

*IN CLASS FLIP: TRIGGERING SELF- REGULATION*

In Class Flip: Triggering Second Graders Self- Regulation

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## Declaration

We hereby declare that our research report entitled:

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The image shows two handwritten signatures in black ink. The signature on the left is 'Andrea Ramirez' written in a cursive style. The signature on the right is 'Liz Katherine Diaz Munevar' also in a cursive style.

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We want to thank our families for their encouragement and help in this journey. We feel we are better professionally and personally and that could not have been achieved without them by our side. Special thanks to our director Carolina Rodriguez Buitrago for her support to make this work outstanding.

*IN CLASS FLIP: TRIGGERING SELF-REGULATION****Abstract***

The current action-research explored the effects of In-class Flip on second graders self-regulation when writing narrative texts. The strategy selected to address the problem proposed a shift towards a student-centered classroom in elementary education where there is a transition from teacher-centered to student-centered environments. The study was conducted with a group of 25 female students between 8 and 9 years old at a private trilingual institution in Bogota. No previous studies have been conducted in the area of In-class flip to foster self-regulation in elementary students, for this reason this study presents relevant findings in the field. Data were collected through different instruments such as teacher's journals, focus group, writing artifacts, satisfaction survey and a self-regulation questionnaire; these were analyzed using the Grounded Theory method. Results evidenced that In-class flip triggered self-regulatory behaviors and enhanced participants' writing process. The study concluded that providing a student-centered atmosphere improves self-regulation but requires a change in teachers' mindset, careful planning and thoughtful consideration of students' needs and interests.

*Key words:* In-class flip; self-regulation; metacognition; writing process, motivation.

***Resumen***

El presente estudio de investigación-acción exploró los efectos de In-class flip en la autorregulación de estudiantes de segundo grado al escribir textos narrativos. La estrategia seleccionada para abordar el problema propuso un cambio hacia un aula de educación básica donde profesores y estudiantes cambian de un ambiente centrado en el docente a uno centrado en los estudiantes. El estudio se realizó con un grupo de 25 niñas entre 8 y 9 años en una institución privada trilingüe en Bogotá. No se han realizado estudios previos en el área de In-class flip para fomentar la autorregulación en estudiantes de primaria, por esta razón este estudio presenta

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hallazgos relevantes en el campo. Los datos fueron recolectados a través de diferentes instrumentos tales como diarios de clase, un grupo focal, artefactos de escritura, encuesta de satisfacción y cuestionarios de autorregulación; estos se analizaron utilizando el método de La Teoría Fundamentada. Los resultados evidenciaron que In-class Flip generó comportamientos de autorregulación y mejoró el proceso de escritura de los participantes. El estudio concluyó que proporcionar un ambiente centrado en el estudiante mejora la autorregulación, pero requiere un cambio en la mentalidad de los docentes, planificación cuidadosa y consideración de las necesidades e intereses de los estudiantes.

*Palabras claves:* In-class flip; autoregulación; metacognición; proceso de escritura, motivación.

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## **Chapter 1: Introduction**

### **1.1 Introduction to the Study**

Language education has been transforming in the last years through efforts to shift practices and advance towards a more engaging model where students can be active participants in their process. However, teachers still need to adapt to students' needs. Language classrooms can be, at times, spaces where communication is not privileged, and the teacher's is the only predominant voice (Bastidas, 2017). Language education needs to be modernized as with the advent of technology we are no longer isolated. Teachers need to prepare learners to actively participate in their learning and be engaged to exploit their skills to the fullest. To improve learning and teaching practices, this research seeks to engage learners in a student-centered classroom where differentiated language activities will allow them to assume their learning process and develop learning strategies to become self-regulated. With the implementation of an innovative teaching-learning approach, students will be immersed in an atmosphere where the role of the educator is that of a guide and the students can manage their learning.

### **1.2 Rationale of the Study**

To start changing teachers' and students' conceptions about education, innovative ideas and approaches must be part of our classrooms nowadays. Approaches such as Flipped Learning (FL) allow for a transition from a teacher to a student model where students are empowered to be active participants in their learning process (Baker, 2000). This type of knowledge construction is aligned with the sociocultural theory, which has been relevant in the field of second language research (Kim & Yoon, 2012). The role of the teacher, according to the sociocultural theory, is to build the bridge between what the students already know and where they need to be. To make this connection, teachers must be flexible, facilitate peer interaction, and create the space for

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students to construct their learning. These elements are evidenced in FL since according to the FLN (2014), students interact actively, cooperative work is involved and students can work at their own pace reviewing concepts when necessary and developing habits that will help them become self-regulated in their academic process. However, this approach counts on the student being able to access and dedicate time to perform tasks at home, which is not always possible due to technology and time constraints. Alternatively, the In-Class Flip approach, brings the home assignments to the classroom and sets a dynamic classroom environment where students can understand and apply the knowledge. This alternative approach liberates teachers' time to monitor students' learning and to assess their work while students can work at their own pace, review information, and practice with the language. (Gonzalez, 2014). In this study, this configuration will be used to reduce homework time and to guarantee students work on the presentation part of the class.

Regarding the current study, the participants have been immersed in teacher-centered environments; and consequently, demonstrate difficulty when self-regulating and solely depend on the instructions provided by the teacher. During the first semester of the school year, students demonstrated difficulties in their writing process as evidenced by the final writing product of the semester in which most students did not incorporate text elements such as title and did not follow the text structure previously practiced (appendix A). In addition, the teacher-researcher's journal kept during that semester, registered students' lack of engagement towards writing and lack of self-regulatory behaviors (appendix B). As a strategy to trigger self-regulation in students and enhance their writing process, the In-Class FL approach was selected to offer an alternative for teachers and students to maximize class time and help students develop self-regulatory processes in their writing skill.

**1.2.1 Needs analysis and problem statement.**

The participants in this action-research were 25 second-grade female students at a trilingual private institution in Bogota. The research was conducted towards the last third of the academic year after analyzing the information registered in the teachers' journal and students' artifacts which evidenced students' dependence on the teacher and low quality in their final writing products (appendix A and B). By implementing an approach that includes time for peer and teacher feedback, students could develop self-regulatory skills such as planning, monitoring and revising their written production.

The initial stage of the project included gathering information on students' perceptions through a needs' analysis survey focused on self-regulation (Appendix C), using a Likert scale where students selected among options that indicated frequency of the action, context and level of agreement with the statement.

The examination of the results of the needs analysis questionnaire' provided information to support teacher's previous findings that are used as the foundation for this study. When asked about their use of each of the four skills outside the academic context, students reported they used writing the least; 44% answered they wrote for non-academic purposes, whereas 92% selected they spoke or read in contexts that are not connected to school. Additionally, when answering which language skill they considered to be the most difficult, 32% responded that writing was difficult compared to only 12% who marked these options in speaking, 16% in

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listening and 4% in reading. The results are displayed in figure 1.

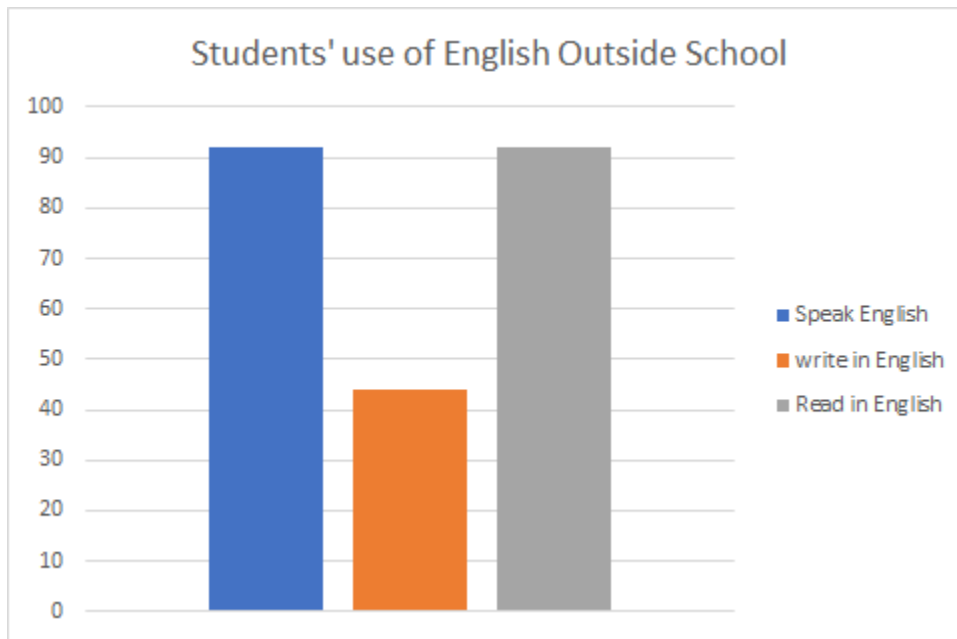


Figure 1. Needs' analysis. February 2018.

These results revealed students' perception of writing as a difficult skill to master, plus the low use of this skill in contexts outside of school which accounts for less practice compared to speaking, listening and reading.

Also, students were also asked about their self-perception on each of the English language skills. Only 20% of the students believed their writing skills were excellent compared to 64% in speaking, 60% in listening and 28% in reading as seen in figures 2 and 3.

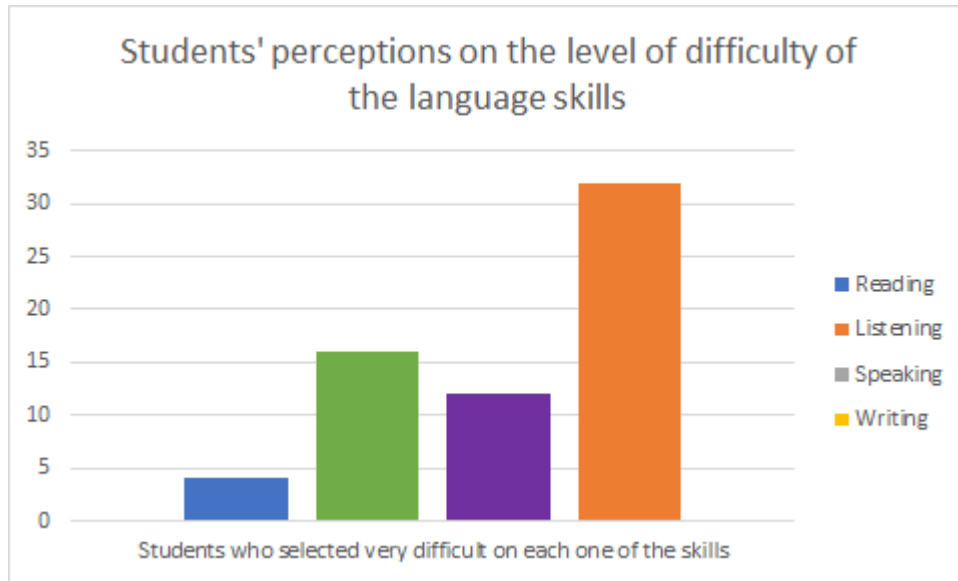
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Figure 2. Needs' analysis. February, 2018

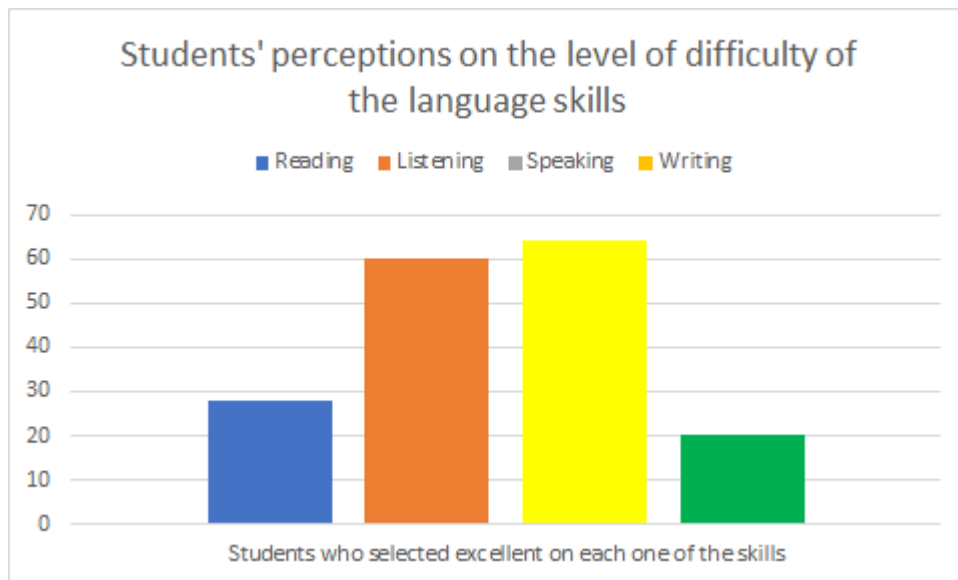


Figure 3. Needs' analysis. February, 2018

These results show students' low self-efficacy which is their personal perception on their ability. According to Zimmerman (1990) self-regulation is associated with self-efficacy since self-regulated learners exhibit high levels of self-efficacy.

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Regarding self-regulation, students were inquired about their metacognitive processes by asking them how they prepare for their academic activities in general and for writing tasks in particular. Students' responses reflected lack of awareness on their metacognitive processes due to the contradictions results presented as evidenced in figure 4.

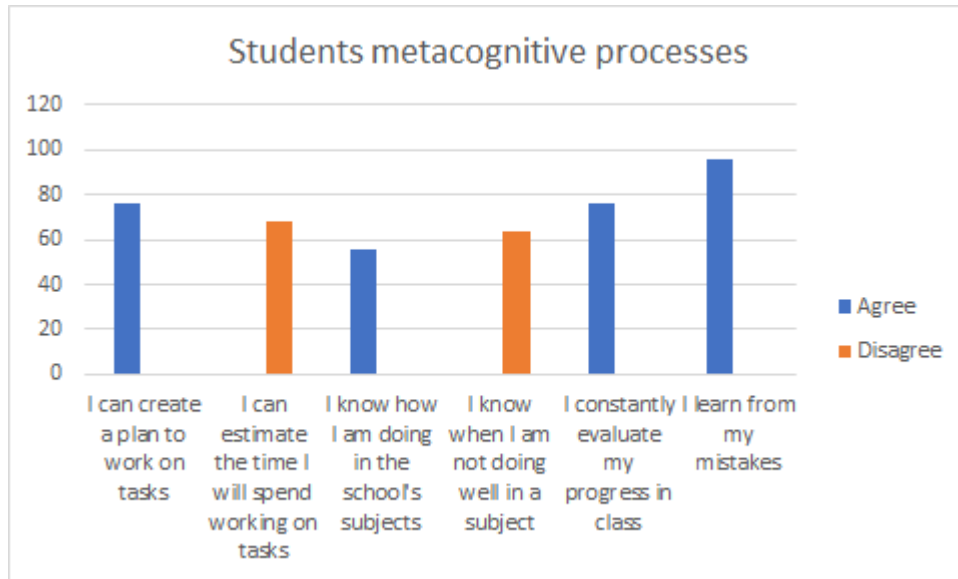


Figure 4. Needs' analysis. February, 2018.

76% stated that they created a plan to work on their tasks; however, 68% answered that they had difficulty estimating time to work on their assignments. Additionally, 56% answered they did not know how they were doing in their subjects, but 64% marked they knew when they were not doing well in a subject.

Some results also showed contradiction when compared to what the teacher had observed in class; about reflection processes, 76% answered they constantly evaluated how well they were doing a task, and 96% replied that they learned from their mistakes.

Concerning self-regulation when writing, students were asked about frequency of their planning, revising, and reflection strategies by selecting always, sometimes and never. 52%



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answered they sometimes planned, 48% said they sometimes verified word spelling, 60% answered they always confirmed if the sentences were complete and 64% mentioned that they always made sure their writing met the rubric. In regards to reflection, 88% said they took teacher's feedback into consideration to improve their writing, and 68% said they checked what went wrong for future writings. Their answers are shown in figure 5.

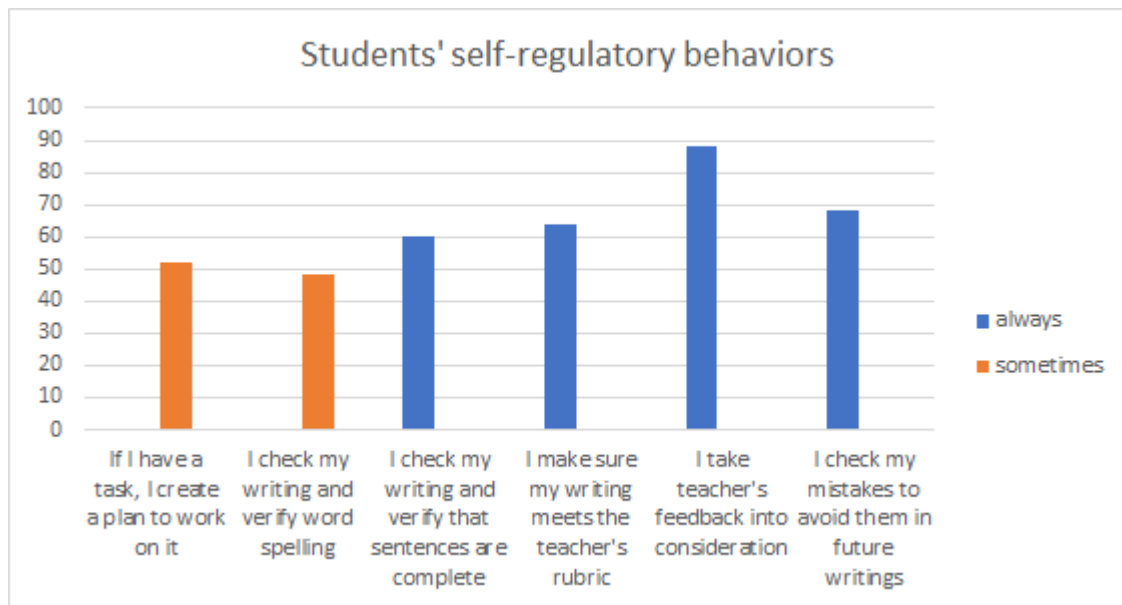


Figure 5. Needs' analysis. February, 2018.

When analyzing these answers against the teacher's observations and the needs analysis instruments (appendix A), it could be inferred that students mostly answered based on their perception of what they know good writers must do, but answers do not correspond to their real writing process.

### **1.2.2 Justification of problem's significance.**

Comparing the needs analysis responses and the teacher's observations, it is evident students are not aware of their learning process and what strategies they use to learn. If students

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were self-regulated, they could be able to plan their tasks, monitor their progress and evaluate the results; which means they would use metacognitive strategies. (Zimmerman, 2000)

As students in this study have been immersed in traditional classroom settings, the In-class Flip model could enable a transition towards a learner-centered space where students are responsible for planning, monitoring and evaluating their work, thus developing self-regulatory behaviors. In addition, and due to the existing restrictive homework policy at school, the In-class FL guarantees students will work on the flip portion in the class.

Considering the aforementioned, this research study is important for the population under scrutiny, as it will be addressing key factors that might contribute to the global discussion on the topic. It could also transform the learning experience of the students by implementing a new teaching approach that facilitates engagement and the development of metacognitive skills. Lastly, the outcome of this research might shed some light into the field of In-class FL in primary settings, which to the present is scarce.

**1.2.3 Strategy selected to address problem.**

The FL approach was selected as the strategy to address the problem of second-graders' lack of self-regulation when writing narrative texts in English; as this blended approach to learning promotes student-centered learning and engagement (Johanssen and Cherry Paul, 2016). In addition to this, Gonzalez (2014) describes the In-class FL approach as an alternative scenario in which the home part of the class is done in the classroom. This alternative model which facilitates students' work on the presentation stage of the class, redirects the attention to students and frees teachers' time from delivering the content to monitoring learners as they perform different activities. To accomplish this, students rotate among presentation and practice tasks and are exposed to a variety of activities that can foster individual and cooperative

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work. In this sense, the teacher becomes the “guide on the side” and not the “sage on the stage” (Baker, 2000). This pedagogical approach will be implemented to flip narrative writing, using a process-product approach. It is expected that through the use of the In-class FL approach, learners’ self-regulatory skills increase.

**1.3 Research Question(s) and Objective(s)****1.3.1 Research questions.**

This study intends to portray the effects In-class flip has on second graders’ self-regulation when writing narrative texts, thus the question guiding the paper is:

- What effect does In-class flip have on second graders’ self-regulation when writing narrative texts?

**1.3.2 Research objectives.**

Bearing in mind the question guiding this research, the following are the objectives proposed:

- To foster second-graders’ self-regulation through the implementation of In-class Flip.
- To characterize the connection between self-regulation and writing production.
- To develop strategies to help second graders become self-regulated.

**1.4 Conclusion**

In-class FL offers an alternative to the traditional classroom setting since this approach tests educators by placing them in the role of a guide (Bergman and Sams, 2015). This can be challenging when managing second graders who have been educated in teacher-centered environments. For students, learning how to write and produce a quality piece of narrative writing is a difficult process since they feel reluctant to re-write their compositions and are

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unable to plan, monitor and assess their process and their production. By implementing this approach, students are expected to develop metacognitive strategies to monitor and evaluate their progress which could contribute to the development of self-regulation.

## **Chapter 2: Literature Review**

### **2.1 Introduction**

This chapter elaborates on the theories and recent studies on the main constructs of this study; self-regulation, In-class flip, and writing production in young learners. It also incorporates information on the underlying fields of theories of mind and FL. Understanding the connections between FL and cognitive processes in children when developing their writing skills will allow the researchers to focus and analyze the results of the current research.

### **2.2 Theoretical framework.**

### **2.3 Self-regulated Learning**

Self-regulated learning is a “self-directive” process in which learners transform their mental abilities into academic skills” (Zimmerman, 1998, p. 2). Self-regulated learners differentiate from other learners because they take an active role in their learning process by planning, monitoring and reflecting upon their experiences. Learning is multidimensional as it involves behavioral, cognitive and emotional dimensions, which means that for an academic skill to be mastered repeated trials must be attempted since different strategies apply to different learners and the effectiveness of a strategy will vary depending on the degree of mastery of the learner. Based on this, an approach such as In-class flip could foster the multidimensional aspect of learning, as it implies more active practice time in class and allows students to apply different strategies to conduct a task.

Self-regulation is portrayed as an open-ended cyclical activity carried out by the learner. It has three major phases as shown in figure 6.

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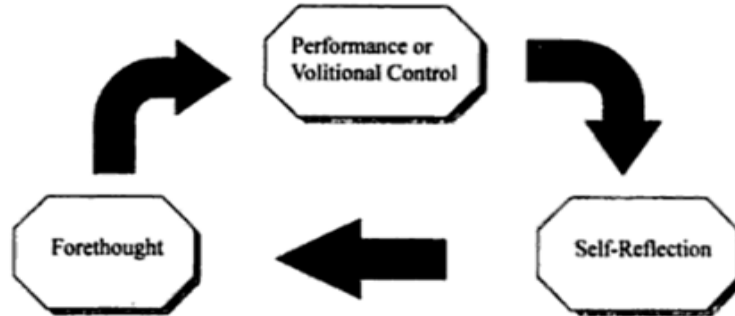


Figure 6. Academic Learning Cycle Phases. Illustration of the open-ended process of learning on the part of the learner. Zimmerman (1998).

