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Exploring the Influence of Flipped Learning Strategy on Tenth Graders Writing Process at Two Public Schools in Bogota: A Route Towards Differentiation

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Research Report submitted
in partial fulfillment of the requirements for the degree of
Master in English Language Teaching for Self-Directed Learning
Directed by Carolina RODRIGUEZ Buitrago

Department of Foreign Languages and Cultures
Universidad de La Sabana
Chía, Colombia
June 2017
FLIPPERENTIATED WRITING PROCESS

Declaration

We hereby declare that our research report entitled:
Exploring the Influence of Flipped Learning Strategy on Tenth Graders Writing Process at Two Public Schools in Bogota: A Route Towards Differentiation,

- is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

Date: June 19th, 2017

Full Name: Francia Catalina Torres Velandia and Andrea Paola Hernandez Herrera

Signature: 

Catalina Torres V. 

Andrea Hernandez
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Abstract

This action research examined the impact of differentiated flipped instruction on English process writing. The study was conducted with A1 English level tenth graders from two public schools in Bogota, who demonstrated difficulties with vocabulary and ideas organization when producing written texts. Very few studies have been carried out in the Colombian context on the effect of flipped learning strategies on writing, and on differentiation and the writing process, but they have been applied mainly at university level. For this reason, it was not possible to find any previous study in which all these factors were integrated towards writing development at the school level. Data were collected by means of an entry and exit writing test, questionnaires (needs analysis surveys and final survey), learners’ artifacts (two writing products resulting from the writing process workshops) and teachers-researchers memoirs, which were analyzed through the grounded theory method. After analyzing the data, it was evidenced that flipperentiated instruction helped enhance students’ writing as learners had a remarkable improvement in the quality, complexity and clarity of their written texts. The implementation of this strategy contributed to teacher and learners’ performance, students’ interest towards English learning, and fostering learners’ autonomous behaviors.

Key words: Autonomy, differentiation, flipped learning, writing process approach.
Resumen

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

Palabras claves: aprendizaje invertido, autonomía, diferenciación, enfoque de proceso escritor.
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Chapter 1: Introduction

1.1 Introduction to the study

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

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

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

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

<table>
<thead>
<tr>
<th>CEFR Levels</th>
<th>Equivalent Level in Colombia</th>
<th>Grades to develop each language level</th>
<th>Education goals until 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Beginner</td>
<td>From 1&lt;sup&gt;st&lt;/sup&gt; to 3&lt;sup&gt;rd&lt;/sup&gt; grades</td>
<td>Minimum level for the 100% of High school graduates</td>
</tr>
<tr>
<td>A2</td>
<td>Basic</td>
<td>From 4&lt;sup&gt;th&lt;/sup&gt; to 7&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td><em>Minimum level for English teachers</em></td>
</tr>
<tr>
<td>B1</td>
<td>Pre-intermediate</td>
<td>From 8&lt;sup&gt;th&lt;/sup&gt; to 11&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td><em>Minimum level for professionals in other University Education careers</em></td>
</tr>
<tr>
<td>B2</td>
<td>Intermediate</td>
<td></td>
<td>Minimum level for new graduates in Bachelor of English</td>
</tr>
<tr>
<td>C1</td>
<td>Pre-advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The first issue is related to the time devoted for English teaching, learning and practice. English is used mainly during class time which is restricted to four, even less, weekly hours given the curricular and extra-curricular activities contemplated in the school’s program. This is worsened by the large number of students in each class, an
average of forty students who need accurate and specific guidance in their English learning process. The third aspect refers to the great diversity of learning styles, skills, interests, language proficiency levels within the same group of students, contrasting with the generalized curricular goals, classes and tasks.

All these factors, have affected the teaching and learning of English language in its four skills and particularly writing, which is the focus of this study as it has been relegated to short, simple and quickly graded tasks that limit the exploration of written language and all the possible advantages it may bring for language learners.

1.2 Rationale of the study

1.2.1 Needs analysis and problem statement

Due to the two public schools particular circumstances mentioned previously which have led to underestimate writing skill value for language learning, it was necessary the application and analysis of the following instruments to determine how students managed to produce English texts, their main weaknesses when writing, and thus corroborate the need of implementing new strategies to develop and improve this skill.

The first instrument applied was an entry test (Appendix A) taken from the reading and writing section of a Key English Test (KET) which is a basic-level qualification test issued by Cambridge English Language Assessment and aligned with the CEFR (Council of Europe, 2001). It was used to measure students’ proficiency in reading and writing before and after the pedagogical implementation for contrasting the results and verifying the effectiveness of the strategy applied during this project. The results presented in Table 2 show that, in terms of writing, initially only an average of 9% of the students in these
FLIPPERENTIATED WRITING PROCESS

groups could be classified in the proficiency level expected by the MEN for tenth grade (A2-B1).

Table 2

*Students' Writing Proficiency Level According to Entry Test Scores*

<table>
<thead>
<tr>
<th>TEST TAKERS</th>
<th>LEVEL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>A1</td>
</tr>
<tr>
<td>D.A.P</td>
<td>22 (59%)</td>
<td>10 (27%)</td>
</tr>
<tr>
<td>J.F.S</td>
<td>24 (66%)</td>
<td>9 (25%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>46</td>
<td>19</td>
</tr>
</tbody>
</table>

The test scores represented in Figure 1 demonstrated that students’ reading skill level was higher than writing in both schools. Most of the students had many difficulties when completing the writing paper from the test and some of them even left some tasks unanswered. Considering this difference between reading and writing performance, it can be inferred students still need to learn how to transfer the knowledge gained in reading to writing, in terms of vocabulary, structures and paragraphing; apart from acquiring additional resources that can foster their writing process.
During the diagnostic stage, the second instrument applied was an autonomy survey (Appendix B) which inquired about students’ habits for studying, learning strategies and the use of technological devices for academic purposes which lighted up the viability of the pedagogical strategy selected for this study. The responses showed that students have different technological resources at hand that they use mainly for entertainment and socializing. Additionally, although most of the students acknowledged their weaknesses and strengths when writing and learning in general, they still need to be trained in their use for their learning benefit. This is reflected also in the 82% of students who considered that real learning can only happen during classes and from the teachers, versus the 17% who work on their own on strategies to access knowledge outside of the schools lessons.

