the brainstorming, outlining, and drafting stages of the WP. In both cases, planning before writing resulted in an increase of learners' motivation to complete writing activities and improved their written compositions in terms of organization of ideas and better presentation of written products. Although, Bueno (2016) and Donzel (2014) concentrated just on some stages of the writing process, they showed participants' effectiveness and improvement regarding learners' writing skills, and confirmed the importance of a good planning of the writing for better results on learners' compositions.

Rincon (2009) and Garnica and Torres (2015) conducted their studies implementing a genre-process writing approach at public schools in Bogotá. The former promoted the use of e-portfolios for developing students' WP and helping them to become active student-writers, while the latter, focused on taking advantage of a blended learning method, and the process genre writing approach implemented for creating descriptive paragraphs. Both studies reported a significant improvement in written products, evidencing better coherence, cohesion and vocabulary use. Both research projects were useful in the current study to corroborate the importance of designing activities for the "in class" stage that help learners to improve different aspects in writing, as the ones mentioned above. Other important outcomes in the described study were the effective use of portfolios as a learning and assessment tool and learners' self- reflection on their own learning.

2.4 Conclusion

This chapter introduced the theoretical support regarding the constructs of this study. It is possible to identify how flipped learning, differentiated instruction, the writing

process, and autonomy are linked to one another due to their theoretical foundations, contributing to developing the pedagogical proposal stated in this research. Additionally, the reports on similar studies confirmed the viability of connecting these constructs providing samples on the paths that previous researchers have followed when conducting similar studies.

Chapter 3: Research design

3.1 Introduction

Throughout the this chapter, the type of research used in the present study is described, and the way it was implemented taking into consideration the context, the participants and researchers' roles. Additionally, the data collection instruments and procedures are described, as well as the ethical considerations, and the validation of the study.

3.2 Type of study

The purpose of this research is to determine to what extent the implementation of the writing process approach through a differentiated flipped learning environment can help tenth graders improve their English writing skills. Therefore, a collaborative, practical action research with mixed method data collection was carried out to systematically study the particular school contexts involved here with a view towards improving education practice, students' learning and teachers-researchers' professional development, as stated by Schmuck (1997), cited in Creswell (2012).

Mills (2011) defined action research designs, as systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways a particular educational setting operates, their teaching, and their student learning. Additionally, Creswell (2014) indicated that using quantitative and qualitative data opens a possibility for the researcher to involve philosophical assumptions and theoretical frameworks, in order to understand better the research problem of a study.

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Anderson, Nihlen, & Herr (2007) stated that action research cycles involve moments of planning actions, acting, observing the effects, and reflecting on one's observations. These cycles form a spiral that results in refinements of research questions, resolution of problems, and transformations in the perspectives of researchers and participants (p. 3).

Following the action research cycle, the research plan was established as a guide for data collection. During the first stage, the application of the needs analysis revealed a problem in the writing skills of the selected participants. With the data collected, the problem was stated, and the research question and objectives were formulated. In the acting stage, intervention activities like flip videos, lesson plans implementing differentiated instruction, writing workshops, and rubrics to assess learners' writing products were designed (see Appendix D and Appendix E). While the instruments were being applied, they were observed and their effect was analyzed to answer the research question and evidence any learners' improvement in their writing skill.

This small-scale research project was designed and implemented in the context of the teacher-researchers' own environment, attending to the groups' needs; and intending to contribute to a better teaching and learning practice (Ferrance, 2000). Furthermore, it pointed out to improve in varied aspects in the classroom, as Mackey and Gass (2005) pointed out, with the goal of wanting a better understanding of how second languages are learned and taught, together with a commitment to improve the conditions, efficiency, and ease of learning.

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3.3 Context

This study was carried out at Débora Arango Pérez (DAP) and José Francisco Socarrás (JFS) schools, two public schools located in Bosa, in the south of Bogotá. The students come from low income and challenging socio-economic conditions, most of the participants' parents only have elementary or high school level of education, making it difficult for them to support their children in tasks and homework activities. Nevertheless, most students have internet access at home which facilitated their participation in this study, allowing the flipped learning paradigm to be fully implemented.

While the group from JFS school belongs to the morning shift, DAP students have classes the whole day, but in both schools, the syllabus implemented is adapted mainly from the guidelines issued in The Basic Standards of Competence in Foreign Language: English (MEN, 2006).

3.3.1 Participants

The participants were 68 tenth graders, between 14 and 17 years old, from both schools, taking English lessons with the teachers-researchers to follow one of the characteristics of action research and contribute to the improvement of teachers-researchers field of activity. Although the groups in both schools are large (between 40 and 43 students), only the mentioned number was selected as they presented the consent letter signed at the beginning of the current study. About 80% of the learners have between A- and A1 English proficiency level according to the CEFR, which means they had similar needs to use class time for more practice, improve their English language skills, and be prepared for the state exams to be taken next year.

Both groups are quite similar regarding students' creativity and attention spans, but heterogeneous in their skills and interests. Learners are very dependent on their teachers and have difficulties working collaboratively. They also have difficulties following timelines, and finding the right tools to support their learning. As an advantage, all of them are very respectful of teachers' suggestions and are well-disposed towards working in class but they have trouble working independently in other spaces, so they need to recognize the way they learn to improve their learning processes.

3.3.2 Researchers' role

The teacher-researchers of this action research performed as designers, leaders, assessors and reflective practitioners. They concentrated the study on their own work, to improve what they do, including how they work with and for others (Cohen, Lawrence & Morrison, 2007). So, researchers' reflection was vital from the beginning of the process to identify those aspects that could improve the strategy and contribute to the learners' progress.

Furthermore, the teacher-researchers supported the students, by giving feedback on time and encouraging them when they met difficulties and the goals seemed to be impossible to attain. Finally, by being in a familiar context, the researchers could identify the immediate needs regarding language learning, and the most suitable approaches, tools and techniques to implement in these two groups.

3.3.3 Ethical considerations

Considering that research should not involve any risk, harm or disadvantage to the

participants involved in the actions taken, neither should it invade their privacy by touching on personal or sensitive areas (Burns, 2010) this research and all the information provided from schools, students and contexts was mentioned after asking for consents and permissions, where the confidentiality was guaranteed. The principals of the schools were informed of the process and stages to be carried out in each institution, and similarly, parents were informed about the research and their permission was received through the consent letters (Appendix C). Accordingly, the participants' identities, personal information or any fact that might affect students' rights will not be revealed in this report.

3.4 Data collection instruments

3.4.1 Introduction

In this study, data were collected to know whether the WP, introduced through a differentiated flipped learning approach, contributed to improve learners' writing skills and foster their autonomy towards language learning. Hence, learners' artifacts, two surveys, entry and exit tests, and teachers' journals were the instruments to gather such data.

3.4.1.1 *Learners' artifacts*

As action research is formative, learners' artifacts documented students' process and progress in writing skills when following the WP stages. Merter (2007) in Mills (2007) described artifacts as "written or visual sources of data that contribute to our understanding of what is happening in our classroom" (p.72). These artifacts were collected in each lesson designed for the implementation step, where learners worked on two writing workshops developing the stages of the writing process. In this study, the artifacts were the learners' written productions like the ones presented in Appendix F. The researchers analyzed the

learners' improvement in terms of writing more complex and comprehensible texts, with a better use of vocabulary, grammar structures and punctuation, among other language factors that can be improved by following the stages in the writing process in each workshop. In these aspects, there are studies that evidenced learners' improvement by following the writing process steps after analyzing such kind of artifacts (Bueno, 2016; Rincón, 2009; and, Garnica and Torres, 2015).

The process and the products of the first and second workshop were compared, to determine any changes in the writing skills. The researchers designed a scoring criteria for the assessment (Appendix D), and this rubric provided learners with a score and accurate feedback, which made that participants realized some aspects they need to improve in their future written productions and, at the same time, researchers could find patterns regarding the research question, proving the impact of flipperentiated instruction applied during the implementation as explained in **Table** 3.

3.4.1.2 *Surveys*

The questionnaires, as common instruments in language research (Brown, 1997), were useful to gather learners' impressions in writing and in a short time. Two surveys were designed to gather qualitative data (open ended questions), and quantitative data (closed questions). The initial survey (Appendix B) took place during the needs analysis and it had one sections about the learners' perceptions of their learning and a second one about the resources available to support that learning; the latter with four sub-sections: independence and responsibility, learning strategies, learning, and use of technological resources, for a total of twenty-seven questions. The second survey was about learners' perceptions towards writing and its importance in their learning process. It was designed

with scoring scales, multiple choices, closed and open questions in English with their

Spanish translation, and both of them were administered with Google Forms. After the

implementation of the strategy, the final survey () was applied and, by means of open-

ended questions, information emerged about how learners felt during the writing

workshops, about the change in the delivery of the lesson, and how they perceive their own

progress in writing. This type of survey allowed the learners to express freely the good and

bad aspects they noticed in the stages of the study (Anderson et al, 2007).

3.4.1.3 *Entry and exit tests*

A test based on the reading and writing sections in a KET for Schools test was

applied before and after the implementation stage (Appendix A). The entry test helped to

determine English proficiency level in the participants before the study, in order to design

the other instruments with the accurate language level for both groups, as part of the

differentiation strategy. Additionally, with the results of the entry and exit tests, it was

verified whether learners' writing skill was affected after the implementation of the

strategy. These tests provided quantitative and qualitative data to compare and analyze.

3.4.1.4 *Teachers' memoir journals*

Non-observation action research methods for data collection are extremely useful to

capture significant reflections, beliefs, ideas, insights and events about the practice on an

ongoing way (Burns, 2010). Memoir journals keep accounts of times during the process

when the researchers want to articulate their values and theories as teachers by registering

significant moments that influenced their teaching practice. Teachers-researchers made

hand-written notes on specific aspects they observed before, during and after the

implementation which were later exchanged in order to determine any possible adjustment needed in instruction.

3.4.2 Validation and piloting

With the purpose of ensuring the trustworthiness of this study, the thesis director read the instruments, and those were piloted with a similar group of students in both schools before applying them, this allowed that instruments were timely corrected, contributing to a better design of the strategy.

During the process of data collection and analysis, the qualitative and quantitative instruments provided the information to be analyzed by means of triangulation, defined as the use of two or more methods of data collection in the study of some aspect of human behavior (Cohen, Manion, & Morrison, 2007). Thus, the researchers could verify that the instruments and the data gathered were valid and reliable information to analyze and state the conclusions of the study.

3.5 Conclusion

This chapter described the participants, context and researchers' roles in the designed action research plan with mixed instruments of data collection. The ethical considerations for data collection were described and finally, the piloting of data collection instruments was done to improve them and thus guarantee their validity and reliability.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

In this section, it is explained how this study's main constructs were pedagogically articulated into the flipperentiated writing process strategy with the purpose of enhancing the participants' writing skills.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

Ortega (2013) defined language as a symbolic system and the most uniquely human capacity employed for meaning and communication about immediate, imagined and remembered worlds. While Kumaravadivelu (2006) pointed out that despite the fact that language has been studied extensively from three different perspectives: as a system, as discourse and as ideology, it is still an unknown object.

With this background perspective, this study combines the three perspectives by integrating the textual, interpersonal, and ideational functions (Halliday, 1973; Breen and Candlin, 1980) as cited in Kumaravadivelu (2006); areas that involve an intricately interconnected and interactive interpretation, expression, and negotiation during communicative performance. Similarly, Cuningsworth (1995) more specifically points out grammar, vocabulary, phonology, discourse, styles, and appropriateness as language main categories of study, which are also embedded in the language vision for this research.

When creating any written piece, the mentioned aspects of language should be carefully linked and weaved to produce understandable, coherent and meaningful texts. For this reason, writers need to work on developing each individual area to reach a whole

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harmony among those aspects within their products.

4.2.2 Vision of learning

When learning a foreign language, learners' cognitive capacity mediates between the input (stimulus) and output (response) with the advantage of having the first language acquisition process as a benchmark of language development (Ortega, 2013).

During the pedagogic implementation of this study case, interlanguage, simplified and non-simplified input were presented to the students, keeping in mind intake factors that might hinder or foster their learning process. Intake factors (Kumaravadivelu, 2006) defined as the learner internal and external aspects that can impact the psycholinguistic processes of language learning, are illustrated in Figure 7:
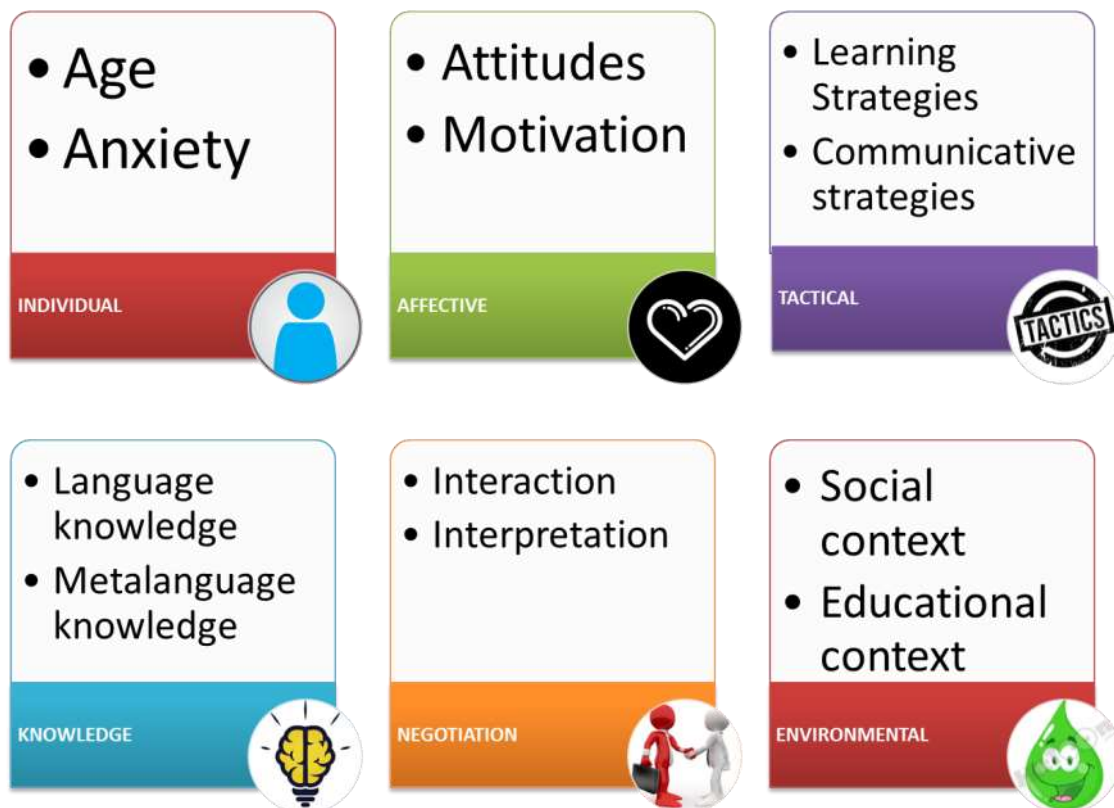
Figure 7. Intake factors (Kumaravadivelu, 2006)

DI provides support and strategies in each of these aspects while FL promotes the communicative abilities of negotiation, interpretation, and expression that are considered to be the essence of a learner-centered pedagogy. Both methodologies empower learners to reach the goals of language study by increasing their knowledge of the language system, so that productive and receptive skills can be improved (Harmer, 2001).

Language learning goals involve the responsibility of language teachers as facilitators, interdependent participants, organizers and guides that supports students to become more active in their learning process so they can develop language awareness while exploring and researching language by their own (Harmer, 2001). Teachers also foster meaningful communication through contextualized, discursive situations where the four skills are integrated and errors are considered natural outcomes of language development (Kumaravadivelu, 2006).

4.2.3 Vision of curriculum

Curriculum, defined as the overall design for a course and how that course content is transformed into a blueprint for teaching and learning (Richards, 2013). Given the fact that any outcome is expected as a demonstration of the interaction between teaching and learning (Wiggins and McTighe, 2006), Richards (2013) acknowledges input, process and output as the three dimensions of a curriculum, which are represented in the syllabus, methodology and learning outcomes as explained in Figure 8:

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Figure 8. Curriculum Dimensions according to Richards (2013)

Curriculum development in language teaching can start from input, process or output. Backward curriculum design has to do with the specification of learning outcomes (output), so the syllabus and the methodology are design based on them. Wiggins and McTighe (2006) in Richards (2013) asserted the statement of the desired results are the key to start the design of this curriculum, where the methodology is selected according to the most suitable way in which learners reach the expected outcomes and these steps must be followed as showed in Figure 9:
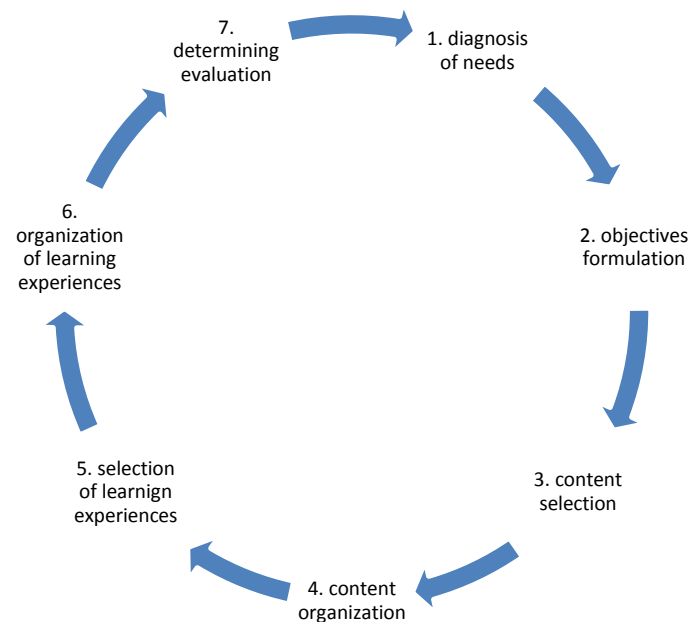
Figure 9. Curriculum design (Taba, 1962: 12).

One example of backwards design is the Common European Framework of Reference for Languages (CEFR). A document that establishes the foundations for the Basic Standards in English as a Foreign Language (MEN, 2006) and the Basic Learning Rights (2016), specifying that tenth graders are expected to write narrative, descriptive and explanatory texts related to topics of interest or that are familiar to them, and promote the use of the WP to reach the written output expected for this level.

The curriculum from the two institutions involved in this study is guided by the previous parameters and the learner-centered curriculum proposed for this implementation aims at generating environments which promote the solution to students' learning needs, in order to confront real life communicative situations.