The Forethought refers to the pre-existing beliefs that set the stage for learning. The Performance or Volitional control includes the efforts that occur during learning; these efforts affect performance and concentration. Lastly, the Self-regulatory phase occurs after the learning and affect learners' reaction to the experience. In this phase Zimmerman (1998) includes five sub processes which are *goal setting*, *strategic planning*, *self-efficacy*, *goal orientation*, and *intrinsic interest*. These stages described by Zimmerman refer to the metacognitive processes that students should develop to be able to reflect about their learning; this theory on metacognition is presented in the next section in this chapter.

The Performance or Volitional phase incorporates three subprocesses; *attention focusing* (ability to concentrate in the task), *self-instruction /imagery* (refers to telling oneself how to approach a task), and *self-monitoring* (informs learners about their process).

Regarding self-reflection, four sub processes have been identified; *self-regulation* (comparing the information given by self-monitoring against the goal), *attributions* (understand and attribute a cause or a reason to certain outcome. Self-regulated learners attribute mistakes to causes that can be corrected and success to their own abilities), *self-reactions* (attributions of

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mistakes to strategies leads to positive self-reactions which helps in adapting the performance based on the source of the error), *adaptivity* (learners discover the skill that they can use to have a successful outcome).

The current study identified students' lack of self-regulation as an obstacle to achieve better results and increase engagement in writing production. Considering that there has been scarce investigation in the field of self-regulatory processes in young learners, this research aims at contributing with strategies to develop this competence in children, thus allowing our students to create behaviors that will enable them to assume challenges and achieve success in their short and long-term goals. Self-regulation should be taught to children because, according to Goetz, Frenzel, Pekrun, Hall and Lüdtke (2007), it is commonly a prerequisite for becoming autonomous and being responsible which is one of the goals of education.

As explored in this section, self-regulation involves the development of metacognition in students. This element and its development in children will be presented below.

**2.3.1 How is Metacognition Developed in Children?**

Metacognition is a very important element in children's learning. Flavell (2004) defined metacognition as "thinking about thinking". He divided metacognition into four key areas: metacognitive knowledge, metacognitive experience, goals, and the activation of strategies. Flavell declared that the development of metacognitive processes occurs through the interaction of these four areas. According to Scardamalia, Bereiter, and Steinbach (1984), children can develop knowledge of their own learning capacities, which will later give them the ability to plan, monitor and correct errors when needed. Research explained by Brown, Bransford, Ferrara & Campione (1983) concluded that children develop different strategies to aid planning and

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monitoring during a task; these strategies become more sophisticated as they develop their cognitive skills and know more about their learning. According to this, the participants of the current study, who had not displayed self-regulatory behaviors when writing in English, are expected to develop certain strategies to initially, reflect about their learning capacities and know how they approach a task through the utilization of different strategies. Such strategies are specific to the field of writing since the teaching of metacognitive strategies is not generic across subjects. Goctu (2017) stated that the teaching of metacognitive skills across subjects has led to failure. For writing specifically, metacognitive strategies invite learners to understand their writing process. This approach is based on contemporary models of writing that conceive it as a process that involves cognitive, linguistic, affective, behavioral and physical components. Goctu divided the metacognitive strategies that learners can use in writing among each step; planning, monitoring and evaluating.

Planning happens when the writers create a plan before they have started writing; however, it can also happen during the writing itself, as modifications may occur. This step can be done individually or as a group. The plan created here might include keywords and must be constantly reviewed after the actual writing starts. Monitoring refers to checking your writing and verifying the progress in terms of organization, mechanics, grammar, and content. This step is better conducted individually. Lastly, evaluating takes place; in this step, writers revise the text and check for global and specific elements, it can be done as peer feedback or self-correction. Goctu (2017) concludes that metacognitive writing strategies can improve writing performance.

The characterization of writing as a process instead of as a product allows the researchers of this study to make the metacognitive processes evident throughout the implementation of the research. This, in turn, will scaffold students' transition into acquiring self-regulatory behaviors.



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Another advantage of writing as a process is that students will understand why they need to make certain corrections or rewrite their text, which may avoid experiencing frustration during the process. Nevertheless, researchers must consider how to scaffold the process for students based on their developmental stage, which will be explored in the section below.

**2.3.2 Cognitive development theory.**

Due to the age range of the current research participants, Piaget's research findings for children between 7 to 11 years old will be the focus here; he called this stage *Concrete Operations*. It is important to highlight that the changes and descriptions for every stage described by Piaget are only a reference as each child displays different developmental processes; nevertheless, the sequence of stages is linear and invariant for all children.

According to Ginsburg and Opper (2016), children in the Concrete Operations Stage have differentiated patterns of thought regarding concrete objects and can focus on different aspects of an object or situation simultaneously, notice transformations in the information presented, and identify similarities in two objects that are different.

Additionally, Piaget conducted research on the *transition mechanism*, which makes the transition from one stage to the other possible for individuals, this mechanism is fostered by their learning experiences; hence, the connection between previous knowledge of the world and new information prevails in promoting learning. Ginsburg and Opper (2016) summarized two kinds of learning according to Piaget; learning in the narrow sense, which suggests the acquisition of new information about a specific situation; and learning in the broad sense, also called development, which refers to general structures of thought that can be transferred to different situations. For Piaget, the latter accounts for meaningful learning since the acquisition of general cognitive structures makes the learning in the narrow sense possible. Meaningful learning occurs

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only when the child has developed the schemes and structures of thought to make sense of the experiences. Nevertheless, according to Ginsburg and Opper, Piaget conditioned this development to four factors: maturation, experience, social transmission and equilibration.

Maturation refers to the growth of physical systems such as the brain and the central nervous system; these systems allow thought and language to appear in the child. Experience has to do with the child's interaction with the environment and everything he learns from this. Social transmission refers to the wisdom transmitted to the child by their parents or teachers. Lastly, Equilibrium, according to Piaget, refers to the state of balance between what is already known and the new information.

Piaget's contributions portrayed learners as active agents who construct their knowledge instead of being passive recipients. The concept of learners, as the center of their own learning process in education, will be discussed in the next section.

**2.3.3 Applications of Piaget's theories to education: children as active learners.**

Piaget's theories confirmed that children play an active role in their own learning process. First, as mentioned by Elkind (as cited in Cabral, 1977), learning, as evidenced from early stages of development comes from active participation and not merely observation. This implies that teachers should engage students in mental and physical activities to promote long-lasting learning. Second and connected to this idea, Piaget's findings place genuine learning as a process of reinvention. Reinvention happens when the student is placed in a situation where, as the result of an activity, he creates a concept that is not the result of teacher transmission.

Finally, according to Ginsbürg and Opper (2016), Piaget's theories help us conclude that children cannot assimilate content that is completely novel and disconnected from their scheme. As a result, experiences must ideally be moderately novel to represent a challenge to the student

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and to generate a reorganization and equilibrium of their cognitive structures. The presentation of these scaffolded experiences that teachers should foster will be described below.

**2.3.4 Zone of proximal development.**

Vygotsky (1978) was interested in the role of social environment in children's development; he stated that interaction plays an important role in psychological development. As well as Piaget's cognitive constructivism, Vygotsky's social constructivism also emphasized on the active role learners should have. One of his most influential ideas was the Zone of Proximal Development (ZPD) (Vygotsky, 1978) which, he defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." (Vygotsky, 1978. p. 86).

Vygotsky believed that the assistance of a more competent peer would allow the student to perform the same activity on his own in the future, thus raising their ZPD. Vygotsky emphasized on the importance of creating tasks and activities proximal to the current cognitive developmental stage, but that included a challenge to build on existing abilities and knowledge. According to Verenikina (2003), this means that the role of the more capable peer is flexible and will shift from task to task as the learner progresses and needs different levels of assistance.

Vygotsky's ZPD portrays the principle of cooperation as an opportunity to learn. Lidz and Gindis (as cited in Shabani, Mohammad and Ebadi, 2010) said that this focus on cooperation results in a learner-centered environment where the teacher and the student engage in a dialogue to construct knowledge.

Vygotsky's conception of the interaction between the learner and the background knowledge he possesses, sets ground to study ways to emphasize on the active role students

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should have in their learning process. The theories of mind, explained in the next section, study the connection between previous knowledge in students' minds and their learning process.

**2.3.5 Theories of mind.**

The child's theory of mind states that children have conceptions and understandings about what it means to learn and understand and how their mind works which impact their approach to learning (Wellman, 1990). According to Dweck (2006), children have two types of beliefs; fixed theory and growth theory. This author states that children with a fixed theory believe that intelligence is a fixed property, whereas children with a growth mindset theory consider that intelligence is flexible and linked to practice, training and effort. However, children can incorporate both theories simultaneously for different subjects at school. Additionally, the author states that motivation affects the way children approach learning, so it is in the teacher's hands to guide children towards a healthy understanding of their potential for learning. By using these findings, the researchers of the current study can focus on enhancing first, children's beliefs on their own skills in writing, which were low, according to the discussion of the needs analysis and generate a growth mindset in second-graders. This task could be difficult to implement without the aid of a student-centered approach such as In-class flip which will be detailed in the sections below.

**2.4 Flipped Learning**

Flipped Learning (FL) is a learning approach that transitions from traditional language teaching methods and presents both educators and learners a new paradigm to avoid the limitations occurring in traditional classroom environments like the one participants in this study are immersed in. As FL can be considered the umbrella approach, it also considers In-class flip which is the focus of this study and will be discussed later in the chapter. FL shares views of

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Constructivism, which according to Schunk (2011), considers three key factors. First, learning is seen as an active process where the learner constructs knowledge based on experiences and the surrounding environment. Students are then given an opportunity to explore and learn from experience. Second, constructivism affects curriculum and instruction proposing a shift towards learner-centered environments where teachers act as guides rather than content deliverers. Lastly, this theory challenges educators to create learning scenarios where students are actively involved in the manipulation of materials and social interaction which can in turn, create spaces for peer collaboration and cooperation.

This leads us to consider the definition of FL by the Flipped Learning Network (FLN) in which the above mentioned, can be connected:

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

From its constructivist foundations, FL establishes four pillars to portray its principles that will be discussed in the next section.

**2.4.1 Flipped learning pillars.**

Along with the definition provided, the FLN (2014) also proposed four pillars of FL.

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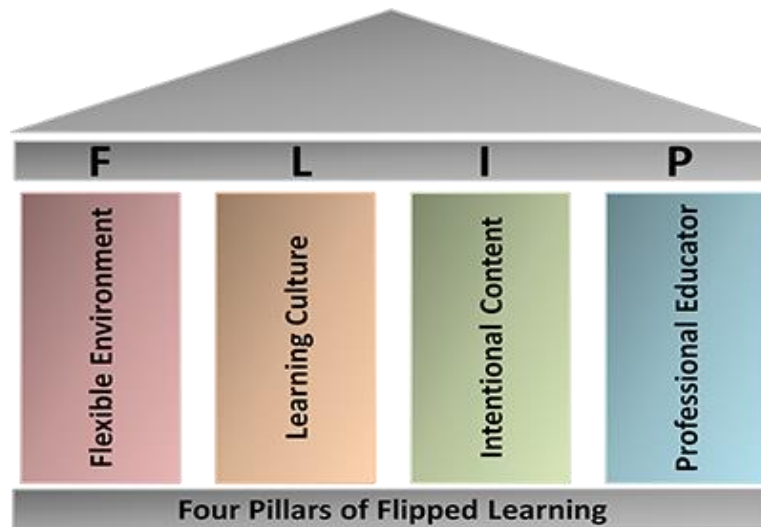


Figure 7. The four pillars of Flipped Learning by the FLN, (2014)

The first pillar is *flexible environment* which challenges the view of traditional instruction. Students are given the opportunity to choose when and where to learn thus becoming responsible for their own learning. According to Ray and Powell (as cited in Keengwe, Onchwari and Oigara 2014), during the flipped part of the lesson plan, learners can assess their understanding; then during class time, they engage and interact with the same concepts or clarify misunderstandings. Flexibility allows learners to become more independent by making decisions on their own and could contribute to the development of self - regulatory behaviors which needs to be fostered in this study's population.

The second pillar of FL is *learning culture* where the traditional in-class time turns into a space for teachers to pose contradictions, present new information or challenge students' current views on a topic. In this view, the teacher is no longer the figure that transmits the knowledge and the whole class turns into a space where the learner is at the center of the learning experience (Hamdan, McKnight, McKnight, & Arfstrom, 2013).

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The third pillar of FL is *Intentional content*. According to Hamdan et al. (2013), teachers that implement FL decide what they need to teach directly and the kind of materials and activities students would manage on their own. They also maximize class time including various methods of instruction like peer-instruction, active learning strategies, problem-based learning and consequently appropriate conditions for learners to interact among themselves and the content are created (Mehring and Leis, 2018).

Lastly, the fourth pillar of FL proposes a view of a *professional educator* which according to Hamdan et al (2013) engages in self-reflection, tolerates controlled classroom chaos and accepts constructive criticism as well as transcends to being connected and networked to collaborate with other educators. The teacher in FL becomes essential in making decisions on when and how to redirect instruction from the group to the individual space as well as guide students through the different learning scenarios in the classroom.

Implementing these pillars, presents a challenging scenario for teachers as it puts at test traditional teacher education, but it also presents an opportunity to transform education and offer learners better classroom experiences. Benefits of the FL approach and how they can facilitate the enhancement of writing and the development of self-regulatory behaviors will be discussed in the next section.

## **2.4.2 Flipped learning benefits.**

### **2.4.2.1 Motivation, engagement and differentiated instruction.**

Some of the positive effects of FL include motivation, engagement and differentiated instruction. Although motivation can be pondered from different angles, one of the views to explore in the context of FL is intrinsic motivation. According to Ryan and Deci (2000), intrinsic motivation is linked to the internal desire to do something for its inherent satisfaction rather than

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for a separable outcome. In FL “students move from being the product of teaching to the center of learning, where they are actively involved in knowledge formation through opportunities to participate and evaluate their learning in a manner that is personally meaningful” (Hamdan et al, 2013, p.5). Such meaningfulness allows learners to increase their levels of motivation towards the subject and become more responsible for their learning.

Along with motivation, engagement plays a crucial role in learning. According to Bergmann and Sams (2015a), disengagement could occur when classrooms are teacher-centered. Such scenarios prevail in traditional education where the teacher responds to a transmission model and students disengage because, as the learners in this study, they do not feel responsible for their learning and are not engaged to fulfill a writing task. A countermeasure to this phenomenon relies on setting a classroom atmosphere to foster creativity, interest and discovery. FL allows educators to take learning “further” which often entails embarking in the inquiry process, letting students explore their interests and exercise their creativity (Bergmann and Sams, 2015a). Learners in this study could benefit from increasing their intrinsic motivation towards writing because they could develop knowledge and skills easily.

Another key element in FL is differentiated instruction which requires teachers to “provide specific alternatives for individuals to learn as deeply as possible and as quickly as possible, without assuming one student’s road map for learning is identical to anyone else’s.” (Tomlinson, 2014, p.4) This entails careful understanding of students’ skills and interests which are often overlooked as sometimes the focus is on following the set curriculum. Additionally, the author mentions that teachers who differentiate are demanding so that students meet high standards and understand that learning requires taking risks, making mistakes and achieving goals.



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By understanding students' differences, the teacher can create meaningful learning spaces for all students. According to Carbaugh and Doubet (2016), the flipped classroom offers a rich environment to foster differentiation due to its increased flexibility which allows learners to experience different grouping scenarios, scaffolded content, multiple instruction systems and student choice. All this present an advantage to transform the learning experience of second - graders as they could be more connected to their learning process and would see language learning more purposefully.

**2.4.2.2 Metacognitive skills.**

FL serves as an activator of strategies to foster self-reflection, self-regulation and high order thinking skills. In this regard, "the higher cognitive functions associated with class activities, accompanied by the ongoing peer instructor interaction that typically exists in a FL environment, can lead to metacognition which is in turn associated with deep learning" (Brame, 2013, p.3)

Deep learning is determined by the learning objectives established. In FL environments, students not only explore and understand the content but also demonstrate mastery of the topic, apply gained knowledge in varied situations and create learning artifacts to show the depth of their learning (Bergmann and Sams, 2015b). According to Kostka and Brinks-Lockwood (2015), in a traditional setting, students have to apply, analyze, synthesize and evaluate at home using the material from class, thus challenging them to use the higher-level Bloom's skills without any support whereas in In-class flip students have the opportunity to work on these skills with the teacher's guidance.

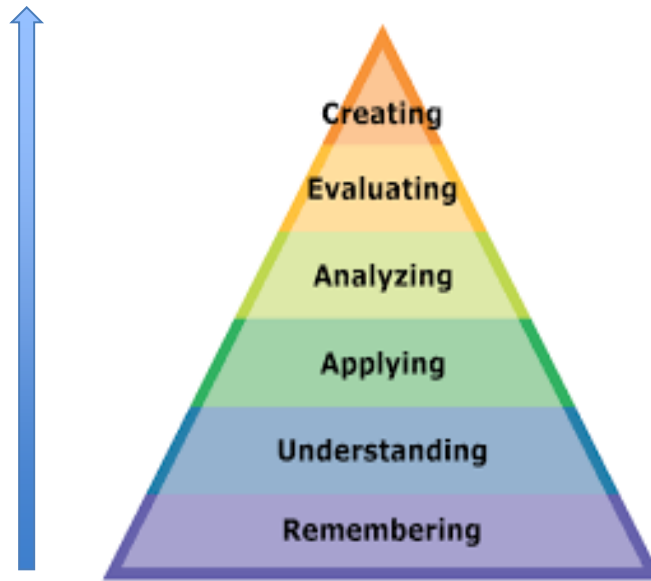
*IN CLASS FLIP: TRIGGERING SELF-REGULATION*

Figure 8. Bloom's taxonomy. A hierarchical model to classify educational learning objectives

This accounts for the development of the high order thinking skills described in Bloom's taxonomy which are important in young learners because they could allow them to make connections to their world and analyze and draw conclusions from the information presented rather than simply memorizing.

### **2.4.3 Flipped learning and traditional instruction.**

Traditional education continues to be present in some classrooms. According to King (1993), in a traditional environment, the teacher has the central role in the classroom and possesses the knowledge to be memorized by students and then tested in an exam. Keengwe, Onchwari and Oigara (2014) go on to mention the problem of inert knowledge because of students being passive recipients. In a FL environment, teachers modify the lecture or presentation phase and assign this to take place at home by using different resources including videos, reading materials among others. The "home part" of the class happens before the actual class takes place so students come prepared to class. As students have already been exposed to

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the new content, class time is used to activate knowledge and for practice and application. In this scenario, the teacher frees time to concentrate on monitoring and guiding students rather than on directing the class.

According to Fulton (2014), in a FL model, students come prepared to class to analyze, discuss and apply the information they previously absorbed. Such approach to instruction allows teachers to promote the democratization of learning and foster autonomy (Pinnelli and Fiorucci, 2015) as students can access the information anytime and at their own pace making them responsible for their own learning.

According to Morris, Thomasson, Lindgren Streicher, Kirch, and Baker (as cited in Fulton, 2014), FL allows teachers to develop a flipping mindset involving three key elements:

1. Making the best use of their face-to-face time with students.
2. Using student-centered pedagogy.
3. Having intentional focus on higher-level thinking, rather than on memorization.

A major difference between traditional models and FL lies on class time. Bergmann and Sams (2012) note a different distribution of classroom dynamics in Table 1 below:

*Table 1 Traditional vs Flipped class time distribution*

Traditional classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm up activity	5 min	Warm up activity	5 min
Go over previous night's homework	20 min	Q& A time on video	10 min
Lecture new content	30-45 min	Guided and independent practice and or lab activity	75 min
Guided and independent practice and or lab activity	20-35 min		

Note. Adapted from Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education. ISTE

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Most of the classroom time is then devoted to more extensive and problem-solving scenarios where students are guided by the teacher. Teachers can then foster ownership of learning (O’Flaherty and Philips, 2015) and create more active learning experiences in class. Although FL has been widely implemented in higher education, primary education is now interested in transitioning from traditional methodologies to student-centered approaches. According to Bergmann and Sams (2016), FL with young learners implies a setting that adapts to their abilities and needs. This setting will be new and beneficial to second-graders in this study as they have been accustomed to relying merely on teacher’s instructions and guidance without taking initiative to learn.

**2.5 In-class flip.**

In-Class Flip emerges as an option to allow teachers to bring the flip into the class by doing the home part of the flip in class (Barnes and González, 2015). According to Barnes and Gonzalez (2015), the In-class Flip model also presents a solution to the limitations in the traditional flip such as lack of access to a working device, internet and an environment conducive for learning. Additionally, for those students who do not know how to prepare and familiarize with the new content prior to class (Rigotsou, 2018), the in-class flip guarantees a space in class for students to approach the content and still work independently or in groups freeing the teacher from lecturing or presenting content.

In an In-class flip implementation, teachers set stations for students to rotate among them. According to Ramirez (2017), one station is used for flip, where the content is delivered via videos, audios or readings. The other stations are used for practice or reinforcement of the content being learned. There are also “stand-alone” stations for free practice.

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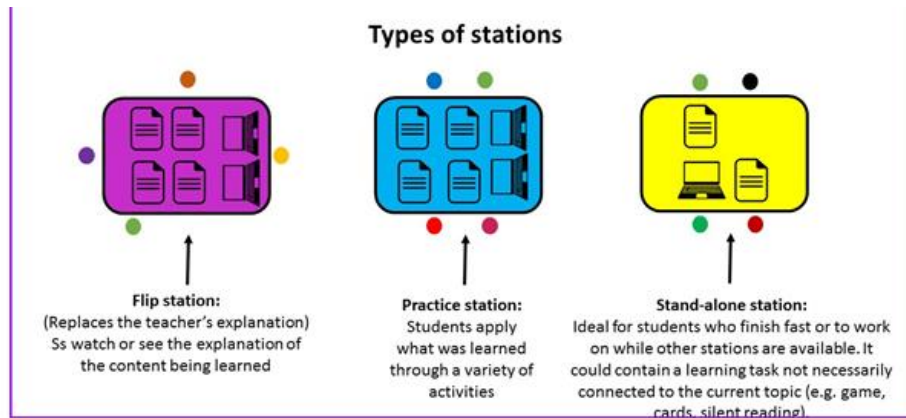


Figure 9. Types of In Class Flip Stations. Ramirez, M. (2017, May 30).

What's an in-class flip? Retrieved from <http://martharamirez.com.co/blog/whats-an-in-class-flip/in-class-flip/>

Additionally, Tucker (2016), describes the station rotation model as one where teachers create smaller communities of practice and learning inside a larger community. Students can engage in different activities working on varied learning modalities (auditory, visual, tactile and kinesthetic) resulting in personalized instruction.

The dynamics of the in-class Flip can vary depending on the model adopted. Buitrago and Ramirez (in press) propose four alternatives for rotation models and three for non-station work. Rotation models include mixed, sequenced, looped and half-n-half. Non-rotation models include solo, duo and group. This implementation used the simple and mixed sequences, the half-and-half and the solo and duo configurations, which will be explained below.