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

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

1.2.2 Justification of problem’s significance

When learning any language, writing becomes a necessary challenge whose mastery contributes to communicative competence and language proficiency. Although the four language skills play an important role in language learning and communication, writing has particular relevance as it requires additional time and conscious effort to integrate the different levels of language into the production of any written piece. This research presented an opportunity to progress in writing by providing students with knowledge and practice in the writing process. Thanks to this initiative, the other language skills were positively affected and at the same time students’ general performance in the English language.
Having so little time for learning and practice, as is the case in these two schools, harms writing development as it is difficult to arrange a whole lesson or more to carry out the writing process and get a truly elaborated text from each student. Additionally, the correction and grading of students’ writing is a lengthy activity that ends up with the score and in very few cases with improvement, and correction of the text for learning’s sake. Thereby, writing is usually accomplished as isolated homework, without teacher support for the individual difficulties each student might face and without the application of the process to enhance the quality of their texts.

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

**1.2.3 Strategy selected to address problem**

According to the needs analysis results, the participants of this study still have many weaknesses when writing in English. Writing is acknowledged as a complex skill because of the small pieces that need to be set together to create an acceptable written product and the time it demands for writing and giving feedback. For this reason, the writing process (WP) approach has been considered as the most appropriate strategy to address this
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problem, because when writing any task following the steps in the process, students become aware of the vocabulary, spelling, structures and organization being used. By following a sequence of steps, this approach leaves space for supporting learners’ processing of ideas (Tribble, 1996) revising and working on the feedback according to each student’s needs and strengths.

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

Taking advantage of technology and internet connection to receive teacher’s online instruction, students can access and review the resources when they consider it necessary, allowing them to gain more control of their learning and thus being an active part in their learning process, which is one of the main principles of differentiated instruction (DI). This component of the strategy contributes to dealing with the heterogeneity of the groups, by considering learners’ individual differences and offering a variety of possibilities to reach the expected output. Differentiating the content, process, product and environment when writing, learners can take advantage of each lesson for their individual growth, challenging and engaging them in the process of writing and avoiding boredom or lack of interest.
As differentiation is based on the way people learn (Carbaugh & Doubet, 2016), by being knowledge-centered, assessment-centered, and learner-centered, it complements flipped learning to introduce the writing process as an alternative to develop students’ English writing skills, far from the traditional way in which they have been taught.

1.3 Research question and objective(s)

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

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

- To determine the effectiveness of the differentiated flipped learning approach to improve the writing skill.
- To analyze the gradual improvement of students’ written products during the implementation.
- To contribute new methodologies for enhancing the English teaching and learning process to public schools.

1.4 Conclusion

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

Flipped learning is used in this study to help students become responsible for their language learning (Bergmann & Sams, 2012) and to optimize English face-to-face sessions.
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in these two public schools. This study aims to clarify students’ doubts about writing through scaffolding and differentiating the individual writing process. Having more time for practice propitiates self and peer correction of students’ written products and as Brandvik (1990) observes “encourage students to take a constructive role in analyzing and evaluating their own and the writing of their peers and make hypotheses about the nature of language to test them through use” (p.6).
Chapter 2: Theoretical Framework & State of the Art

2.1 Introduction

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

2.2 Theoretical framework

2.2.1 Flipped learning.

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

*Figure 2. Psycho-educational origins of student-centered learning theories.*
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The pioneers in FL Bergmann & Sams and the Flip Learning network defined this approach as:

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

(FLN, 2014)

This definition introduces three core principles: first, pre-teaching, referred to the activities that traditionally were done in class but now at home (Bergmann & Sams 2012). Secondly, FL is learner centered because it’s main goal is learning by offering the possibility of “meeting students’ needs with a wide variety of learning styles” (Lage et al, 2000, p. 37).

And the class time, used for the construction of meaning rather than for information transmission, intended to be active and interactive by carrying out experiential engagement, demonstration and application phases from the learning cycle adapted by Gerstein (2011) and presented in Figure 3
The Flip Learning Network (FLN), (2014) defined four main pillars for FL, closely related to the principles listed above and represented in Figure 4:

**Figure 4.** The four pillars of FLIP by the FLN, (2014)

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

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

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

Additionally to the concept given above, Bergmann & Sams, 2012, defined flipped classrooms as “that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (p.24). Other authors defined and used flipped learning as “a model of ‘peer instruction’ in which the teacher provides material for students to prepare and reflect on before class and then, they used class time to
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encourage deeper cognitive thinking” (Crouch and Mazur, 2001). Most of the definitions agree on the relevant role of teachers to provide solid material and instruction to students in order for them to work on significant knowledge meaning before arriving to the lessons and, strong support during the lessons to enhance their higher order thinking skills, which means a challenging implementation for teachers and learners.

2.2.2 Differentiated instruction.

According to Kyriacou (2009), ability, motivation, social class, gender, race and special education needs are the main differences among students; interpretation sustained on student diversity, learning styles, brain research and multiple intelligences theories (Subban, 2006). As a support in this field, differentiated instruction (DI) appears as the strategy to deal with diversity among the students in the same class group in contrast to the standardized tendency: the one-size-fits-all curriculum being used although it no longer meets the needs of the majority of learners.

Differentiation is referred as a philosophy with the premise that students learn better when their teachers accommodate, plan and design strategically to achieve targeted standards (Tomlinson, 1999). It means effective teaching (Kyriacou, 2009), involving catering for those differences (Tomlinson, 2005), for planning strategically aiming to provide equity of access to excellence for every student (Tomlinson, 2014). Its purpose is to offer challenging and appropriate options for them, in order to reach success through becoming self-directed, productive problem solvers and thinkers (Gregory & Chapman, 2007).

Accordingly, differentiated classrooms support all students through two elements:
engagement, related to the meaning and relevance of the class goals for the students and, understanding related to the sense of the class for the students in their learning process (Tomlinson, 2014). Likewise, important elements in differentiated classroom brain research include safe and non-threatening learning environments; appropriate challenge, meaningful ideas and skills significant association (Tomlinson & Kalbfleisch, 1998).