4.3 Instructional design

The flipperentiated written process led the whole implementation, therefore the lessons and materials were designed and implemented in both groups in the same way as they had similar characteristics and a similar English proficiency level. The lessons followed three general stages: at home stage, in class stage, and end of class stage as explained in Figure 10.
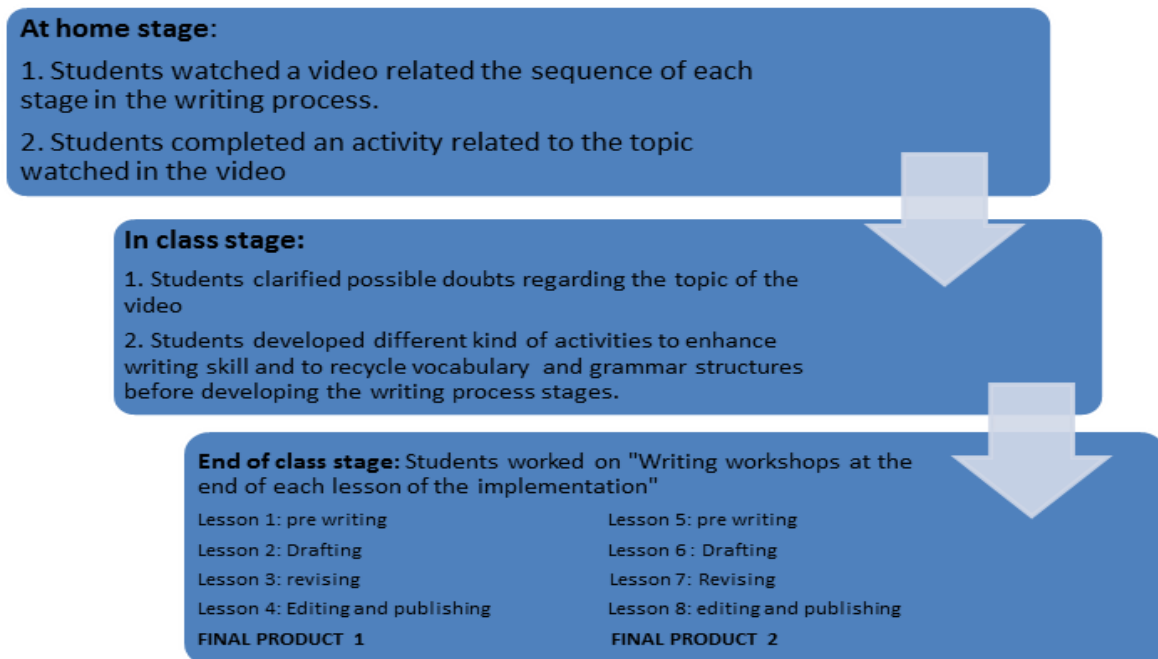
Figure 10. Stages developed in each lesson

As can be seen in this figure, during the first step of each lesson, completed outside of class, students watched a video or presentation uploaded on a technological platform () that introduced the writing stage to work on. The resources were designed to instruct in how to carry out the writing process steps, presenting definitions, types, examples and everything that would be included in the traditional in-class lecture on the topic. Then, students completed an activity related to the resource watched to verify and reinforce their learning. The activities included a great variety of tasks involving listening, reading and writing in English like multiple choice, matching, gap fill, sentences completion, comprehension questions among others, as can be seen in .

During the lessons, the flipping continued by verifying exercise answers or making a whole class application exercise which aimed to clarify doubts, receive feedback and elicit the understanding of the information delivered outside the class. Later, learners

worked on the differentiated activities, with their teacher's permanent support, that were

designed to reinforce the target writing skills and general language contents as input to

accomplish the two writing workshops. The activities were completed either individually,

by pairs or in groups according to students' preferences, needs or readiness, but always

fostering active learning and students' engagement. Moreover, these activities were

differentiated using strategies like color grouping and learning menus, as exemplified in the

lesson plan sample in Appendix I**.**

At the end of each lesson, learners were granted some time to work on their writing

workshops that progressively led them to complete the two writing products required for

the study. Both products were narrative texts: the first one was an autobiography related to

their own lives, a famous or an imaginary person's life; and the second one, a real or

imaginary short story. This dynamic promoted more direct contact between teachers and

learners during the learning practice, besides the use of students' notes and out of class

activities to feed the writing process as well.

4.3.1 Lesson planning

The lessons were planned using the lesson plan template adapted from Dr. Joan

Rubin's lesson planner but due to the nature of this study, the position of content

presentation and the lead in or preparation steps were inverted Appendix I.

The presentation of content was outside the class with the materials prepared by the

teachers about the stages for writing. Then, during the lead in stage, many examples were

used to elicit the information, vocabulary and structures presented outside the class which

were necessary for class activities and their written productions. Later, the free practice

provided different practical activities that conducted students to the wrap up, where learning was applied and verified in the writing workshops, developing one stage per lesson. Then through the self-evaluation stage, learners monitored what they had learned in order to realize what they still needed; thus, during the expansion or independent study they could autonomously reinforce their knowledge.

The design of each lesson in this study considered students' needs, the lesson objectives, the strategies to implement the stages of the WP and the interaction patterns in each stage and activity. Therefore, the flipperentiated writing process was implemented in the lessons as it is described in detail in the next section.

4.3.2 Implementation

The pedagogical implementation was carried out between the second semester of 2016 and the first one of 2017 in both, JFS and DAP Schools. Different resources were created to support this implementation process, among them are two writing workshops that, through the writing process approach, scaffolded students in the writing of two products of their own creation (Appendix F) and a writing tool kit () that supplied students with resources like lists of linking devices, irregular verbs, proofreading marks, and the scoring criteria that students could use for all class activities, in order to foster their autonomy, vocabulary, spelling and punctuation.

Some particular situations in each school reduced significantly the amount of time available for the implementation, which is a serious difficulty when intending to improve writing skills. So, it was necessary to extend the eight expected weeks of implementation, by asking for additional time in classes of other subjects, and fixing the proposed activities

to fit in the short time left. **Table** 3 illustrates in detail the implementation process:

Table **3**

Pedagogical implementation timetable

STAGE	DATE	ACTIVITY		INSTRUMENT
Pre implementation	August 2016	Informing and getting schools' authorization		Schools Consent letters
	June - September 2016	Design and piloting of needs analysis instruments.		Autonomy survey Writing process questionnaire Entry test
	June - December 2016	Lesson plans and writing workshops design.		Lesson plan format Writing workshop 1 Writing workshop 2 Scoring criteria for written products
	January 2017	Design of writing toolkit		Writing process checklist Linking devices Proofreading and editing marks Irregular verbs
	February	Informing and getting parents' authorization		Parents' Consent letters
	Feb. 6th - 10th	Needs analysis instruments implementation		Autonomy survey Writing process questionnaire Entry Test
While implementation	January - May	Creation of before class videos and activities		Videos and activities: Writing process Writing an autobiography Stages in the writing process
	Feb. 13th - 17th	How to use the videos explanation		
		Topic	Writing Process Step	
	February 20th - March 1st *First Lesson*	Personal Introductions	Prewriting	Students' artifacts: Writing workshop 1: autobiography Teachers' memoir journals
	March 6th - March 17th *Second Lesson*	My family	Drafting	
	March 20th - 27th *Third Lesson*	Describing people I	Revision	
	March 29th - April 7th *Fourth Lesson*	Describing people II	Editing and publishing	Students' artifacts: Writing workshop 1: autobiography **Autobiography final version** **Scoring criteria** Teachers' memoir journals

Stage	Date		Writing process	Instruments
	April 17th - 21st *Fifth Lesson*	Shops and products	Prewriting	
	April 24th - 28th *Sixth Lesson*	Giving directions	Drafting and revising	Students' artifacts: Writing workshop 2: Story Teachers' memoir journals
	May 2nd - May 8th *Seventh Lesson*	Comparing	Editing	
	May 10th - 17th *Eighth Lesson*	Talking about the past	Publishing	Students' artifacts: Writing workshop 2: Story **Story final version** **Scoring criteria** Teachers' memoir journals
Post implementation	May 22nd - 26th	Getting post implementation data		Exit test Final Survey
	May, 2017	Data analysis and results presentation		Statistics Coding Paradigm

Finally, describing the main flipperentiated strategy, the two writing workshops, it can be highlighted that they were divided and organized to address each one of the five steps of the writing process and, despite of students using the same workshops, they had the possibility to carry out the activities proposed there according to their different likes, interests, English level and individual pacing ().

4.4 Conclusion

At the beginning of this chapter the visions of language, learning and curriculum were described to set up the framework that guided this pedagogical implementation.

Then the pedagogical plan of action was designed as described in the implementation to carry out the act on evidence stage of the action research. The information obtained during the needs analysis and the review of current literature served to inform on the most suitable measures to be implemented with the purpose of transforming the problematic situation that was initially described.

The specific dates, actions and instruments used during each stage of the design and

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implementation of this research were also described, as well as, how data were documented

and collected while the Flipperentiated written process strategy was being implemented to

determine its effect on the writing skills from the participants of this study.

Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter describes how the collected data were analyzed in the light of the

theory to find out how differentiated flipped instruction affected the participants' writing in

English. With the mixed method approach described by Creswell (2014) as "involving the

collection and "mixing" or integration of both quantitative and qualitative data in a study"

(p.24) the data were gathered using the instruments explained previously (questionnaires,

learners' artifacts, teachers' memoirs, and tests). Then all data were analyzed by means of

the grounded theory approach (Strauss and Corbin, 1994), and the findings were contrasted

through the investigator triangulation process, according to Denzin's (1970) classification

quoted by O'Hair & Kreps (1990). This means that all data obtained from the different

instruments were studied by the two teacher-researchers, discovering findings that were

discussed and supported with the data obtained from each one of the instruments and thus,

reducing interpretation bias and getting a full and accurate understanding of the research

effects. From these interpretations, some convergences were found to establish the

subcategories, categories and core category that answer the research question.

5.2 Data management procedures

Initially, the data were gathered using the instruments presented in the data

collection instruments section under the mixed methods research design, explained above.

All the students' responses to the surveys, registers in the teachers' journal, and findings

from students' artifacts were stored in excel spreadsheets, and the students' artifacts were

collected in individual folders.

The entry and exit test results were registered in spreadsheets. They were studied

through their different sections, comparing also each student's written texts and the general

scores got in both occasions. The qualitative data were collected by means of students'

answers to the different questionnaires and surveys applied in the pre and post-

implementation stages of the process, and the teachers' registers in the memoir journals..

Finally, students' written products were assessed, registered and compared by means of the

scoring criteria (Appendix D) and through careful examination to identify all possible

changes in their content and form. The resulting quantitative data were illustrated by means

of frequency charts, while from the qualitative data many codes arose that were registered,

highlighted and organized for further analysis.

5.2.1 Validation.

The validation, defined as the appropriateness of the tools, processes, and data used

during the research by Leung (2015) in this study was gained with the analysis and

triangulation of the quantitative and qualitative data. By means of internal validity (Cohen,

Manion & Morrison (2000), the researchers explained particular events throughout the

study and sustained them by means of the collected data (p. 135). Hence, the answers and

products that emerged from each data collection instruments were read deeply to find

similar and recurrent patterns. The codes and their interpretation generated the necessary

information to support the findings intended to answer the research question of this study.

5.2.2 Data analysis methodology.

The data collected were revised in detail and analyzed according to their

quantitative or qualitative nature. In the case of quantitative data, using a Microsoft Excel

file they were managed by statistical analysis. Thus, data tables and frequency graphs were created to evidence and represent the changes in terms of students' progress in their writing skills. The findings were used in the triangulation step to establish the categories, providing meaningful insights in their descriptions and reinforcing the qualitative results.

Regarding the qualitative data, grounded theory methodology guided its analysis and interpretation. Strauss and Corbin (1994) in Cohen, Manion & Morrison (2000) remark: 'grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed' (p. 491). The aforementioned theory emerged from the systematic analysis and interpretation of the data carried out following open, axial and selective coding procedures.

Initially, the codes found from each school were organized based on the research question of the study. Then, axial coding was evidenced when organizing qualitative and quantitative findings. Therefore, categories emerged and based on a deeper analysis, the core category was established as a way to reach the selective coding that could answer the research question of the study. All this process will be explained with sufficient detail in the following sections of this chapter.

5.3 Categories

From the data gathered, analyzed and interpreted through the statistics and the grounded theory approach, two main categories, seven subcategories (four and three subcategories in each case) and one core category, emerged.

5.3.1 Overall category mapping.

During the open coding stage, the data obtained from each school was analyzed

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individually; the results were then compared and, from their interpretation the categories in

the next stage came to light. Many patterns appeared and the researchers observed that

many of them were recurrent in both schools bearing in mind the research question, and its

main components. All the codes that resulted from the two schools' data can be seen in

table 4, where they were grouped according to three main elements in the research

question: Writing process, flipperentiated methodology and autonomy.

Table 4

Open coding analysis

Research Question	DAP school subcategories	JFS school subcategories
	Writing Process	
How can differentiated flipped instruction impact English process writing of A1 tenth graders at two public schools in Bogota?	*communication *develop mental processes and memorizing words *Main difficulties when writing: structure of sentences, vocabulary, punctuation and being clear *not all the steps in the WP are applied *Revising: translating, re-reading, the teacher and the dictionary *correct mistakes and draft the text at least twice *useful for English and Spanish *new vocabulary, connectors *Learning from mistakes	*Useful and necessary skill *better expression of feelings *organization of ideas *vocabulary *sentences structures *following steps *some stages more difficult than others *time consuming *some stages harder than others (revising, editing) *freedom for writing
	Flipperentiated Methodology	
	*videos contribute to in class activities *strategy different from traditional classes *visual and audio learning *videos supported writing *anticipate explanation *difficulties with listening *replay of videos *didactic resources *help to remember *examples importance *availability of tools for writing	*interesting videos *helpful *time management (more time in lessons to support students' learning) *understanding explanations *facilitator of topics explanation *varied activities during the lessons *access to repeat the videos *motivation *learning at their own pace *learning styles
	Autonomy	

*classmates and teacher support
*few learning strategies application
*teachers dependence
*Need for self-efficacy development
*Access to ICT tools mainly for entertainment

*use of tools by their own
**teacher's and classmates' dependence
*Responsibility
*lack of initiative regarding learning
*need of face-to-face explanation
*planning learning
*setting learning goals

The convergent points in the open coding stage helped to state the axial coding and subsequently establish common categories and subcategories for the research findings. During the next stage the core category with its most accurate categories and subcategories were formulated as it can be seen in Figure 11.
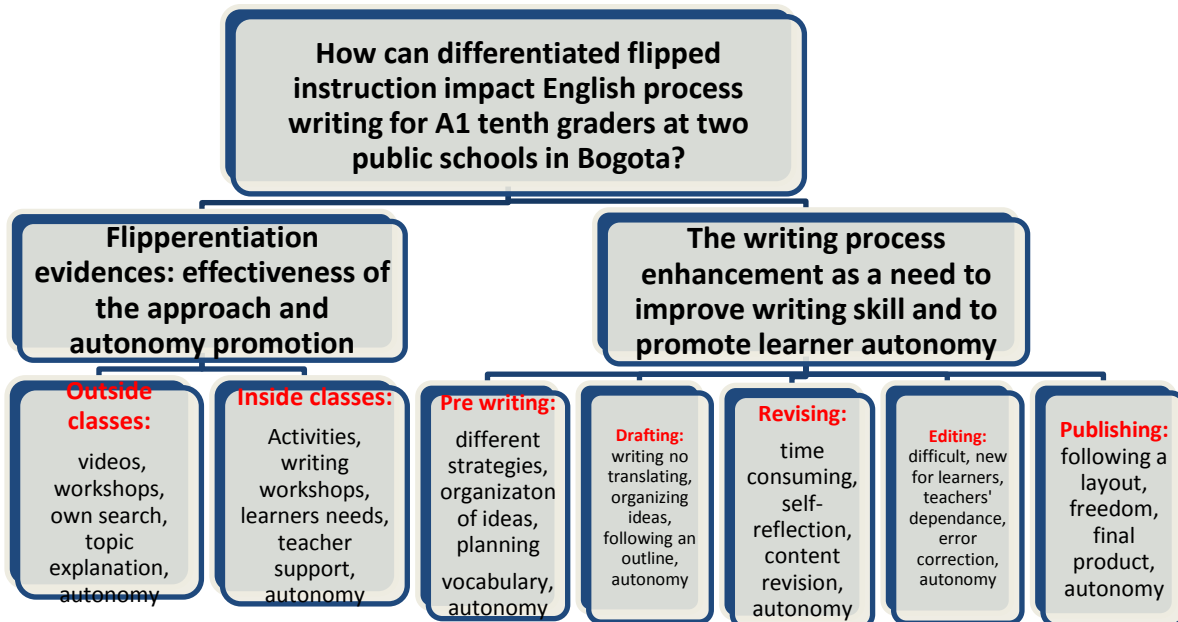
How can differentiated flipped instruction impact English process writing for A1 tenth graders at two public schools in Bogota?