In a mixed sequence pattern, students move at their own pace and rotate based on their needs. If the students have prior knowledge, the flip station can be skipped, and they can rotate among the other stations. In a simple sequence model, students rotate following a pre-established order set by the teacher. Students start at the Flip station where content is presented, then sequentially rotate around the other stations to practice the content. In this kind of in-class flip arrangement, stations can be duplicated depending on the number students. Half-n-half

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configuration allows half of the class to work independently, while the teacher works with the rest of the group and then students switch. The solo and duo configurations allow students to work independently or in pairs within the group environment. All scenarios require for the teacher to support and monitor students as well as give constant feedback.

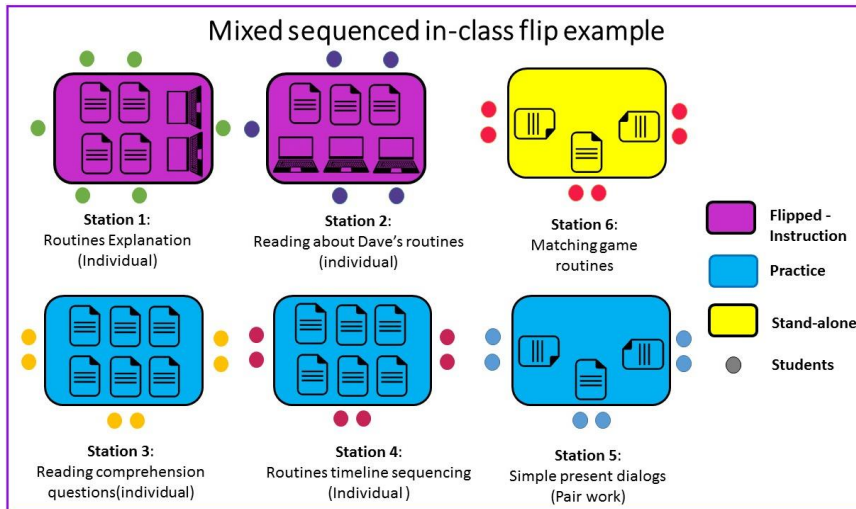


Figure 10. In class Flip mixed sequence. Ramirez, M. (2017, May 30).

What's an in-class flip? Retrieved from <http://martharamirez.com.co/blog/whats-an-in-class-flip/>

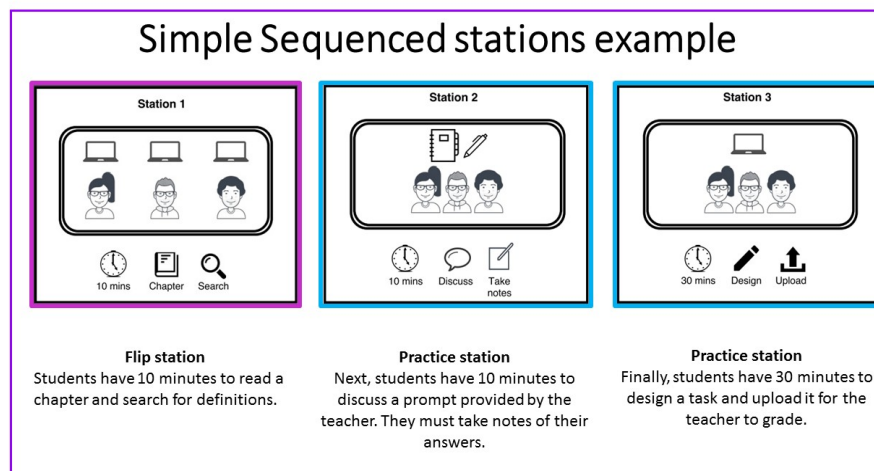


Figure 11. In Class Flip Simple Sequenced stations. Ramirez, M. (2017, May 30).

What's an in-class flip? Retrieved from <http://martharamirez.com.co/blog/whats-an-in-class-flip/>

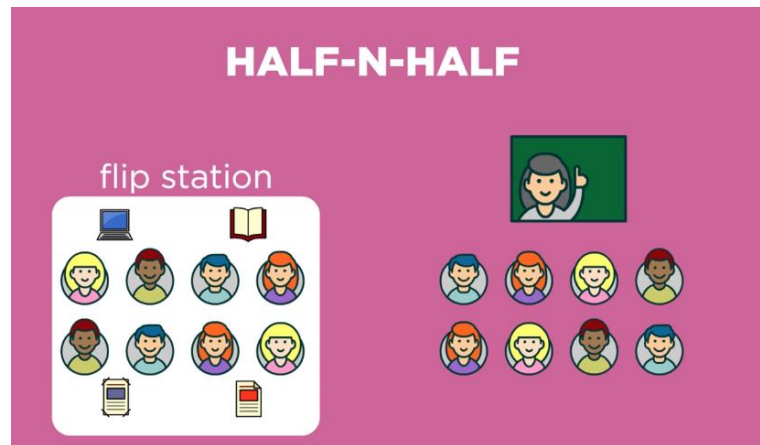
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Figure 12. In-class Flip Group configuration. Buitrago and Ramirez (In press).

Retrieved from <https://learn.flglobal.org/courses/CertLevel2>

As presented in this section, in- class flip allows teachers to guarantee students are exposed to the new content while in class. This is highly relevant in this study as second graders are just starting to develop responsibility and autonomy. It will also avoid the limitations of having content presented at home through videos as there are school's restrictions in regards to homework assignment. Also, In-class flip emphasizes on the learning process by scaffolding learner's tasks; this focus on process is used in the approach to writing which is explored in the next section.

## **2.6 Writing**

### **2.6.1 Foreign language writing.**

Writing as a productive skill has always entailed a major challenge for learners. According to Nunan (1999), producing a coherent, fluent piece of text can be difficult even for native speakers. To write, learners need to consider their audience (readers) and produce a piece that is clear, coherent, relevant and preferably interesting to the reader (Celce-Murcia, Brinton & Snow, 2014).

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It is also important to consider the instructional view of the writing process. Two different views have prevailed: process and product writing. The process approach concentrates on the creation of the text rather than on the final product (Nunan, 1999) and gives special attention to the supporting of the learner through the different stages. Celce-Murcia et al (2014), describe five stages in the process approach:

1. Pre-writing: brainstorming and outlining activities are put into practice.
2. Drafting: Focusing on content and getting ideas on the text
3. Giving and receiving feedback: working on peer feedback and receiving feedback from the teacher.
4. Revising: re-seeing and rethinking content
5. Editing: focusing on form (grammar, punctuation, and spelling).

According to Nunan (1999), product-oriented approaches focus on the final product and concentrate on producing error-free texts. Learners usually imitate, copy and transform models provided by the teacher being the first at the sentence level grammar. Although process and product approaches seem to dictate different routes, Nunan (2007) acknowledges the importance of maintaining a process- product orientation since writers and educators should focus on both. Based on the aforementioned, the current study will follow a process-product approach to writing which will reinforce on the concept of metacognitive strategies and also will allow researchers to make metacognitive strategies evident to foster self-regulation in students. Nevertheless, this process must consider students' developmental stage to create strategies that are relevant to the population. Some strategies to work on writing with young learners will be presented below.



**2.6.2 Teaching writing to young learners.**

Young English Language Learners (YELLs) process information in the second language differently from adults. To start with, students do not understand abstract concepts such as parts of speech or grammar because they create a clear mental image with the input received (Bourke, 2006). According to Nunan (2011), writing is not a natural skill, which implies that it requires training on the ability to produce coherent pieces. Writing has a cognitive function in formal education that supports development of thinking and reasoning skills. Linse (as cited in Nunan, 2011) highlights some important aspects to consider when teaching young learners such as bearing in mind that YELLs are refining their second language oral skills and still working on their writing skill in their first language.

Nunan (2011) also states that approaches to teaching writing to young learners vary depending on the age and first language proficiency. Children start copying and tracing, then writing words to the sentence and text-level. Our research participants are at the text level as they must produce complete texts and connect sentences. At this stage, Nunan recommends exposing students to authentic pieces of text to connect their practice with their world and previous knowledge. The author also highlights the relevance of teacher-guided practice and collaborative work when writing since at the beginning, students encounter problems related to unknown vocabulary that might generate negative feelings towards the task. Due to the fact that In-class flip liberates teacher's time, the possibility to offer teacher-guided practice while writing is present in this approach. In addition, Nunan affirms that young beginner writers should carry out highly controlled activities where they have access to clear models for their production and are presented with activities that scaffold their writing process such as texts where they just must select the appropriate phrase from word banks.

## **2.7 State of the art**

This section presents research that has been conducted in the field of Flipped learning, writing and self-regulation in young learners including their contributions to the arena. The following studies serves to contextualize the action research developed in this study and will contribute to the discussion of the development of self-regulation in young learners by implementing In-class Flip. Due to the limited research on In-class flip in the language classroom with young learners and its impact on self-regulation, the research studies below may differ in population or subject taught.

Buitrago and Diaz's (2018) case study was focused on the effectiveness of the FL approach on writing composition and motivation towards the use of technology in an English as a foreign language (EFL) setting. Findings in this research revealed improvement in the writing process due to the implementation of FL as well as an increase in students' motivation when using technology for language learning. Although the population in the study differs, the current study also used a process-product approach to writing and flipped the writing component. Other similarities include guiding students through different stages of the writing process and flipping the presentation aspect of the content. Flipping writing can benefit students by collaborating with peers and receiving feedback from the teacher or from peers. Students are then not left alone in the process of writing and are able to go through the stages of writing (i.e., brainstorming, outlining, drafting, revising, and editing) as they are guided by the teacher (Buitrago and Diaz, 2018). Flipping writing can create more engaging scenarios where students are able to see all the bonds in the writing process and become more aware of their learning process. While, Buitrago and Diaz mention that by using FL in a writing workshop, students can develop a better understanding of their weaknesses and strengths through peer-assessment techniques and the

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constant analysis of written products; the current study will provide input on how to develop self-regulatory skills in young children by the creation of engaging scenarios where writing is seen as a process as well as in this study.

Hernandez & Torres' (2017) research examined the impact of differentiated flipped instruction on English process writing with high school students. Through the analysis of the data, researchers were able to evidence enhancement in students' writing skill as shown by the clarity, quality and complexity of the written texts produced. The implementation of the approach also produced positive effects towards language learning and fostered learners' autonomous behaviors. Even though the population and the focus of the study were different to the ones in the current study, both used the same approach to writing and fostered differentiated instruction scenarios.

Evans and Ricke's (2015) study was done to explore the connection between FL and metacognitive skills (associated to self-regulation) in 27 first and 21 second-grade students in the subjects of EFL, math and science; the study was conducted during four weeks in a private institution in Bogota, Colombia. At the beginning of their research, the investigators raised students' awareness towards the Flipped Learning approach and allowed students to make connections between this new model and the traditional models students were exposed to in the classroom. During the implementation, students were provided with a weekly outline that included videos and games available online to be seen at home the day before class, these videos reinforced concepts presented in class and included a comprehension checks that helped students reflect on and monitor their understanding of the information presented. At the end of the research exercise, students completed a short survey to evaluate the effectiveness of the implementation. The researchers found that most students enjoyed the videos and those resources

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allowed them to become more independent by giving them the possibility to rewatch them if needed. The videos students watched at home became flexible tools that could be adapted to reinforce topics seen in class. The authors concluded that flipped classrooms have positive results in young learners to contribute to the development of independence and motivation. This study is one of the few research exercises that has inquired on the effects of Flipped Learning on elementary students. The population of Evans and Ricke's study matches the participants of the current study in age and socio-cultural setting. Even though, our research used the in-class flip approach to make sure students accessed the videos due to their age, Evans and Ricke also replayed the videos in class as a mechanism to provide students the opportunity to access the content. One difference between both studies is that videos (and posters in the case of our research) were used to present content, and Evans and Ricke's used them to review it.

Lai and Hwang (2016) conducted a quasi-experimental four-week study to verify the connection between Flipped Learning and self-regulation being the latter one of the difficulties of the flip approach since students' lack of self-regulation results in poor preparation of the content at home. The participants of the study were fourth graders, 20 students in the experimental group who were exposed to the self-regulated flipped classroom and 24 in the control group who learned with the conventional flipped classroom. Lai and Hwang used a pre-test, post-test and questionnaires to measure the effectiveness of the implementation. The researchers concluded that students in the experimental group improved their self-regulation as evidenced by students' use of planning and monitoring in their independent study time. The authors further conclude that the students' performance is linked to the development of their self-regulatory processes. It is important to highlight that the participants of Lai and Hwang's study are in the same cognitive stage as the participants of the current research and self-regulatory

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strategies were evident in the material and activities proposed to foster this strategy in both studies. The conclusion of this study highlights the importance of helping students become self-regulated to become successful learners and how to help students to plan, monitor and evaluate their progress by making it explicit in the instruction.

Baepler, Walker and Driessen (2014) researched the effects of reducing by two thirds the time students spent sitting during a chemistry lecture. To reduce lecture time, videos were recorded and posted online for students to watch before the class. The classes followed a flipped format. To measure students' progress in the subject matter, a multiple-choice test was used and a survey to measure students' perceptions. The study concluded that students immersed in this active learning environments, obtained better results compared to previous courses. Also, students' perceptions on their environment were improved. The study suggests that flipped classrooms are more efficient than spaces where students just sit. Even though this study focuses on a university population learning chemistry, the findings regarding the improvements in students' results when exposed to an active classroom using flipped learning correlate to the aims of the current study.

D'addato and Miller (2016) action research study was conducted to explore the impact of flip learning on fourth grade Math students in a socioeconomically disadvantaged environment. The researchers implemented the approach with one of the groups of the researcher's class. Data was collected through observations and surveys applied to both parents and students three times during the intervention. The researcher gradually transitioned from a traditional setting with lectures to FL. Findings in this study include a shift in the role of the teacher to that of a facilitator and the creation of an engaging atmosphere which allowed learners to experience a greater sense of responsibility and become more autonomous. Although the study was conducted

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with Math students, it closely relates to the present study as it also intended to portray the effects of FL in primary students to motivate them and engage them in the subject matter, which are prerequisites for self-regulation.

**2.8 Conclusion**

This chapter presented a detailed revision on theory and research conducted in the areas of Flipped Learning, self-regulation and writing processes in young learners. Through the revision of the literature, connections can be found between the Flipped Learning approach and its impact on students' self-regulation. Although the research in Flipped Learning and its impact is increasing, there is scarce theory and research on in-class flip in elementary education, so the current research will contribute to close this gap by providing an insight into the effect of implementing this approach on young learners' self-regulation when writing.

**Chapter 3: Research Design****3.1 Introduction**

This research followed a qualitative action research model. This chapter presents the type of research conducted to develop the study considering the context, the participants and the researchers' roles. In addition, the data collection instruments, the procedures to collect data, the ethical considerations and the validation are also described in detail. Table 2 presents the timeline showing when instruments were employed.

*Table 2 Instruments Timeline*

<b>Date</b>	<b>Instrument used</b>
February 2018	Needs analysis
February 2018	Initial self-regulation questionnaire
April 9th – April 30th	Teacher researcher's journal
April 9th – April 30th	Exit slips
April 27th	Students' artifacts
April 30th	Final self-regulation questionnaire
April 30th	Satisfaction survey
May 16th	Focus group

**3.2 Type of Study**

As the objective of this study was to solve a problem that had been observed in the classroom by the teacher-researcher and confirmed by the needs' analysis regarding students'

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lack of self-regulation and reluctance to academic writing, the research design selected was action research. It is described as “a form of self-reflective enquiry undertaken by participants to improve the rationality and justice of their own practices, their understanding of those practices and the situations in which the practices are carried out”. (Carr and Kemmis, 1986. as cited in Nunan and Bailey, 2009, p.226)

One of the main characteristics of action research is the central role given to the teacher in the research process. Nunan (1992) mentions that action research is essentially carried out by practitioners investigating their own educational context thus differentiating it from other types of research where the researcher could not be directly involved in the classroom. Creswell (2012) classifies action research into two types: practical and participatory. Practical action research, which corresponds to the current study, “allows teachers to research problems in their own classrooms so that they can improve their students’ learning and their own professional performance” (Creswell, 2012, p.579).

Mills (as cited in Creswell, 2012) proposes a dialectic action research spiral to portray the process of practical action research in figure 13 below:

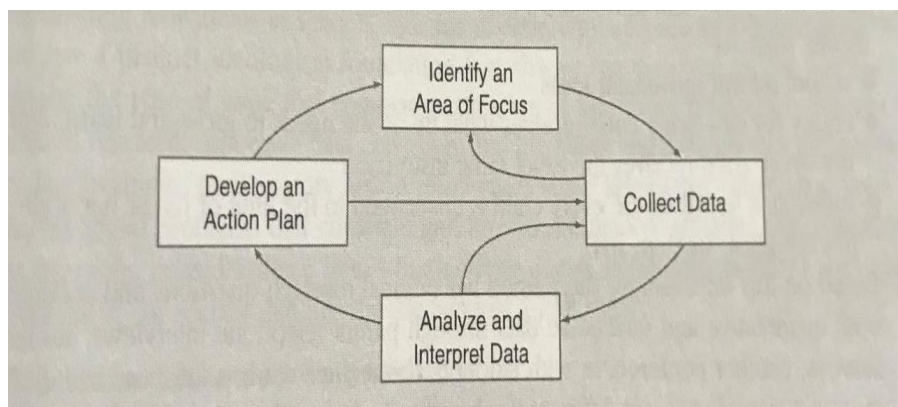


Figure 13. Dialectic action Research Spiral Mills in Creswell (2012)



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Researchers doing action research focus on a continuous inquiry cycle (Sagor, 2000)

comprising seven steps:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

During the first step, researchers identify a problem to tackle and confirm it by investigating. Once there is confirmation, a hypothesis is formulated. Next, researchers plan the classroom intervention and collect data. Towards the end of the implementation phase, researchers analyze and self-reflect on the findings. Finally, findings are shared and improvement actions are taken.

Through action research, teacher-researchers can self-reflect on classroom practices, classroom needs and learning. In a more practical stand, a scenario for change is created. According to Mc Taggart (as cited in Nunan and Bailey, 2009) “the linking of the terms “action” and “research” highlights the essential feature of the method: trying out ideas in practice as to improvement and as a means of increasing knowledge about the curriculum, teaching and learning” (p.5).

### **3.3 Context**

This research study was conducted at a trilingual private school located in the north of Bogota, which offers the International Baccalaureate (IB) program, a coeducation with gender

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perspective model and trilingual education (Gimnasio Vermont, n.d.a). In the coeducation model, boys and girls work in separate classrooms with the purpose of receiving classes tailored to their gender-related interests, skills and motivation; and interact naturally in other school's scenarios such as breaks and events. Students come mainly from high income families and most parents have undergraduate and postgraduate degrees. All students have access to internet and a computer at home and are usually enrolled in extracurricular activities. Due to the coeducation model with gender perspective, students are placed in male or female-only groups but interact with the other gender during breaks and school's events. As the school offers trilingual education, students take most classes in English following this program since preschool: Early total immersion for students enrolled in Preschool, Basic Interpersonal Communication Skills for students from 1<sup>st</sup> to 5<sup>th</sup> grade, Cognitive Academic Language Proficiency for students from 6<sup>th</sup> to 9<sup>th</sup> grade and an International Baccalaureate program (under design) for students in 10<sup>th</sup> and 11<sup>th</sup> grade (Gimnasio Vermont, n.d.b).

**3.3.1 Participants.**

The participants in this study were 25 female students whose age ranged from eight to nine years old and were included in the study with their parents' written consent. Students belonged to one of the second-grade groups in the school and were taking classes with the teacher-researcher following the action research design. Students in second grade take ten subjects in English including Language Arts, where they focus on the language, which comprises ten hours in a seven-day schedule. Due to the nature of the school's program students in second grade have an A2 level and have a good command of speaking and listening skills but find academic reading and writing more challenging as they are just beginning the language acquisition process. Regarding participants' learning profile, they demonstrated willingness to

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learn, enjoyed collaborative work but had difficulties with activities that were not teacher-guided and constantly required the teacher's support and approval. Two students had academic counseling advised by the school as they experienced problems with attention span, focusing on tasks and following instructions.

**3.3.2 Researcher's role.**

The current study had two different researchers with differing roles provided their job situations. As recommended by Creswell (2012), one researcher acted as a teacher-researcher which allowed her to self-reflect on her own practices to seek for ways of improvement and change. The second one was the external researcher who concentrated on researching endeavors and collaborated with the teacher researcher in material and data collection instruments design and analysis. Having a teacher and an external researcher gave the study more validity as the external researcher did not have contact with the students. According to Nunan and Bailey (2009) having more than one researcher protects the research against threats to internal reliability and offers an opportunity to conduct peer corroboration so data is analyzed with a different eye. In addition, the teacher-researcher, following the In-class Flip approach, served as a guide for students giving constant feedback, monitoring activities and providing support.

**3.3.3 Ethical considerations.**

One of the major concerns of this study was to guarantee that students, parents and the members of the academic council were informed on the research process, gave consent to doing it and students' information was treated privately. Therefore, before starting the study, written permission was requested to the school's principal by means of a letter (Appendix D). Second, parents were informed on the research study and consent letters were signed (Appendix E), this way all parties involved in the research were informed and authorized their voluntary

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participation. Lastly, the data analysis was done protecting students' identity by substituting their names with a code referring to each student as student 1, student 2, etc.

**3.4 Data Collection Instruments**

To collect valid and reliable data to answer the research question leading this study and connected to the effects of In-class Flip in self-regulation when writing narrative texts, a teacher's journal, a self-regulation questionnaire, students' artifacts, exit slips, a satisfaction survey and a focus group were used.

**3.4.1 Descriptions and justifications.****3.4.1.1 Questionnaires.**

Questionnaires allow researchers to collect data qualitatively by means of creating open-ended and close-ended questions. According to Creswell (2012), close-ended responses provide sources to support concepts and theories in the literature whereas open-ended responses provide reasons to support the former and comments from participants that can contribute to find overlapping themes. The first questionnaire used during the needs' analysis phase was the initial self-regulation questionnaire included in the needs' analysis format (Appendix C) and determined if students perceived themselves as self-regulated and was also used at the end of the implementation to compare students' new perceptions on self-regulation. The second type of questionnaire was the exit slip (appendix F). It was used at the end of each writing stage (drafting, writing, revising, editing and publishing) to verify students' understanding of the lesson and to promote self-reflection as a metacognitive strategy to foster self-regulation.

**3.4.1.2 Teacher's journal.**

According to Bailey (as cited in Nunan and Bailey, 2009), "by using journals, researchers can document experiences through regular and candid entries which, are later analyzed to find

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recurrent patterns or salient factors” (p.292). To collect the data, the journal format designed by Franco (2014) (appendix G) was used in the current study as its practical format allowed the teacher-researcher to easily record entries on the lessons taught. The journal was used through the entire implementation.