Differentiated instruction can be carried out by task, outcome, learning activity, pace, dialogue, support and resource (Kyriacou, 2009); having, thus, several ways in which teachers can differentiate as represented by Tomlinson (2014) in the chart included in Figure 5.

---

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

The figure illustrates the routes that can be taken by the teacher to differentiate in the classroom; such routes involve aspects related to content, process, product, and environment observed in the classroom. It also describes important features to take into
account at the moment of working on differentiated instruction.

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

2.2.2.1 Flipperentiated instruction.

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

Hirsch (2014) coined the term Flipperentiation by claiming that if differentiation is the engine, flipped learning is the grease. Similarly, Carbaugh & Doubet (2016) highlighted the local synergy between these two models. Flipperentiation provides rich opportunities to cater to diversity due to the flexibility rooted to its use. Then, “students first explore their learning on a single, self-guided path; afterward, navigate with others, a map of interlocking trails to discover their ultimate destination” (Hirsch, 2014). Figure 6, illustrates the modifications to traditional education thanks to flipperentiation.
Through this blended model, student engagement will likely rise due to an emphasis on meaning making and more personalized contact with information. As teacher focuses the lesson on learners’ needs; then, instructions and activities are formulated to accomplish particular instead of general demands. Hence, a richer culture of collaboration will emerge among students responding to the teacher’s willingness to create suitable and challenging learning opportunities through careful and intentional planning (Hirsch, 2014).

2.2.3 Writing.

Writing, an inherent skill in human beings, deserves special attention and training to be developed. It plays a relevant role in social, academic and professional contexts. As a complex skill, writing needs to be taught and improved permanently according to its use for people's specific purposes (Langan, 2009). Writing starts with the simple action of
transferring thoughts and feelings from one’s head into words. However, most of the time it becomes complicated, involving a great deal of time to achieve the desired written product. In comparison to speaking, writing involves more actions like selecting the correct vocabulary, grammar, spelling, punctuation, style, kind of text, type of readers, among others (Langan, 2009, p.10).

2.2.3.1 Writing process.

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

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

Prewriting is the first step of the WP, when the writer starts generating ideas about the selected topic. Prewriting constitutes 85 % of the writing time, as the writer has to focus on the topic and requires research (Murray, 1997), for this reason, it is relevant for the following steps. The strategies for prewriting are brainstorming, free writing, clustering and outlining. Each writer has the possibility to select the best pre-writing strategy according to the needs and preferences. If the writer devotes appropriate time to this stage, the topic will
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be enriched with enough strong ideas (Peha, 2003).

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

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

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

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

Tribble (1996) states that the process approach emerged with a different focus from the product approach, as the process approach stresses the creativity of the individual writer, and focuses on the development of good writing practices rather than the imitation of models. At the same time, the WP encourages learners to be active in their knowledge acquisition, generating the ideas, supporting them, helping each other, realizing their own
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mistakes, and other implicit actions that strengthen their skills. This is contrary to the product approach which mainly focuses in the written product, no matter if it is repetition of existent models (White, 1988).

The product approach also has four stages: familiarization, controlled writing, guided writing and free writing but they intend to produce a final written product, and during each stage, the learners are guided and suggestions are given on what and how to write (Badger & White, 2000). Here, the teacher plays an active role as controller of each learner action throughout the sequence of writing.

When implementing the writing process, teachers’ roles change in the classroom, giving the writers the opportunity to propose, work and learn throughout the process. The teacher is silent, letting the students ask, create, and use language freely with the right amount of their language knowledge. Each step of the process has its importance and usefulness, as Murray states:

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

It means going against the way teachers have been trained to evaluate writing, but at the same time bringing more satisfaction, for teachers and for learners, when both realize on a major success on writing by following the writing process stages.

As the initiator, the learner has the active role in the WP dynamics. The learner does, writes, requests asks for help and contributions, and the teacher patiently waits to take part in the process when the learner needs support and encouragement (Murray, 1997).
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With the WP, learners feel encouraged to write freely for communicating by all possible means, therefore, in most of the process fluency plays an active role, however accuracy and the form is still important (White, 1988).

2.2.4 Autonomy

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

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

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

One of the possible outcomes regarding autonomy in language learning has to do with “learners’ responsibility towards their learning, dependent of the learner needs,
purposes, capacities, and ultimate achievement” (Little 1994) in Huang (2013, p. 28). At the same time, teachers and classmates (co-learners) play a special role at helping each other to build their knowledge (Lennon, 2012, p. 19). If learners are responsible of their learning they will find ways to consult, develop tasks and improve autonomously.

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

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

2.3 State of the art

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

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

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

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

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

2.4 Conclusion

This chapter introduced the theoretical support regarding the constructs of this study. It is possible to identify how flipped learning, differentiated instruction, the writing
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process, and autonomy are linked to one another due to their theoretical foundations, contributing to developing the pedagogical proposal stated in this research. Additionally, the reports on similar studies confirmed the viability of connecting these constructs providing samples on the paths that previous researchers have followed when conducting similar studies.
Chapter 3: Research design

3.1 Introduction

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

3.2 Type of study

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

Mills (2011) defined action research designs, as systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways a particular educational setting operates, their teaching, and their student learning. Additionally, Creswell (2014) indicated that using quantitative and qualitative data opens a possibility for the researcher to involve philosophical assumptions and theoretical frameworks, in order to understand better the research problem of a study.
Anderson, Nihlen, & Herr (2007) stated that action research cycles involve moments of planning actions, acting, observing the effects, and reflecting on one’s observations. These cycles form a spiral that results in refinements of research questions, resolution of problems, and transformations in the perspectives of researchers and participants (p. 3).