Flipperentiation evidences: effectiveness of the approach and autonomy promotion

The writing process enhancement as a need to improve writing skill and to promote learner autonomy

Outside classes:
videos, workshops, own search, topic explanation, autonomy

Inside classes:
Activities, writing workshops, learners needs, teacher support, autonomy

Pre writing:
different strategies, organizaton of ideas, planning vocabulary, autonomy

Drafting:
writing no translating, organizing ideas, following an outline, autonomy

Revising:
time consuming, self-reflection, content revision, autonomy

Editing:
difficult, new for learners, teachers' dependance, error correction, autonomy

Publishing:
following a layout, freedom, final product, autonomy

Figure 11. Axial coding categories

In the final stage of the grounded theory analysis, the selective coding, the core category was identified, and its framework organized as it is presented in Figure 12, with categories and subcategories complementing each other to answer the research question of this study.
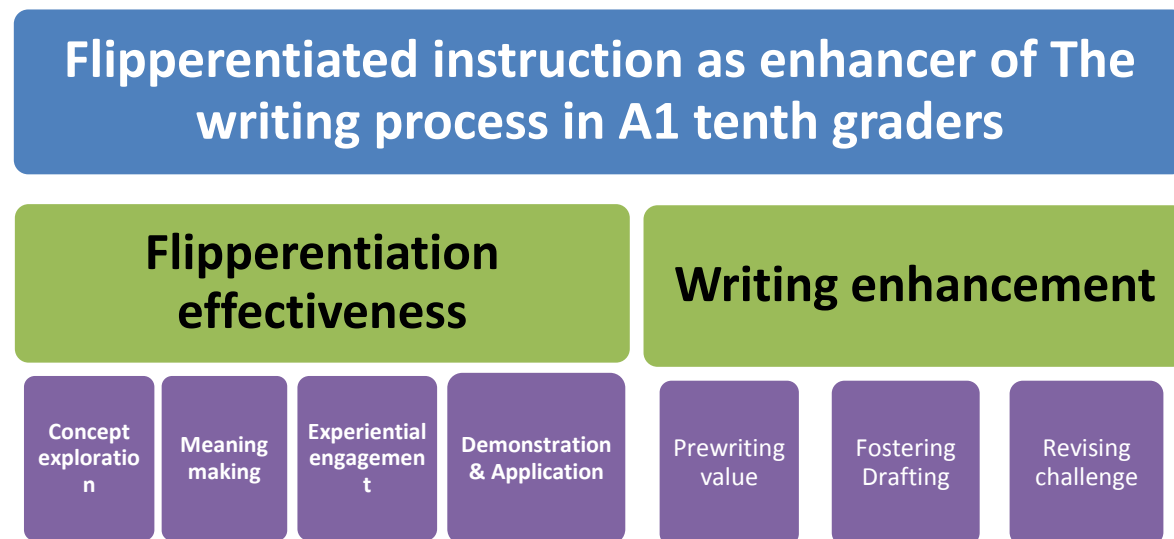
Figure 12. Selective coding analysis

5.3.2 Description of categories.

5.3.2.1 Flipperentiation effectiveness.

The flipperentiation strategy was very functional for instructing learners on the writing process, because, as it was explained before, flipperentiation offers a meaningful learning experience where teacher and learners roles are transformed due to the learner-centered nature of this approach. Its positive effect on participants' writing is explained by identifying the contributions of each stage in the cycle of flipped learning (Gerstein, 2011) represented in Figure 3.

5.3.2.1.1 Concept exploration.

By delivering the theoretical information required for guiding the writing process asynchronously through videos and presentations, students gained control of their learning process, discovered the unlimited number of online learning resources, and got tools to answer their doubts in and outside the classes.

Excerpt 1 evidences the relevance of this step and the flipped materials for learning different aspects on writing and control students' own learning.

> *"Me ayudaron BASTANTE porque yo no sabía muchas cosas de escritura ni lectura pero se me facilita porque puedo volver a poner los vídeos varias veces" (Participant 20-JFS)*

Excerpt 1. Final survey: Question 1

Similarly to the student who wrote the previous response, more than 75% of the students from both groups agreed that flipping the writing instruction taught them different ways to improve their writings and how to carry out each step in the writing process. The student from Excerpt 2 also pointed out one of the main advantages of flipping which is to play and replay the material the times that are necessary for better understanding.

> *"Claro que si, no porque no los entendiera sino para tener las ideas claras para así lograr un mejor resultado."* (Participant 5 - JFS)
>
> *"Si. Porque no entendía alguna cosa entonces me tocaba volver a verlo para poder completar las actividades"* (Participant 8 - DAP)

Excerpt 2. Final survey: Question 3

In Excerpt 2, students' responses supported the previous point of view by acknowledging the possibility of controlling the resources to their will or until the topic is understood thoroughly, and reviewing them at any time to recover the information presented there, which can mean a greater control of one's individual learning.

As noted in Excerpt 3, students realized that there is information available from different sources that can support not only their writing work but almost any learning interest they might have.

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"En algunas ocasiones no lograba comprender ciertos temas los cuales investigaba en Internet para lograr comprenderlos mejor, pero en la mayoría de los casos comprendía a la perfección" (Participant 11- DAP)

Excerpt 3. Final Survey: Question 2

When students, like the one in this excerpt, mentioned their internet search to get more support on the topics being learnt, it is possible to infer that these students have modified in a certain way their view of teachers as the only source of knowledge. This aspect also reinforces the tendency among students (Figure 12) from both schools to appeal to different sources of information, and overcome difficulties when learning certain topics.
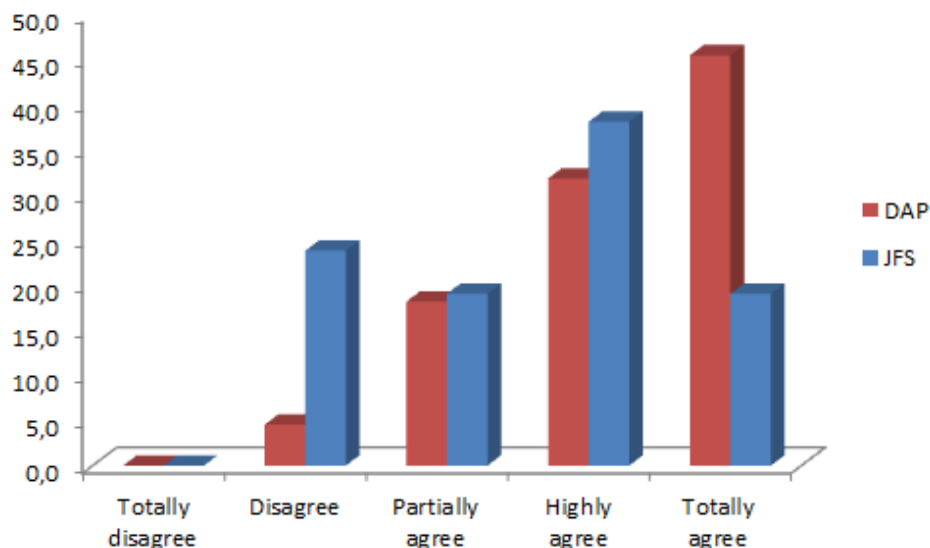

Figure 13. Preliminary survey: Use of other sources of learning

According to the previous figure, when students were asked about the extent to which they can learn from sources different to the teacher, most of them agreed on this statement. All this implied a certain degree of autonomy to explore the concepts presented thanks to the flipperentiation strategy.

However, there were also some difficulties that were detected thanks to the permanent monitoring of the pedagogical strategy as is explained in Excerpt 4.

> *Starting with the videos has been a little challenging for students and for the development of the lessons. Some of the learners watch the videos carefully, and complete the suggested activities to reinforce the topic; but, other students come to class without watching the videos and they get lost in the process to follow. On the other hand, those who are watching the videos, feel engaged and are taking advantage to improve in the writing process.*

Excerpt 4. Teacher's memoir journal: March 12, 2017

As described in Excerpt 4, the teacher-researchers noticed that some students were having trouble accessing the out-of-class resources and all the drawbacks that this situation brought to implementation. The effect of this stage on the engagement and progress of students who were following the strategy was also evidenced; so the difficulties had to be addressed by granting all the students the conditions to receive the instruction before facing the rest of the activities.

The analysis of the situation described above, reveled a contradiction between the results of the needs analysis and what was happening in the implementation.
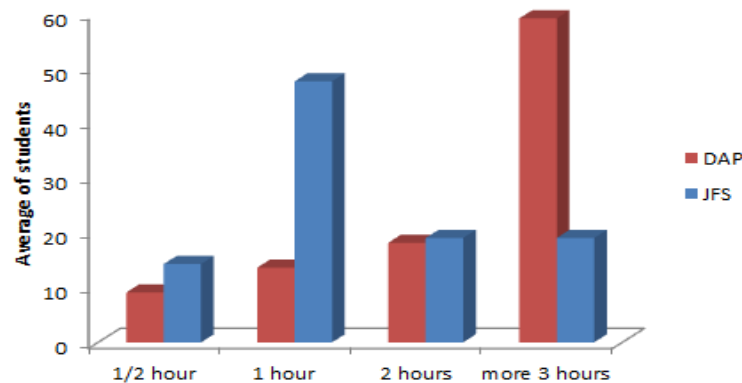
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Figure 14. Average time students spend on internet

Figure 14 shows the amount of time that students spend daily surfing on the internet which oscillates between one and three hours in approximately the 75% of the students. This average means most of the students have the possibility to complete this step of flipperentiation, easily; at least in what pertains to resources. However, in several cases this concept exploration stage was not carried out.
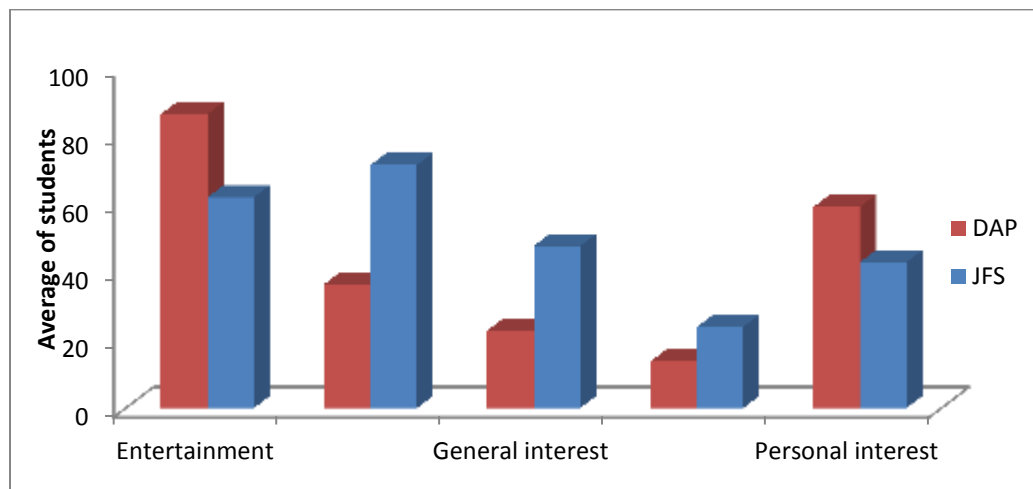

Figure 15. Preliminary survey: Students' preferences for internet use

The results presented in Figure 15 suggest that students invest most of the time

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they are surfing the web in their entertainment and videos leaving apart academic growth, which means that the learners' commitment and responsibility to carry out assigned tasks out of the classroom still needs to be cultivated, so that they more autonomous in their learning.

5.3.2.1.2 Meaning Making

Students completed, asynchronously, in their individual spaces, the teacher-suggested activities as support to the process of meaning construction. Figure 16 displays the students' responses related to their commitment to homework completion.
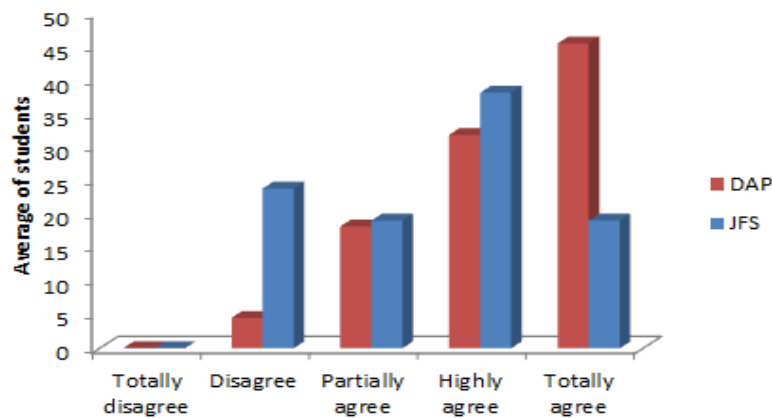
Figure 16. Preliminary survey: Students' intended commitment with tasks.

According to the data on the graph, a large number of students agreed on the importance of doing homework and showing a good disposition to make the effort of completing the assigned tasks; this was a positive point for the flipped part of each lesson.

Students always had to do something different to account for their out of-class comprehension of the lecture. Therefore, several impressions were collected in this regard and are summed up in Excerpt 5.

> *... we started using interactive videos which had different types of questions imbedded, and students had to answer them while they were watching the resource. This was very interesting but although the "lecture-like" resource was very short there were many aspects to highlight, so there were many questions to be answered. Additionally, they manifested it was too long for them. Now, it is necessary to use different strategies for them not to get bored with this part that they have to do alone. So, for the next lessons we agreed to do Google forms questionnaires, concept charts, mind maps, example application, and information completion exercises so they can realize there are other ways of going over on what is being learned.*

Excerpt 5. Teachers´ memoir journal: March 23rd, 2017

From the reflection included in this excerpt, it is possible to highlight two main aspects, the first is the use of varied activities that encourage remembering and understanding (lower order thinking skills according to Bloom's taxonomy, 1956), and the second is to promote strategies for information organization, so students can have a backup system to be consulted when doubts arise in or out of class.

When students came to class, they had elaborated artifacts like the one presented in Excerpt 6, which served as a reference for what was going to be done in the class.
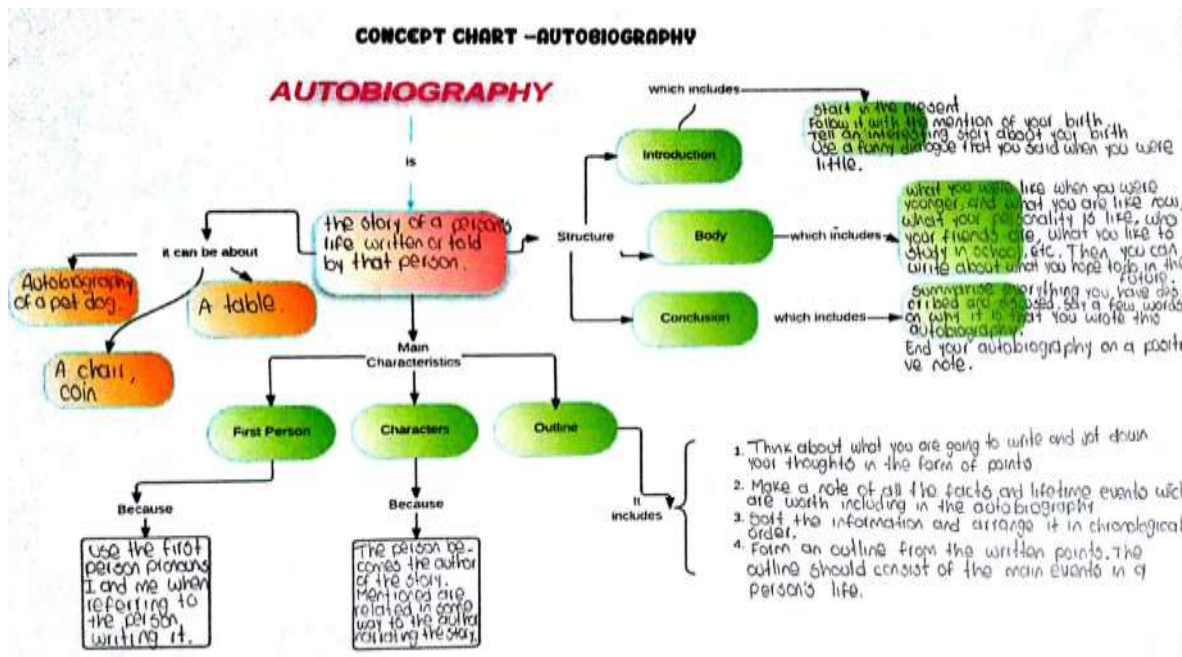
Excerpt 6. Students' artifacts: Autobiography concept chart. (Participant 8-DAP)

Artifacts like the concept map presented in Excerpt 6 were used to organize the information from the flipped resources with the intention of also starting to use different strategies for managing information that put into practice English writing, spelling, vocabulary use, and sentence organization as can be seen in the example above.

These first and second stages in the flipperentiated process managed to provide learners with audiovisual and written material that is permanently available to scaffold the writing process and text creation within each lesson. This input favored students' interpretations which were the starting point of all the lessons, but there was also a variation in some students' performance due to the diligence with which they completed this part. The reflection on this variance is presented in Excerpt 7.

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> *The lead-in part of the lesson has to address both, the target content and the writing stage to be worked. This will match, through a short exercise, what students learnt from what they did outside the class with, what they are expected to do during the face-to-face session especially how they should develop the writing stage to be worked.*

Excerpt 7. Teachers' Memoir Journal: March 12, 2017

This excerpt explains a strategy that was set attending to flipperentiation principles to help all learners get the necessary input as the basis for the rest of the work to be done. Hence, the lead-in part of each lesson served for eliciting, getting and giving feedback on what had been done as preparation for the class, providing a common ground on the information offered as input.

5.3.2.1.3 Experiential Engagement

With the direct instruction delivered asynchronously, the class time was filled with engaging, differentiated activities proposed by the teachers and carried out by the students, to scaffold students towards the development of the activities in the writing workshop. This shift was welcomed by students according to their responses included in Excerpt 8.

> "*Realmente era la parte que más me gustaba ya que teníamos la oportunidad de escoger algo con lo que nosotros nos sintieramos cómodos*" (Participant 18 - DAP)
>
> "*Indecisa,porque eran muy buenas las opciones para desarrollar las actividades y no sabia cual elegir.*" (Participant 28-JFS)

Excerpt 8. Final Survey: Question 7

As students expressed in their responses, this step fostered action, activity,

interaction, practice and they enjoyed it very much. As students were more active carrying

out different tasks that aimed to improve writing, they learned some of the tools and the

knowledge on writing that was put into practice with the differentiated activities and the

writing workshops. Additionally, as the teachers were assisting students permanently on

their specific doubts or difficulties, students acknowledged the value of having such

support from their teacher in their responses (Excerpt 9).

> *"Si, la profe estuvo para cada duda y pregunta que teníamos, nos explicó las cosas todas las veces que fueron necesarias"* (Participant 22 - DAP)

Excerpt 9. Final Survey: Question 10

Teacher support during the face-to-face tasks was decisive. The fact of answering

the specific doubts that emerged within the practice encouraged students to think and

reflect on what they were doing and what they could do beyond. Although the classroom

environment became very dynamic and somehow chaotic, students were actively learning.

Notwithstanding, as it is explained by the researcher in the next excerpt, the activities had

to be shortened to fit the available time and leave room for student writing.

> *Students have enjoyed a lot the in class activities, however we are not having enough time for completing the writing workshop, and this lesson plan lasted two weeks. It is necessary to adapt the activities to make them shorter and thus leave more time for working on their writing project; otherwise we are going to need more time than expected for doing this implementation...*

Excerpt 10. Teachers' Memoir Journal: March 29, 2017

The positive attitude perceived by the students in this stage can be seen in the

excerpt. All the students were eager to find out what they would have to do in each class

and there was a feeling of satisfaction when they demonstrated they had been able to complete the activities chosen or designated. As a matter of fact, the results of all the activities provided models that students could use as a reference for improving their own writing.