**3.4.1.3 Students’ artifacts.**

Students’ artifacts were collected to foster understanding of one of the constructs of this research; writing. As Silverman (2001) refers, to analyze these artifacts, the context and the content must be examined considering the other data gathered. Students were asked to produce two types of texts during the implementation phase; opinion and compare-contrast texts. Due to the current’s research conceptualization of writing from a process perspective, students created a portfolio where they filed the products of each stage until the last product was completed and published. The final products were graded following a rubric that the teacher used to assess from 10 to 100 based on purpose and focus, organization, details, word choice, and editing (Appendix H). These final products, together with the process included in the portfolio, provided the researchers evidence of the students’ internalization of each of the writing stages, and assessment of the quality of the writing students were producing under the FL approach. A sample of students’ artifacts was chosen using a randomizer and is included in appendix I.

**3.4.1.4 Satisfaction survey.**

A written satisfaction survey was used at the end of the implementation to measure students’ attitudes towards the strategy chosen and the learning environment. According to Dörnyei (as cited in Nunan and Bailey, 2009), surveys are perfect for asking attitudinal questions at a specific point. In this case, the researchers wanted to discover students’ perceptions of the FL implementation, the activities proposed and their understanding of the flipped components

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and its pillars to analyze this information against teacher's observations. The survey was adapted from Buitrago & Diaz (2018) and asked students to agree with certain statements on a Likert scale followed by open-ended questions to support their answers and multiple-choice questions (appendix J).

**3.4.1.5 Focus group.**

Creswell (2012) describes focus groups as an instrument to collect data on shared understanding of a topic from several individuals as well as to get views from specific participants. In a focus group the researcher asks a small number of general questions and elicits information from all participants. The current study conducted a focus group at the end of the implementation to identify and analyze the self-regulatory strategies students had developed as a result of the intervention. Seven students were selected using an online randomizer and represented thirty percent of the population. The interview was video-recorded and the teacher-researcher asked questions connected to the FL pillars to direct the discussion (appendix K).

**3.4.2 Validation and piloting.**

Prior to the use of the different instruments in this study, the thesis director read and revised them to assure they were appropriate and targeted the research question. Also, instruments were piloted with a different group of second graders to guarantee instructions and language were clear to avoid misunderstandings and lack of accurate data. During the process of data analysis, triangulation among the different data collection instruments was used, this is described by Creswell (2012) as the process of corroborating evidence from different types of data, methods of data collection or individuals with the intention to find supporting evidence on a theme. This process ensures that the study will be accurate and credible as information comes from multiple sources.

**3.5 Conclusion**

This chapter described the research design as well as the context of the study including the participants and the researchers' role. In addition, an explanation on the data collection procedure and instruments was provided including the validation and piloting mechanisms used. The next chapter will present the instructional design and implementation of the study.

## **Chapter 4: Pedagogical Intervention and Implementation**

### **4.1 Introduction**

In this chapter the vision of language, learning and curriculum are presented to articulate the implementation of an In-class flip approach with second graders. Then, the pedagogical design of the implementation is presented including lesson plans and instruments elaborated to foster students' self-regulation. This will provide the reader information about the procedures and tools that were used in this research to conduct the implementation.

### **4.2 Visions of Language, Learning, and Curriculum**

#### **4.2.1 Vision of language.**

Nunan (2007) defines language as the most complex of human phenomena and presents it as a tool to communicate that goes beyond the utterances by the resources it provides. Ortega and Tyler (as cited in Uno, Mariko, Park, Hae In, Tyler, Andrea, Ortega and Lourdes, 2016) also placed language as the means to connect during the communication process; humans learn to use the linguistic resources to create meaning using all linguistic forms. This conception of language applied to language learning provides evidence that language is learned by exposing the learner to meaningful communication with others, and then it develops into more complex forms throughout time. The current research conceives language as a tool for communication that incorporates systems that work together to make sense of the world. Through language, students communicate their perceptions of life as well as social systems and values.

#### **4.2.2 Vision of learning.**

The current research views learning as an active, contextualized and social process that builds on previous knowledge, and requires learners' motivation and cognitive engagement. Dewey (1997) and later Bransford, Brown, and Cocking (2000), talked about learning through



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the interaction with the environment and active involvement in the curriculum, hence placing the student as an active agent in their learning process and involving physical exploration through activities, which is one of the strategies used by FL to engage students.

Learning must also build on previous knowledge. Vygotsky (1978) conceptualized learning as a process that must take into consideration students' previous knowledge and experience, this is the foundation of meaningful learning. Schwartz and Fischer, (2003) built on this idea by highlighting that knowledge is constructed in different ways based on learners' experiences. Letting students discover the concepts and structure of writing and including their knowledge of the world in their products, allow<sup>9</sup> them to adjust their schema.

Learning is a social phenomenon. Bransford, Stevens, Schwartz, Meltzoff, Pea, Roschelle, Vye, Kuhl, Bell, Barron, Reeves, and Sabelli (2006), stated that learning is fostered through the interaction with peers, the environment, language and the culture the students are immersed in. Promoting collaborative work enhances this characteristic of learning and contributes to creating a culture of knowledge.

Lastly, learning must be motivating and engaging for students. Lamb, Gao, and Murray (2011) state that motivation and autonomy are linked to learners' identities and motivation can be fostered in the classroom. Research on FL has concluded that one of the major advantages of this approach is the increase in students' motivation (Soliman, 2016).

#### **4.2.3 Vision of curriculum.**

Curriculum, in the current research, is dynamic and comprises the learning experiences of the individuals; these experiences cannot be planned in the curriculum as teaching is not entirely prearranged (Shao-Wen, 2012). Marsh (as cited in Shao-Wen, 2012) presents curriculum as "an interrelated set of plans and experiences which a student completes under the guidance of the

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school” (p.155). The plans are those designed and written in advanced by the school and the experiences are unplanned events that occur in the delivery of the class and resemble what learners could find outside the classroom. The curriculum incorporates and mirrors school's cultural, political beliefs, and social values (Shao-Wen, 2012). Curriculum, according to Nunan (1998) must be process-oriented and include the following essential elements: need's analysis, identification of goals, objectives, material development, activities for learning, learning mode, environment and evaluation always considering the students as the center by considering their difficulties, strengths and resources available. This research contributes to strengthen the language curriculum as it provides information on students, focuses on the student as the center of the process and contributes to foster the institution's differentiation.

**4.3 Instructional design.**

The current research was planned to be implemented in eight sessions distributed over a month's time. The implementation was also programmed to start right after Easter break, to be aligned with the school's scope and sequence which indicated students should start working on opinion and compare and contrast writing.

Prior to starting the implementation, the teacher-researcher conducted a demo lesson on FL and the In-class Flip approach to raise students' awareness and help them understand the new class' dynamics. Considering the limited technological resources available in the classroom, the flipped phase was designed using posters, handouts, and occasionally videos. Depending on the resources, different in-class flip configurations were used. During the practice stage, students rotated among the different stations that were usually duplicated. Instructions and materials were available at each station as well as a stopwatch to alert students on when to rotate. This served as a mechanism to promote self-regulation since it allowed students to plan activities according to

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the time and the instructions provided, monitor their progress against time and instructions and at the end of each activity assess if they had complied with it based on the instructions initially received. The configuration used for each station was included in each lesson plan (Appendix L). At the end of each class, students worked independently or in pairs in the writing stage of the session. This last activity gave the teacher flexibility to check students' work and provide feedback.

According to action research, ongoing reflection allows for adjustments to the implementation; these adjustments were done after lesson plan 2, where the need to include written instructions per activity on each station was evidenced. Changes were also done at the end of lesson plan 4 when the first text was produced. The changes here covered less activities to allow time to complete them all, different ways to present the same information and an independent station for early finishers.

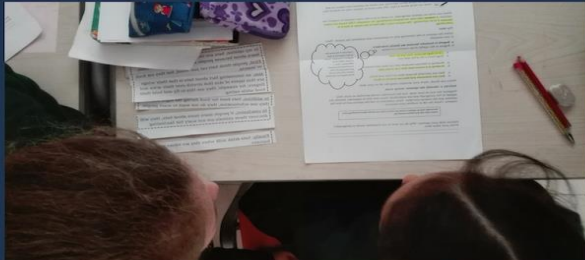
**4.3.1 Lesson planning.**

The lesson plan format was based on Rubin's (2012) template (Appendix L) and incorporated curriculum parts such as goals, resources, assumed knowledge, anticipated problems and solutions, stage, procedure, interaction type and classroom configurations which was added to the lesson plan in the interest of considering Flipped Learning classroom arrangements.

The materials were designed by the researchers for the most part, and some available resources at school, such as the book, were seldom used; a sample of the materials designed for the implementation can be seen in appendix M. The lesson plan was divided into three main stages flipped content or presentation which included three stations and resources such as posters and handouts, and sometimes, videos. Next, the practice phase included three activities that


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could be done in any order and had students rotate among the different stations to complete them; these practice activities involved collaborative work, peer interaction and the teacher acted as a guide. Finally, students worked on the writing stage of the class independently or in pairs. An exit slip was incorporated to assess students' understanding of the class' key concepts. The general sequence of each lesson plan is described below in figure 14.




## SEQUENCE OF IN-CLASS FLIPPED LEARNING

### FLIPPED STATIONS




- 3 stations duplicated with handouts and posters pasted on the wall and activity instructions on each station.
- When videos were used, the half-half configuration was used. Half of the class watched the video with teacher's assistance and completed a handout, the other half worked on an independent station.

### PRACTICE STATIONS



Three stations duplicated for a total of six stations. Each station offered written instructions. Sequence configuration was used here. Students had a limited amount of time set by a stopwatch displayed in front of the class. Students also had a rotation sequence model pasted on the wall to know their next station.

### WRITING STAGE



All Students worked on the same activity based on the session's writing stage:

- Session 1 and 5: Pre-writing
- Session 2 and 6: Writing
- Session 3 and 7: Revising
- Session 4 and 8: Editing and publishing final products 1 and 2.

Figure 14. Sequence of this In-Class Flip implementation.

*IN CLASS FLIP: TRIGGERING SELF-REGULATION***4.3.2 Implementation.**

The implementation of the current study was initially planned for eight sessions, so eight lesson plans were created. It was scheduled to take place during the month of April 2018, three times per week when the students had a hundred-minute classes. The other days, during the fifty-minute sessions, students would work on other skills such as vocabulary and reading following the school's scope and sequence. However, this schedule was modified as lesson plans 1 to 4 which worked on the opinion text took more sessions since students were adapting to the new approach and spent more time on each station, hence the fifty-minute session had to be used for the implementation. The final lesson plans; 4 to 8 which focused on comparing and contrasting texts were smoother because they built on students' previous knowledge of the writing stages and the strategy selected to address the problem.

Regarding data collection, some data were gathered from teachers' journals, exit slips and the students' artifacts. Other data were collected in different sessions such as the satisfaction survey and the focus group. Table 3 illustrates the implementation process in detail.

*Table 3. Implementation process detail*

<b>Stage</b>	<b>Dates and time 2018</b>	<b>Activity</b>	<b>Instrument</b>
<b>Implementation</b>	April 9 <sup>th</sup> 100 min	-Lesson plan (LP) 1- Topic: Mammals- Opinion text. Planning and drafting stage	-Exit Slip
	April 10 <sup>th</sup> 100 min		-Teacher's journal
	April 11 <sup>th</sup> 100 min	-LP2- Topic: Mammals- Opinion text. Writing stage	-Exit Slip
	April 12 <sup>th</sup> 100 min		-Teacher's journal

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	April 13 <sup>th</sup> 100 min April 16 <sup>th</sup> 50 min	-LP3- Topic: Mammals- Opinion text. revising stage	-Exit Slip -Teacher's journal
	April 17 <sup>th</sup> 100 min April 18 <sup>th</sup> 50 min	-LP4- Topic: Mammals- Opinion text. Editing and publishing <u>First Final Product</u>	-Exit Slip -Teacher's journal
	April 20 <sup>th</sup> 100 min	-LP1- Topic: Food- Compare and contrast text. Planning and drafting stage.	-Exit Slip -Teacher's journal
	April 23 <sup>rd</sup> 100 min April 24 <sup>th</sup> 100 min	-LP2- Topic: Food- Compare and contrast text. writing stage.	-Exit Slip -Teacher's journal
	April 25 <sup>th</sup> 100 min April 26 <sup>th</sup> 100 min	-LP3- Topic: Food- Compare and contrast text. revising stage.	-Exit Slip -Teacher's journal
	April 27 <sup>th</sup> 100 min	-LP4- Topic: Food- Compare and contrast text. Editing and publishing. <u>Second final product</u>	-Exit Slip -Teacher's journal
<b>Post-implementation</b>	April 30 <sup>th</sup>	-satisfaction survey and self-regulation post-test	-self-regulation post test -satisfaction survey
	May 16 <sup>th</sup>	-focus group	-focus group questions on the FL pillars

During the implementation phase, emphasis was given to collaborative work, which was emphasized by the station rotation model favored by In-class flip. The lesson plan (appendix L)

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evidences how the class activities were structured for students to work collaboratively along their writing journey. Students were organized into five different stations with four students each and one station with five students. Then, a rotation sequence was created and displayed in the classroom to let students know how they needed to rotate among stations when needed. Each class was divided into presentation, practice and writing. The presentation section usually lasted fifty minutes and used a sequence configuration and presented the flip content through three independent activities. Since there were six stations and three presentation activities, stations were duplicated; two stations worked on the same activity. A stopwatch was displayed in the front of the classroom to let students know how long they had to finish the activity. After the time limit, students moved to the next station following the sequence published in the classroom. Lesson plans 3 and 7 included videos as one activity of the presentation stage of the class. In those classes and because there was access to only one computer in the classroom, the half-n-half configuration was used. Half of the students (three stations) watched the video projected by the teacher, while the other half worked on other activities to flip content. After all students had worked on the three flip stations, the materials were collected, and the materials for the practice stations were delivered. To avoid making this an unnecessary long task, the teacher had previously organized materials in an envelope that included instructions and material.

The practice stage lasted sixty minutes approximately and followed the same sequenced configuration, including three different activities that could be done in no particular order, and were duplicated in the six stations. The timer was also set to let students know when to rotate using the rotation sequence. At the end of the practice stage, students were ready to work on their own writing product, so a non-station configuration (solo and duo) was used here. The solo configuration was used when students needed to draft and write their products. A duo

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configuration was implemented to plan and provide feedback on the different moments of the writing process. Students spent different amounts of time on this stage of the class, depending on their needs and their mastery of the elements they had practiced.

**4.4 Conclusion**

This chapter situated the current research in a social, contextualized view of language, an active, student-centered learning process and a vision of curriculum perceived as the total amount of experiences the learner meets under school's guidance. Then, a description of the instructional design was done emphasizing on the pre-implementation stages and the design of the implementation. After that, a comprehensive description of the lesson plans was presented to contextualize the scope of the study in terms of content and strategy selected. Finally, a description of the study's implementation included a review of the pre-implementation, implementation and post-implementation activities conducted during the research.



## **Chapter 5: Results and Data Analysis**

### **5.1 Introduction**

The current chapter describes how the collected data were analyzed to answer the research question on the effects of In-class Flip on second graders' self-regulation when writing opinion and compare and contrast texts. Qualitative data were collected using the instruments described before (teacher's journal, self-regulation questionnaire, exit slips, focus group, satisfaction survey and writing artifacts). To analyze the data, a grounded theory approach was followed which is described by Creswell (2012) as:

A systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action or an interaction about a substantive topic. In grounded theory research, this theory is a "process" theory – it explains an educational process of events, activities, actions, and interactions that occur over time. Grounded theorists proceed through systematic procedures of collecting data, identifying categories, connecting these categories and forming a theory that explains the process. (p. 423)

In addition, by comparing the data collected through the different instruments, the researchers were able to find patterns to validate and ensure that the findings provided supporting evidence to answer the research question.

### **5.2 Data Management Procedures**

After gathering the data from the different instruments, researchers organized it for further analysis. First, students' answers to the initial and final self-regulation questionnaires were tabulated on excel spreadsheets to allow for comparison and to visualize changes in students' self-regulation perception. Also, the results from the satisfaction survey, comments in the teacher's journal and the exit slips' comments were tabulated on spreadsheets serving as a

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source of information on students' and teacher's impressions on the process. Next, the focus group questions and responses were transcribed to collect students' comments on the influence of the FL pillars. Lastly, the students' writing artifacts collected through the implementation, were assessed using the rubric (Appendix H) to serve as evidence of the development of the writing process.

**5.2.1 Validation.**

To validate the findings and provide accurate interpretations, this research study used different types of triangulation. Denzin (as cited in Nunan and Bailey 2009) describes four types of triangulation: data triangulation, theory triangulation, researcher triangulation and method triangulation. We used three of these types. First, method triangulation was conducted by collecting data using different methods (questionnaires, journal entries, surveys and focus group) thus allowing researchers to compare information collected to find patterns and similarities. Second, data triangulation was used by drawing information from different sources: students and teacher-researcher. Third, researcher triangulation was directed by having a teacher-researcher and a researcher both analyzing the data obtained independently. All this process ensured quality in the study because, as mentioned by Creswell (2012), information draws on multiple sources, individuals or processes.

**5.2.2 Data analysis methodology.**

After gathering the data, we used a systematic design for Grounded Theory following the three phases described by Creswell (2012).

1. Open coding: data from different sources are analyzed, and codes emerge to further form categories.

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2. Axial coding: an open coding category is selected as the core category and other categories are related to it. These categories can be causal conditions that influence the core category.

3. Selective coding: researchers write a theory based on the interrelationship in the axial coding model.

First, emerging codes from the different instruments were tabulated in a spreadsheet and a total of 124 codes appeared. Next, using a color-coding system, findings in the different instruments were visualized and analyzed and the data was reduced to 49 codes. Then, in the axial coding phase, relations were established using linking nodes, the remaining codes were rearranged and the categories that answer the research question emerged (appendix N). In this phase the core category; *Learners' Self-regulatory traits* and two subcategories emerged. Also, two main categories *learning-teaching ecology changes* and *motivational activators* with two and three sub categories each were established. Finally, during the selective coding phase the interrelationship between the categories was presented considering the research question of the study.

### **5.3 Categories**

The data gathered were analyzed following the procedures mentioned above. From the interpretation of the data using the systematic design (Strauss & Corbin, 1998) to Grounded Theory approach, one core category and two main categories that describe causal conditions emerged.

#### **5.3.1 Overall category mapping.**

Through the open coding of the data collected, the researchers can define what is happening in the data and begin to understand what it means (Charmaz, 2006). In this study, the

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data collected were analyzed considering points of view (students or researchers), theoretical nature, and what the data suggested. The initial coding stage remained close to the data by formulating simple, clear and short codes that compared the data from different sources to discover similarities and differences as seen in Table 4.

*Table 4. Open Coding Phase.*

**Research question: What effect does In-class flip have on second graders' self-regulation when writing narrative texts?**

<b>Category 1</b> <b>Motivational activators</b> <b>Elements that generated</b> <b>motivation in learners</b>	<b>Category 2</b> <b>Learning-Teaching Ecology</b> <b>How the teaching - learning</b> <b>environment changed.</b>	<b>Category 3</b> <b>Learners' self-regulatory</b> <b>traits-</b> <b>Where self-regulation is</b> <b>perceived/behaviors</b>
Positive attitude towards learning Writing from boring to fun Increased writing interest Meaningful learning Tailors different learning style Extrinsic motivation Tackle Ss interests Ss enjoyed material and instructions Illustrations=more motivating Variety of activities High satisfaction on activities Usefulness of instructions Recycled and scaffolded material Fun activities Ss emotional engagement through personalized material	Collaborative work Less individual work Peer support Solidarity Peer instruction Construction in community Socialization Independent work Group work, cooperative work and Socializing make things easier Student centered activities Teacher as a guide More challenging More active learning T-Ss positive relations Differentiated instruction	Self-confidence Learn from mistakes Ss Awareness Responsibility Self-reflection Lack of understanding of Self-regulation Understanding of strengths and weaknesses Opportunities to improve Anticipation Incorporation of feedback Ss in charge of learning More independence Resourcefulness Strategies to learn without teacher dependence Follow instructions Application of concepts Ss identify progress

These codes were then analyzed to find relationships among them; this new grouping restructured the data initially assembled to produce the core category, and two main categories. To support this new configuration, a coding paradigm was used to map the findings of the

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research; the main causal categories were organized around the core category as seen in figure 15.

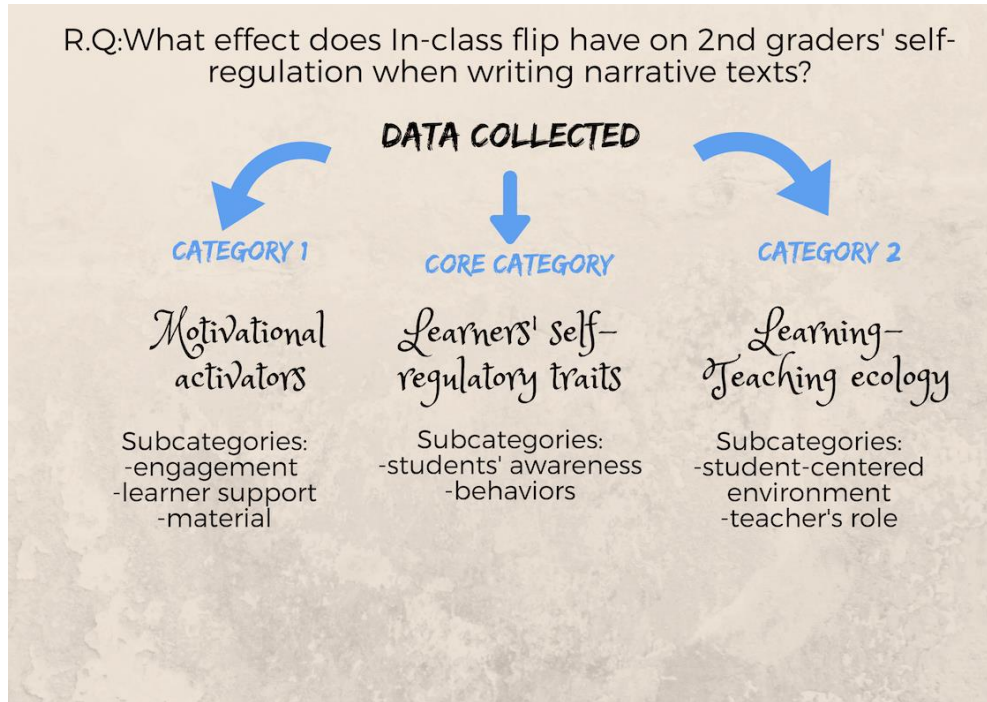


Figure 15. Coding Paradigm

The final phase in this systematic design was selective coding. Here, the findings were analyzed from the interrelations of the categories to formulate and answer to the research question. A discussion on each of the categories is provided in the next section.

### 5.3.2 Discussion of categories.

The data analysis revealed the categories below which answer the question of the current study: What effect does In-class flip have on second graders self-regulation when writing narrative texts? It was confirmed that In-class flip promotes self-regulatory traits which are evidenced in students' behaviors and detailed in the core-category of this section. Regarding the objectives of this research, the categories motivational activators and learning-teaching ecology serve as elements that supported the development of self-regulatory traits in students.