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

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

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

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

3.3.1 Participants

The participants were 68 tenth graders, between 14 and 17 years old, from both schools, taking English lessons with the teachers-researchers to follow one of the characteristics of action research and contribute to the improvement of teachers-researchers field of activity. Although the groups in both schools are large (between 40 and 43 students), only the mentioned number was selected as they presented the consent letter signed at the beginning of the current study. About 80% of the learners have between A- and A1 English proficiency level according to the CEFR, which means they had similar needs to use class time for more practice, improve their English language skills, and be prepared for the state exams to be taken next year.
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Both groups are quite similar regarding students’ creativity and attention spans, but heterogeneous in their skills and interests. Learners are very dependent on their teachers and have difficulties working collaboratively. They also have difficulties following timelines, and finding the right tools to support their learning. As an advantage, all of them are very respectful of teachers’ suggestions and are well-disposed towards working in class but they have trouble working independently in other spaces, so they need to recognize the way they learn to improve their learning processes.

3.3.2 Researchers’ role

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

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

3.3.3 Ethical considerations

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

3.4 Data collection instruments

3.4.1 Introduction

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

3.4.1.1 Learners’ artifacts

As action research is formative, learners’ artifacts documented students’ process and progress in writing skills when following the WP stages. Merter (2007) in Mills (2007) described artifacts as “written or visual sources of data that contribute to our understanding of what is happening in our classroom” (p.72). These artifacts were collected in each lesson designed for the implementation step, where learners worked on two writing workshops developing the stages of the writing process. In this study, the artifacts were the learners’ written productions like the ones presented in Appendix F. The researchers analyzed the
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learners’ improvement in terms of writing more complex and comprehensible texts, with a better use of vocabulary, grammar structures and punctuation, among other language factors that can be improved by following the stages in the writing process in each workshop. In these aspects, there are studies that evidenced learners’ improvement by following the writing process steps after analyzing such kind of artifacts (Bueno, 2016; Rincón, 2009; and, Garnica and Torres, 2015).

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

3.4.1.2 Surveys

The questionnaires, as common instruments in language research (Brown, 1997), were useful to gather learners’ impressions in writing and in a short time. Two surveys were designed to gather qualitative data (open ended questions), and quantitative data (closed questions). The initial survey (Appendix B) took place during the needs analysis and it had one sections about the learners’ perceptions of their learning and a second one about the resources available to support that learning; the latter with four sub-sections: independence and responsibility, learning strategies, learning, and use of technological resources, for a total of twenty-seven questions. The second survey was about learners’ perceptions towards writing and its importance in their learning process. It was designed
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with scoring scales, multiple choices, closed and open questions in English with their Spanish translation, and both of them were administered with Google Forms. After the implementation of the strategy, the final survey () was applied and, by means of open-ended questions, information emerged about how learners felt during the writing workshops, about the change in the delivery of the lesson, and how they perceive their own progress in writing. This type of survey allowed the learners to express freely the good and bad aspects they noticed in the stages of the study (Anderson et al, 2007).

3.4.1.3 Entry and exit tests

A test based on the reading and writing sections in a KET for Schools test was applied before and after the implementation stage (Appendix A). The entry test helped to determine English proficiency level in the participants before the study, in order to design the other instruments with the accurate language level for both groups, as part of the differentiation strategy. Additionally, with the results of the entry and exit tests, it was verified whether learners’ writing skill was affected after the implementation of the strategy. These tests provided quantitative and qualitative data to compare and analyze.

3.4.1.4 Teachers’ memoir journals

Non-observation action research methods for data collection are extremely useful to capture significant reflections, beliefs, ideas, insights and events about the practice on an ongoing way (Burns, 2010). Memoir journals keep accounts of times during the process when the researchers want to articulate their values and theories as teachers by registering significant moments that influenced their teaching practice. Teachers-researchers made hand-written notes on specific aspects they observed before, during and after the
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implementation which were later exchanged in order to determine any possible adjustment needed in instruction.

3.4.2 Validation and piloting

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

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

3.5 Conclusion

This chapter described the participants, context and researchers’ roles in the designed action research plan with mixed instruments of data collection. The ethical considerations for data collection were described and finally, the piloting of data collection instruments was done to improve them and thus guarantee their validity and reliability.
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Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

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

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

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

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

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

### 4.2.2 Vision of learning

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

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

![Intake factors](image)

*Figure 7. Intake factors (Kumaravadivelu, 2006)*
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DI provides support and strategies in each of these aspects while FL promotes the communicative abilities of negotiation, interpretation, and expression that are considered to be the essence of a learner-centered pedagogy. Both methodologies empower learners to reach the goals of language study by increasing their knowledge of the language system, so that productive and receptive skills can be improved (Harmer, 2001).

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

4.2.3 Vision of curriculum

Curriculum, defined as the overall design for a course and how that course content is transformed into a blueprint for teaching and learning (Richards, 2013). Given the fact that any outcome is expected as a demonstration of the interaction between teaching and learning (Wiggins and McTighe, 2006), Richards (2013) acknowledges input, process and output as the three dimensions of a curriculum, which are represented in the syllabus, methodology and learning outcomes as explained in Figure 8:
Curriculum development in language teaching can start from input, process or output. Backward curriculum design has to do with the specification of learning outcomes (output), so the syllabus and the methodology are design based on them. Wiggins and McTighe (2006) in Richards (2013) asserted the statement of the desired results are the key to start the design of this curriculum, where the methodology is selected according to the most suitable way in which learners reach the expected outcomes and these steps must be followed as showed in Figure 9:

Figure 9. Curriculum design (Taba, 1962: 12).
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One example of backwards design is the Common European Framework of Reference for Languages (CEFR). A document that establishes the foundations for the Basic Standards in English as a Foreign Language (MEN, 2006) and the Basic Learning Rights (2016), specifying that tenth graders are expected to write narrative, descriptive and explanatory texts related to topics of interest or that are familiar to them, and promote the use of the WP to reach the written output expected for this level.

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

4.3 Instructional design

The flipperentiated written process led the whole implementation, therefore the lessons and materials were designed and implemented in both groups in the same way as they had similar characteristics and a similar English proficiency level. The lessons followed three general stages: at home stage, in class stage, and end of class stage as explained in Figure 10.
As can be seen in this figure, during the first step of each lesson, completed outside of class, students watched a video or presentation uploaded on a technological platform that introduced the writing stage to work on. The resources were designed to instruct in how to carry out the writing process steps, presenting definitions, types, examples and everything that would be included in the traditional in-class lecture on the topic. Then, students completed an activity related to the resource watched to verify and reinforce their learning. The activities included a great variety of tasks involving listening, reading and writing in English like multiple choice, matching, gap fill, sentences completion, comprehension questions among others, as can be seen in.