5.3.2.1.4 Demonstration & application

The two writing workshops designed by the teacher-researchers were essential for fostering the application of the contents learnt beyond the usual language tasks and towards the development of higher order thinking skills (Bloom, 1956). The development of the writing workshops, as noted in Excerpt 13, contributed to the sequential and organized creation of the written products.

> "*Si y mucho porque me ayudaron en conocer los 5 procesos para hacer una buena historia o una autobiografía con claridad y que cuando lo leyeran pudieran entenderla y que no tuviera tantos errores al escribir en ingles*" (Participant 18 - DAP)

Excerpt 11. Final Survey: Question N° 11

As noted in the previous participant's response, the writing workshops helped to bring the knowledge built during the first three stages of flipperentiation into the practice to develop the two writing projects. When using class time for the writing workshops, students were challenged to produce their writing by themselves, using their dictionaries, writing toolkit and having their classmates' and teacher's support. These workshops were identified by most of the students as the main cause of their writing enhancement even though, it was noted that a few students preferred to use the online translator (Excerpt 12), which harmed the results obtained.

> The writing workshop only has been worked during class time; the folders have always been in class but I have realized some students have used the Google translator tool for making their writings. Despite of the fact, they have been recommended so many times not to do so. It is evident some of them are not following the process in the right way…

Excerpt 12. Teachers' Memoir Journal: April 7, 2016

This teacher's reflection highlights the permanent encouragement given to students to make the best of their effort to obtain the expected enhancement in their writing and how some students affected the results negatively when they did not follow the writing instruction appropriately.

> *"Lo que menos me gusto de las actividades, fue el tiempo que tuvimos para realizar todos los procesos."* (Participant 27 - DAP)
>
> *"No, seguramente por falta de tiempo y compromiso ya que casi todas las veces trabajabamos en el aula y si no terminaba me quedaba atrasada"* (Participant 9 - JFS)

Excerpt 13. Final Survey: Question N° 6

It is worth mentioning that writing proves to be a time consuming process, and according to Excerpt 13, students also felt that time turned out to be the biggest drawback during the process. During the writing process, the students demonstrated a great deal of dependence on their teachers, as can be noted in Excerpt 14 and 15.

> *"por que teníamos que agregar, mover, cambiar muchas cosas de nuestra historia pero me quedaba bloqueada por que no sabia que poner asi que tuve que pedir ayuda a mis compañeros"* (Participant 6 - DAP)

Excerpt 14. Final Survey: Questions N° 10

As noted in this excerpt, difficulties were observed in the revision stage where students knew what they had to do but when going to their own texts they could not define easily what needed to be improved and this took us to the situation that is described in the following excerpt.

> *...when students were expected to work on their writing workshops was very busy and hard. They were all the time asking me to verify if it was fine. They insisted a lot in having the teacher checking their work. I asked them questions to make them realize about their mistakes and the ways to correct them. I suggested them other strategies like verifying spelling of words with the dictionary, revising the structure of statements, find the right place for punctuation marks and finding information in their writing toolkit. At the end, more students tried to revise their own texts or asked other students or teachers to help them.*

Excerpt 15. Teachers' Memoir Journal: May 16, 2017

The need for having their teachers revising everything they wrote progressively started to change to performing a careful revision of their own work before addressing their classmates or the teacher for support in this aspect.

The flipperentiated application of English language contents and the writing process helped learners to improve their writing skill and it can be evidenced in Figure 17:
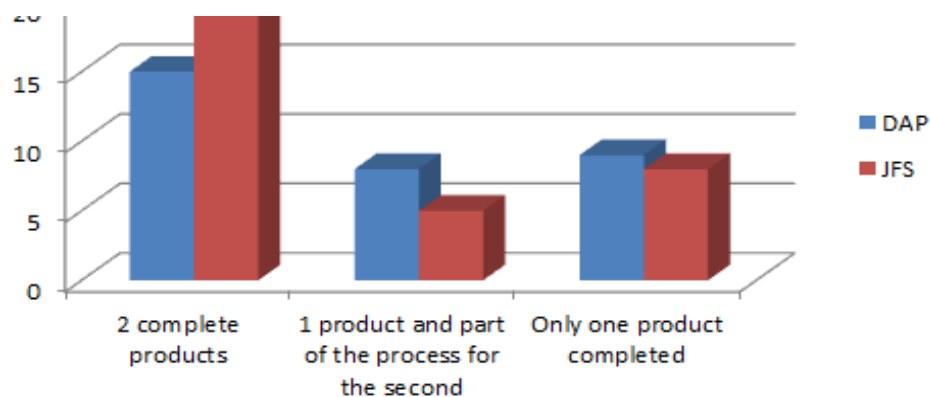

Figure 17. Writing workshop completion

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This figure shows the writing enhancement by demonstrating that the number of students who managed to complete the two written products in both schools was greater than those who only completed one of them. Therefore, when comparing the quality of the students' final products, by the texts (Excerpt 16) and by means of the scoring criteria used for assessing them (Appendix D) there is an evident improvement in terms of structures, content, vocabulary and organization, as well.
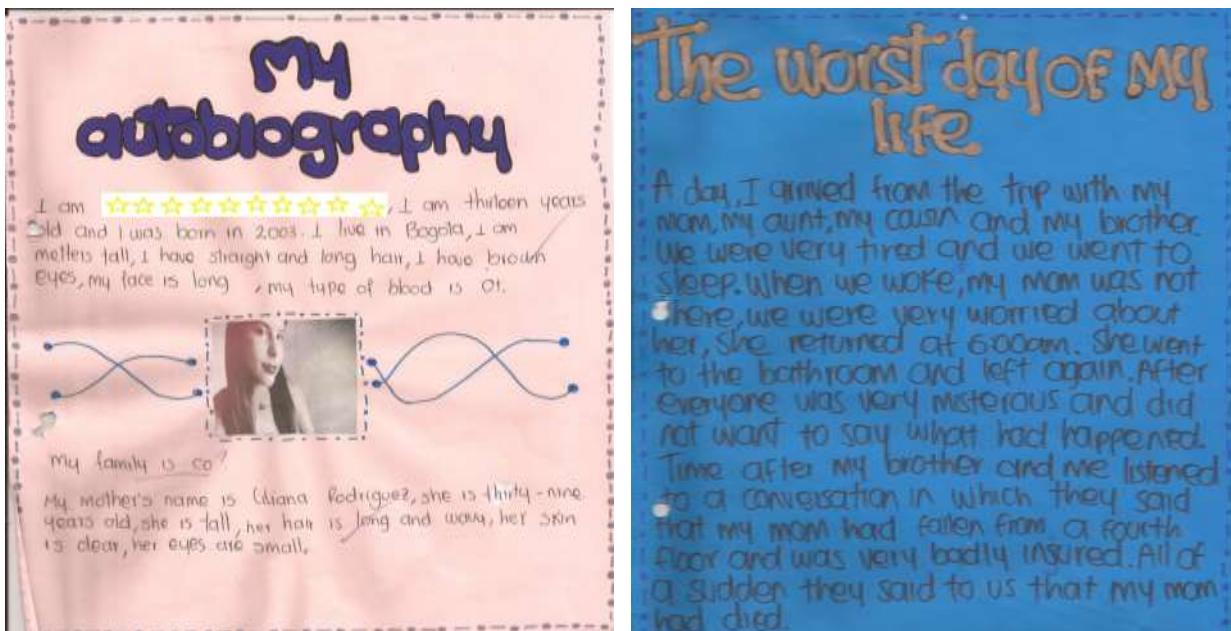
Excerpt 16. First and second Final products. (Participant 20-DAP)

This excerpt demonstrates that students increased the number of words used in the texts, improved in the use of sentences structures in different tenses, enriched the language employed and presented the second product better organized.
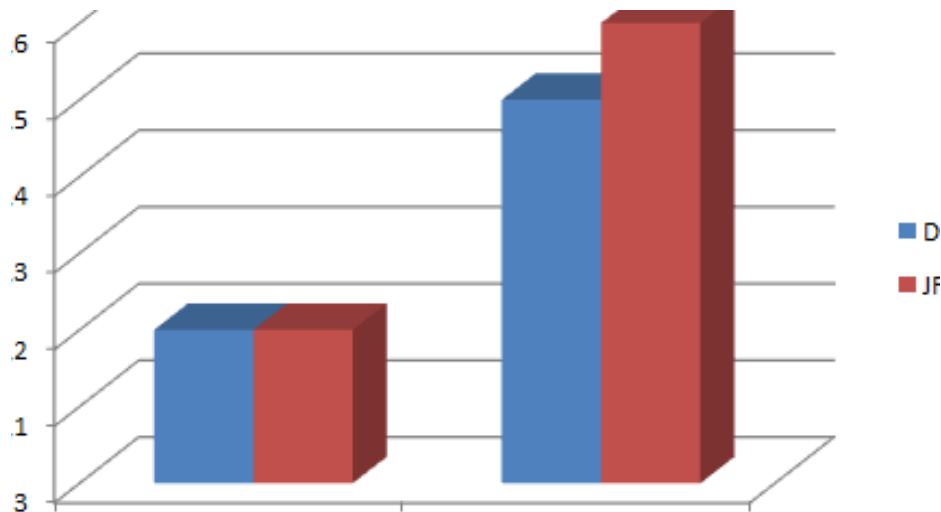
Figure 18. Comparison between the general scores of the two final products

This figure demonstrates that the quality of students' texts improved in light of the scoring criteria applied. To sum up, it is evident that the participants' writing skill was positively affected by the implementation of flipperentiated instruction, due mainly, to the preparation students had in their individual learning space, the very fruitful and varied practice during face-to-face sessions, the gradually guided writing process (Appendix E) and the tailored support from their teachers.

5.3.2.2 *Writing Enhancement.*

As stated previously, the analysis of the process of the two writing workshops and the products showed enhancement of the learners' writing process, different aspects seen throughout the writing process stages were improved.

5.3.2.2.1 *Prewriting value*

This stage in the writing process became relevant for the entire process of production and vital for the following steps (Murray, 1997), as the participants of this study considered writing important to express feelings and emotions, and they had problems in

organizing ideas and expressing them clearly. Learners lacked strategies to start planning

their writings, and for this reason the results of the initial writing process survey (Excerpt

17) evidenced that writing was difficult for students because of the lack of vocabulary,

grammar structures, and the correct way to organize ideas, but it also showed that writing

became easier for them when the topics to write about were familiar.

> *"Aveces se me dificulta organizar mis ideas y hacerme entender, dependiendo de lo que me toque escribir".* (Participant 2-DAP)
>
> *"Escribir es la mejor forma de expresar todas las emociones y sentimientos que tengamos oculto, aunque me falta vocabulario y otras cosas para expresarme mejor"* (Participant 11-JFS)

Excerpt 17. Preliminary survey: Question N° 1

These excerpts demonstrates that it was necessary to promote prewriting strategies

for learners to feel aware and confident in their writing skill. Additionally, students were

not used to planning what and how to write, so the first change in their attitudes was to

apply prewriting strategies to generate ideas before writing. Excerpt 18 describes the

researchers' perception of the students' prewriting skills after knowing how to use some of

them and while they were developing the writing workshops.

> ...while students are trying to plan their writings. I can see that some of them are very creative and detailed with their mind maps, most of them are enjoying this stage. Besides, learners have chosen to use different strategies such as free writing, but outlining is still difficult for them.

Excerpt 18. Teacher's memoir journal: February 2, 2017

> *Some students feel strange as they can select the prewriting strategy they consider the most suitable for their writing. Even some of them do not start until the teacher agrees on the selection they did. Here I can find some students with evident autonomy regarding their learning, while some others are dependent, and there is other group lost in the process we are following.*

Excerpt 19. Teacher's memoir journal: March, 2017

Excerpts 18 and 19 explain how the researchers provided different strategies for learners to work on prewriting. Some participants took more advantage of the stage, evidencing certain autonomy on their selections and showing responsibility to assume the activities on their own instead of being imposed (Little, 1994), although at the beginning of the implementation, outlining was the most difficult strategy for them.

Students' perceptions assert that working on the writing workshops, step by step helped them to improve different language aspects that they needed to reinforce (Excerpt 20)

> *"Me pareció que me ayudaron con el orden de mis ideas y con la puntuación pues a veces no los utilizaba bien. También cuando estaba en las actividades de escritura y no sabía como organizar mi escrito me guiaba mucho por los ejemplos de la profesora"* (Participant 22-JFS)

Excerpt 20. Final Survey: Question N° 11

This excerpt describes how learners saw their improvement regarding writing when they followed the writing process stages. At the beginning, students depended on the teachers' support for the activities, but, during the prewriting stage they started to work freely according to the strategies they selected. Besides, participants observed improvement

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in other aspects of languages as stated in Excerpt 20.

Comparing the prewriting exercises (Excerpt 21), there was evident improvement in this stage. As they invested more interest, the information was also more complete and useful for the rest of the stages in the process.

All about me and my family

Name		Family
Age	45 years old	Parents Mami Marcela Gutierez ~Julia Rubi ~Impor
		Brothers and sisters Ana cuñes
Job / school	I study José Ramirez Strawus school.	Grandparents Good Muther 1
		Aunts, Uncles and cousins I live with one cousin.

I Like → play to Piano
I Love → Play to Guitar
Get out → Eat
Serve God → what they think of me · The appearance

I don't mind...

MUSIC

like...
I love.
I don't mind...
My cup of tea is...
I am good at...

I am interested in...

→ To travel
→ Sing in large stages
→ Make my dreams come true
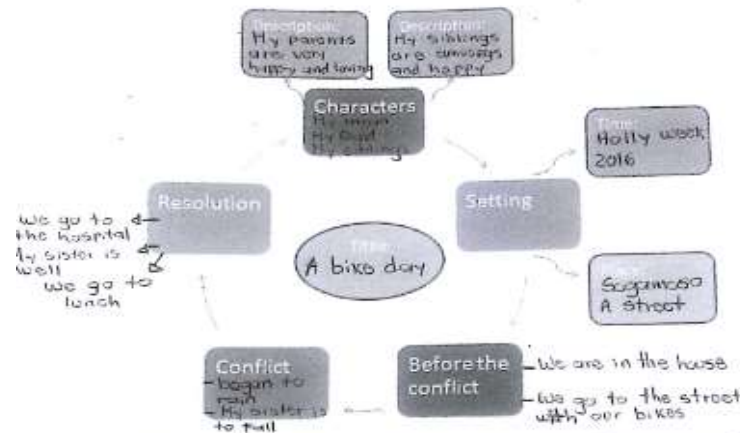→ Serve God to the death.

→ The piano
→ Drawing
→ Singing
→ Make people laugh

b. Arrange the following words to create an outline organizing the information you are going to include in your autobiography.

1. Personal information
2. Family background
3. Skills.
4. Interests
5. Likes and likes

Likes and dislikes
Family background
Skills
Personal information
Interests

Excerpt 21. Learners' artifacts: prewriting stage. (Participant 15-JFS)

The first artifact of this excerpt does not show complete sentences or ideas, although it provides information to start writing. But, on the other hand, the second artifact demonstrates structured sentences and sequenced ideas. It was the result of a free decision on what to write about, while the first prewriting activity was guided and had to be more controlled by the teacher.

OUTLINE

Title: _A really frightening experience_

1. **Beginning**
   a. _We were planed a trip toward the mountains._
   b. _A day before we got ready all the things_
   c. _In the morning we went toward Cuzco, Peru._

2. **Body or conflict**
   a. _In the way, we did crazy things._
   b. _We walk until the top of the mountain, named Machu Picchu._
   c. _In the return way, happened something unexpected._

3. **Conclusion or resolution**
   a. _We tried to find this strange event._
   b. _It was a Phantom, then inmediately come back at home._
   c. _We come back at our house very screamed but happy._

Excerpt 22 presents the different outlines that students created in the two workshops to

organize better their ideas and determine the most adequate sequence for their texts.

b. Arrange the following words to create an *outline* organizing the information you are going to include in your autobiography.

1. _Personal information_   Likes and dislikes
2. _Likes and dislikes_   Family background
3. _Skills_   Skills
4. _Family background_   Personal information
5. _Interests_   Interests

OUTLINE

Title: _A really frightening experience_

1. **Beginning**
   a. _We were planed a trip toward the mountains._
   b. _A day before we got ready all the things_
   c. _In the morning we went toward Cuzco, Peru._

2. **Body or conflict**
   a. _In the way, we did crazy things._
   b. _We walk until the top of the mountain, named Machu Picchu._
   c. _In the return way, happened something unexpected._

3. **Conclusion or resolution**
   a. _We tried to find this strange event._
   b. _It was a Phantom, then inmediately come back at home._
   c. _We come back at our house very screamed but happy._

Excerpt 22. Students' artifacts: First and second outlines. (Participant 2-DAP)

The first artifact shows the outline as a simple exercise of organizing headlines to

follow. On the other hand, the second outline provides clearer and more sequenced ideas

about what the student is going to write in each part of his second product.

Summing up, during the second writing workshop students' engagement increased

and they got clearer ideas about the process to follow. This observation was registered in

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the teacher's journal presented in Excerpt 23.

> *Learners started the second writing workshop and they have a clear idea about the narrative they are going to write. In addition, students are following the outline and their products will be better, hopefully.*

Excerpt 23. Teacher's memoir journal: April 2017

The students' answers (Excerpt 20) and the researchers' perceptions (Excerpt 23) agree in the evidence of improvement of learners' written production thanks to following the strategies of the first writing process stage. Besides, about 85% of the participants completed this stage of the writing process during the second writing workshop of the implementation.

5.3.2.2.2 Fostering drafting

Participants started to develop drafts with the support of prewriting. They also started to learn a lot of vocabulary and structures. Additionally, learners felt more confident to write as they were able to select the topic among some given suggestions. Although this process was slow, it led to great gains. Excerpt 24 shows one of those first drafts in which mistakes were still evident:

Excerpt 24. Students´ artifacts: First workshop draft. (Participant 18-JFS)

This artifact evidences grammar and organization mistakes, but there are also long sentences produced with information that they selected on their own.

Students were permanently encouraged to write freely using their dictionaries and writing toolkit (Appendix J), although only some of them took real advantage of the resources of that toolkit Some of the participants liked to work on this part as they could go beyond the simple words and sentences they had from the prewriting stage no matter what the mistakes they might make in this second stage of the process. These appreciations are mentioned in Excerpt 25 and 26.