**5.3.2.1 Motivational activators.**

One of the effects of In-class flip, as evidenced by the research of Rickie and Evans (2015), is the increase in motivation in students. Motivation, in turn, supports the development of self-regulatory behaviors which is the problem identified in the current study. According to Zimmerman (1992), learning has an emotional dimension which affects directly the way students approach a task and the strategies selected to finish it. In addition to this, Motivation affects the way students approach learning (Dweck, 2006); Zimmerman (2011) includes it as one of the subprocesses in the self-regulation cycle. Additionally, in-class flip places motivation as one implication of meaningful learning as a result of having students be active agents in their process (Hamdan et al., 2013). Based on this, it is deduced that the motivational activators that were incorporated by the implementation of In-class flip, affected directly the development of self-regulation in students.

During the implementation stage, the In-class flip sessions incorporated tactics to foster metacognitive strategies and promote self-regulatory behaviors in the learners. These tactics included group work, design of personalized material, and activities that included external rewards. The data analysis showed that students responded positively to these strategies, which increased students' motivation to initiate, monitor and plan activities. The category and its supporting subcategories: student engagement, material and learner support will be described in this section.

**5.3.2.1.1 Student engagement.**

Self-regulation, according to the data, was triggered by the increase of motivation in students. The needs analysis questionnaire and the teacher's journal conducted during the need's analysis stage evidenced students' engagement towards writing was low because they perceived it as a difficult task. For this reason, the change in students' perception towards writing caused by the engagement with the new dynamics, is considered an important finding that fostered self-regulatory behaviors. Excerpt 1 evidences how students' engagement towards writing increased as a result of the implementation.

*"Que yo antes no tenía idea que yo podía escribir párrafos largos porque me daba pereza escribir, cuando empecé a escribir ya me gustaba escribir párrafos más grandes, párrafos sobre la familia, sobre cualquier cosa." (Student 3)*

Excerpt 1. Focus group. Question 3. May 11<sup>th</sup>, 2018

Learners' engagement boosted extrinsic and intrinsic motivation during the implementation. First, student's extrinsic motivation increased due to the incorporation of some triggers in the activities such as stickers, games and rewards. These elements connected learners with the activities and promoted motivation and remembrance as students mentioned in the satisfaction survey these sessions were engaging and easy. One example of this, is one of the sessions which included a video comparing the structure of an opinion paragraph to an Oreo cookie; after identifying the parts of an opinion text; students received an Oreo as a reward. In the satisfaction survey, 9 students answered this activity was particularly easy; 3 students mentioned the Oreo cookie directly as the reason why the activity was fun, and 6 mentioned that the opinion paragraph activity was particularly easy to work on. These findings reveal how students' engagement affect the way they approach a task and leads to motivation. Zimmerman

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(1992) states that these external rewards affect the way students approach certain tasks, and the investment in effort during learning. The positive reaction of students towards this type of activities contributed to trigger self-regulatory behaviors as the implementation progressed.

The new classroom arrangement and the rotation model were extrinsic motivators that contributed as another factor to increase engagement. Students reported that the sessions were motivating for them and included the organization of the classroom and the fact they had to move around as reasons for this positive reaction. This increase in motivation could be attributed to the active, participative role given to students, which according to Ginsburg and Opper (2016), affects motivation and self-regulatory processes. Evidence of this increase in motivation as a trigger for self-regulatory behaviors is found in the satisfaction survey. When asked to grade their sessions by indicating if they were motivating, 86% of the population indicated that they liked or loved the sessions. Also, in the comments they added the possibility to talk to their classmates and being active and moving during class time. Figure 16 shows these results:

**A 8. Motivating Sessions**

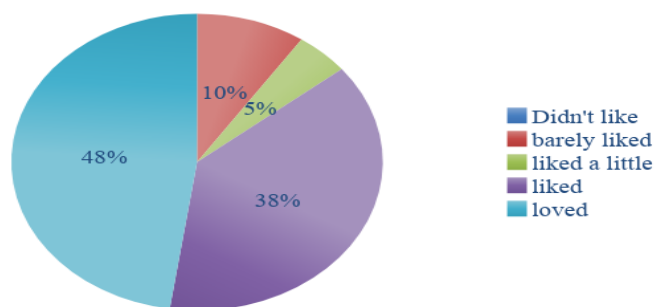


Figure 16. Satisfaction Survey. May 3rd, 2018

As the implementation progressed, the researchers found evidence of students' positive engagement which fostered intrinsic motivation. In the exit slips, 60% of the students evidenced



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engagement by asking questions about how to make the perfect paragraph or anticipating to the upcoming steps of writing as seen in excerpt 2. Based on this, it could be inferred that students' motivation towards the subject matter increased and did not depend on external rewards but on students' intrinsic drive.

"How do you do a perfect paragraph?"  
 "How many writings we have to do for have a perfect paragraph"  
 "What are we going to do when we finish"

Excerpt 2. Exit slip 2. Students' comments. April 16, 2018

Students' engagement is also evidenced in the teacher's journal when the teacher-researcher comments in lesson plan 4 that students were eager to help their classmates and were interested and engaged while watching the videos the teacher had created to present the topic. As the study advances, the growth in intrinsic motivation is evident in the teacher's journal entries. At the beginning, the teacher registered students' difficulties to adapt to the new dynamics, but as the sessions moved forward, students are described as engaged, motivated to participate, help classmates and learn.

Facts	Reflection
Students said they liked the activities and the rotation model helped them know where they were going.	Students were motivated to participate in the interactions

Excerpt 3. Teacher's Journal. April 19<sup>th</sup>, 2018

In conclusion, the implementation of In-class flip influenced students' engagement and contributed to foster extrinsic and intrinsic motivation which is a requisite to develop self-regulation. Engagement and motivation towards writing raised in the group because of the

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implementation of In-class flip as evidenced in the following excerpt where one student exclaimed that she had experienced and seen a great interest in writing in the group.

*"Pensando en mí y pues en el resto, yo creo que el rol ha cambiado en una forma un poco diferente porque ahora todas no solo le preguntamos a la profesora, sino también tenemos otros acudientes, por decirlo así para preguntar y no solo a la profesora. Yo reconozco que algunas niñas, hasta yo, antes no me gustaba escribir tanto. Pero ya que comenzamos flip veo un gran interés en la escritura." (Student 3).*

Excerpt 4. Focus Group. Question 3. May 11th, 2018

External rewards affected the forethought phase of academic learning where the pre-existing beliefs determine the stage for learning (Zimmerman, 1998). Also, some elements such as classroom arrangement, station rotation and a student-active role helped learners develop their intrinsic motivation. This finding supports the study conducted by Baepler, Walker and Driessen (2014) where an active space replaced a lecture and students obtained better results.

#### **5.3.2.1.2 Learner support.**

Another dynamic promoted by In-class flip, which activates motivation, refers to the central active role of the student in the learning process and the support they can receive from peers and the teacher. During this research, students, were asked to collaborate among them and received personalized support from the teacher. This dynamic is supported by Vygotsky's (1978) view of active learning as he stated that children need a competent peer or adult guidance to move from one developmental stage to the other building on existing abilities and knowledge. FL's *flexible environment*, according to Carbaugh and Doubet (2016), allows content to be scaffolded thus providing learners the support to progress at their own pace. This support is categorized as one of the enhancers of self-regulatory behaviors in this research.

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Learner support is evident in the students' answers during the focus group; students acknowledged that having peer support was crucial to advance in their tasks. Additionally, they recognized that being that competent peer promoted collaboration and learning.

*"Ha cambiado un poco porque también las niñas ayudan a las otras. Antes era un poco más individual como solo las niñas levantaban la mano y pues en el flip hicimos que las niñas que ya terminaron y pues que estaban dispuestas a ayudar se ponían a ayudar a otras niñas que no habían terminado como por ejemplo en las estaciones y en las actividades que hicimos."* (Student 1).

Excerpt 5. Focus Group. Question 1. May 11th, 2018

Going further, students also showed their willingness to be the support their classmates needed and embraced that role with responsibility, considering the impact this had on the academic success of their partners. This is evidenced in excerpt 6.

*"Si, porque por ejemplo una niña entendió todo y lo hizo todo bien, y por ejemplo otra niña no entendió mucho; entonces la niña que lo hizo bien le puede explicar a la otra niña para que la otra niña entienda bien y le vaya bien en esa materia."* (Student 2).

Excerpt 6. Focus group. Question 1. May 11th, 2018

Learner support present in the In-class flip environment was also perceived in the satisfaction survey when students were asked about the teacher's role and the opportunities she provided for feedback and guidance. 95% of the students said the teacher provided those opportunities in a constant basis as evidenced in figure 17. Likewise, when asked to grade some aspects of the FL implementation, students added collaboration as one additional aspect they had enjoyed from the sessions.

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**F.5 The teacher was a guide and provided feedback opportunities to students**

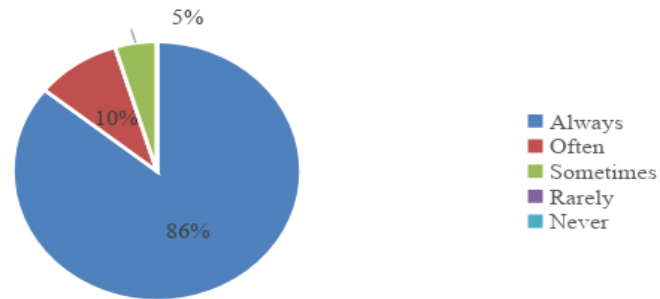


Figure 17. Satisfaction Survey. May 3<sup>rd</sup>, 2018

Nevertheless, the learner support provided from teacher and peers presented some irregularities throughout the process. During the implementation, the teacher researcher's journal registered that due to teacher and students' lack of experience with the In-class flip approach, a lot of time was spent setting the classroom, giving instructions or distributing materials; this is evidenced in excerpt 7.

Facts	Reflection
<p>Students had problems distributing roles in group activities because nobody wanted to write down. Teacher had a difficult time monitoring all the stations since there is a lot of material and students are getting used to rely more on instructions and less on teacher.</p>	<p>Group work must have roles where everybody does something similar. Lots of material might confuse teacher. Having a system to organize it could help.</p>

Excerpt 7. Teacher's Journal. April 16<sup>th</sup>, 2018

Also, students who were working together had difficulties assigning and assuming tasks which caused activities to be longer than planned. One entry in the teacher-researcher's journal registers the difficulties caused in group work when one of the activities required one student to write down the connectors, while the others just read or highlighted words. Nobody wanted to

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write and deciding who would do it caused students to take longer. However, towards session four of the implementation, these behaviors improved.

In conclusion, the learner support that In-class flip promotes, fostered students' active participation and created a new active role for them. This role activated students' motivation as they realized they could guide their peers and contribute to their successful learning. Also, the support they received from the teacher was appropriate and personalized which maximized time usage. It also contributed to generate a growth mindset as students could help their classmates correct their mistakes and understood that these were a natural part of the process.

**5.3.2.1.3 Material.**

One of the pillars of FL involves Intentional Content, which refers, among other things, to being aware of the kind of material students would be exposed to. The material was found to be another activator of motivation since the variety of material formats that In-class flip permits tailors to different cognitive styles and allows for flexibility since it can be revisited in the future (Evans & Ricke, 2015). The material selection can contribute to foster motivation in students and develop self-regulatory strategies (Lai & Hwang, 2016). In this research, the personalization of material had an evident impact on students' motivation and involvement because different from other approaches, material used in In-class flip should be self-explanatory, visually attractive and include clear instructions and enough examples that replace teacher's presentation of content. Students reported in the focus group that the posters had drawn their attention because they were handmade and included illustrations. This finding contributes to the development of strategies to help second graders become self-regulated which was one of the goals of the current study.

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*“A mí me pareció que las imágenes que ponías en el poster como que nos motivaban a leerlos porque se veía más divertido.” (Student 3).*

Excerpt 8. Focus Group. Question 5. May 11<sup>th</sup> 2018.

In the focus group, students also referred to the instructions designed for each station as helpful and conducive to learning. This type of material contributed to an autonomous learning environment that allowed students to check their answers and, in their own words, learn from their mistakes. Instruction usefulness was also evident in the satisfaction survey where students expressed the activities had not been particularly difficult due to instructions being clear enough. Excerpt 9 elaborates on the impact instructions had on students' motivation and growth mindset as they recognized they could learn from their mistakes. According to Dweck (2006), having a growth mindset is a requisite to become self-regulated because it promotes reflective processes and help students adapt.

*“A mí me pareció que las imágenes que ponías en el poster como que nos motivaban a leerlos porque se veía más divertido.” (Student 3).*

Excerpt 9. Focus Group. Question 5. May 11<sup>th</sup>, 2018

Additionally, the handouts to work on the writing stages included sections where students could make metacognitive strategies visible and reflect on their process. This reflection process also contributed to students' self-regulation development as evidenced in the exit slips where students answered they would use strategies such as monitoring, planning and reflecting as mechanisms to improve their writing. In the first exit slip (ES), students were able to reflect on their level of understanding of the presentation part of opinion paragraphs. Students had choices to indicate their level of interiorization of the topic. Options 1 and 2 indicated that they needed more help with certain aspects, whereas option 3 stated they had understood everything. 91% of the students responded that they needed to reinforce certain aspects of the topic. Additionally, in

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ES 2, students were invited to write how they would improve their writings. Most students proposed specific actions, instead of general responses. Some of their answers are illustrated below and evidence the monitoring strategy in action.

I will improve my draft by...	
Working faster	Complete sentences and commas
Doing on the back the correction	Checking the spelling and my ideas
Making it longer	Taking a little bit of more info

Excerpt 10. Exit Slip 2. April 16<sup>th</sup>, 2018

Material was also personalized for students and this generated motivation. The teacher created a video to explain the editing stage, this video was shared in class and students reacted positively to it. They were curious to see how it was done and did not have difficulties incorporating the information presented. There was another online video shown after that and explained an activity for publishing. The teacher noticed that students had difficulties understanding the video and had to offer additional examples to illustrate the activity. This is registered in the teacher's journal below.

Facts	Reflection
<p>A video was created by the teacher to explain this part and students asked the teacher about how much time she had invested making the video.</p> <p>The content of the second video was more difficult for students to understand so the teacher had to give examples using their writings which took more time</p>	<p>The fact that the video was directly addressed to the students made a difference. Students were interested and engaged.</p> <p>It would have been better if the teacher had created a video using examples of the writings they had created.</p>

Excerpt 11. Teacher's journal. April 26<sup>th</sup>, 2018

Material personalization generates motivating scenarios as described by Buitrago and Diaz (2016) in their study. The use of material tailored directly to students pre-existing beliefs and information that the teacher already knew promoted a scaffolded construction of knowledge.

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Another way material contributed to develop motivation and fostered self-regulatory behaviors in students was the portfolio they created with their writings. Students' metacognitive strategies and improvement were visible in each step through the different stages of writing. At the end of each writing stage, students were able to assess their own, or their partners' work, by completing a checklist as seen in excerpt 12. The teacher also provided feedback and then changes in the text were made. Evidence of this reflective process is registered in students' portfolios. Nevertheless, the researchers perceive the students' artifacts could have been complemented by a reflection on the writing process written by the students.

OPINION WRITING

**Practice 3- Write your first draft- Individual**  
**Instructions:** Use the frame below to write your first draft for your opinion paragraph

My favorite pet is dogs they are the best  
 To begin with, The dog is very soft and cute.  
 For example, They have many fun <sup>restate the example</sup>  
 In addition, They are very friendly.  
 For instance, (It's because) when we are sad they help you  
 Lastly, They are also very playful.  
 An example is, My dog also likes to play with the ball.  
 To summarize, dog's are the best. ✓

**Introduction Checklist**  
 Does it interest the reader?  
 Does it state the topic?  
 Does it state your opinion?

**Reason-examples checklist**  
 Are my reasons clear?  
 Do they support my I?  
 Do they include good examples?

**Conclusion checklist**  
 Does it restate my opinion?  
 Does it summarize my reasons?

**Wrap-up- Self Assessment session 2- Individual**  
 It's important to check how you did today. Answer the following questions by marking yes/no

Content	Student	Teacher
My paragraph has a complete topic sentence	Yes	NO. Complete the sentence
In included at least 3 supporting reasons with examples.	Yes	YES. Complete concl. reasons. Re-examples
The reasons and conclusions are connected to the topic	Yes	YES ✓
I restated my topic sentence in the conclusion.	Yes	YES.
I used correct punctuation and capitalization.	Yes	NO. Don't capitalize <u>pet</u> & <u>conclusions</u> .

**Strategies to achieve my goal**

	Student
I checked my drafting plan to make sure I had all the reasons and examples	Yes ✓
I created a plan to draft my paragraph.	Yes ✓
I revised my first version to check for spelling, punctuation or incomplete statements.	Yes ✓
I completed the activities within the time allotted.	No ✓

Excerpt 12. Students' artifacts with self-assessment

Lastly, in the satisfaction survey, students expressed they had enjoyed the materials presented which accounts for engagement. Regarding each material specifically; 81% of the students reported that the content of the posters was clear, 91% of the students reported they had



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liked them, and 86% of the students also expressed they had liked the videos. Figure 18 below presents these results.

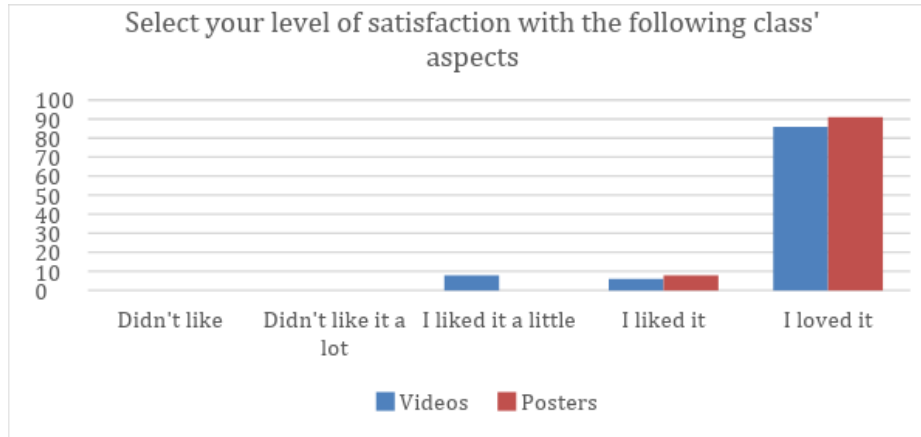


Figure 18. Satisfaction survey, May 3<sup>rd</sup>, 2018.

Material personalization contributed to students' motivation as it was adapted to students' preexisting beliefs and motivational elements such as illustrations and colors were added. The material was decisive to foster an environment where motivation was activated and students could work independently without having to rely on the teacher.

To summarize, the incorporation of elements that triggered extrinsic and intrinsic motivation, the new role of students and teacher in providing support and the incorporation of personalized material which included metacognitive strategies such as checklists, fostered the establishment of new interaction dynamics among classroom participants. These dynamics will be explained in the next section.

### **5.3.2.2 Learning- teaching ecology**

Ecology is defined as: “the pattern of relations and interactions between organisms and their environment” (Merriam-Webster's Online dictionary, 2018). Based on this, we will refer to ecology as the interactions among students and the learning environment created by the In-class flip implementation, which promoted self-regulatory behaviors. Two main changes aligned to the

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FL pillars (FLN, 2014) were evidenced in this new ecology: a different teacher's role and a student-centered environment. First, a different *learning culture* (FLN,2014) where students were more active and engaged arose and was seen in students' involvement in the activities and their transition to a student-centered atmosphere. Second, there was a shift towards having activities centered on students' needs and focused on developing the writing process, thus having *intentional content* present. Third, the teacher became a guide to monitor students' progress and give feedback allowing for a different role (*professional educator*). Lastly, there was a *flexible environment* where students could self-reflect on their process, learn at their own pace and reinforce when needed. A detailed explanation on each change is presented below.

**5.3.2.2.1 Student-centered environment.**

In-class flip allowed students to be more engaged in the tasks and actively participate in the learning process by doing most of the work and having more opportunities to interact with their peers. This created a student-centralized atmosphere in which, as described by Nunan (1999), opportunities to participate are maximized. Centralizing the process on learners allowed them to take part of a participatory culture and to exchange language in a more authentic way (Mehring, 2018). As seen in figure 19, the data in the satisfaction survey reveals that most students had a positive stand towards the purposefulness of the activities.

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**Did the activities have a purpose and help me improve my writing?**

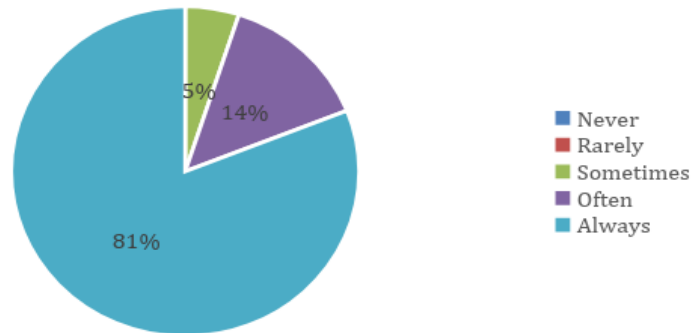


Figure 19. Satisfaction survey, May 3<sup>rd</sup>, 2018.

Independence in the activities proposed was also perceived by the teacher as students' ability to work on their own increased after realizing they were able to revisit the material and solve vocabulary doubts. This closely connects to the ability of self- monitoring and was promoted by the student-centered atmosphere.

Furthermore, by offering different learning scenarios and applying active learning strategies, the teacher created a closer connection with the students and there was increased involvement in the lessons as suggested by Hamdan et al (2013). The teacher's journal shows this in the following excerpt:

Facts	Reflection
Students asked the teacher about the time she had invested making the video Students started working on their corrections/editing and were eager to help their classmates	The fact that the video was directly addressed to the students made a difference. Students were interested and engaged.

Excerpt 13. Teacher's Journal. Lesson plan 4 April 26, 2018

Additionally, impact of activities on learning was important to students and was evident in the results of in the satisfaction survey as 95% of the students mentioned activities had helped

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them learn and 91% perceived the activities as interesting. Acknowledging how activities helped them learn evidences how students were able to self- reflect which is, in turn, a prerequisite for self- regulation (Zimmerman, 2012). Excerpt 14 confirms these findings:

*“A mí me gustó porque podíamos no solo aprender cosas académicas, sino poder aprender que es chévere no solo que te digan todas las respuestas, sino que también es chévere aprender pensando y decir bueno yo me equivoque en esto, tengo que estudiarlo.” (Student 4)*

Excerpt 14. Focus Group Question 9. May 11<sup>th</sup>, 2018

Other students responded in a similar way and emphasized the fact that through the experience of In-class flip they had the possibility to learn from their mistakes and learn different things at their own pace by referring back and forth to the information on the posters and the videos as confirmed in excerpt 15. This also confirms how students developed self-reflective processes and understood how their mistakes could serve as a source of improvement.

*“A mí me pareció que estuvo, a mí me gustó mucho porque aprendíamos y todo, pero además si acaso teníamos dudas algo parecido sobre lo de antes podíamos mirar las carteleras que teníamos ahí preguntas y también le podíamos preguntar a la profesora si podíamos ver el video, me parece muy bien la forma en la que aprendimos estos dos temas.” (Student5)*

Excerpt 15. Focus Group Question 9 Student 5 May 11<sup>th</sup>, 2018

According to Pinnelli and Fiorucci (2015) and O’Flaherty and Philips (2015), allowing students to access information at their own pace fosters autonomy and ownership of learning which are fundamental in a learner-centered atmosphere.