During the lessons, the flipping continued by verifying exercise answers or making a whole class application exercise which aimed to clarify doubts, receive feedback and elicit the understanding of the information delivered outside the class. Later, learners
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worked on the differentiated activities, with their teacher’s permanent support, that were
designed to reinforce the target writing skills and general language contents as input to
accomplish the two writing workshops. The activities were completed either individually,
by pairs or in groups according to students’ preferences, needs or readiness, but always
fostering active learning and students’ engagement. Moreover, these activities were
differentiated using strategies like color grouping and learning menus, as exemplified in the
lesson plan sample in Appendix I.

At the end of each lesson, learners were granted some time to work on their writing
workshops that progressively led them to complete the two writing products required for
the study. Both products were narrative texts: the first one was an autobiography related to
their own lives, a famous or an imaginary person’s life; and the second one, a real or
imaginary short story. This dynamic promoted more direct contact between teachers and
learners during the learning practice, besides the use of students’ notes and out of class
activities to feed the writing process as well.

4.3.1 Lesson planning

The lessons were planned using the lesson plan template adapted from Dr. Joan
Rubin’s lesson planner but due to the nature of this study, the position of content
presentation and the lead in or preparation steps were inverted Appendix I.

The presentation of content was outside the class with the materials prepared by the
teachers about the stages for writing. Then, during the lead in stage, many examples were
used to elicit the information, vocabulary and structures presented outside the class which
were necessary for class activities and their written productions. Later, the free practice
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provided different practical activities that conducted students to the wrap up, where learning was applied and verified in the writing workshops, developing one stage per lesson. Then through the self-evaluation stage, learners monitored what they had learned in order to realize what they still needed; thus, during the expansion or independent study they could autonomously reinforce their knowledge.

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

4.3.2 Implementation

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

Some particular situations in each school reduced significantly the amount of time available for the implementation, which is a serious difficulty when intending to improve writing skills. So, it was necessary to extend the eight expected weeks of implementation, by asking for additional time in classes of other subjects, and fixing the proposed activities
to fit in the short time left. Table 3 illustrates in detail the implementation process:

### Table 3

**Pedagogical implementation timetable**

<table>
<thead>
<tr>
<th>STAGE</th>
<th>DATE</th>
<th>ACTIVITY</th>
<th>INSTRUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre implementation</td>
<td>August 2016</td>
<td>Informing and getting schools’ authorization</td>
<td>Schools Consent letters</td>
</tr>
<tr>
<td></td>
<td>June - September</td>
<td>Design and piloting of needs analysis instruments.</td>
<td>Autonomy survey, Writing process questionnaire, Entry test</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td></td>
<td>Lesson plan format, Writing workshop 1, Writing workshop 2</td>
</tr>
<tr>
<td></td>
<td>June - December</td>
<td>Lesson plans and writing workshops design.</td>
<td>Scoring criteria for written products, Writing process checklist, Linking devices</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td></td>
<td>Proofreading and editing marks, Irregular verbs</td>
</tr>
<tr>
<td></td>
<td>January 2017</td>
<td>Design of writing toolkit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February</td>
<td>Informing and getting parents’ authorization</td>
<td>Parents’ Consent letters</td>
</tr>
<tr>
<td></td>
<td>Feb. 6th - 10th</td>
<td>Needs analysis instruments implementation</td>
<td>Autonomy survey, Writing process questionnaire, Entry Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Videos and activities: Writing process, Writing an autobiography</td>
</tr>
<tr>
<td></td>
<td>January - May</td>
<td>Creation of before class videos and activities</td>
<td>Stages in the writing process</td>
</tr>
<tr>
<td></td>
<td>Feb. 13th - 17th</td>
<td>How to use the videos explanation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February 20th -</td>
<td>Topic Writing Process Step</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 1st</td>
<td>Personal Introductions Prewriting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Lesson</td>
<td>My family Drafting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 6th -</td>
<td>Second Lesson Drafting</td>
<td></td>
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<td></td>
<td>March 17th</td>
<td>March 20th - 27th</td>
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<td></td>
<td>3rd Lesson</td>
<td>Describing people I Revision</td>
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<td></td>
<td>February 20th -</td>
<td></td>
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<tr>
<td></td>
<td>March 29th - April</td>
<td>Describing people II Editing and publishing</td>
<td></td>
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<td></td>
<td>7th</td>
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<tr>
<td></td>
<td>Fourth Lesson</td>
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**While implementation**

<table>
<thead>
<tr>
<th>February 20th - March 1st</th>
<th>Personal Introductions</th>
<th>Prewriting</th>
<th>Students’ artifacts: Writing workshop 1: autobiography, Teachers’ memoir journals</th>
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<tr>
<td>March 6th - March 17th</td>
<td>My family</td>
<td>Drafting</td>
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<tr>
<td>Second Lesson</td>
<td>March 20th - 27th</td>
<td>Describing people I</td>
<td>Revision</td>
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<tr>
<td>Third Lesson</td>
<td></td>
<td></td>
<td>Students’ artifacts: Writing workshop 1: autobiography, <strong>Autobiography final version</strong>, Scoring criteria, Teachers’ memoir journals</td>
</tr>
</tbody>
</table>
Finally, describing the main flipperentiated strategy, the two writing workshops, it can be highlighted that they were divided and organized to address each one of the five steps of the writing process and, despite of students using the same workshops, they had the possibility to carry out the activities proposed there according to their different likes, interests, English level and individual pacing (\(\)).