> *We have designed different tools to help students in this study. However, some of them are not taking advantage of them, they all the time are asking for vocabulary and other aspects. The worst part is that there are students that neither ask for help to the teacher nor take advantage of the provided tools. So sad...*

Excerpt 25. Teacher's memoirs journal: March 22nd, 2017

> *"Me gusto la primera parte de hacer el primer borrador porque desde hay comenzaba nuestro texto y quería ver ya como iba comenzar ese texto o iba terminar en la parte de publicación cuando ya podía ponerlo en la hoja decorada, me gustó mucho esas partes de proceso de escritura".* (Participant 13-DAP)

Excerpt 26. Final survey: Question N°5

Between 8 and 10% of the participants in both schools asserted that drafting was the most difficult stage during the writing process (Figure 18). It means that the majority of the students worked comfortably in this stage and took advantage of free writing to express as much as possible about the ideas they had regarding their selected topics.

Drafting was fed from the insights got in the prewriting step, and every time learners wrote their text once again, the result was a better version. In Excerpt 27, the researchers commented some significant changes regarding writing compositions.

> *Students are improving significantly. They did not write more than 30 disorganized words during the entry test. Now, they plan what to write, use new words for them, and their ideas are clearer in a text.*

Excerpt 27. Teacher's memoirs journal: April 5, 2017

The previous finding demonstrates that some learners increased their vocabulary, and their confidence to write freely, different from the first writing in the entry test which more than a half of the students did not complete, and those who did it, presented disorganized ideas and short productions, as evidenced in the results of the needs analysis.

5.3.2.2.3 Revising challenge

The revision stage in the writing process is as important as complex to confront and

develop; however it was the stage where the participants could improve, organize and

polish their written productions.

According to Figure 19 most of the learners in both schools agreed that revising and

editing were the most difficult stages in this process.
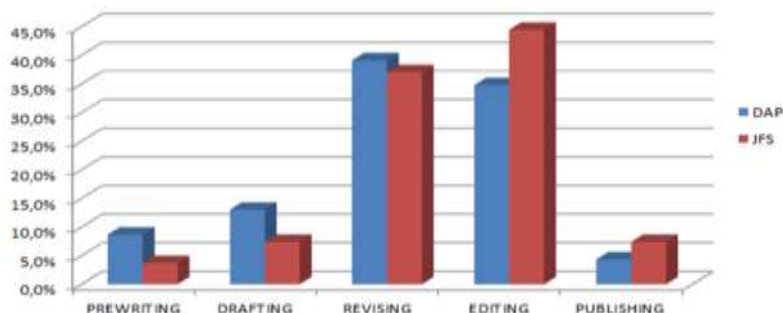
Figure 19. Final survey: Most difficult steps in the writing process.

Some learners' explanations to this answer are quoted in Excerpt 27:

"Editing fue el que más se me dificulto debido a que no entendía cómo poner los símbolos". (Participant 17-DAP)

"lo que no me gusto fue editar el escrito por q al haberlo escrito yo no le encontraba casi errores y no sabia que editar si no tenia muchos errores" (Participant 8-JFS)

Excerpt 28. Final survey: Question N° 12

The previous figure 18 and excerpt 28 show that more than the 30% of students in

DAP and JFS agree that revising and editing were the most difficult stages of the WP for

them. One of the reasons learners explained was the complexity they had to find their own

errors in their products, as well as their classmates' error when they worked in peer editing

strategy. Moreover, they still lack of vocabulary to avoid redundancy, to use more linking

devices, and forgot some rules about how to use correctly punctuation marks. For this

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reason, only a part of the participants finished their written compositions, as they

abandoned their process when they realized the difficulty of these stages. It was evidenced

mainly at the end of the first written product.

During the revision stage learners required more support from their teachers, but

some of the participants grouped and helped each other, keeping in mind that correction

and feedback can be addressed by teachers, classmates or headmasters (Keh, 1989). In

Excerpt 29 there is one of the strategies that students applied to identify errors in their

products.

Excerpt 29. Students' artifacts: Revision stage. (Participants 10 and 14-JFS)

These learners' artifacts demonstrate a strategy in which by using a color chart they identified the areas where something needed to be erased, added, moved or substituted. Participants helped each other and then teachers supported what they suggested to their peers, which redounded in the improvement of their written products.

Excerpt 30 is a demonstration of peer editing as a strategy implemented in the editing stage. For this strategy, participants used the proofreading marks included in the writing toolkit (Appendix J), and they identified aspects to correct regarding form in their classmates writings. Thus, they suggested corrections before presenting their final product.
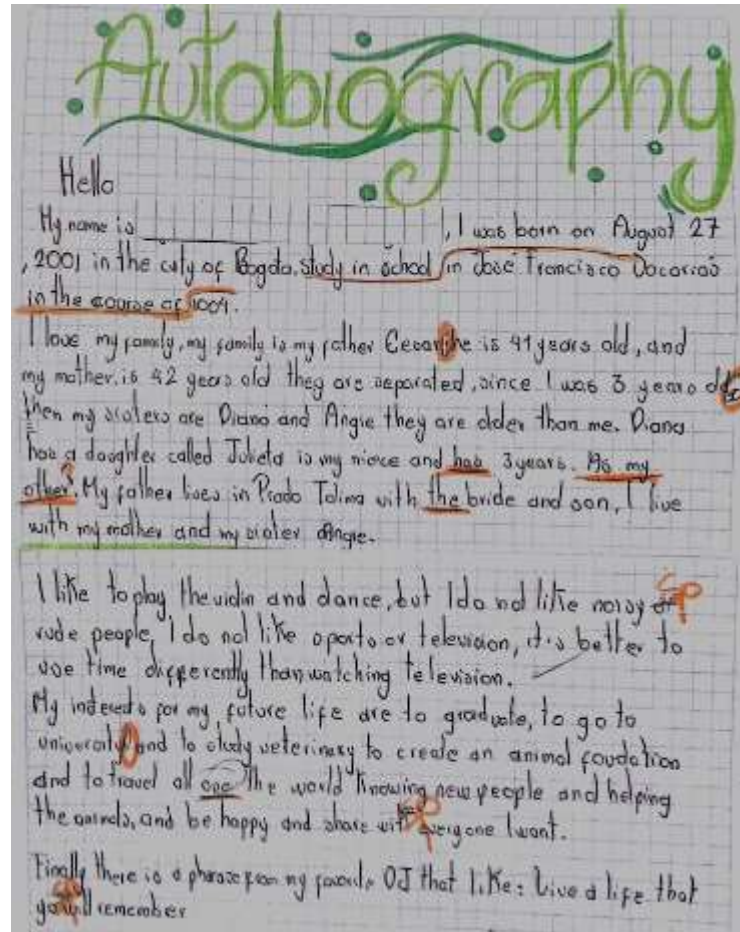
Excerpt 30. Students' artifacts: Editing stage (Participant 34-JFS)

This excerpt demonstrates continuous improvement in the productions of the participants by using different strategies to correct writing. But, also it shows the hard work learners had to do in order to improve their papers, with the implementation of the strategy. For this reason, only an average of 65.9% of participants finished the two written products, and the rest of them did not finish the process or just finished one of the suggested workshops.

Learners' written products were evaluated using the scoring criteria (Appendix D), which also helped students to understand their strong and weak points regarding writing. Figure 20 demonstrates that the scores of the second writing product improved in relation to

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the first product and evidences the specific areas of improvement. Although students'

outcomes are still weak, their advancement and commitment to following the process is

remarkable.
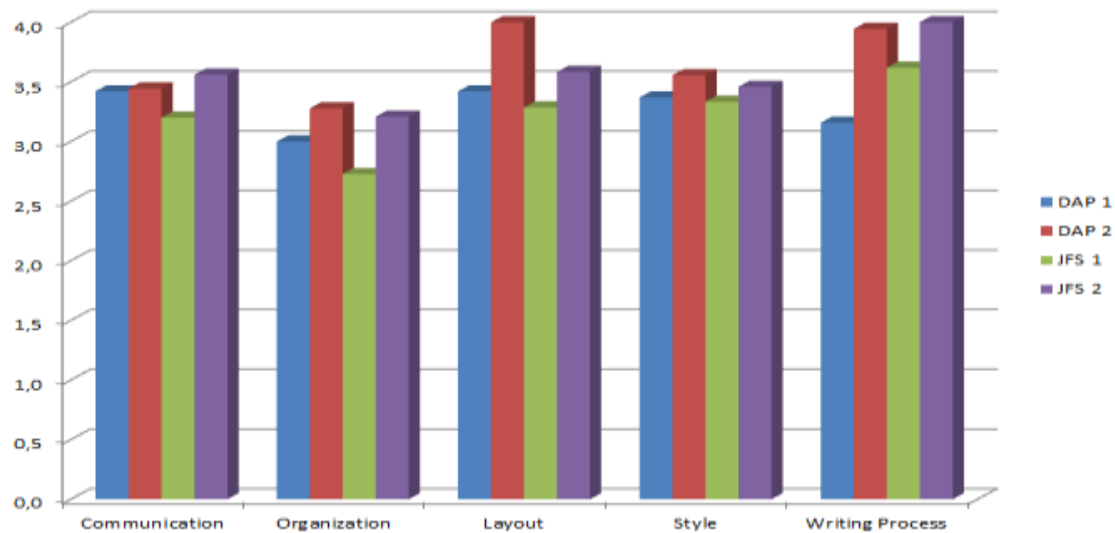
Figure 20. Final scores by criteria in products one and two at DAP and JFS schools

This figure explains that those participants who finished their two products

improved in all the aspects evaluated by means of the scoring criteria. It also shows that the

strongest aspects of improvement were layout and the writing process. Additionally, it lets

us identify that learners are even weak in their organization of ideas.

As students became aware of the writing process, they learnt that any written

product can still be better, and that there are still many aspects in writing that need to be

enhanced. For this reason, they tried to polish their products and present them in the best

possible way considering that the writing process approach is cyclical and the writer can

return to any stage when he/she considers it necessary (Badger & White, 2000).

5.3.3 Core category

Having analyzed all the data collected from the two schools the teacher- researchers identified *"Flipperentiated instruction as an enhancer of the writing process in A1 tenth graders",* as the core category of this study.

The results demonstrated that through the implementation of flipperentiated instruction in the groups of learners of the study, it was possible to strengthen the learners' writing skills. This outcome was mainly due to learners' awareness of the WP, the acquired tools to use in each stage of the WP and the tailored teachers' support received instead of long explanations in their classes. Additionally, DI provided learners with varied activities outside and inside the classroom regarding their needs and their learning styles making writing a less tedious and easier exercise to manage.

The progressive implementation of the writing process stages definitely helped enhance writing. Students learnt to select strategies for collecting and organizing ideas before writing, then during the drafting process, learners played with their previous and new knowledge confronting their fears towards writing, and they learnt that writing does not have to be always perfect. When revising and editing, the challenge was to improve their texts making their ideas as clear as possible, and gaining more responsibility and consciousness towards their writing and learning. Above all, learners realized that outside and inside the classroom activities were necessary for the improvement and challenges they could face during the development of this study.

5.4 Conclusion

The data collected through the four instruments were analyzed through statistics and grounded theory. Consequently, the category flipperentiation effectiveness, with its

subcategories: concept exploration, meaning making, experiential engagement and, demonstration and application emerged. In the same way, the category writing enhancement appeared, with its corresponding subcategories: prewriting value, fostering drafting, and revising challenge. All this structure supported the Flipperentiated instruction as an enhancer of the writing process in A1 tenth graders core category, that emerged in response to the research question proposed in this study.

Although evidence has been extensively provided supporting each part of this analysis, the best proofs of the core category's effectiveness can be found in the better quality of the students' writings, their motivation and participation within in and out of class activities, and the adoption of WP for creating and improving their texts.

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Chapter 6: Conclusions and pedagogical implications

6.1 Introduction

The present research addressed the impact of A1 tenth graders writing skills by means of implementing the writing process approach through the combination of differentiated instruction and flipped learning methodology in two public schools from Bogota, as was stated in the research question and objectives.

This study served as a way to transform traditional instructional practices in English as foreign language classrooms. In light of flipperentiated instruction, a learner-centered approach, students became active participants in their learning processes focused on writing skills, which are very necessary abilities for communication, university education and for the labor field.

Bearing in mind the four subcategories related to flipperentiated effectiveness, the researchers could show the positive effect of flipperentiated instruction to enhance the writing processes in the participants. They took advantage of information and activities provided to work outside and inside the classroom, and the learners improved their writing skills progressively throughout the implementation of the strategy.

The progress of creating two writing products was guided and scaffolded by the writing process workshops, they led students step by step towards better written products and fostered autonomous behaviors that can be transferred to any field of a person's life. All the stages of the writing process were carried out throughout the implementation, and, although some of them were more difficult than others for the participants, they were all useful to analyze the learners' progressive improvement. And lastly, the analysis of the

salient categories led the researchers to realize the importance of contributing, with new methodologies, to foster English language skills in public schools of the city.

Additionally, in the second part of this chapter, the results of this study are examined in the light of the findings obtained in previous similar research. Initially, this study was contrasted to the one of Rodriguez- Buitrago & Diaz (forthcoming), due to their multiple commonalities like the use of the flipped learning strategy, the focus on writing skill and the implementation of writing workshops as strategy to foster writing in students. Subsequently, each one of the other findings was presented to support the results other research obtained in the same field.

Then, the results of this study are examined and presented in terms of their significance for public schools' context, for teachers' practice and the general English language teaching field. This, focused mainly on the role of pedagogical resources, the use of technology for academic purposes, how writing improvement can lead to better English proficiency, the role of the writing process for generating better written products and the flexible and formative nature of assessment to support the entire process.

In the same way, the limitations faced while implementing this study are described and how they affected the results, leaving thus the path towards future research in which those limitations can be overcome and a similar, even improved version of the research can be carried out with very effective results.

6.2 Comparison of results with previous studies' results

Flipperentiating the writing process effectively enhanced tenth graders writing skills. Students' ability to write was benefited by shifting the way time was invested before and during the classes, having practical guided activities, and teacher's permanent support.

These results validate the findings in Rodriguez- Buitrago & Diaz (forthcoming), in which FL proved to be effective in composition writing in the EFL setting, transforming the classroom and teacher styles as well. In this study, similarly, writing workshops, teachers' guidance in class, exposure to writing and application of high-order thinking skills during in-class time, contributed to improving students' work significantly.

Flipped learning proved to be a strategy to break traditional paradigms and open new paths towards alternative instruction (Rodriguez- Buitrago & Diaz, forthcoming), helping learners to become more autonomous. This finding supports also Garay & Torregrosa's (2016) research in which the development of autonomous behavior was attributed to students' control over the instructional materials. Additionally, FL strengthened in-class interaction, practice, application and creation which involved more complex thinking skills towards knowledge construction.

In the same way, differentiated instruction proved to be the perfect complement to provide a learning context where students had the possibility to make decisions regarding their learning process and where their needs and interest were actually the drivers towards the expected outcomes. This confirms the findings in Anillo (2016) and Casallas & Garcia, (2016) research where it was stated that DI impacted students' comprehension, their English level, their motivation, results and autonomy when offering variations in the instructional techniques during the whole process. This environment brought teacher and learners closer to each other in a supporting relationship, building thus a meaningful and more challenging experience for both.

In what is related to the WP approach, it contributed to students' writing skills by pointing the steps to follow for improving learners' products gradually towards well-

structured and better produced texts. This result supports previous research in which the WP approach also benefitted students' idea production and organization, and raised awareness in students' writing (Caro, 2014; Doncel, 2014; Garnica & Torres, 2015; and Bueno, 2016). Additionally, the fact that students were continuously reflecting on their creations to identify and improve the weak points, moving back and forth in the process steps according to their needs, is related to Caro's (2014) findings in her study, where the use of post-writing strategies by learners raised their autonomy, making them more aware about their role as writers and the possibilities to revise their own compositions. This means assessment was seen not only based on the final product, but the whole process was valued as well.

Finally, given the complex nature of writing skills when tying together different aspects of the language that interact to create a communicative and meaningful piece, it can be said that those aspects are being learnt, reviewed and practiced. For this reason, it is possible to reinforce Bueno's (2016) findings when stating that by improving writing instruction, directly or indirectly, students' performance in English language also improves, but all this can be possible when writing is scaffolded through process-oriented methodologies.

6.3 Significance of the results

The findings of this study suggested five key benefits of the Flipperentiated writing process for the EFL learning local and global communities regarding L2 writing skills:

Firstly, the design and implementation of valuable pedagogical resources like interactive videos and presentations, the writing toolkit and the workshops among others,

which allowed learners to gain knowledge in the stages and strategies of WP approach and to take advantage of technological resources with academic purposes.

Secondly, results showed that the use of technological platforms and social networks create an open channel to access the teacher's support whenever students need it. This allows a more personalized contact among teachers and students in contrast to the difficult communication among big groups of students where it is not possible to address all the learners' requests during the class periods at school.

In the third place, writing skill improvement was demonstrated in high school levels due to the strategies generated based on knowing students' needs and the availability of resources to enhance their learning inside and outside the classroom. Additionally, the strategy implemented in this study allowed learners to work and enhance other language skills with the materials employed.

Fourth, following a process for writing encouraged learners to increase their vocabulary, recycling grammar structures and linking devices for the generation of better-quality texts, and this can result in a future increase of their English proficiency level. Besides, the different strategies offered during the WP can be transferred to similar activities and procedures beyond English lessons.

Finally, the role of formative assessment by focusing in both, the process and the product which resulted in great student-elaborated products, some more complex than others (flexible evaluation) but definitely demonstrating a significant evolution in terms of what students could do before without knowing this process.

6.4 Limitations of the present study

Many difficulties were affronted during the design and implementation of this research which affected the results obtained somehow.

Undoubtedly the major limitation was time. Time was crucial for the design of lesson plans, materials and resources which took too long given the great variety of factors to be considered for applying the flipperentiated strategy, delaying the time for starting with the implementation and the rest of the process with it. In the same way, the limited time for the implementation of the strategy caused mainly by schools' dynamics affected the thorough completion of the writing process workshops.

Another important limitation was about the "out of class stage of the lesson" (watching the supplied resources and completing activities about them) which specifically demanded learners' commitment and compliance. Despite the permanent encouragement to show students the importance of watching those resources for the next steps of the lessons, some of them did not manage to accomplish this stage which affected their overall performance in this process.

The third limitation had to do with the thorough implementation of the writing process approach. Revising, editing and rewriting resulted in very hard steps for students. Hence, some learners did not follow the complete writing process, presenting their "final product" with many weaknesses that could have been overcome by finishing all the stages of the process. Additionally, some students opted for working on the writing process workshops, by developing the prewriting in Spanish or using the online translator. These situations required a closer monitoring from their teacher to evidence that the writing process was applied and the texts were created using the learner's own effort.