Students also evidenced self-regulatory behaviors when they declared that they had found sources to answer their questions different from the teacher. Assuming their learning process actively and recognizing the material as the source of answers showed the development of a more independent learning process.

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Regarding writing, students perceived it went from being a boring activity to something fun. As their interest in writing increased, so did their commitment in the process and it was easier for them to produce their final pieces of writing. The following excerpt includes comments on this aspect:

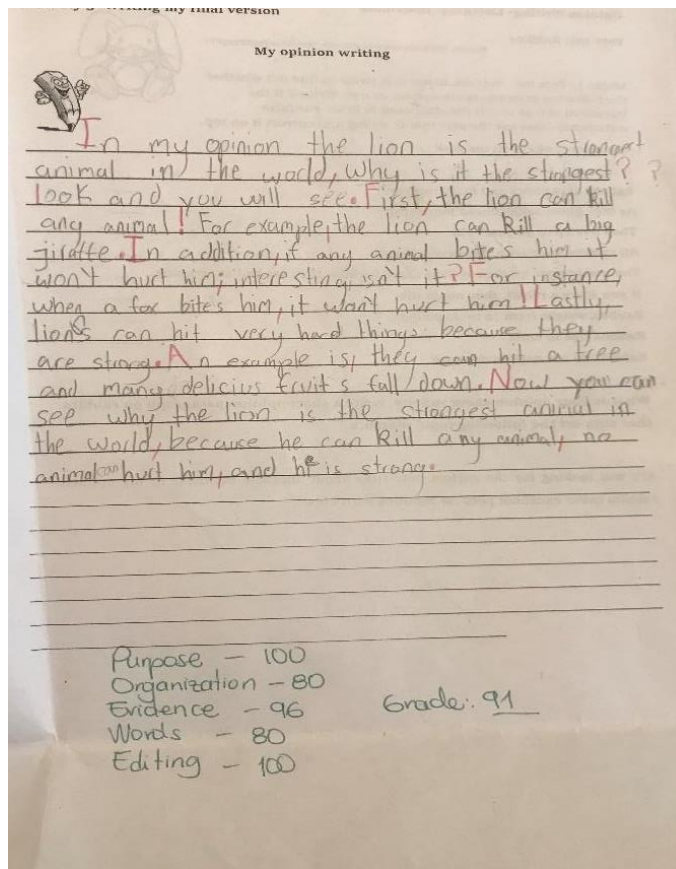
*“Que yo antes no tenía ni idea que yo podía escribir párrafos largos porque me daba pereza escribir, cuando empecé a escribir ya me gustaba escribir párrafos más grandes, párrafos sobre la familia, sobre cualquier cosa.” (Student2)*

Excerpt 16. Focus group: Question 3. Student 2 May 11<sup>th</sup>, 2018

Final products of students serve as evidence of interest in the writing process and show how students got involved by writing on topics that were familiar and interesting to them thus connecting their world and previous knowledge as Nunan (2011) affirmed. The excerpt below shows how students incorporated feedback and produced good quality texts after having teacher-guided practice and collaboration from peers (Nunan, 2011) which could have lowered the negative feelings present at the beginning of the process. When comparing the results of the initial and the final self-regulation questionnaires, an increase of 16% in students' positive beliefs regarding their writing skills was evidenced.

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As students perceived writing as a fun activity, they invested more effort in writing their final texts. Excerpt 17 below, shows how this student followed the guidelines for the text including an introduction, arguments to support her opinion and a well-structured conclusion. She was also careful with grammar, spelling and punctuation and personalized by writing about something she liked.



Excerpt 17. Final writing piece Student 18.

Nevertheless, the teacher evidenced that at the beginning of the implementation, students needed time to adjust to the different class dynamics resulting in difficulties such as longer times for the development of the activities, problems with group work and negotiation of tasks and following instructions. This could be attributed to a previously built teacher-dependency as well as the traditional setting they had been immersed in. The use of time improved after lesson plan

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4, as explained in chapter 4. The second change in the language teaching ecology will be described below.

**5.3.2.2.2 Teacher's role.**

Another change perceived in this new learning-teaching ecology was connected to the teacher's role. Shifting from the role of a content deliverer to a guide helped students decrease teacher dependency and become more independent.

The satisfaction survey reveals information on the teacher's role and its impact on students. In the In-class flip section of the satisfaction survey, 99% of the students answered activities were student-centered. As mentioned by Fulton (2014), this reflected a positive change as students were analyzing, applying and absorbing the information. In addition, when being asked about the role of the teacher in the same survey, 95% of the students saw her as a guide who supported them and gave feedback. This can be directly connected to the idea of having students at the center of the learning experience rather than being a mere product of the teaching (Hamdan et al, 2013).

As the role of the teacher transformed, different dynamics were present in the lessons. Students became more independent and understood they could learn on their own. This can be seen in one of the student's comments in excerpt 20.

*"Yo lo que noto diferente era que la verdad ella solo nos explicaba y nosotras mismas como íbamos entendiendo el tema con los carteles y con los videos y con también los handouts que nos hacías para como ir aprendiendo nosotras mismas y que después cuando ya entendiéramos bien pues pudiéramos enfocarnos en este tema bien."*  
(Student 4)

Excerpt 18. Focus group: Question 2. Student 2 May 11<sup>th</sup>, 2018

On the other hand, the role of the teacher as a support provider was also evident. Since in-class flip liberates teacher's time from presenting content, the educator had time to answer

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questions about students' personal feedback instead of having students wait until everyone had finished as it would be the case in a traditional setting. This personalized assistance was evidenced in the teacher's journal entry below.

Facts	Reflection
Teacher had the time to go around the classroom and spend time going over the feedback or the writings.	This reflected a flexible environment because students didn't have to wait for everyone to be finished.

Excerpt 19. Teacher's journal. April 19th, 2018.

As the teacher adopted a different role, students felt the working dynamics had shifted and there was space for collaboration among peers. Giving students' power to negotiate roles and to look for other sources of information, like their peers, increased the need for collaboration and significantly reduced the teacher dependency students had experienced so far

The changes generated by the implementation of In-class flip set the conditions for students to develop self- regulatory traits. First, having a student-centered atmosphere placed higher responsibility on students and as mentioned by Mehring (2018) allowed them to gain greater ownership of their learning. Second, as the teacher's role changed and became a guide who monitored students' progress, students reduced their teacher dependency and became more independent and were able to initiate learning which according to Zimmerman (2012) is a characteristic of self- regulated students. Third, the emergence of collaboration resulted in more self - reflective processes where students had to negotiate on tasks to complete for a certain activity always keeping a goal in mind.



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Overall, the changes in the language teaching ecology mentioned above, contributed to an improvement in students' active engagement in their classes as well as set the conditions for self-regulatory behaviors to arise.

**5.4 Core Category****5.4.1 Learners' Self-regulatory Traits.**

The effect that In-class flip had on second graders' self-regulation is answered by considering the traits students displayed during the implementation which were gathered using the data. The dimensions and properties of the main categories described in the previous section; learning-teaching ecology changes and self-regulatory traits supported this category. According to Zimmerman (1998), self-regulated learners take an active role in their learning and recognize it as a constant process of trial and error as learning is a multidimensional process. Self-regulatory strategies are present before, during and after a learning experience and condition its success or failure. Additionally, Goetz et al. (2007), states that self-regulatory behaviors in children contribute to more responsible and autonomous beings. The core category emerges as the answer to the research question emphasizing on two subcategories; awareness and behaviors as the most relevant traits observed in students. These will be explained in detailed in the sections below.

**5.4.1.1 Awareness.**

One of the traits of self-regulated learners is their perseverance; self-regulated learners believe in trial and error and approach learning with a growth mindset because they link learning to practice, training and effort (Dweck, 2006). Students' growth mindset and awareness were evidenced by comparing the results of the two self-regulation questionnaires. During the first questionnaire, students' results indicated that learners were self-regulated by answering they

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always planned, monitored, and reflected upon their writing process. However, the results were not consistent with what the teacher-researcher had observed and documented in the teacher's journal (Appendix A) and the quality of students' writing production at that point. After the implementation, students took the final self-regulation questionnaire (appendix O) again and their results decreased. This was interpreted as an indicator of their awareness and the acknowledgment of the opportunities for improvement they have. In this last questionnaire, students were able to reflect upon their process and identify their strengths and weaknesses; instead of answering what they considered was expected from them. Figure 22 presents the comparative results of the initial and final self-regulation questionnaires. The full list of statements is available in appendix O.

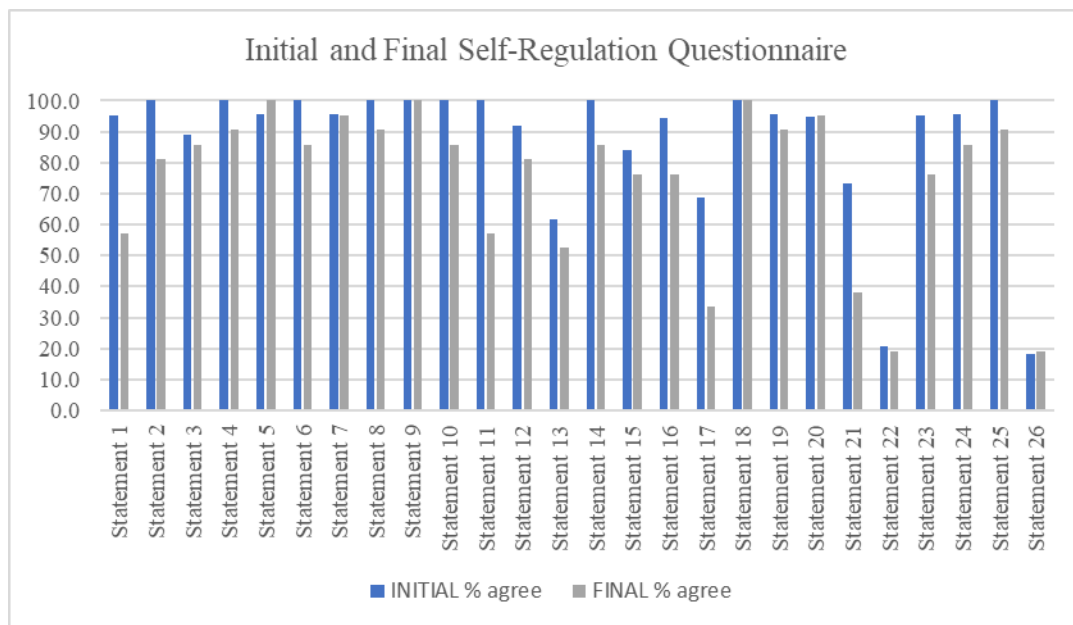


Figure 20. Initial and final Self-Regulation Questionnaire Results. May 9<sup>th</sup>, 2018

Additional evidence of this self-regulatory traits is provided in the focus group where students acknowledged progress and the acquisition of a new ability resulting from their effort

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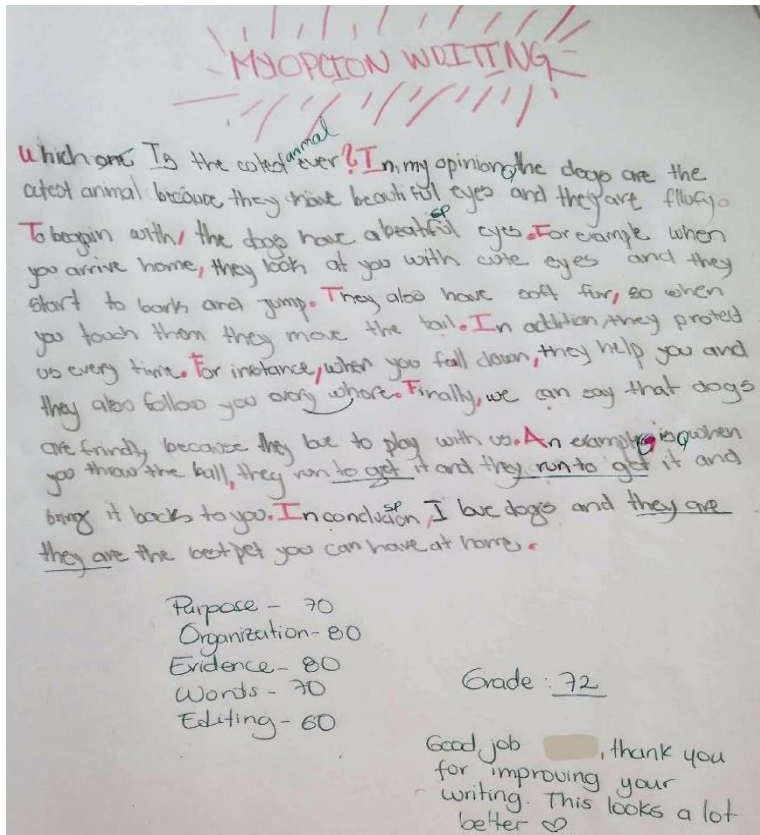
and practice when asked if their role as a student had changed. Excerpt 20 below confirms these findings.

*“Yo cambié porque yo ahora tengo una nueva habilidad que es escribir. Yo antes no escribía tan bien, tenía muchos errores, no ponía las comas ni los puntos, ni mayúsculas y no sabía escribir la mayoría de las cosas. Entonces cuando empezamos a hacer el flip yo mejoré mucho escribiendo y escribía un poquito más rápido y cada vez lo hacía mejor y aunque tuviera preguntas, algunas veces yo repasaba y les preguntaba a mis amigas como se escribe esto. Yo creo que la ventaja fue que aprendiendo con flip se me hizo mucho más fácil como las clases y cuando escribimos mucho se me hace más fácil.” (Student 6).*

Excerpt 20. Focus Group. Question 3. May 11<sup>th</sup>, 2018

On the other hand, students’ growth mindset, which is another trait of self-regulated learners, was perceived in the conception of writing as a process; students who did not accomplish the expected level in their writing had to do it again after receiving the teacher’s feedback, however, as seen in their answers in the exit slips, this task was not seen as repetitive, but as an opportunity to improve. Furthermore, some students exceeded expectation by taking the initiative and rewriting their text, for instance, the student below decided to use a white sheet of paper, because she had to make additional corrections to the final version of her writing.

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Excerpt 21. Students' artifacts. April 30<sup>th</sup>, 2018

The exit slips provided more information to support that In-class flip promoted self-regulation as evidenced by students' awareness on their process. In these slips, students referred to their writing stage constantly and made suggestions to improve what they had already produced. When asked about what they could do to improve their writing for the upcoming sessions, students' responses were specific and addressed the stages of writing.

How can I improve my writing for the upcoming sessions?

I need to correct my spelling words

I can improve spelling in some

I can see my feedback and correct my errors  
 My conclusions

I have to improve the reasons

Excerpt 22. Exit Slip 2. April 16<sup>th</sup>, 2018

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To summarize, the evidence provided by the data analyzed in this section communicates that students' awareness, a trait of self-regulated students, on their writing process arose as a consequence of the intervention. Students perceived learning as a process of trial and error and were able to self-assess their writing process more accurately which contributed to develop a growth mindset. Students' awareness reflects a more active and reflective learning process which are characteristics of self-regulated learners. Furthermore, when students are aware of their learning and can reflect upon it, certain behaviors are displayed; these behaviors will be detailed in the section below.

**5.4.1.2 Behaviors.**

Self-regulated learners display self-regulatory behaviors as part of their traits; these behaviors are evident in the pre (planning), during (monitoring) and post (reflecting) stage of the learning experience. According to Zimmerman (1998), some behaviors of self-regulated learners incorporate the establishment of goals, planning and evidencing high levels of self-efficacy. Also, while working on a task, self-regulated learners concentrate on it, self-instruct and self-monitor their process. Lastly, post-learning behaviors include comparing the result against the goal, establish possible causes for outcomes, adapt their skills to the situation and react positively to a negative outcome.

Some of these behaviors were evident in the students as an effect of the implementation of In-class flip. At the end of each writing stage, learners had to indicate if they had accomplished the goal, so they could later establish actions for improvement as seen in excerpt 23. The exit slips, the self-assessment and peer-assessment charts included in the material provided opportunities for students to plan, monitor and reflect on their process. The exit slip in excerpt 24 shows how students were able to reflect on their learning process and think of

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strategies to improve their writing. In this sample specifically, the student mentions as her strategy to improve her writing to create another draft, which is the activity students never want to do, but this time, it came from the student's own reflective process; this decision evidenced students' self-regulatory behaviors on this task.

Answer the following questions. ✓

Write down two things you learned today how to correct our draft and what is editing

What can you do to improve your writing process in the upcoming sessions? Planning  
aging a draft and all with a nother topic

Write down one question you have about the writing process My opinion  
writing need to be long?

Excerpt 23. Students' artifacts- Checklist

Content	Student	Teacher
My paragraph has a complete topic sentence	Yes	NO- use the opinion transition word.
In included at least 3 supporting reasons with examples.	Yes	YES *Complete your ideas.
The reasons and conclusions are connected to the topic	Yes	YES.
I restated my topic sentence in the conclusion.	Yes	YES. *Complete the sentence.
I used correct punctuation and capitalization.	No	NO.

Strategies to achieve my goal	Student
I checked my drafting plan to make sure I had all the reasons and examples	No
I created a plan to draft my paragraph.	Yes
I revised my first version to check for spelling, punctuation or incomplete statements.	No
I completed the activities within the time allotted.	No

Excerpt 24. Exit Ticket. April 19<sup>th</sup>, 2018

Additionally, students' self-regulatory behaviors were evident in the pre and post self-regulation questionnaires in the section dedicated to writing as seen in figures 23 and 24. The figures evidenced that when students were inquired about their planning, monitoring and reflecting behaviors after the implementation, the percentages of students who indicated they always used those strategies decreased; consequently, the students who initially answered they

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never applied such strategies increased considerably from the initial to the final test. This is interpreted as a raise in awareness after developing self- reflective behaviors.

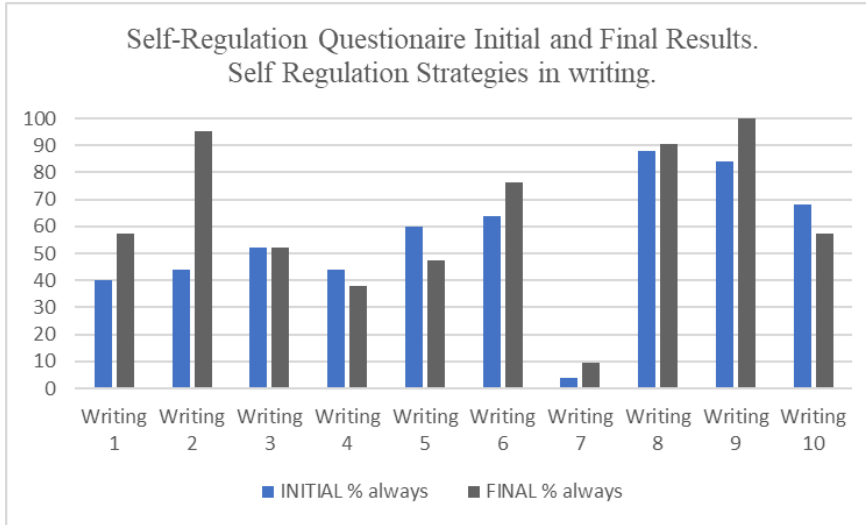


Figure 21. Initial and final results Self- regulation strategies in writing, percentage of always

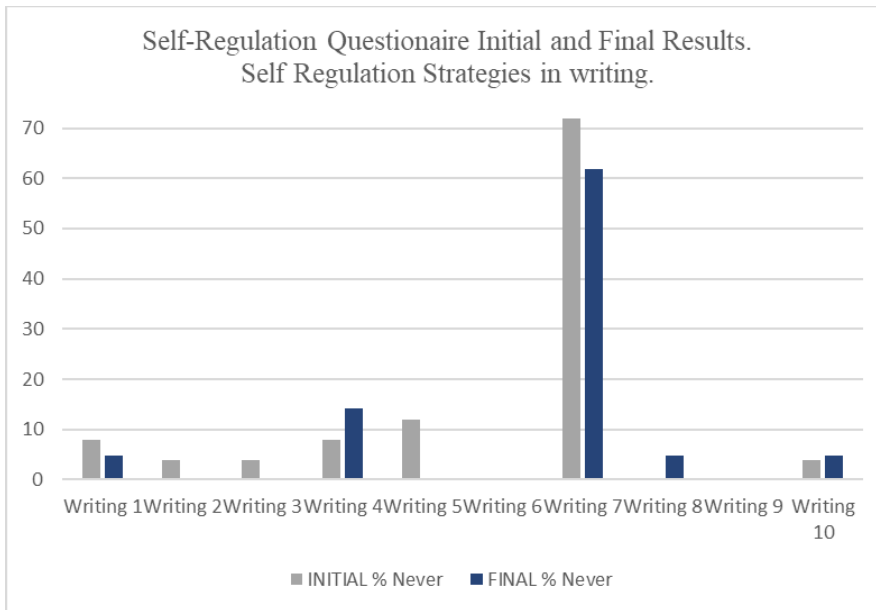


Figure 22. Initial and final results Self- regulation strategies in writing, percentage of never.

To conclude this section, it is possible to attest that, in-class flip triggered self-regulatory traits in students; these traits are classified in students’ awareness and self-regulatory behaviors.

This section clearly describes how these traits appear as a consequence of the changes in the

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learning and teaching environment and its members and the increase in motivation both fostered by In-class flip. Second graders became aware of their writing process and were able to analyze their mistakes and perceive them as opportunities for improvement. Also, they displayed self-regulatory behaviors that led to planning, monitoring and revising their writing pieces.

**5.5 Conclusion**

The data collected using the six instruments were analyzed using a grounded theory approach to data analysis. As a result of the analysis, two main categories emerged: learning-teaching ecology and motivational activators. After analyzing the connections between the main categories, the core category, self-regulatory traits emerged supported with evidence on the positive effects of In-class flip on self-regulation in a group of second graders thus evidencing that In-class flip triggers self-regulation by generating new classroom dynamics and fostering motivation. The next chapter will present the conclusions derived from this study, the limitations that arose during the implementation as well as the pedagogical implications of its results.



## **Chapter 6: Conclusions and Pedagogical Implications**

### **6.1 Introduction**

The current study explored the effects of In-class flip on a group of second-graders' self-regulation when writing narrative texts. Answering the research question allowed the researchers to confirm the positive effects In-class Flip had on self-regulation and on the students' writing process.

This chapter will also present the results of previous studies connected to the fields of FL and writing to provide readers with a comparison of the findings obtained between previous and the current research.

Finally, researchers will present the findings in this study regarding their significance to the fields of FL and English language teaching and learning and their relevance for the development of metacognitive skills in young learners. Aligned with the relevance of the study, limitations experienced during the implementation phase will be discussed as well as their impact on the results to open the door for future research.