### 4.4 Conclusion

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

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

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

<table>
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<th>Students’ artifacts</th>
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<tr>
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<td>Fifth Lesson Shops and products</td>
<td>Prewriting</td>
<td>Writing workshop 2: Story</td>
</tr>
<tr>
<td>April 24th - 28th</td>
<td>Sixth Lesson Giving directions</td>
<td>Drafting and revising</td>
<td>Teachers’ memoir journals</td>
</tr>
<tr>
<td>May 2nd - May 8th</td>
<td>Seventh Lesson Comparing</td>
<td>Editing</td>
<td></td>
</tr>
<tr>
<td>May 10th - 17th</td>
<td>Eighth Lesson Talking about the past</td>
<td>Publishing</td>
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<tr>
<td>May 22nd - 26th</td>
<td>Data analysis and results presentation</td>
<td>Final Survey</td>
<td>Teachers’ memoir journals</td>
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implementation of this research were also described, as well as, how data were documented and collected while the Flipperentiated written process strategy was being implemented to determine its effect on the writing skills from the participants of this study.
Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter describes how the collected data were analyzed in the light of the theory to find out how differentiated flipped instruction affected the participants’ writing in English. With the mixed method approach described by Creswell (2014) as “involving the collection and “mixing” or integration of both quantitative and qualitative data in a study” (p.24) the data were gathered using the instruments explained previously (questionnaires, learners’ artifacts, teachers’ memoirs, and tests). Then all data were analyzed by means of the grounded theory approach (Strauss and Corbin, 1994), and the findings were contrasted through the investigator triangulation process, according to Denzin’s (1970) classification quoted by O’Hair & Kreps (1990). This means that all data obtained from the different instruments were studied by the two teacher-researchers, discovering findings that were discussed and supported with the data obtained from each one of the instruments and thus, reducing interpretation bias and getting a full and accurate understanding of the research effects. From these interpretations, some convergences were found to establish the subcategories, categories and core category that answer the research question.

5.2 Data management procedures

Initially, the data were gathered using the instruments presented in the data collection instruments section under the mixed methods research design, explained above. All the students’ responses to the surveys, registers in the teachers’ journal, and findings from students’ artifacts were stored in excel spreadsheets, and the students’ artifacts were collected in individual folders.

The entry and exit test results were registered in spreadsheets. They were studied
through their different sections, comparing also each student’s written texts and the general scores got in both occasions. The qualitative data were collected by means of students’ answers to the different questionnaires and surveys applied in the pre and post-implementation stages of the process, and the teachers’ registers in the memoir journals.

Finally, students’ written products were assessed, registered and compared by means of the scoring criteria (Appendix D) and through careful examination to identify all possible changes in their content and form. The resulting quantitative data were illustrated by means of frequency charts, while from the qualitative data many codes arose that were registered, highlighted and organized for further analysis.

5.2.1 Validation.

The validation, defined as the appropriateness of the tools, processes, and data used during the research by Leung (2015) in this study was gained with the analysis and triangulation of the quantitative and qualitative data. By means of internal validity (Cohen, Manion & Morrison (2000), the researchers explained particular events throughout the study and sustained them by means of the collected data (p. 135). Hence, the answers and products that emerged from each data collection instruments were read deeply to find similar and recurrent patterns. The codes and their interpretation generated the necessary information to support the findings intended to answer the research question of this study.

5.2.2 Data analysis methodology.

The data collected were revised in detail and analyzed according to their quantitative or qualitative nature. In the case of quantitative data, using a Microsoft Excel
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file they were managed by statistical analysis. Thus, data tables and frequency graphs were created to evidence and represent the changes in terms of students’ progress in their writing skills. The findings were used in the triangulation step to establish the categories, providing meaningful insights in their descriptions and reinforcing the qualitative results.

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

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

5.3 Categories

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

5.3.1 Overall category mapping.

During the open coding stage, the data obtained from each school was analyzed
individually; the results were then compared and, from their interpretation the categories in
the next stage came to light. Many patterns appeared and the researchers observed that
many of them were recurrent in both schools bearing in mind the research question, and its
main components. All the codes that resulted from the two schools’ data can be seen in
table 4, where they were grouped according to three main elements in the research
question: Writing process, flipperentiated methodology and autonomy.

Table 4

Open coding analysis

<table>
<thead>
<tr>
<th>Research Question</th>
<th>DAP school subcategories</th>
<th>JFS school subcategories</th>
</tr>
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</table>
| **Writing Process** | *communication*  
*develop mental processes and memorizing words*  
*Main difficulties when writing: structure of sentences, vocabulary, punctuation and being clear*  
*not all the steps in the WP are applied*  
*Revising: translating, re-reading, the teacher and the dictionary*  
*correct mistakes and draft the text at least twice*  
*useful for English and Spanish*  
*new vocabulary, connectors*  
*Learning from mistakes* | *Useful and necessary skill*  
*better expression of feelings*  
*organization of ideas*  
*vocabulary*  
*sentences structures*  
*following steps*  
*some stages more difficult than others*  
*time consuming*  
*some stages harder than others*  
*(revising, editing)*  
*freedom for writing* |
| **Flipperentiated Methodology** | *videos contribute to in class activities*  
*strategy different from traditional classes*  
*visual and audio learning*  
*videos supported writing*  
*anticipate explanation*  
*difficulties with listening*  
*play of videos*  
*didactic resources*  
*help to remember*  
*examples importance*  
*availability of tools for writing* | *interesting videos*  
*helpful*  
*time management (more time in lessons to support students’ learning)*  
*understanding explanations*  
*facilitator of topics explanation*  
*varied activities during the lessons*  
*access to repeat the videos*  
*motivation*  
*learning at their own pace*  
*learning styles* |
| **Autonomy** | | |
The convergent points in the open coding stage helped to state the axial coding and subsequently establish common categories and subcategories for the research findings. During the next stage the core category with its most accurate categories and subcategories were formulated as it can be seen in Figure 11.

**Figure 11. Axial coding categories**

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

5.3.2.1 Flipperentiation effectiveness.

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

5.3.2.1.1 Concept exploration.

By delivering the theoretical information required for guiding the writing process asynchronously through videos and presentations, students gained control of their learning process, discovered the unlimited number of online learning resources, and got tools to answer their doubts in and outside the classes.
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Excerpt 1 evidences the relevance of this step and the flipped materials for learning different aspects on writing and control students’ own learning.