Finally, the students' problems in reading the instructions and understanding the examples were decisive. This demonstrated the strong dependence learners have on teachers and how they are used to being told everything they are supposed to do. Besides, learners were very dependent on the summative assessment, and they did not realize the importance of the formative assessment in their process to identify their improvement regarding writing process awareness.

6.5 Further research

The researchers consider that as the implemented study showed effective results for enhancing the writing process; it would be a viable future research to continue focusing on the writing awareness field through the flipperentiated learning approach. However, it would be necessary to invest a longer time for the implementation and apply more strategies to foster the revising and editing stage in the writing process. Additionally, the research could be fostered by working on other kinds of texts and addressing spelling, sentences organization, use of linking devices, text structuring, etc. through in-class work. This way, further research could help learners to improve more aspects of L2 and consequently help students to show an increase in their English proficiency level.

Considering the effectiveness of flipped learning approach and differentiated instruction to enhance English proficiency in learners, further research could be addressed by using both strategies and fostering other language skills, taking into account that videos have had a positive impact in order to help students be in contact with the topic of the lesson.

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6.6 Conclusion

The results of this study demonstrated rising writing awareness by means of the flipperentiated writing process approach in two public schools from Bogota, contributing to the improvement of learner's autonomy, developing positive attitudes towards learning to be able to take advantage of the available tools in benefit of it.

The participants of this study developed two writing products following the steps in the WP, focusing on topics of their preference and using different suggested strategies in each stage. Although they were instructed in this process outside of the class, through teacher-prepared resources, the revision and editing stages were the most difficult for them, notwithstanding, their products showed meaningful improvement in terms of their quality. The results demonstrated that the strategies used in the implementation were useful in generating writing awareness, promoting the use of activities related to students' learning needs, promoting autonomous learning, and experiencing a stronger support of the teacher-researchers during the practical and creative stages of the process.

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Appendixes

Appendix A: KET Test

Based on Saxby, K. 2011. *KET for schools TRAINER*. Cambridge University Press

Reading and Writing * Part 1

Questions 1-5

Which notice (A – H) says this (1-5)?
For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:

0. You will pay less for a pair of swimming shorts here this weekend.

Answer: 0 A **B** C D E F G H

1. Make sure you arrive to the pool on time for this.

2. If you enjoy sports competitions, watch this television programme.

3. People who read this can learn more about doing this sport.

4. Call this number if you would like to learn to sail here.

5. If you go here this Saturday afternoon, you don't have to pay.

A **Bridge Swimming Pool**
This weekend only
free entrance
2–6 p.m.!

B **Watersports Clothes Shop**
Sailing • Swimming • Windsurfing
Summer sale begins on Saturday!

C Year 10s swimming practice
4 p.m. today
Don't be late!

D **'Windsurfing'** by Hugh Carter
Lots of useful ideas and photos $10

E **IMPROVE YOUR SWIMMING**
• classes for 10–14 year-olds
• outdoor pool
• call Jennie (099766)

F Don't miss **Sailing Racing Extra**
tonight on channel 4
7.30–8.00 p.m.

G Free water bottle with this week's
TV – Teen Sports magazine
£2.95

H **Blue Lake Sports**
Beginners' sailing lessons
Saturdays 2.30–3.30 p.m.

Reading and Writing * Part 2

Questions 6-10

Read sentences about George's strange dream. Choose the best word (A, B or C) for each space. For questions 6-10, mark A, B or C on your answer sheet.

Example:

0. It was cold in George's room last _____ because it was snowing outside.
A. night   B. evening   C. midnight

Answer: 0 **A** B C

6. George went to bed and dreamed he was a very _____ football player.
   A.   famous   B.   best   C.   right

7. In his dream, lots of people in the stadium were _____ his name.
   A.   talking   B.   calling   C.   telling

8. All the other players in his _____ were smiling and waving at him too.
   A.   company   B.   team   C.   band

9. George wanted to kick the ball high in the _____ but he was too cold to move.
   A.   air   B.   space   C.   cloud

10. He ____ up from his dream and found his sheet and all his blankets on the floor!
   A.   tidied   B.   grew   C.   woke

Reading and Writing * Part 3a

Questions 11-15

Complete the five conversations.
For questions 11-15, mark A, B or C on your answer sheet.

Example:

0.

Have you heard Smokey's latest CD?

A. Is that all right?
B. Yes, I can hear you.
C. No, is it good?

Answer:

0	A	B	C

11. It's June 20th today.
    A. Are you sure?
    B. No, that's next month.
    C. It was, wasn't it?

12. The film was so funny.
    A. It's tomorrow evening.
    B. Why wasn't it?
    C. I enjoyed it, too.

13. What's in Lisa's hand?
    A. He knows she has.
    B. I think it is.
    C. It's difficult to see.

14. What's happened to Martin?
    A. Yes, that's right.
    B. Sorry, I don't know.
    C. Of course he can

15. Can we go fishing this weekend?
    A. I went because you did.
    B. If you want to.
    C. We travelled by boat.

Reading and Writing * Part 3b

Questions 16-20

Complete the telephone conversation between two friends.
What does Linda say to John?
For questions 16-20, mark the correct letter A-H on your answer sheet.

Example:

John: Hi Linda. I don't understand the instructions for our space travel project!
Linda: 0.   C .

Answer:

0	A	B	C	D	E	F	G	H

John:	Thanks. Have you already finished yours?	A. You don't need to. We can use mine.
Linda:	16. _____	B. The internet. Why don't you come round? I'll show you
John:	That's good. How many words do we have to write? I can't remember.	C. Well, I'll help if I can, John!
Linda:	17. _____	D. Miss Smiley said about a thousand
John:	That's a lot! Where did you get your information from?	E. Of course it is. How about tomorrow evening?
Linda:	18. _____	F. No, it wasn't. But I can send you the website.
John:	Are you sure that's ok?	G. I almost have. I did most of it last week.
Linda:	19. _____	H. Yes, we all did. She said 500.
John:	Yes, I can come then. Shall I bring the textbooks too?	
Linda:	20. _____	
John:	Thanks, Linda!	

Reading and Writing * Part 4

Questions 21-27

Read the article about Tom Barry, and international skateboarder.
Are sentences 21-27 "Right" (A) or "Wrong" (B)?
If there is not enough information to answer "Right" (A) or "Wrong" (B), choose "Doesn't say" (C).
For questions 21-27, mark A, B or C on your answer sheet.

> **Tom Barry – international skateboarder!**
>
> Tom Barry is 17, and started skateboarding when he was nine. He grew up in New York where he practiced hard and won his first competition when he was 14. He was lucky. A writer from SKATE IT! Magazine watched him that day, then wrote an article about him. "They even made a video of me!" Tom said. "I left school last year and now the magazine is paying me to practice and to skateboard in international competitions. But I'm not doing this for the money. I'm doing this because it's so much fun!"
>
> Tom has just returned from Japan. Skateboarding is the third most popular sport for boys aged 12-16 in the USA, but in Japan is less well-known.
>
> "I took my skateboard out onto the city street and the traffic stopped as the people watched me!" Tom said. "A problem for skateboarders in Japan is that there aren't many places where they can practice outside. Skate parks are usually inside big buildings in large cities, so street skating is difficult there. But things are changing. I loved the trip and hope to go back to Japan to skate there again very soon."

Example:

0. Tom began skateboarding before his tenth birthday.
    A. Right   B. Wrong   C. Doesn't say

Answer:

0	A	B	C

21. A magazine journalist saw Tom on the day he won his first competition.
    A. Right   B. Wrong   C. Doesn't say

22. Tom is in his last year of school.
    A. Right   B. Wrong   C. Doesn't say

23. Tom is lucky because he often win international competitions.
    A. Right   B. Wrong   C. Doesn't say

24. Earning lots of money is important to Tom.
    A. Right   B. Wrong   C. Doesn't say

25. Skateboarding is becoming more popular in Japan that in the States.
    A. Right   B. Wrong   C. Doesn't say

26. Some drivers stopped to watch Tom when he skateboarded on the street in Japan.
    A. Right   B. Wrong   C. Doesn't say

27. Tom said it is difficult to find skate parks outside the big cities in Japan.
    A. Right   B. Wrong   C. Doesn't say

FLIPPERENTIATED WRITING PROCESS

Reading and Writing *Part 5

Questions 28-35

Read the article about classical Indian dancing.
Choose the best word (A, B or C) for each space.
For question 28-38, mark A, B, or C on your answer sheet.

Classical Indian dancing

Classical Indian dancing is very beautiful to watch. (0) _____ are eight different kinds of classical Indian dancing and each one came from a different part (28) _____ the country. The dances are (29) _____ in a book on dancing, music and acting which is called the *Natyashastra*. This book was written more than 1,500 years (30) _____ and classical dancers in modern India still have always to follow its instructions.

A classical Indian dancer uses (31) _____ whole of her body. The neck, arms, feet (32) _____ even our eyes move with the music. Very often, the dancers "tell" old Hindu stories by moving (33) _____ hands in different ways. There are more (34) _____ 25 different ways in which a dancer's hands should move and each way (35) _____ a different meaning!

Find out more at www.danindclassico.com

Example: *Answer:*

   A. They   B. Those   C. There | 0 | A | B | **C** |

28.   A. of   B. from   C. for

29.   A. Describe   B. Described   C. Describing

30.   A. yet   B. since   C. ago

31.   A. a   B. the   C. her

32.   A. but   B. and   C. or

33.   A. their   B. our   C. some

34.   A. than   B. as   C. then

35.   A. have   B. having   C. has

Reading and Writing *Part 6

Questions 36-40

Read the descriptions of some things you might see in the countryside.
What is the word for each one?
The first letter is already there. There is a space for each other letter in the word.
For questions 36-40, write the word on your answer sheet.

Example:

   0. We get milk to drink from these large, heavy animals.   C _ _ _

                   Answer: | 0 | Cows |

36. Different kinds of vegetables are often grown in fields in this place.   F _ _ _

37. You can fish or perhaps swim in this.   R _ _ _ _

38. There are lots of trees in this place and wild birds and animals live there.   F _ _ _ _ _

39. You can walk up and down this but they are smaller than mountains!   H _ _ _ _

40. People live in this place. It's like a very small town.   V _ _ _ _ _ _

Reading and Writing *Part 7

Questions 41-50

Complete the email.
Write ONE word for each space.
For questions 41-50, write words on your answer sheet.

Example: | 0 | for |

From: Diana
To: Sammy

Hi Sammy!

Thanks (0) _____ your email! I was really pleased (41) _____ hear you can come to our beach party. We're going to have (42) _____ next Saturday. Be there (43) _____ about six o'clock.

Lots (44) _____ people from school will be there. Richard's coming too. I met him (45) _____ our school skiing holiday in France (46) _____ winter. He's great fun! (47) _____ you know Joanna Cooper? She'll be there too. She's really good at (48) _____ the guitar.

Dad will make a fire so we can (49) _____ sausages on it! We'll have plates, but can you bring a knife, fork (50) _____ spoon with you?

See you!
Diana

Reading and Writing * Part 8

Questions 51-55

Read the advert and the email.
Fill in the information in Eliana's notes.
For questions 51-55, write the information on your answer sheet.

Want to learn an instrument?
Guitar / drums / keyboard
Lessons - all levels
1-hour lessons on Thursdays and Fridays 5 to 9 p.m.
Students £7.50
Adults £10 per class
Cassie (teacher) 599077

From: Elena
To: Stephen

Hi Stephen!

I'm going to have some drum lessons! Why don't you come too? The classes are in town after school on Thursdays or Fridays, but we can't go on Fridays because it's youth club then. We'll both be beginners but we'll soon be in the advanced class! The class will be from six to seven o'clock.

Call me!

Elena's notes
Music lessons with Stephen

Learn to play: *drums*

Teacher's name: | 51. |

Cost of lesson: | 52. £ |

Lesson begins at: | 53.   p.m. |

Day: | 54. |

Level: | 55. |

Reading and writing * Part 9

Question 56

Your English friend, Roger, has got a digital camera. You'd like to use it.

Write an email to Roger:

- ✓ Ask if you can use his camera
- ✓ Say why you need his camera
- ✓ Ask when you can collect his camera.

Write 25-35 words.
Write the email on you answer sheet.

FLIPPERENTIATED WRITING PROCESS

Appendix B: Needs Analysis Instruments

Online version available at: https://drive.google.com/open?id=103gG2GosDN-

qZO9Hd2L2WC9C1NCHyrGTWeCu_0rcSJo

WRITING PROCESS QUESTIONNAIRE

Questionnaire: Answer all the questions. You can use English or Spanish if you prefer...

What is your opinion about writing? (Qué opinas de escribir?)

For you, Writing in English is: (Para tí, escribir en inglés es:)
- ☐ Easy (fácil)
- ☐ Difficult (difícil)
- ☐ It depends on the kind of writing (Depende en el tipo de escrito)

What are your main difficulties when you write in English? You can select more than one option... (Cuáles son las principales dificultades cuando escribes en Inglés? Puedes escoger más de una opción...)
- ☐ Using correct punctuation and spelling (Uso correcto de la puntuación y la ortografía)
- ☐ Structuring sentences (Estructuración de oraciones)
- ☐ Using appropriate vocabulary and language (Usar lenguaje y vocabulario apropiado)
- ☐ Organizing paragraphs (organizar párrafos)
- ☐ Appropriate expression of ideas (Apropiada expresión de ideas)
- ☐ Developing ideas (Desarrollo de ideas)
- ☐ Expressing clearly what I want to say (Expresar claramente lo que quiero decir)
- ☐ Adopt the appropriate style (Adoptar el estilo apropiado)
- ☐ Following instructions (Seguir las instrucciones)
- ☐ Evaluating and revising the written text (Evaluar y revisa el texto escrito)
- ☐ Writing during the assigned time (Escribir durante el tiempo asignado)

Do you follow a process for writing a text? (¿Sigues un proceso para escribir un texto?)
- ☐ Yes
- ☐ No
- ☐ It depends on the type of writing (Depende del tipo de escrito)

If so, please explain that process. (Si es así, por favor explique ese proceso.)

Which of the following are your favorite topics for writing? you can choose more than one option. (Cuál de los siguientes es tu tema favorito para escribir. Puedes seleccionar más de una opción)
- ☐ personnal issues (cuestiones personales)
- ☐ sports and entertainment (deportes y entretenimiento)
- ☐ family issues (cuestiones familiares)
- ☐ academic topics (temas académicos)
- ☐ poetry or some kind of literature (poesía o alguna forma de literatura)

What do you do for checking your writing product? (¿Qué haces para revisar tu producto escrito?)

Who do you think, could help you in the process of revising your written product? (¿Quién crees que podría ayudarte en el proceso de revisión de tu proceso escrito?)
- ☐ My english teacher (mi profesor de Inglés)
- ☐ My classmates (mis compañeros)
- ☐ Other teachers (Otros profesores)

How many drafts do you write before your final product?(¿Cuántos borradores realizas antes de obtener el producto final deseado?)
- ☐ none (ninguno)
- ☐ one (uno)
- ☐ two (dos)
- ☐ three (tres)
- ☐ more than three (más de tres)

Do you have problems completing writing tasks? (¿Se te dificulta terminar tareas o actividades de escritura?)
- ☐ Yes
- ☐ No
- ☐ Some of them (Algunas de ellas)

Online version available at: https://goo.gl/forms/nvb6odrF23KCGp4m2

Appendix C: Consent letters

Bogotá D.C., Julio 14 de 2016

Señora:
Ana Virginia Rodríguez de Salinas
Rectora
Colegio Débora Arango Pérez I.E.D.
Ciudad

Apreciada Señora:

Actualmente estoy realizando la investigación titulada "*Implementing Flipped Learning Strategy to Enhance Tenth Graders English Writing Skill from Public Schools in Bogota: a Route Towards Differentiation*", (Implementación de la estrategia de aprendizaje invertido para fortalecer la habilidad escritora en inglés de los estudiantes de grado decimo de instituciones públicas de Bogotá: un camino hacia la diferenciación) la cual está dirigida al grado décimo y en particular al grupo 1006. Dicha investigación busca contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera y al mismo tiempo reorientar las prácticas docentes en estrategias que fortalezcan la escritura en el área de Inglés, como lengua extranjera.

Este estudio busca fomentar el uso óptimo de los recursos tecnológicos en el área de Inglés y a su vez determinar los posibles efectos al implementar el enfoque de aprendizaje invertido, ofreciendo un escenario en el marco del aprendizaje diferenciado que permita el mejor desarrollo de los procesos escritores en Inglés a cada uno de los participantes.

Cabe anotar que este estudio hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Autodirigido de la Universidad de la Sabana. Por lo anterior, comedidamente solicito su consentimiento y colaboración para llevar a cabo este proyecto de investigación en la institución que usted dirige.

De igual manera, es importante resaltar que a los participantes se les garantizará mantener su identidad en el anonimato y este proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón los padres y/o acudientes serán informados y se les pedirá su consentimiento para que sus hijos puedan participar del proyecto de investigación.

Agradezco de antemano su valioso aporte para llevar a buen término esta investigación.

Cordialmente,

Recibí 14-07-2016

Andrea Paola Hernández Herrera
Docente de inglés
Estudiante de Maestría en Didáctica del Inglés, Universidad de la Sabana

Bogotá D.C., Enero de 2017

Señores:
PADRES DE FAMILIA
Estudiantes curso 1004
Colegio José Francisco Socarrás I.E.D.
Jornada Mañana

Respetados padres:

Actualmente me encuentro realizando la investigación titulada "Implementing Flipped Learning Approach to Enhance Tenth Graders English Writing Skill from Public Schools in Bogota: a Route Towards Differentiation" como requisito para optar al título de grado en la Maestría en Didáctica del Inglés para el Aprendizaje Autodirigido -Master en English language teaching for self-directed learning- en la Universidad de la Sabana.

Esta investigación tiene como fin contribuir en el proceso escritor de los estudiantes en lengua extranjera (inglés), atendiendo a los principios del aprendizaje diferenciado y a través del enfoque de aprendizaje invertido, fortaleciendo así su autonomía como aprendiz dentro y fuera del aula de clase.

Para tal fin, los estudiantes de este curso han sido seleccionados como participantes del proyecto mencionado el cual redundará en beneficios tanto individuales como grupales en el proceso de aprendizaje de su hijo (a) para el futuro y del mismo modo permitirá adoptar estrategias innovadoras para fortalecer la enseñanza del inglés, contribuyendo así al Proyecto Educativo Institucional de "excelencia académica una oportunidad de vida para el desarrollo personal y social" promovido por nuestra institución. Con este propósito, durante el primer semestre de 2017, se llevarán a cabo varias actividades tales como encuestas, cuestionarios y escritos, entre otros las cuales constituirán el insumo para la realización de este estudio. Estas se desarrollarán durante los espacios de clase estipulados en el horario y con el acompañamiento de la docente, sin afectar el desarrollo del programa en esta asignatura, dado que fueron diseñadas de acuerdo al currículo institucional.