### **6.2 Comparison of Results with Previous Studies' Results**

This study aimed at exploring the effects of implementing In-class flip in a group of second graders to foster self-regulation which is a prerequisite for autonomy and independence. Second-graders developed self-regulatory traits such as awareness on their progress and behaviors that included planning, monitoring and reflecting. Self-regulation was triggered as a result of the motivational activators and the new learning-teaching ecology generated by the strategy selected and explained in chapter 5.

These findings corroborate the study of Rodriguez and Diaz (2018) which refers to the positive effects of flipping the writing workshop. Although the current research differs from this

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in the use of technology. Both studies used activities that were personalized and tailored to students' needs. Both studies reported an increase in motivation and evidenced the appropriateness of activities; modes of delivery and materials. They also confirmed that as students are guided and monitored through the process, they can self-reflect on the different stages of the writing process, increase their understanding of weaknesses and strengths through collaboration and become more self-regulated.

In addition, findings in Hernandez and Torres (2017) show a link between the implementation of the Fliperentiated strategy to process writing and the gain in students' development of autonomous behaviors, increased motivation in and outside the class. Both studies reported an increased in students' motivation and linked it to self-regulatory behaviors displayed by students.

The current study used In-class flip as a vehicle to foster self-regulation. Comparing these results to Evans and Ricke (2015), there is a connection between In-class flip and self-regulatory behaviors as well as a gain in independence and motivation. Students in both studies became more independent and developed self-regulation by monitoring and reflecting on the topics covered. Following Evans and Ricke's study (2015), the current research also examined students' perception on materials and activities developed and discovered an impact on motivation which lead to self-regulation.

As there are few studies connected to the effects of In-class flip in the development of self-regulation in young learners, further research is highly needed to strengthen current practices as well as to offer students better scenarios for the development of language and metacognitive skills.

### **6.3 Significance of the Results**

The results of the current research reveal key benefits of implementing a student-centered approach such as In-class flip in the elementary classroom to help students develop self-regulation and work on demanding English language skills such as writing. After implementing In-class flip, students displayed some self-regulated behaviors such as awareness, planning, monitoring and self-reflection which were described in the core category. Furthermore, a new learning-teaching ecology which included a different role for the teacher, a student-centralized atmosphere, differentiated scenarios and the emergence of collaboration helped participants develop self-regulatory traits and increased their engagement and motivation towards the writing process. Participants in this study valued the changes in the teacher's role because they could be more independent and perceived collaboration and solidarity as important for their learning process.

Developing metacognitive strategies to “think about thinking” is very important in the learning process of children (Flavell, 2004). The results of this study revealed that students between 8 and 9 years old who have been immersed in a student-centered environment could develop metacognitive strategies that will help them become successful learners; this development is evident in the behaviors that students revealed.

First, elementary students can develop self-regulation thanks to the dynamics In-class flip promotes in the classroom and the new roles students and teachers adopt when working collaboratively. Both students' reflections and behaviors observed by the teacher and registered in the data evidenced that students were encouraged by the possibility to help their peers and learn from them at the same time, this motivated them to assume the role of the guide. Students also reflected on their own learning process before being able to help others or request guidance

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from the teacher. Additionally, the teacher can use the class time wisely and approach their students' process individually thus noticing difficulties and coming up with strategies to support them.

Second, material design, which included personalized videos, handouts that students had to solve using information from posters and instructions written down for each activity motivated students and helped them expand their ZPD. Students used the information presented and were able to analyze it and apply it in the class under the teacher's guidance. The instructions for activities and time limit allotted to each activity promoted independence and planning strategies in students. Additionally, the self and peer-assessment included in the handouts promoted reflection processes that generated strategies for improvement, which were applied in the subsequent writing stages. The hand-made, illustrated posters motivated students to read and work on the activities, even though this was not intentional, students reported they had felt more motivated to read the information due to illustrations in the posters.

Finally, students' growth mindset was evident in the process approach to writing where they were given opportunities to assess and improve their writing in every step. Students understood the reason that underlies the planning, drafting and revising every step and were able to identify opportunities for improvement and willingly wanted to rewrite their products when corrections were needed.

**6.4 Limitations of the Present Study**

The limitations of the present study are linked to three main aspects. The first, refers to the transition period students and teacher had to adapt to the new classroom dynamics, the second one is connected to adequate feedback and the last one refers to material management.

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First, students had to adapt to the new dynamics such as the rotation model, the written instructions and the time limit for each activity. The teacher also had a transition period adjusting to material management. Both adjustments caused the first lesson plans to take longer which affected the initial implementation schedule. Another limitation refers to the time chosen to do the implementation; this was towards the end of the school year and many extracurricular activities were planned which affected the class schedule and interrupted the activities' sequence.

The second problem considered feedback and students' supervision. Students perceived that the teacher did not revise work constantly and shared this in the satisfaction survey. In the survey, the question that asked about the teacher giving constant feedback had the lowest percentage of *always*, this could be connected to the fact that students are still teacher-dependent. However, the need to provide thorough feedback was also addressed in the teacher's journal. This limitation could have affected the quality of the final writings since feedback is crucial for improvement.

Lastly, the material could have been better organized by designing a booklet that could provide students with all the handouts and material students needed to complete all the steps of their texts. The material organization could have reinforced the idea of writing as a process. Even though contextualized and personalized material triggered motivation and emotional engagement, the time used to prepare the material and the strategies used to distribute it can cause stress on the teacher. Strategies to plan and regulate material design and administration are needed when working with children using In-class flip.

**6.5 Further Research**

Due to the scarce research on In-class flip in elementary education, and the positive results yield by this implementation, it is recommended to continue the research by exploring the

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effects of In-class flip in the development of the writing skill. This research was done focusing on self-regulation but did not address directly the effects of In-class flip in the writing skill. A research comparing directly the results of In-class flip on writing could complement the current results and connect self-regulation to academic performance.

Additionally, future research could be done focusing on the material design itself. In-class flip requires teachers to design material relevant to students' needs as participants in the current research reported how personalization motivated them. Therefore, research focusing on the effectiveness of the material could provide teachers with strategies to better design and personalize it for students. Also, to foster activeness, Ss-centeredness, motivation, T-SS relationships, collaborative environments, other aspects, such as, collaboration and differentiated instruction and its impact on students' learning could be explored deeply as they were not the core of this study.

Lastly, the positive results in this implementation encourage teachers to research on the effect of In-class flip on other language skills such as reading comprehension. However, it is relevant to consider conducting such research over a longer period of time to be able to measure the effect of the strategy on students' performance and meaningful learning.

**6.6 Conclusion**

Results presented in this research demonstrated the positive effects In-class flip had on developing self-regulation. In addition, researchers could also show the impact of the strategy selected on learners' motivation and the development of their writing skill through a process-product orientation. With the development of self-regulatory behaviors, students became more engaged in their classes and reduced the teacher-dependency they had experienced so far. This brought changes in students' attitudes towards writing and improved classroom dynamics by

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generating scenarios for peer collaboration, solidarity, group work, and active learning. By providing scenarios for student-centeredness, teachers can enhance the learning-teaching process. These changes require thoughtful consideration of students' needs, a change in the teaching mindset and the willingness to embrace the chaos new practices can bring.

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## IN CLASS FLIP: TRIGGERING SELF-REGULATION

## Appendixes

## Appendix A: Needs Analysis Student's Artifacts

I like the spa. <sup>tittle.</sup>  
 TP: My favorite things at  
 the spa are relaxing, <sup>blowing</sup>  
 in peace, ~~and~~ do ~~me~~ spa <sup>masse</sup>  
 and be happy. Supporting  
 ideas: I <sup>can</sup> ~~will~~ relax, be with  
 my friends. Eat chocolate and candy.

Do spa masse. Paint my nails.  
 Do a hair do. A relaxing  
 sleep. A massage in my neck.  
 closing sentence:  
 For these reasons, I love  
 the spa. The spa. Topic

*IN CLASS FLIP: TRIGGERING SELF-REGULATION***Appendix B: Needs Analysis- Teacher's Journal**

Date: March 6 2018	Intervention: Needs' analysis
Construct to observe: Students-teacher interaction	
<b>FACTS</b>	<b>REFLECTION</b>
<p>Students were working on writing a descriptive paragraph about a place or an animal. Drafting stage</p> <p>Students didn't have many ideas and were repeating the same idea in the details they should provide.</p> <p>Students showed the teacher their outline but were anxious and uncomfortable receiving feedback that require corrections.</p> <p>Some students were returning their outlines without correcting them based on the feedback previously given by the teacher.</p> <p>Students constantly approach the teacher saying they didn't know what else to include in their text.</p> <p>Some students were reluctant to write their drafts again and erased what they had written so much that it became unintelligible.</p>	<p>Students had not understood the writing process and all the steps it required. Some of them just wanted to start writing without any previous planning—writing as a process must be reinforced.</p> <p>Students are not aware of the importance of considering teachers' feedback when improving their outlines.</p> <p>Students completely rely on the teacher to give them ideas and topics to start their writing. They perceive the task demands too much from them and don't want to do it. Maybe break it down into small steps?</p> <p>Students were not aware that writing is a social activity and the product needs to be readable and clear for their audience.</p>

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**Appendix C: Needs Analysis Questionnaire**

**CUESTIONARIO - ANÁLISIS DE NECESIDADES**

Este cuestionario ha sido diseñado para recolectar y analizar información relacionada con tu visión de la habilidad de escritura en inglés y tu capacidad para planear, monitorear, controlar y reflexionar sobre tu aprendizaje.

No hay respuestas correctas o incorrectas y tu identidad se mantendrá oculta.

Gracias por tu cooperación.

**I. Perfil del estudiante:**

Por favor marca con una X según corresponda.

1. ¿Cuántos años tienes?

8       9       10

2. ¿qué cursos has hecho en este colegio?

Pre Kinder

Kinder

Transición

Primeros

3. Marca con una X las opciones que mejor describen tu uso del inglés.

	En el colegio	Con mi familia	Con mis amigos	Cuando viajo
Hablo en inglés	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Escribo en inglés	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Leo en inglés	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Escucho inglés (música, audiolibros, televisión, etc)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Adapted from: Gaumer Erickson, A.S, Soukup, J.H., Noonam, P.M., & McGurn, L. (2015). Self-Regulation Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.

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**II. Percepción del estudiante con relación al inglés**

Marca con una X según corresponda.

1. ¿Cuál consideras es tu nivel actual de inglés en cada una de las siguientes habilidades?

Habilidad	Muy bajo	Bajo	Aceptable	Bueno	Excelente
Lectura				X	
Escucha					X
Escritura					X
Habla				X	

2. ¿Cual es tu visión sobre el nivel de dificultad de cada una de las 4 habilidades?

Habilidad	Muy difícil	Difícil	Fácil	Muy fácil
Lectura			X	
Escucha				X
Escritura		X		
Habla				X

**III. Percepciones con relación al aprendizaje.**

1. Marca con una X la opción con la que mas te identificas en cada frase.

	De acuerdo	Neutral	Desacuerdo
Puedo aprender lo que me están enseñando en escritura este año	X		
Puedo resolver cualquier ejercicio de escritura si me esfuerzo suficiente.			X
Si practico lo suficiente a diario, puedo desarrollar cualquier habilidad.	X		
Cuando decido desarrollar algo que es importante para mí, lo sigo intentando, aun cuando sea más difícil de lo que creía.			X
Tengo confianza que puedo lograr los objetivos que me propongo.	X		

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Cuando estoy teniendo dificultades para lograr algo difícil me enfoco en mi progreso en vez de sentirme desanimada.	Yellow		
Tendré éxito en asignaturas académicas este año	Pink		
Creo que el trabajo duro tiene recompensa	Yellow		
Mi habilidad de escritura crece si me esfuerzo.	Pink		
Creo que sin importar quien seas puedes mejorar tus habilidades	Yellow		
Puedo mejorar mis habilidades considerablemente.	Pink		

2. Marca con una X la opción con la que más te identificas en cada frase.

¿Cómo me preparo para desarrollar mis actividades académicas?

	De acuerdo	Neutral	Desacuerdo
Si tengo una tarea, creo un plan para desarrollarla.	X		
Antes de hacer algo divertido, me aseguro de haber terminado mi tarea.	X		
Puedo establecer cuánto tiempo me tomará hacer la tarea.	X		
Se cómo voy en mis materias	X		
Se cuando me está yendo mal en mis asignaturas	X		
Reviso a diario lo que tengo que hacer e identifico lo que ya he hecho.	X		
Tengo dificultad para recordar las cosas que necesito hacer.		X	
Hago todo lo posible para entregar mi tarea a tiempo	X		
Si tengo que decidir entre hacer mi tarea o algo divertido, escojo hacer mi tarea.	X		
Cuando mis tareas no van bien hago algo para mejorar la situación	X		
Tengo dificultad enfocandome en tareas largas		X	
Cuando me retraso en mi tarea, usualmente dejo de hacerla.			

Adapted from: Gaumer Erickson, A.S, Soukup, J.H., Noonam, P.M., & McGurn, L. (2015). Self-Regulation Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.

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Evaluo frecuentemente que tan bien estoy haciendo mis tareas	X		
Me siento bien cuando hago todo a tiempo.	X		
Cuando algo no sale bien, trato de aprender de mis errores.	X		
Cometo los mismos errores una y otra vez.		X	

**IV. Uso de la habilidad de escritura**

Marca con una X la opción con la que más te identificas en cada frase.

Cuando escribo en inglés yo:

	Siempre	Casi siempre	Nunca
planeo el tema y organizo mis ideas antes de empezar	X		
reviso las instrucciones dadas		X	
me aseguro de tener todos los materiales requeridos	X		
reviso mi escrito y verifico que las palabras estén bien escritas			X
reviso mi escrito y verifico que las oraciones están completas		X	
me aseguro de que mi escrito cumple con las características solicitadas		X	
hago otras cosas, cuando no se que escribir		X	
reviso las correcciones de mi profesor para mejorar mi escrito	X		
me siento feliz cuando hago bien mi escrito	X		
reviso qué estuvo bien y mal en mi escrito para futuros ejercicios.	X		

**V. Comentarios adicionales:**

¿Tienes algún otro comentario relacionado con tu habilidad de escribir en inglés?

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Adapted from: Gaumer Erickson, A.S, Soukup, J.H., Noonam, P.M., & McGurn, L. (2015). Self-Regulation Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.

*IN CLASS FLIP: TRIGGERING SELF-REGULATION***Appendix D: Carta consentimiento colegio**

Bogotá, 05 de septiembre de 2017

Señora

Rectora

Bogotá-Colombia

Respetada

Actualmente me encuentro cursando el último semestre del programa *Maestría en Didáctica del Inglés para el Aprendizaje Auto-dirigido* en la Universidad de La Sabana. Como parte de mis deberes académicos debo realizar un proyecto de investigación que proponga una mejora en el ámbito de enseñanza de inglés como lengua extranjera.

Por esta razón solicito amablemente su colaboración para trabajar con las estudiantes de 2D la propuesta de proyecto titulado *"In-class Flip: Triggering Students Motivation and Language Competence"*. Este proyecto busca implementar un enfoque llamado Flip-Learning el cual traslada la instrucción directa del grupo al individuo, esto se hace por medio de videos o lecturas que constituyen el *input* de la lección. Luego de la fase de comprensión, los estudiantes trabajan en diversas actividades que son supervisadas y guiadas por el profesor; estas actividades buscan desarrollar habilidades que requieren procesos de pensamiento complejo y buscan desarrollar autonomía y auto-regulación en los estudiantes.

El trabajo en este proyecto se hará en clase siguiendo los temas y el orden sugerido por el plan calendario. Se usará una sola sesión semanal para implementar este enfoque en clase de acuerdo con los temas planeados con el equipo de segundo. Los resultados de esta investigación se compartirán con el colegio junto con una propuesta de mejoras de las cuales se pueden beneficiar los estudiantes del Gimnasio Vermont en el área de inglés.

Gracias por la atención y quedo atenta a su respuesta.

Saludos cordiales

  
Liz Katherine Díaz Munevar

Docente Inglés

Jefe Departamento de Bilingüismo

*IN CLASS FLIP: TRIGGERING SELF-REGULATION***Appendix E: Consentimiento padres de familia**

Estimados padres de familia,

Espero estén muy bien. Les quiero compartir que me encuentro en la etapa final de mi maestría en enseñanza de inglés con la Universidad de la Sabana. Como parte de la culminación de mi programa, debo adelantar un proyecto de investigación que contribuya a mejorar un aspecto de la enseñanza de inglés y de la práctica pedagógica; por esta razón, el colegio me ha autorizado para realizarlo con las estudiantes de 2D.

En este primer periodo con las estudiantes de 2D, he evidenciado la necesidad de reforzar en producción escrita e independencia y auto-regulación. Por estas razones, mi proyecto consiste en la implementación de un enfoque llamado In-class flip con énfasis en la mejora de auto-regulación en situaciones de producción de textos cortos. Esta implementación denominada *In-Class Flip: Triggering Students' self-regulation* arrojará resultados valiosos que servirán para alimentar los ejercicios pedagógicos y académicos de los docentes del colegio.

Dentro de las actividades derivadas de este ejercicio investigativo, adicionales a la clase, se encuentran la aplicación de cuestionarios y encuestas que serán realizadas en espacios fuera de clase de lenguaje. Estas tareas no comprometen las temáticas establecidas en el programa de inglés, ni el proceso de evaluación. En clase, las estudiantes verán los temas establecidos en nuestra malla curricular, trabajando con este nuevo enfoque. Los resultados de los ejercicios que se desarrollen no tendrán nota y la identidad de cada una de las estudiantes se mantendrá en privado; es decir, los resultados de la investigación no se vincularán con nombres. Los materiales, como cuestionarios, no tendrán costo y el desarrollo de los mismos no representará carga adicional para las niñas ya que se trabajarán de manera guiada, y en los espacios propicios. No habrá tareas en casa derivadas del proyecto y las conclusiones se compartirán con el colegio.

Para avanzar a la fase de implementación, solicito amablemente autorización para que su hija participe en el ejercicio.

Cordial saludo y gracias por su colaboración.



*IN CLASS FLIP: TRIGGERING SELF- REGULATION*

**Liz Diaz**

Directora Grupo 2D

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Noviembre 30 2017

Yo/nosotros,

---

autorizo/autorizamos que nuestra hija \_\_\_\_\_

participe en el ejercicio investigativo titulado In-Class Flip: Triggering Students' self-regulation.

Firmas padres:

\_\_\_\_\_

C.C \_\_\_\_\_

## IN CLASS FLIP: TRIGGERING SELF-REGULATION

## Appendix F: Exit Slip

EXIT TICKET

Name: \_\_\_\_\_

Answer the following questions.

What is today's topic? Draft

What part of your draft do you feel is well done? When I was  
doing the examples.

What part of your draft would you like to improve? To move more  
fast.

I will improve my draft by studying draft.

\_\_\_\_\_

## IN CLASS FLIP: TRIGGERING SELF-REGULATION

## Appendix G: Teacher's Journal

16	
Date: April 10 2018	Intervention: 2 First part of class 2
Construct to observe: Teacher's Role	
FACTS	REFLECTION
<p>Ss took longer than expected working on the activities. (30') ←</p> <p>Additional instructions were passed and given to each group but still clarification was needed.</p> <p>Having Ss. watch the video in front of the class helped them. with access to video.</p> <p>Ss had problem distributing roles in group activities bc nobody wanted to write down</p> <p>Ss said it is too difficult to work with time. as a pressure.</p> <p>Ss asked T many times to confirm they had understood instructions.</p> <p>T had a difficult time monitoring all the stations since Ss are getting used to rely more on instructions and less on T.</p>	<p>→ Plan simpler tasks where frequent rotation is present</p> <p>→ T. must act as a guide. At this point, taking pics distracts the teacher.</p> <p>- Lots of material might confuse T. having a system to organize it could help.</p> <p>→ Group work must have roles where everybody does something similar</p> <p>→ Ss need to learn to work faster</p>

Adapted from, Franco, C (2014) *Authentic videos to develop listening with self-assessment task*. (Master's thesis). Universidad de la Sabana, Bogotá, Colombia. Retrieved from <https://intellectum.unisabana.edu.co/handle/10818/12401>

*IN CLASS FLIP: TRIGGERING SELF-REGULATION***Appendix H: Writing rubric**

<b>Writing rubric second grade</b>					
<b>Score</b>	<b>Purpose and focus</b>	<b>Organization</b>	<b>Evidence/Details</b>	<b>Words</b>	<b>Editing</b>
96-100	My writing includes a clear opinion that is supported with reasons and examples.	My writing has a great introduction and conclusion. I included transition words and my ideas are clearly organized.	My writing has complete and convincing reasons and examples for the opinion. I used details in my examples.	My writing has strong sentences that clearly express ideas. The vocabulary was carefully chosen.	The writing has complete and varied sentences. It has very few mistakes in punctuation, spelling and capitalization.
80-95	My writing has a clear opinion, but the reasons and examples are loosely connected.	My writing has a good introduction and conclusion. I included some transition words and my ideas are organized.	My writing has a good support for the opinion. I used good examples and details.	My writing has good sentences that clearly express ideas. The vocabulary was well chosen.	The writing has complete sentences and only a few mistakes in punctuation, spelling and capitalization.
70-79	My opinion has an opinion that is not clear or unfocused.	My writing has a weak introduction or conclusion with few transitions. My reasons and examples are not organized.	My writing has some support of the opinion, but weak use of examples.	My writing has short sentences that may not clearly express ideas. And some vocabulary that may not fit.	My writing has incomplete sentences and many mistakes in punctuation, spelling and capitalization.
50-69	My writing has an opinion that may be short or with no	My writing has a missing introduction or conclusion. With few transitions.	My writing has very little support of the opinion. There is little or no use of	My writing has short sentences that are confusing and limited vocabulary.	My writing has many incomplete sentences and the mistakes in punctuation,


*IN CLASS FLIP: TRIGGERING SELF-REGULATION*

	supporting reasons and examples.	The reasons do not support the opinion	examples or details.		capitalization or spelling make it difficult to understand.
10-49	My writing does not have a clear opinion.	My writing does not have a clear introduction or conclusion. There are no transition words and my reasons and examples are not connected.	My writing does not have any reasons supporting the opinion and the examples are not connected to the opinion.	My writing has short or incomplete sentences and the vocabulary does not fit the topic.	My writing does not include complete sentences and many punctuation, spelling and capitalization mistakes. The text is impossible to read and understand.

## IN CLASS FLIP: TRIGGERING SELF-REGULATION

## Appendix I: Students' artifacts

My opinion writing



What is the best pet in the world?

In my opinion, dogs are the best pet because they are playful and adorable. First, they are always with you or chasing you. For example, when I go out with my dog, she is always by my side. In addition, they are all sizes, big, small and medium-size. For instance, a dalmata is one of the biggest dogs, they can live in giant houses, and chihuahuas are little dogs, they live in small houses. Dogs are also very friendly, for example, dogs comfort you when you are sad.

In conclusion, they are an excellent pet because they are playful, adorable, all sizes and they comfort you.

Made with love.