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

Excerpt 1. Final survey: Question 1

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

“Claro que sí, no porque no los entendiera sino para tener las ideas claras para así lograr un mejor resultado.” (Participant 5 - JFS)

“Sí. Porque no entendía alguna cosa entonces me tocaba volver a verlo para poder completar las actividades” (Participant 8 - DAP)

Excerpt 2. Final survey: Question 3

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

As noted in Excerpt 3, students realized that there is information available from different sources that can support not only their writing work but almost any learning interest they might have.
“En algunas ocasiones no lograba comprender ciertos temas los cuales investigaba en Internet para lograr comprenderlos mejor, pero en la mayoría de los casos comprendía a la perfección” (Participant 11- DAP)

Excerpt 3. Final Survey: Question 2

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

According to the previous figure, when students were asked about the extent to which they can learn from sources different to the teacher, most of them agreed on this statement. All this implied a certain degree of autonomy to explore the concepts presented thanks to the flipperentiation strategy.
However, there were also some difficulties that were detected thanks to the permanent monitoring of the pedagogical strategy as is explained in Excerpt 4.

_Excerpt 4. Teacher’s memoir journal: March 12, 2017_

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

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

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

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

The results presented in Figure 15 suggest that students invest most of the time
they are surfing the web in their entertainment and videos leaving apart academic growth, which means that the learners’ commitment and responsibility to carry out assigned tasks out of the classroom still needs to be cultivated, so that they more autonomous in their learning.

5.3.2.1.2 Meaning Making

Students completed, asynchronously, in their individual spaces, the teacher-suggested activities as support to the process of meaning construction. Figure 16 displays the students’ responses related to their commitment to homework completion.

![Figure 16](image)

*Figure 16. Preliminary survey: Students’ intended commitment with tasks.*

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

Students always had to do something different to account for their out-of-class comprehension of the lecture. Therefore, several impressions were collected in this regard and are summed up in Excerpt 5.
From the reflection included in this excerpt, it is possible to highlight two main aspects, the first is the use of varied activities that encourage remembering and understanding (lower order thinking skills according to Bloom’s taxonomy, 1956), and the second is to promote strategies for information organization, so students can have a backup system to be consulted when doubts arise in or out of class.

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

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

These first and second stages in the flipperentiated process managed to provide learners with audiovisual and written material that is permanently available to scaffold the writing process and text creation within each lesson. This input favored students’ interpretations which were the starting point of all the lessons, but there was also a variation in some students’ performance due to the diligence with which they completed this part. The reflection on this variance is presented in Excerpt 7.
This excerpt explains a strategy that was set attending to flipperentiation principles to help all learners get the necessary input as the basis for the rest of the work to be done. Hence, the lead-in part of each lesson served for eliciting, getting and giving feedback on what had been done as preparation for the class, providing a common ground on the information offered as input.

5.3.2.1.3 Experiential Engagement

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

“Realmente era la parte que más me gustaba ya que teníamos la oportunidad de escoger algo con lo que nosotros nos sintieramos cómodos” (Participant 18 - DAP)

“Indecisa,porque eran muy buenas las opciones para desarrollar las actividades y no sabia cual elegir.” (Participant 28-JFS)

As students expressed in their responses, this step fostered action, activity,
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interaction, practice and they enjoyed it very much. As students were more active carrying out different tasks that aimed to improve writing, they learned some of the tools and the knowledge on writing that was put into practice with the differentiated activities and the writing workshops. Additionally, as the teachers were assisting students permanently on their specific doubts or difficulties, students acknowledged the value of having such support from their teacher in their responses (Excerpt 9).

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


Teacher support during the face-to-face tasks was decisive. The fact of answering the specific doubts that emerged within the practice encouraged students to think and reflect on what they were doing and what they could do beyond. Although the classroom environment became very dynamic and somehow chaotic, students were actively learning. Notwithstanding, as it is explained by the researcher in the next excerpt, the activities had to be shortened to fit the available time and leave room for student writing.

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

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

The positive attitude perceived by the students in this stage can be seen in the excerpt. All the students were eager to find out what they would have to do in each class
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and there was a feeling of satisfaction when they demonstrated they had been able to complete the activities chosen or designated. As a matter of fact, the results of all the activities provided models that students could use as a reference for improving their own writing.

5.3.2.1.4 Demonstration & application

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

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

Excerpt 11. Final Survey: Question N° 11

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

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

“Lo que menos me gusto de las actividades, fue el tiempo que tuvimos para realizar todos los procesos.” (Participant 27 - DAP)

“No, seguramente por falta de tiempo y compromiso ya que casi todas las veces trabajabamos en el aula y si no terminaba me quedaba atrasada” (Participant 9 - JFS)


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

“por que teníamos que agregar, mover, cambiar muchas cosas de nuestra historia pero me quedaba bloqueada por que no sabia que poner así que tuve que pedir ayuda a mis compañeros” (Participant 6 - DAP)
As noted in this excerpt, difficulties were observed in the revision stage where students knew what they had to do but when going to their own texts they could not define easily what needed to be improved and this took us to the situation that is described in the following excerpt.

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

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

The flipperentiated application of English language contents and the writing process helped learners to improve their writing skill and it can be evidenced in Figure 17:
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This figure shows the writing enhancement by demonstrating that the number of students who managed to complete the two written products in both schools was greater than those who only completed one of them. Therefore, when comparing the quality of the students’ final products, by the texts (Excerpt 16) and by means of the scoring criteria used for assessing them (Appendix D) there is an evident improvement in terms of structures, content, vocabulary and organization, as well.

Excerpt 16. First and second Final products. (Participant 20-DAP)

This excerpt demonstrates that students increased the number of words used in the texts, improved in the use of sentences structures in different tenses, enriched the language employed and presented the second product better organized.
This figure demonstrates that the quality of students’ texts improved in light of the scoring criteria applied. To sum up, it is evident that the participants’ writing skill was positively affected by the implementation of flipperentiated instruction, due mainly, to the preparation students had in their individual learning space, the very fruitful and varied practice during face-to-face sessions, the gradually guided writing process (Appendix E) and the tailored support from their teachers.