Por lo anterior, comedidamente solicito su consentimiento y colaboración diligenciando y enviando el desprendible adjunto, autorizando a su hijo (a) a participar en este importante estudio. Por otra parte, a su hijo(a) se le garantizará absoluta confidencialidad con la información que se obtenga mediante el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine.

Cordial saludo,

Francia Catalina Torres Velandia
Docente de Inglés

Favor diligenciar este formato y enviarlo a la profesora de inglés

Yo, _____, con cédula de ciudadanía No. _____ autorizo a mi hijo(a) _____ del grado 1006 para participar en el proyecto de investigación "Implementing Flipped Learning Approach to Enhance Tenth Graders English Writing Skill from Public Schools in Bogota: a Route Towards Differentiation", adelantado por la docente Andrea Paola Hernández Herrera y auspiciado por el departamento de lenguas de la Universidad de la Sabana.

Firma
C.C.

FLIPPERENTIATED WRITING PROCESS

Appendix D: Scoring Criteria for written products

SCORING CRITERIA FOR WRITTEN PRODUCTS

SCORING CRITERIA	EXEMPLARY (5)	ACCOMPLISHED (4)	DEVELOPING (3)	BEGINNING (2)
Communication	The text is clear and very easy to understand. The topic sentence is well supported and thoroughly developed in the text.	The text is easy to understand. There are interesting ideas, and the topic is supported throughout the text.	The text is understandable. There are some weak ideas, but the topic is supported in the text.	The text is difficult to understand. The topic is mentioned, but the ideas are not well supported throughout the text.
Organization	Your ideas in the text are very well organized; it follows a logical sequence. Coherence, cohesion and punctuation are evident in the text through the use of the connectors and the linking expressions provided in class.	Your ideas in the text are organized; there are clear transitions among ideas. There is coherence, cohesion and punctuation in the text but with some little mistakes. Some of the connectors and linking devices provided in class are used.	Most of your ideas are organized in the text, although there are some cohesion and coherence problems, and some punctuation marks are missing. Only a few connectors and linking devices are included and used accordingly.	Only some ideas are well organized in the text, and there are cohesion and coherence problems, and most punctuation marks are missing. Very few connectors and linking devices are included and used accordingly.
Layout	You have used the modeled layout for your text. Each part of it is very well produced.	The layout used is similar to the model given, with a few errors.	The layout used is appropriate to the type of text written. However, it can be improved according to the model.	The layout used is totally different to the model given; it is not the most appropriate for the text.
Style	Sentences are clear and varied in pattern, there is clear use of a style of writing suited to audience and purpose; the paper holds the reader's interest with ease.	Sentences are clear but may lack variation; a few may be awkward. There is an attempt at a style but it reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	Sentences are generally clear but may have unclear content; there is little attempt at style; it may be unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	Sentences aren't clear, and there are errors that affect the text style. Readers can lose interest in the text as there is little concordance among the expressions used.
Writing process	There is evidence of the great effort and time committed in the process followed to write this text. The student worked hard to make the text clear, understandable and interesting.	There is evidence that the time and effort devoted in the process followed to write this text has been enough. The students worked sufficiently to have his job done.	There is evidence of the effort and time committed in the process followed to write this text. The student did enough to get the text but he was not thorough.	There is evidence of the little effort and time committed in the process followed to write this text. The product does not represent the process followed in the lessons.
OBSERVATIONS	You got a great written piece. it reflects your process, and comitment to do a great job!		**SCORE** 4.4	

Implementing Flipped Learning Strategy to Enhance Tenth Graders Writing Process from Public Schools in Bogota: a Route Towards

Appendix E: Writing Workshops

"Ciudadanía activa y compromiso para el liderazgo y la transformación social"

SECOND WRITING WORKSHOP	STUDENT:		DATE:
TEACHER: FRANCIA TORRES V.	GRADE :	WRITING PROCESS	

WRITING PROCESS GUIDE N° 2
Story Writing

t!p Stories are narrative texts that present a series of events that can be real or imaginary.
*They are written using the past tenses.
*The events or situations follow a time sequence indicated by the use of sequence words.

MODEL READING
a. Read the following story:

Trapped!

It was raining heavily yesterday evening as I was walking to work. I reached the building and, as usual, I went up to the security office and changed into my uniform. I was in a good mood and I figured that I could easily finish my first patrol before 9 p.m.

I had only just begun my security patrol when there was a terrible rumble, like thunder, and the building literally started to collapse around me. I remember falling and then I was lying on cold concrete in total darkness.

I was trapped. I started to shout frantically but I realized it was useless. That turned into the longest night of my life. It seemed like an eternity before I heard faint voices above me. I shouted for help. A man shouted back, "Where are you?" "Here, here!" I yelled at the top of my voice. "Don't panic - we'll get you out of there," he called.

When a chunk of debris was moved and I saw the dim lights, I knew I would be safe. As the rescuer climbed down carefully and pulled me out, I felt relieved. Although my leg was hurting terribly, I was happy to be safe and sound.

b. Identify with colors, as indicated, the different parts of the story where the author:

- Blue: Sets the scene
- Red: Mentions the main event
- Orange: Mentions what happened before the main event
- Pink: Mentions what happened after the main event
- Green: the End of the story

WRITING PROCESS

Following the steps in this workshop you will be able to create and write a great story.

1. Watch the following video about writing narratives and get important ideas for your next writing product.

https://www.youtube.com/watch?v=c6I24572Jps

* Check your notes and the exercise done about this video in the preparation for class.

PREWRITING

2. Now, it is time to decide what the story is going to be about. But, first read this information:

The story that you are about to start creating must attend the following conditions:

1. It can be real or imaginary
2. It must include between 180-200 words
3. There should be at least 10 linking devices from our list
4. It must include images and an appropriate layout in its final version

Read the following titles, consider them and select the choice of your preference for your story.

- ☐ An unexpected meeting
- ☐ A day to remember
- ☐ A really frightening experience

Ok. It's time to begin!

3. Having in mind the topic you selected to write, complete the following diagram with its most relevant information:

(Diagram with: Characters, Description, Description, Time, Setting, Place, Before the conflict, Conflict, Resolution, Title)

4. Now, taking into account the previous information, create an outline of the events organization to guide you when you start writing your story.

OUTLINE

Title: _____

1. Beginning
   a. _____
   b. _____
   c. _____

2. Body or conflict
   a. _____
   b. _____
   c. _____

3. Conclusion or resolution
   a. _____

c. _____

5. **Based on your previous outline**, write the *first draft* of your story. To start creating your initial writing, put the ideas in the order you planned to include them.
Edi: Don't be afraid of making mistakes!

FIRST DRAFT

DRAFTING

It is time to improve your writing. For the *revising step*, remember the following aspects:

REVISING

1. Revising content: You must be sure that your writing is unified (with a clear single point since the first sentence), supported (with ideas that evidence and support that specific point), and organized (a clear method to organize your ideas, a set of words that connect your ideas correctly)

2. Revising sentences(The following sentences can help you revise the sentences in a paragraph and a text):
- Do I have a consistent point of view?
- Do I use specific words?
- Do I use active verbs?
- Do I vary my sentences in length and structure?
- Do I avoid repetitions and punctuation errors?

6. Read again your FIRST DRAFT and use the following color code to mark and highlight the necessary changes:

COLOR	MEANING
BLUE	**ADD**: where something needs to be added
RED	**REMOVE**: over words and sentences that need to be removed.
PURPLE	**MOVE**: Over words and sentences that are to be moved.
GREEN	**SUBSTITUTE**: Over words and sentences that need to be replaced.

Try out different beginnings and endings, check if the ideas are clear and enough, add details if necessary and erase those that are off topic, even, consider others' opinions.

7. In this part, you are going to write the new version of your story using only the *Content Column* in the chart below. (Don't write anything in the Mistake column, yet)

SECOND DRAFT

LINE	CONTENT	MISTAKE
1		
2		
3		

4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

EDITING

8. Exchange your story with AT LEAST ONE OF YOUR CLASSMATES.

a. Using the *Editing Marks Chart* from your Writing Toolkit and the previous draft, check your classmate's writing and help him/her to identify the mistakes. Take into account grammar, punctuation, spelling, and coherence aspects.

b. Rewrite the new version of your story fixing the mistakes that were found in the editing step.

FLIPPERENTIATED WRITING PROCESS

Appendix F: Students' artifacts

OUTLINE

Beginning
a. My mom and my aunt sent us the centre of ville
b. Was early aproximately to four or three
c. we went to the centre village

Body or conflict
a. We were delayed down to nine of the night
b. We were go through the curve name curve of the Devil
c. We were very scare

Conclusion or resolution
a. We realize don't are ghost
b. We realize are mothers and my cousin
c. We laughed and went to the house the my grandmother

First draft & revision

FIRST DRAFT
First my mom and my aunt sent us, my cousin Erika and me, to the centre of village, was early aproximately the four or three in the afternoon, we went to the centre village. Then we arrived went to the my aunt Carmen house, She and I last longer, we finished down to nine of the night, we were go trough the curve of the Devil, we were very score. After we strat to pray the rosary. She and I saw some shadow, we began to tremble, Erika and me went down the curve, when arrived to the half curve, we realize they were our moms and my cousin, we immediately us very to laughed.

Second draft and Editing

First my mom and my aunt Ismenia, my cousin Erika and me, to the centre of village was early aproximately the four or three the afternoon, when we arrived began to play basketball. After we went were my aunt Carmen, then Erika and me enter to her house, she and I last longer, we finished down to nine of the night, we were went through the Curve of the Devil. Next we start to pray the Rosary. She and I saw some shadows we began to tremble. Erika and me went down the curve.

Publishing

The Curve Of Devil

First my mom and my aunt Ismenia sent us, to my cousin Erika and I to the centre of the village Santana, it was early aproximately four or three in the afternoon.
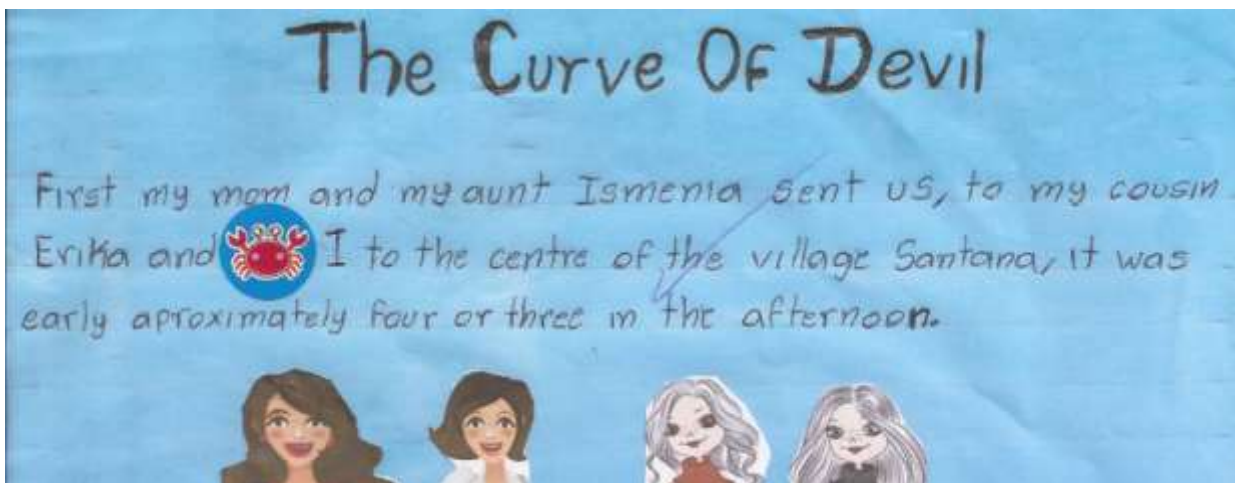
b. First Writing Workshop: Final product sample (Participant 12-JFS)

AUTOBIOGRAPHY

My name is .... was born on july 15 of 2001 in Bogotá, Colombia. I am student of the tenth grade in the José francisco Socarras school in the town of Booa. All of my primary school and what I have been to high school until now i have done in the school where I am currently studying, I have received academic and convivial diplomas, most of the times i am in third place in the class.

My parents are Luz Mary Enciso she's house wife and my father Miguel Ramirez he's welder. I have five sisters and three nephews. I live with my mom, four of

my sisters, my nephew, my bro-ther in law and my dog.

When I was eigh years old, I was separated of my mother, she was accused of have an abortion, the of Bienestar Familiar believes that she was not the right person to take care of my sisters and me, that's why we were sent to live with my dad until everything was solved.

I like to share with my family, watch tv, eat, sleep, watch movies, go to the cinema; my favorite food is pasta, I am fan of zombie movies and electronic music, my favorite dj is Martin Garrix, and the color I like the most is blue. I do not like eat fish, beef, meatballs and green sprouts, I do not like clutter, annoy and selfish people.

I do not have many skills butin which I most emphasize are drawing, creativity, a little bit in math and having good ideas, also arming puzzles and working as a team.

FLIPPERENTIATED WRITING PROCESS

My expectations for the future are very great, i hope to finish my _bachelor_, _earn_ a scholarship, study physiotherapy in the university, graduate _me_, work to give my parents what they need and create a foundation for street dogs.

Appendix G: Final Survey

Encuesta de retroalimentación de la implementación del estudio: "Implementing Flipped Learning Strategy to Enhance Tenth Graders Writing Process in Public Schools from Bogotá: a Route Towards Differentiation", en las Instituciones educativas distritales Débora Arango Pérez y José Francisco Socarrás

Encuesta

Introducción

Esta encuesta se realiza con el fin de retroalimentar el efecto del proceso llevado a cabo con los estudiantes de los colegios Débora Arango Pérez y José Francisco Socarrás, en el marco del estudio "Implementing Flipped Learning Strategy to Enhance Tenth Graders Writing Process in Public Schools from Bogotá: a Route Towards Differentiation". Por lo tanto, esta es una actividad que no afectará los resultados de la asignatura con calificaciones buenas o malas.

Los temas centrales de la encuesta serán:
1. Percepciones acerca del trabajo realizado con los videos en casa, su utilidad y el beneficio obtenido por medio de esta estrategia.
2. Impresiones acerca del proceso de escritura trabajado durante las clases de inglés, sus aportes y beneficios al mejoramiento del nivel de inglés de cada estudiante.
3. Apreciación del rol desempeñado por las docentes como apoyo, guía y facilitadoras en el proceso de construcción del conocimiento.

Instrucciones

Lea atentamente cada una de las preguntas formuladas a continuación y de la manera más sincera, respetuosa y detallada escriba sus respuestas en los espacios destinados para tal fin. Todas sus respuestas son valiosas, y nos permiten conocer todos los aspectos, tanto buenos como por mejorar de este estudio.

Preguntas

1. Videos trabajados fuera de clase

a. ¿Cómo contribuyeron los videos observados en casa o fuera de clase en su proceso de escritura?

b. ¿La información presentada a través de los videos y presentaciones fueron claros y comprensibles? Explique su respuesta.

c. ¿Alguna vez tuvo que observar algún video más de una vez? ¿Por qué?

2. Implementación del Proceso Escritor en el aula

a. ¿Se sintió en alguna manera beneficiado con el proceso que llevó en la clase para hacer escritos en inglés? Explique su respuesta.

b. De acuerdo con las actividades trabajadas con base en el proceso de escritura, describa:

Me gustó	No me gustó

c. ¿Cómo se sintió al tener diferentes opciones de actividades para desarrollar durante las clases?

d. ¿Considera usted que escribe mejor en inglés después del trabajo implementado en el aula?

e. ¿En qué aspecto considera que mejoró más y por qué? Contenido, organización de ideas, gramática, vocabulario, puntuación, otro (cuál y explique por favor).

f. ¿Considera que el acompañamiento de su profesora en el desarrollo de las diferentes actividades de la clase, se ajustó a lo que usted necesitaba? Justifique su respuesta.

g. ¿Considera usted que los dos talleres aplicados para guiarlo en el proceso escritor, le ayudaron de algún modo a mejorar su habilidad de escribir en inglés? ¿Por qué?

h. De los pasos trabajados en el proceso escritor, ¿Cuál de ellos se le dificulta más? Por favor explique su respuesta.
- pre writing
- drafting
- revising
- editing
- publishing

i. ¿Desarrolló usted todos los pasos del proceso escritor sugeridos en los talleres? Si no los desarrolló explique por qué.

3. Autonomía del estudiante

a. ¿Considera que su compromiso hacia su propio aprendizaje del inglés ha mejorado con el proceso que se ha desarrollado este año en nuestra clase? ¿De qué manera lo puede evidenciar?

b. De las siguientes herramientas provistas para su trabajo de escritura, ¿Cuál utilizó alguna vez de manera autónoma para apoyar su proceso de escritura?
- talleres de escritura (writing workshop)
- kit de herramientas de escritura (writing toolkit)
- videos o presentaciones (videos, presentations)

¿En qué momento la empleó?

c. ¿Las instrucciones dadas en los talleres eran lo suficientemente claras, o necesitó explicación de la docente para entender las actividades que debía realizar?

Agradecemos su valiosa colaboración y participación en este proceso, esperamos haber contribuido en su formación y que todo aquello que aprendió con la implementación de este proyecto lo pueda aplicar no solo en las clases de inglés si no que le sea útil en los demás campos de su formación.