Purpose - 100	
Organization - 96	
Evidence - 96	Grade: <u>90</u>
Words - 90	
Editing - 70	

## IN CLASS FLIP: TRIGGERING SELF-REGULATION

## Appendix J: Satisfaction survey

**Cuestionario de Salida**

Estimada estudiante,

Como sabes, hemos estado trabajando en un proyecto para mejorar los procesos de escritura por medio de flip learning. Como parte de este proyecto, nos gustaría contar con tu opinión acerca de las sesiones de flip que tuvimos. Por favor, resuelve este cuestionario al mismo tiempo con la profesora. Tus respuestas honestas son muy importantes ya que estas permiten que tus clases sean mejores.

Gracias,

Liz 😊

Satisfacción General:

1. Califica qué tal te parecieron los siguientes aspectos de 1 a 5.

Aspectos	1- No me gusto	2- No me gustó mucho	3- Me gusto un poco	4- Me gusto	5- me encantó
Actividades propuestas				4	
Videos presentados				4	
Posters creados					5
Instrucciones para realizar actividades					5
Checklists para evaluar mi progreso					5
Oportunidades para evaluar mi trabajo					5
Oportunidades de trabajo en grupo					5
Sesiones motivantes					5
Otra:					5

**Actividades propuestas.**

1. ¿alguna actividad propuesta te pareció particularmente difícil de realizar? si  no

¿cuál y por qué? ninguna por que las instrucciones estaban claras.

2. ¿alguna actividad propuesta te pareció particularmente fácil de realizar? si  no

¿cuál y por qué? la de actuar en parejas porque era de adivinar y actuar.

3. ¿alguna actividad propuesta te pareció particularmente interesante? si  no

¿cuál y por qué? ver el video de orco porque nos dieron orco!

4. ¿alguna actividad propuesta te pareció que te ayudó a aprender? si  no

¿cuál y por qué? Escribir mi paragraph y reintentarlo acer por que aprendi a acer mejores Paragraph

5. ¿alguna actividad propuesta te pareció particularmente aburrida? si  no

¿cuál y por qué? ninguna todas estaban cheveres.

Adapted from Buitrago & Diaz. *Flipping your writing lesson: Optimizing Time in your EFL Writing Classroom in Innovations in Flipping the Language Classroom*, Springer. 2018

## IN CLASS FLIP: TRIGGERING SELF-REGULATION

### Contenido Flip

1. ¿Los posters y videos creados te ayudaron a producir tus escritos? si  no

¿cómo? porque explicaban.

2. ¿El contenido de los posters y videos era claro para ti? si  no

3. ¿cuál era el objetivo de los posters y videos?

- a. practicar writing
- b. presentar los temas
- c. practicar reading and listening.

4. ¿Cuál era el objetivo de los handouts propuestos?

- a. practicar writing
- b. presentar los temas
- c. practicar Reading

5. Cuando trabajamos en escritura, prefieres... (puedes elegir más de una opción.)

- a. Que el profesor explique todos los pasos en la clase.
- b. Que se diseñen videos y posters para aprender.
- c. Que pueda investigar en casa y escribir en casa.
- d. Usar el tiempo de la clase para escribir.

### In-Class Flip

Indica qué tan evidente fueron los siguientes aspectos en tus sesiones de flip learning.

Aspectos	1- Nunca	2- Pocas veces	3- Algunas veces	4- Casi siempre	5- Siempre
La profesora:					
Creó espacios y tiempo para trabajar y revisar mi trabajo.					<input checked="" type="checkbox"/>
Observó y revisaba los estudiantes para hacer ajustes si era necesario.					<input checked="" type="checkbox"/>
diseñó diferentes formas de aprender.					<input checked="" type="checkbox"/>
Centró las actividades en los estudiantes y no en el profesor.					<input checked="" type="checkbox"/>
Fue un guía que brindaba feedback y ayudaba a los estudiantes					<input checked="" type="checkbox"/>
Creó espacio para feedback de forma personal y grupal					<input checked="" type="checkbox"/>
Observó el progreso de los estudiantes.					<input checked="" type="checkbox"/>
Creó actividades que tenían un propósito y me ayudaron a escribir.					<input checked="" type="checkbox"/>

¡Gracias por tu participación!

Adapted from Buitrago & Diaz. *Flipping your writing lesson: Optimizing Time in your EFL Writing Classroom in Innovations in Flipping the Language Classroom*, Springer. 2018



*IN CLASS FLIP: TRIGGERING SELF-REGULATION***Appendix K: Focus group**

1. ¿Cómo creen que ha cambiado, o si creen el rol del profesor en las clases?
2. ¿Qué han notado de diferente en la forma como la profesora guía las clases?
- 3 Y eso es bueno, malo o diferente?
3. ¿Como creen que ha cambiado su rol, como estudiante, en las clases? ¿Y qué ventajas o desventajas ven de ese cambio del rol?
4. Ahora les quiero preguntar, imagínense sus clases normalmente y las clases de flip.  
¿Cambió en algo el tipo de actividades que uds hacen?
5. Uds que piensan de tener que ponerse de pie para ver los posters, de tener que cambiar de estación de cambiar de asiento, ¿Prefieren quedarse sentadas?
6. ¿Como les pareció el material y las actividades que hicieron en clase, como les pareció leer las instrucciones en vez de preguntar a la profesora?
7. ¿Se dieron cuenta que yo no les expliqué nada?
8. ¿Y qué les parece mejor? ¿Qué les expliquen o que Uds. puedan hacerlo como lo hicimos?
9. ¿A uds les pareció que estuvieron solas?
10. En general, ¿cómo les pareció la implementación?

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## Appendix L: 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 researchers: Liz Katherine Diaz and Edith Andrea Ramirez.									
Institution: Gimnasio Vermont.									
Date of Class: DAY MONTH YEAR 10 April 2018	Time of Class: 2 Sessions Length of class: 100 minutes								
Week No. 1	Time Frame: Two class periods.								
Class/grade: Second	Room:								
Number of students: X/25	Average age of Students: 9								
Number of years of English study: Four	Level of students A1/A2 B1 B2 C1 C2								
Lesson Number: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	Research Circle Leader: Carolina Rodriguez Buitrago
1	2	3	4						
5	6	7	8						
Lesson Goals: At the end of the lesson learners will be able to: <ul style="list-style-type: none"> <li>Brainstorm additional reasons to support their topic sentence in an opinion paragraph.</li> <li>Use opinion transition words to organize their reasons and their paragraph.</li> <li>Write the first draft of their opinion paragraph.</li> </ul>									
<b>Language Goal</b> <ul style="list-style-type: none"> <li>To understand and use vocabulary connected to mammals to express opinion.</li> <li>To facilitate the use of opinion transition words when drafting an opinion paragraph to organize ideas.</li> <li>To use graphic organizers to shape the paragraph information.</li> </ul>	<b>Learning to Learn Goal</b> <ul style="list-style-type: none"> <li>Promote students' engagement and motivation towards writing by presenting challenging tasks conducive to writing opinion paragraphs.</li> <li>Generate students' awareness on metacognitive strategies such as planning.</li> <li>Foster collaborative work and peer feedback.</li> </ul>								

## Materials and Resources

Class agenda

Opinion paragraph sample

Opinion transition words

Grammar Snap Video

Journeys page 270

Graphic Organizers and paragraphs

OREO technique video

Graphic Organizer for opinion paragraph

Template for first draft with space for self-assessment and teacher feedback

Exit ticket

## Rationale

To foster students planning strategies and monitoring.

To foster discussion and expressing agreement or disagreement.

To acquire tools to organize your writing by indicating sequences, examples and concluding.

To recap important features of writing such as verb tenses.

To practice identifying verb tenses

To consolidate the information on writing graphic organizers to plan your writing

To acquire additional information to create a complete writing plan.

To plan the first draft of the opinion paragraph.

To produce the first draft of the opinion paragraph and foster metacognitive skills such as evaluating.

To promote metacognitive skills such as monitoring and evaluating.

## IN CLASS FLIP: TRIGGERING SELF- REGULATION

## LESSON ACTIVITIES

Stage & Teacher's Role	Aim	Procedure Teacher and student activity	Interaction
<b>Preparation (5 min.)</b> T.R.: Organizer	To set up classroom and present the agenda.	The teacher will ask students to set up the classroom. There will be 4 students per station for a total of 5 stations and 1 station of 5 students. Then, the teacher will present the agenda of the session for the students. -Work with opinion transition words. -Verb tenses. -first draft of opinion paragraph.	Teacher - whole class
<b>Presentation (10 min)</b> T.R: <b>Organizer and guide.</b>	To promote classroom discussion.	Instructions for each station will be pasted. Also, an answer key when needed will be available at each station.  Station 1- group work- Students are presented with an opinion paragraph that includes opinion transitions. In groups of 4, one student reads the text, another writes down the opinion transition words they identify, another writes down the opinion of the text, and another writes the supporting reasons. After they have read, they must discuss if they agree or not with the opinion and reasons provided in the text.	Student-student
<b>Presentation/Lead-In 15min</b> T.R.: <b>Guide</b> This station will be duplicated.	To analyze the uses of opinion transition words and include them in the opinion paragraph.	Station 2- Opinion transition words-group work- Students are presented with a list of opinion transition and their uses. They have a paragraph that uses these transitions as an example to understand how to use them. Then, they are presented with a paragraph without transitions and they must write down the correct opinion transition word.	Student

**Assumed knowledge**

Vocabulary and expressions related to mammals' activities and descriptions.  
 Connecting words and opinion transition words such as First, Then, After that and Finally.  
 Present simple tense to express opinion.  
 Revised topic sentence for their opinion paragraph.

**Anticipated problems and planned solutions**

Some students might not have enough information on the mammal they chose to write about, to anticipate for that, an activity that provides information on mammals has been designed.

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<b>Presentation/Lead-In</b> <b>15min</b>  <b>T.R.:</b> <b>Guide</b>  <b>This station will be duplicated.</b>	To practice sequence of events.	Station 3-individual work- Verb Tenses- Students will watch the Grammar Snap video taken from journeys where they briefly describe the uses of every simple tense (present, past and future) After this, students work on page 270. They must read the information provided and read the examples. After that, a short consolidation activity will be done where students will choose the tense the sentence is written in.  Finally, students will write on their notebook examples about the mammal they chose using these tenses.	Student-student
<b>Presentation/Lead-In</b> <b>15min</b>  <b>T.R.:</b> <b>Guide</b>  <b>This station will be duplicated.</b>	To draft an opinion statement.	Station 1- pair work- Reverse order from paragraph to graphic organizer-  On the board, there will be a paragraph that students will have to organize. Then, students will use the paragraph to write the graphic organizer of it.	Student
<b>Guided Practice</b> <b>(20 min.)</b>  <b>This station will be duplicated.</b>	To prepare for the drafting process by using the OREO technique.	Station 2 (individual)- Students will watch a video that explains the OREO technique for writing a paragraph. This will prepare them for the first drafting exercise. Students will then, answer comprehension questions on the video. If they answer correctly, they can grab an oreo cookie before they move onto the next station.  <a href="https://www.youtube.com/watch?v=7BO_-IFPOBE">https://www.youtube.com/watch?v=7BO_-IFPOBE</a>	Student
<b>Guided Practice</b> <b>(15 min.)</b>  <b>This station will be duplicated.</b>	To use graphic organizers to draft an opinion paragraph.	Station 3 -individual- Using a graphic organizer, students will draft the supporting reasons for their opinion paragraph.	Student

<b>Guided Practice</b> <b>(20 min.)</b>  <b>This station will be duplicated.</b>	To create the first draft of the opinion paragraph	Station 3 (individual)- Drafting. Students will write their opinion paragraph first draft.	Student
<b>Wrap Up (30 min)</b>  <b>T.R: Guide and supervisor</b>	To develop peer-assessment strategies to monitor progress.	Self-assessment- individual work- planning monitoring and revising. Students will use the checklist provided to self-evaluate the quality of their first draft.  The teacher will collect the drafts and use the same checklist to provide feedback for the next session.	Student Student-teacher
<b>Self-evaluation</b> <b>(10 min)</b> <b>T.R.: Guide</b>	To create self-reflection strategies that allows students to reflect upon their progress.	All stations-individual-- Students will complete their end-of-lesson EXIT TICKET. In the slip, they will need to answer questions that will help them reflect on their participation and performance during the class, and the activities that helped them. Also, they could write how they could improve for the upcoming sessions.	Student

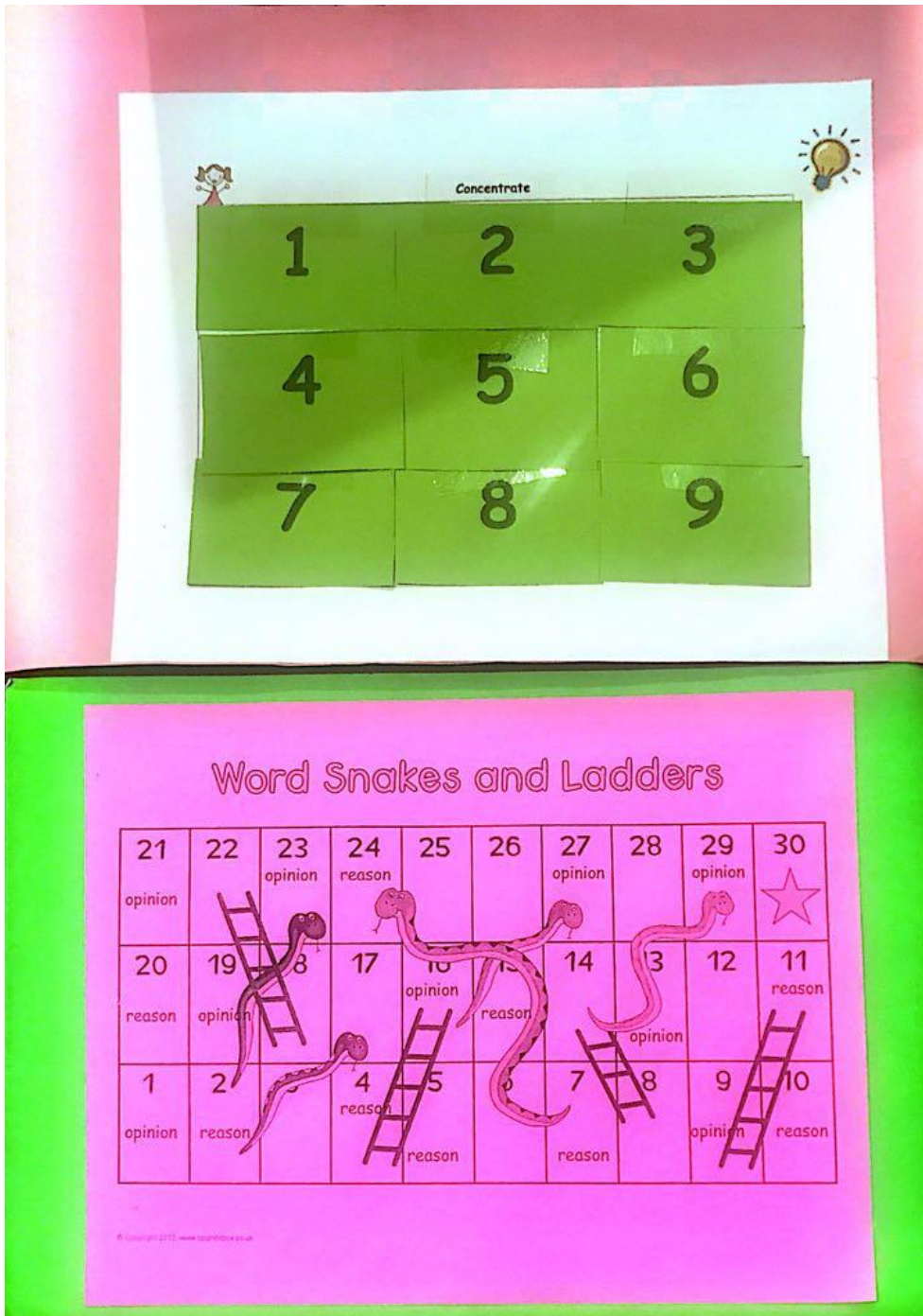
Assessment: LEARNERS WILL BE ASSESSED THROUGHOUT THE DEVELOPMENT OF THE ACTIVITIES TO CHECK THEIR UNDERSTANDING AND PROGRESS.

REFERENCE

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

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Appendix M: Sample of Materials



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**Appendix N: Data analysis**

Category Mapping			
learning/teaching ecology	Learners' self-regulatory traits Where self-regulation is perceived/behaviors		Motivational activators- elements that generated this self-regulated behavior
Collaborative work	Self-perception- new good ability	Ss initiated learning	Positive attitude towards learning
less individual work	Self-confidence	Ss in charge of learning	Writing from boring to fun
peer support	Learn from mistakes	More independent	Increased writing interest
solidarity	Ss Awareness	Resourceful	FL makes writing easier
peer instruction	Responsibility	Strategies to learn without teacher dependance	Meaningful learning
Less individual-more team	self-reflection	Autonomy important	tailors different learning styles
Constructivism- knowledge construction in community	poor reflection process	Ss emotional engagement through personalized material	writing as a process from Ss perception
Socialization	lack of understanding of self-regulation	Self-monitoring- (SP)	Motivation
Independent work	Ss paid attention to fb	Self-regulation (planning)	Interest in learning (1 survey)
Group work	writing process= understanding of strenghts and weaknesses	follow instructions	Enhancement of writing process
Group work, cooperative work and socializing makes things easier	self-reflection	good following instructions	Revision of instructions
Ss centered	Awareness of learning process	application of concepts	Understanding of based concepts
Student centered activities	Overconfidence-negative	Structured writing	Interest and motivation to learn

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teacher as a guide	Ss know they need to edit	Evidence of the process	Motivation towards classes
More challenging	Oportunities to improve	Ss identify progress	Challenge but good
More active learning	Anticipation	vocabulary gain as byproduct	Extrinsic motivation
T-Ss positive relations	Incorporation of FB		strong sense of accomplishment
Differentiated instruction***			awareness on skill development
			tackle Ss interests
			Ss enjoyed material and instructions
			Material helped Ss understand
Focus group			Illustrations=more motivating material
exit slips			Fun material=more ideas
SR Q			Ss refered back to material when need it
Journal			Material relevant to Ss needs
satisfaction survey			
Artifacts			variety of activities
			High satisfaction on activities
			Usefulness of instructions
			self-evaluation resources- high acceptance

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			Clear instructions and easy activities
			Relevant material
			recycled and scaffolded material
			fun activities
			got students attention

## Focus group

exit slips
SR Q
Journal
satisfaction survey
artifacts



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**Appendix O: Final Self-Regulation Questionnaire.**

**Contenido Flip**

1. ¿Los posters y videos creados te ayudaron a producir tus escritos? si  no   
 ¿cómo? porque explicaban.

2. ¿El contenido de los posters y videos era claro para ti? si  no

3. ¿cuál era el objetivo de los posters y videos?  
 a. practicar writing  
 b. presentar los temas  
 c. practicar reading and listening.

4. ¿Cuál era el objetivo de los handouts propuestos?  
 a. practicar writing  
 b. presentar los temas  
 c. practicar Reading

5. Cuando trabajamos en escritura, prefieres... (puedes elegir más de una opción.)  
 a. Que el profesor explique todos los pasos en la clase.  
 b.  Que se diseñen videos y posters para aprender.  
 c. Que pueda investigar en casa y escribir en casa.  
 d. Usar el tiempo de la clase para escribir.

**In-Class Flip**  
 Indica qué tan evidente fueron los siguientes aspectos en tus sesiones de flip learning.

Aspectos	1- Nunca	2- Pocas veces	3- Algunas veces	4- Casi siempre	5- Siempre
La profesora:					
Creó espacios y tiempo para trabajar y revisar mi trabajo.					<input checked="" type="checkbox"/>
Observó y revisaba los estudiantes para hacer ajustes si era necesario.					<input checked="" type="checkbox"/>
diseñó diferentes formas de aprender.					<input checked="" type="checkbox"/>
Centró las actividades en los estudiantes y no en el profesor.					<input checked="" type="checkbox"/>
Fue un guía que brindaba feedback y ayudaba a los estudiantes					<input checked="" type="checkbox"/>
Creó espacio para feedback de forma personal y grupal					<input checked="" type="checkbox"/>
Observó el progreso de los estudiantes.					<input checked="" type="checkbox"/>
Creó actividades que tenían un propósito y me ayudaron a escribir.					<input checked="" type="checkbox"/>

¡Gracias por tu participación!

Adapted from Buitrago & Diaz. *Flipping your writing lesson: Optimizing Time in your EFL Writing Classroom in Innovations in Flipping the Language Classroom*, Springer. 2018

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2. Marca con una X la opción con la que más te identificas en cada frase.

¿Cómo me preparo para desarrollar mis actividades académicas?

	De acuerdo	Desacuerdo
Si tengo una tarea, creo un plan para desarrollarla.		X
Antes de hacer algo divertido, me aseguro de haber terminado mi tarea.	X	
Puedo establecer cuánto tiempo me tomará hacer la tarea.		X
Se cómo voy en mis materias		X
Se cuando me está yendo mal en mis asignaturas	X	
Reviso a diario lo que tengo que hacer e identifico lo que ya he hecho.		X
Tengo dificultad para recordar las cosas que necesito hacer.	X	X
Hago todo lo posible para entregar mi tarea a tiempo	X	
Si tengo que decidir entre hacer mi tarea o algo divertido, escojo hacer mi tarea.	X	
Cuando mis tareas no van bien hago algo para mejorar la situación	X	
Tengo dificultad enfocándome en tareas largas		X
Cuando me retraso en mi tarea, usualmente dejo de hacerla.		X
Evalúo frecuentemente que tan bien estoy haciendo mis tareas		X
Me siento bien cuando hago todo a tiempo.	X	

Adapted from: Gaumer Erickson, A.S, Soukup, J.H., Noonam, P.M., & McGurn, L. (2015). Self-Regulation Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.

Gaumer Erickson, A.S, Soukup, J.H., Noonam, P.M., & McGurn, L. (2016). Self-Efficacy Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.

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Cuando algo no sale bien, trato de aprender de mis errores.	X	
Cometo los mismos errores una y otra vez.		X

**IV. Uso de la habilidad de escritura**

Marca con una X la opción con la que más te identificas en cada frase.

Cuando escribo en inglés yo:

	Siempre	Casi siempre	Nunca
planeo el tema y organizo mis ideas antes de empezar			X
reviso las instrucciones dadas	X		
me aseguro de tener todos los materiales requeridos		X	
reviso mi escrito y verifico que las palabras estén bien escritas		X	
reviso mi escrito y verifico que las oraciones están completas		X	
me aseguro de que mi escrito cumple con las características solicitadas		X	
hago otras cosas, cuando no sé qué escribir			X
reviso las correcciones de mi profesor para mejorar mi escrito	X		
me siento feliz cuando hago bien mi escrito	X		
reviso qué estuvo bien y mal en mi escrito para futuros ejercicios.	X		

**V. Comentarios adicionales:**

¿Tienes algún otro comentario relacionado con tu habilidad de escribir en inglés?

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Adapted from: Gaumer Erickson, A.S, Soukup, J.H., Noonam, P.M., & McGurn, L. (2015). Self-Regulation Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.

Gaumer Erickson, A.S, Soukup, J.H., Noonam, P.M., & McGurn, L. (2016). Self-Efficacy Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.