The online version of this Survey online version can be accessed through the following link:
https://goo.gl/forms/wroS82zNbJ8EqUN02

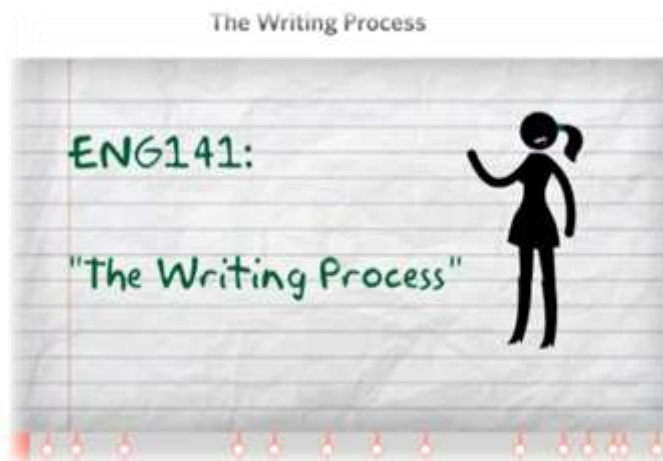FLIPPERENTIATED WRITING PROCESS

Appendix H: Platform for videos and activities upload
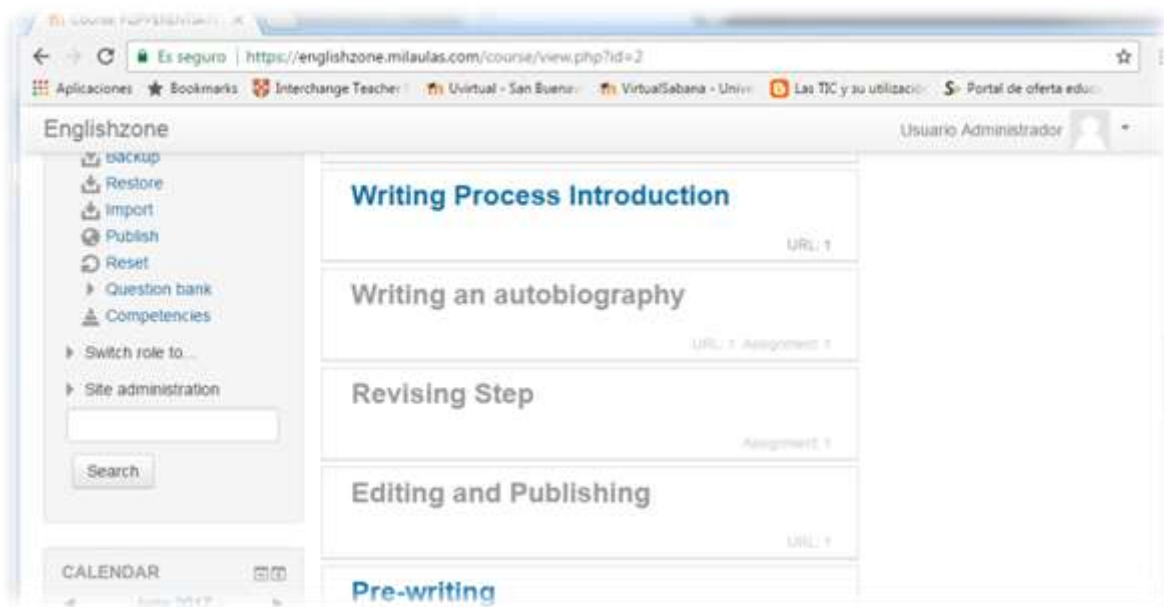
A. Sample presentation available at:

http://prezi.com/07dhtyx0augc/?utm_campaign=share&utm_medium=copy

B. Sample video available at: http://vizia.co/videos/6323378379752799e335a5/share

C. Google form sample activity link: https://goo.gl/forms/h5HhPJBZZS7X0POm2

Pre writing Strategies

It is time to check different strategies for the pre writing stage in writing process. Look at the following presentation and complete the activities

http://prezi.com/07dhfyx0augc/?utm_campaign=share&utm_medium=copy

Based on this presentation, which of the following is NOT a prewriting strategy? *

○ free writing

○ clustering

○ brainstorming

○ correcting

○ outlining

Choose the best description related to each pre writing strategy

	writing continuosly during a period of time	diagramming or mapping	listing ideas instead of long sentences	organizing thoughts linearly
brainstorming	○	○	○	○
free writing	○	○	○	○
outlining	○	○	○	○
clustering	○	○	○	○

BACK   NEXT   Page 2 of 3

D. Printed worksheets sample

FLIPPERENTIATED WRITING PROCESS

Appendix **I**: **Sample lesson plan**

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

Name of co-researcher: Francia Catalina Torres and Andrea Paola Hernández	
University Code Number: 201411250XX - 20141125028	
Institution: Colegios José Francisco Socarrás y Débora Arango Pérez I.E.D.	
Date of Class: DAY MONTH YEAR	**Time of Class:** 2 Sessions
March 2017	**Length of class:** 110 minutes
Week No. 3	**Time Frame:** One class period
Class/grade: Tenth	**Room:**
Number of students: 42/40	**Average age of Students:** 15
Number of years of English study: Four	**Level of students** **A1** A2 B1 B2 C1 C2
Lesson Number:	**Research Circle Leader:** Carolina Rodriguez

1	2	3	4
5	6	7	8

Topic: Describing people I
Writing Process: Revision Step

Lesson Goals: At the end of the lessons learners will be able to :
- Produce physical appearance descriptions in an oral and written way, about themselves and other characters.
- Write a short paragraph or text describing a person's physical appearance.
- Revise a written text by employing the ARMS strategy and implementing the revision step in the writing process for their own written productions.

Language Goal	**Learning to Learn Goal**
- To review and gain vocabulary and expressions to make physical descriptions. - To generate communicative situations to put into practice the vocabulary and structures studied. - To employ the language studied to produce written	- Promote students' decision making skills to make the best of each one of his productions and select the most relevant activities according to their likes and interests. - Generate students awareness towards the content in their written products.

Materials and resources

	Rationale:	
Revision Stage video and activity	To present and exemplify the revision stage in the writing process	Annex 1
Learning menu	To provide the students with different class activities among which they can select and work with the ones they prefer.	Annex 2
Entrée	To scaffold students writing creations guiding them step by step towards the desired product.	Annex 3
Side dishes options	To give different strategies for students to remember the most relevant vocabulary from the lesson.	Annex 4
Dessert options	To set different possibilities to practice the target structures in an interactive speaking exercise	Annex 5
A really good read	To practice the target vocabulary and structures at the same time as implementing the revision step	Annex 6
Writing worksheet: Revision Step	To revise the second draft from the autobiography they are writing	Annex 7

Assumed knowledge

Computer basic skills

Vocabulary and expressions related to physical appearance characteristics and adjectives in general.

Parts of the body and family members vocabulary

Most common linking devices, like: however, because, although, for example, etc.

Anticipated problems and planned solutions

Some students might not know the adjectives and parts of the body vocabulary, that's why, previous vocabulary knowledge will be elicited at the beginning of the class.

FLIPPERENTIATED WRITING PROCESS

LESSON ACTIVITIES

Stage & Teacher's Role	Aim	Procedure Teacher and student activity	Interaction
Content to be viewed T.R:	To learn the strategy presented in the video to be used for revising students' drafts.	Students will watch a video about the REVISION STAGE in the writing process, where they will be presented with some suggestions and examples to improve and make their written products more interesting. Students will identify some clarity problems in a sample text with revision suggestions. They will recognize the strategy used for improving the text according to the ARMS strategy. (See Annex 1)	At home with the material.
Lead in/ Preparation (10 min.) T.R.: **Encourager**	To recall sts.' previous knowledge on adjectives and words to describe physical appearance.	The teacher will elicit from students the information and examples got from the video watched at home. Then, students will listen and say words opposite or belonging to the same category (T- curly, St- wavy, straight) of the word the teacher says.	Teacher - whole class
Free	To practice and reinforce the lesson language	Students will receive a Learning Menu sheet (See Annex 2) where they will find the following activities to carry out according to the instructions given:	Student /Student

Practice (50 min.) T.R.: **Facilitator, supporter**	items through communicative activities, in order to gain the necessary structures for the writing part.	**Entrée** Complete all (See Annex 3)	Describing people	Sts. read and match a picture with the corresponding description.	-Teacher
			Incomplete descriptions	Look at the picture and complete the descriptions.	
			Wanted ad writing	Choose a real or fictional character to write its description in the wanted poster.	
		Side dishes (Select One) (See Annex 4)	Physical Appearance Vocabulary chart	Organize the vocabulary used for describing people	
			Physical Appearance Vocabulary web	Organize the vocabulary used for describing people	
			Physical Appearance Vocabulary Pictionary	Register the vocabulary used for describing people	
		Dessert (Complete at least one) (See Annex 5)	An alien family (Pairwork)	Family picture description to identify each members of the family	
			Listen and draw	Interchange	
			(Pairwork)	information about the character they created in the last exercise of the Entrée. -Listening and drawing it.	
			Guess who? (Pairwork)	Play asking questions about the physical appearance of the character chosen by the	

FLIPPERENTIATED WRITING PROCESS

Wrap up (40 min.) T.R.: Encourager and facilitator	To identify sts. progress in their learning throughout the lesson. To recognize and apply the revision step in the writing process.	*Revision Stage in the Writing Process Activity: In pairs students will analyse a brief people description. They should mark on the draft, where they consider there are weaknesses by using the strategy ARMS (Which stands for Add, Remove, Move and Substitute) (See Annex 6) *Complete the Pair Revision Activity in the Writing Workshop. (See Annex 7)	Student - Student Student-teacher
Learner self-evaluation (10 min.) T.R.:	To encourage learners to identify their own progress, strengths and weaknesses during the development of the activities in the lesson.	The students will complete their daily EXIT TICKET format. There they will have the chance to reflect on their own process and progress during the class. And we will receive feedback on the type of activities that worked the best and were useful to reach the lesson goals.	
Expansion/ Independent Study	To encourage learners to become autonomous in reinforcing the topic of the lesson and to improve their writing skill.	The students will add a short description of each one of the members in their family for the autobiography they are creating.	Teacher-students

Assessment: LEARNERS WILL BE ASSESSED THROUGHOUT THE DEVELOPMENT OF THE ACTIVITIES TO CHECK THEIR UNDERSTANDING AND PROGRESS.

REFERENCE

- Rubin, J. Lesson Planner (2012) ICELT Lesson Plan Template Weekly Planner 2012-02 Department of Languages and Cultures. Universidad de La Sabana
- Interchange Series

ANNEX 1: Revision Sample Text

3. According to the changes proposed, complete the following sentences adding the missing words:

1. To clarify the organization, Mike adds at the beginning of the first supporting point the transitional phrase "_____" and he sets off the third supporting point with the word "_____."

2. In the interest of (unity, support, organization) _____, he crosses out the sentence "_____." He realizes that this sentence is not a relevant detail to support the idea that the work was physically hard.

3. To add more (unity, support, organization) _____, he changes "heavy cartons" to "_____"; he adds "_____" to his sentence about washing dishes.

4. In the interest of eliminating wordiness, he removes the words "_____" and "_____."

5. To achieve parallelism, he changes "the tables had to be cleaned" to "_____."

6. For greater sentence variety, Mike combines two short sentences beginning the second part of the sentence with "_____."

7. To create a consistent point of view, Mike changes "You would wash dishes" to "_____."

8. Mike becomes more specific by changing "called me horrible names to my face" to "_____."

9. Finally, he replaces the somewhat vague word "creep" with the more precise word "_____."

FLIPPERENTIATED WRITING PROCESS

menú

Entrée (Complete all)

- Reading and matching
- Completing description
- Writing a physical appearance description

Side dishes (Select one)

- Making an Appearance Vocabulary Chart
- Completing an Appearance Vocabulary Web
- Writing the missing vocabulary in a pictionary worksheet

Dessert (Complete at least one)

- Describing a family picture (pairwork)
- Listening a drawing a person according to the description given (pairwork)
- Playing guess who (pairwork)

DÉBORA ARANGO PÉREZ SCHOOL I.E.D.
"La excelencia académica una oportunidad de vida para el desarrollo personal y social"

SUBJECT	STUDENT	
TEACHER Andrea Hernández	TOPIC Physical Appearance Vocabulary	SCORE

Physical Appearance Vocabulary Web

Men:

Women:

Both:

Accessories:

Health

Build

Age   GENERAL   Complexion

CLOTHES

PERSONALITY

Hair   FACE   Other

Face   Nose   Mouth and lips

Positive:

Negative:

DÉBORA ARANGO PÉREZ SCHOOL I.E.D.
"La excelencia académica una oportunidad de vida para el desarrollo personal y social"

SUBJECT	STUDENT	
TEACHER Andrea Hernández	TOPIC Physical Appearance Vocabulary	SCORE

Physical Appearance Vocabulary Chart

FACE	BODY	MOUTH	NOSE	HEIGHT	HAIR	EYES

Annex 6: A really good read

My nephew Sofia is very young. She is high and a very little chubby. She is blonde hair. She eyes are round and green. She is always wearing a dress red.

Annex 5: Dessert Options

An alien family

Source:
Cunningham, S. et al. (n.d). Cutting Edge Pre-Intermediate: Teacher's Resource Book

Guess who?

ANNEX 7: Writing Workshop 1: Revision Stage

REVISING

Consider this strategy when revising your writings:

Retrieved from:
https://s-media-cache
-ak0.pinimg.com/236x
/9f/c4/84/9fc484677e
0d12169e5aa61ce7e
6f395.jpg

a. Now, take some time to improve your writing. Read again your FIRST DRAFT and use the following color code to mark the necessary changes:

COLOR	MEANING
BLUE	ADD: where something needs to be added
RED	REMOVE: over words and sentences that need to be removed.
PURPLE	MOVE: Over words and sentences that are to be moved.
GREEN	SUBSTITUTE: Over words and sentences that need to be replaced.

"Try out different beginnings and endings, check if the ideas are clear and enough, add details if necessary and erase those that are off topic, even, consider others' opinions.

b. In this part, you are going to write the new version of your autobiography using only the Content Column in the chart below. (Don't write anything in the Mistake column, yet)

FLIPPERENTIATED WRITING PROCESS

Appendix J: Writing tool kit

	DÉBORA ARANGO PÉREZ SCHOOL I.E.D.		
	"La excelencia académica una oportunidad de vida para el desarrollo personal y social"		
	SUBJECT	**STUDENT**	
	TEACHER Andrea Hernández	**TOPIC** Cohesive Devices	**WRITING TOOLKIT**

COHESIVE DEVICES

LISTING			REINFORCEMENT		
first	second	third	also	above all	moreover
furthermore	finally	to begin	what is more	in addition	besides
to conclude	next		not only … but also	as well (as)	in the same way

GIVING EXAMPLES, SUPPORT, EMPHASIS			SIMILARITY AGREEMENT AND ADDITION		
in other words	to put it differently	as an illustration	in the same way	in the first place	not only … but also
notably	including	in general	equally	likewise	similarly
in fact	for one thing	like	correspondingly	moreover	again
in particular	to be sure	in detail	as well as	and	also
in this case	namely	to demonstrate	together with	then	likewise
for this reason	to put it another way	with attention to	as a matter of fact	coupled with equally	by the same token
to emphasize	to enumerate	first thing to remember	in the same fashion / way	to say nothing of	equally important
truly	to repeat	to realize	in the light of	similarly	identically
that is to say	indeed	to clarify	in addition	comparatively	correspondingly
certainly	to explain	by all means	uniquely	furthermore	as
important	markedly	such as	additionally	not to mention	Too
frequently	in this case	with this in mind	**ALTERNATIVE**		
especially	specifically	for instance	alternatively	rather	the alternative is
as follows	most compelling evidence	another key point	on the other hand	another possibility would be	

FLIPPERENTIATED WRITING PROCESS

Proofreading and Editing Symbols

Proofreading symbols are used to identify mistakes and to state the needed correction. Listed below are the most common proofreading symbols, along with explanation and examples of each.

Symbol	Explanation of the Symbol	Example
¶	Begin a new paragraph	¶He explained the rules of
≡	Capitalize a lowercase letter	Henderson middle School
/	Use a lowercase letter	great skiing trips in the Winter
∧ or ∨	Insert a missing word, letter, or punctuation mark	My friend Joe has a new green car.
◡	Close up space	Some body will help you soon.
ℒ	Delete and close up	taught my sister etiqquette
ℓ	Delete a word, letter, or punctuation mark	Joy gave two too many reasons.
SP	Spell out	SP the 30 inches of fabric (thirty)
∽	Change the order of letters or words	In the rush of leaving, he forgot
tr	Move the circled words to the place marked by the arrow (write *tr* in the margin.)	The young boys threw the cows over the fence some hay for tr
⊙	Add a period	The problem was easily solved⊙
⋏	Add a comma	Well, I'll give it a chance.
#	Add a space	Toni used the money to start
:/	Add a colon	The letter read: "Dear Mr. Yen"
;/	Add a semicolon	I'll help you now; it's not hard.
⌐	Add a hyphen	lives on Twenty-third Street
∨	Add an apostrophe	Jonathan's new computer
⌄ ⌄	Insert quotation marks	Sally said, Good morning.
stet	The **stet** in the margin means "stay;" let marked text stay as written. Place three dots under original text.	stet My father was rather angry at . . .

Building Proofreading Skills   ©1999 by Incentive Publications, Inc.

How to Learn the Horrible List

1st Group: IMPORTANT VERBS

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
BE	AM-IS-ARE	WAS / WERE	BEEN	Ser / Estar
	DOES			
HAVE				
		CAME		
GET				
		WENT		
			MADE	
		SAID		
	TELLS			

2nd Group: PERCEPTION VERBS

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
HEAR				
	SEES			
		SMELT		

3rd Group: NO CHANGE

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
COST				
	CUTS			
		HIT		
			HURT	
LET				
	PUTS			
		READ		
			SHUT	

4th Group: I - E / O - E / I - EN and others

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
	BITES			
BREAK				
	CHOOSES			
		DROVE		
			EATEN	
FALL				
	GIVES			
		FORGOT*		
FORGIVE				
			FROZEN	
	HIDES			
		RODE		
RISE				
	SHAKES			
		SPOKE		
STEAL				
			TAKEN	
		WOKE		
WRITE				

5th Group : I / U*-A / U

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
BEGIN				
	DRINKS			
		RANG		
			SUNG	
SWING				
	SWIMS			

7th Group: -AUGHT / -OUGHT

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
			BROUGHT	
BUY				
	CATCHES			
		FOUGHT		
			TAUGHT	
THINK				

8th Group: -STAND / -STOOD / -STOOD

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
STAND				
	UNDERSTANDS			

9th Group: -EE- / -E- / -E- /

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
BLEED				
	FEEDS			
		FELT		
			KEPT	
MEET				
	SLEEPS			
		SWEPT		

10th Group: -D / -T / -T

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
BUILD				
	LENDS			
		SENT		
			SPENT	

11th Group: -T / -T

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
BURN				
	DREAMS			
		LEARNT		
			LEFT	
LIGHT				
	LOSES			
		MEANT		
			SHOT	
SET				
	SPELLS			

12th Group: MISCELLANEOUS

INFINITIVE	(PRESENT 3rd PERSON)	PAST	PAST PARTICIPLE	TRANSLATION
BECOME				
	FINDS			
		HUNG		
			HELD	
LAY				
	LIES			
		PAID		
			RUN	
SELL				
	SHOWS			
		SHOWED		
			WORN	
WIN				

**THIRD PERSON SPELLING RULES
(SIMPLE PRESENT ONLY)**