### 5.3.2.2 Writing Enhancement.

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

#### 5.3.2.2.1 Prewriting value

This stage in the writing process became relevant for the entire process of production and vital for the following steps (Murray, 1997), as the participants of this study considered writing important to express feelings and emotions, and they had problems in
organizing ideas and expressing them clearly. Learners lacked strategies to start planning their writings, and for this reason the results of the initial writing process survey (Excerpt 17) evidenced that writing was difficult for students because of the lack of vocabulary, grammar structures, and the correct way to organize ideas, but it also showed that writing became easier for them when the topics to write about were familiar.

“Aveces se me dificulta organizar mis ideas y hacerme entender, dependiendo de lo que me toque escribir”. (Participant 2-DAP)

“Escribir es la mejor forma de expresar todas las emociones y sentimientos que tengamos oculto, aunque me falta vocabulario y otras cosas para expresarme mejor”

(Participant 11-JFS)

Excerpt 17. Preliminary survey: Question N° 1

These excerpts demonstrate that it was necessary to promote prewriting strategies for learners to feel aware and confident in their writing skill. Additionally, students were not used to planning what and how to write, so the first change in their attitudes was to apply prewriting strategies to generate ideas before writing. Excerpt 18 describes the researchers’ perception of the students’ prewriting skills after knowing how to use some of them and while they were developing the writing workshops.

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

Excerpt 18. Teacher’s memoir journal: February 2, 2017
Excerpt 19. Teacher’s memoir journal: March, 2017

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

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

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

Excerpt 20. Final Survey: Question N° 11

This excerpt describes how learners saw their improvement regarding writing when they followed the writing process stages. At the beginning, students depended on the teachers’ support for the activities, but, during the prewriting stage they started to work freely according to the strategies they selected. Besides, participants observed improvement
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in other aspects of languages as stated in Excerpt 20.

Comparing the prewriting exercises (Excerpt 21), there was evident improvement in this stage. As they invested more interest, the information was also more complete and useful for the rest of the stages in the process.
Excerpt 21. Learners’ artifacts: prewriting stage. (Participant 15-JFS)

The first artifact of this excerpt does not show complete sentences or ideas, although it provides information to start writing. But, on the other hand, the second artifact demonstrates structured sentences and sequenced ideas. It was the result of a free decision on what to write about, while the first prewriting activity was guided and had to be more controlled by the teacher.
Excerpt 22 presents the different outlines that students created in the two workshops to organize better their ideas and determine the most adequate sequence for their texts.

The first artifact shows the outline as a simple exercise of organizing headlines to follow. On the other hand, the second outline provides clearer and more sequenced ideas about what the student is going to write in each part of his second product.

Summing up, during the second writing workshop students’ engagement increased and they got clearer ideas about the process to follow. This observation was registered in
the teacher’s journal presented in Excerpt 23.

**Excerpt 23. Teacher’s memoir journal: April 2017**

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

5.3.2.2.2 Fostering drafting

Participants started to develop drafts with the support of prewriting. They also started to learn a lot of vocabulary and structures. Additionally, learners felt more confident to write as they were able to select the topic among some given suggestions. Although this process was slow, it led to great gains. Excerpt 24 shows one of those first drafts in which mistakes were still evident:
Excerpt 24. Students’ artifacts: First workshop draft. (Participant 18-JFS)

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

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

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

Excerpt 25. Teacher’s memoirs journal: March 22nd, 2017
Between 8 and 10% of the participants in both schools asserted that drafting was the most difficult stage during the writing process (Figure 18). It means that the majority of the students worked comfortably in this stage and took advantage of free writing to express as much as possible about the ideas they had regarding their selected topics.

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

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

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

5.3.2.2.3 Revising challenge

The revision stage in the writing process is as important as complex to confront and
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develop; however it was the stage where the participants could improve, organize and polish their written productions.

According to Figure 19 most of the learners in both schools agreed that revising and editing were the most difficult stages in this process.

![Figure 19](image)

*Figure 19. Final survey: Most difficult steps in the writing process.*

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

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

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

*Excerpt 28. Final survey: Question N° 12*

The previous figure 18 and excerpt 28 show that more than the 30% of students in DAP and JFS agree that revising and editing were the most difficult stages of the WP for them. One of the reasons learners explained was the complexity they had to find their own errors in their products, as well as their classmates’ error when they worked in peer editing strategy. Moreover, they still lack of vocabulary to avoid redundancy, to use more linking devices, and forgot some rules about how to use correctly punctuation marks. For this
reason, only a part of the participants finished their written compositions, as they abandoned their process when they realized the difficulty of these stages. It was evidenced mainly at the end of the first written product.

During the revision stage learners required more support from their teachers, but some of the participants grouped and helped each other, keeping in mind that correction and feedback can be addressed by teachers, classmates or headmasters (Keh, 1989). In Excerpt 29 there is one of the strategies that students applied to identify errors in their products.
**Excerpt 29. Students’ artifacts: Revision stage. (Participants 10 and 14-JFS)**

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

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

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

Learners’ written products were evaluated using the scoring criteria (Appendix D), which also helped students to understand their strong and weak points regarding writing. Figure 20 demonstrates that the scores of the second writing product improved in relation to
the first product and evidences the specific areas of improvement. Although students’ outcomes are still weak, their advancement and commitment to following the process is remarkable.

![Bar Chart]

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

This figure explains that those participants who finished their two products improved in all the aspects evaluated by means of the scoring criteria. It also shows that the strongest aspects of improvement were layout and the writing process. Additionally, it lets us identify that learners are even weak in their organization of ideas.

As students became aware of the writing process, they learnt that any written product can still be better, and that there are still many aspects in writing that need to be enhanced. For this reason, they tried to polish their products and present them in the best possible way considering that the writing process approach is cyclical and the writer can return to any stage when he/she considers it necessary (Badger & White, 2000).
5.3.3 Core category

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

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

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

5.4 Conclusion

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

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

Although evidence has been extensively provided supporting each part of this analysis, the best proofs of the core category’s effectiveness can be found in the better quality of the students’ writings, their motivation and participation within in and out of class activities, and the adoption of WP for creating and improving their texts.
Chapter 6: Conclusions and pedagogical implications

6.1 Introduction

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

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

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

The progress of creating two writing products was guided and scaffolded by the writing process workshops, they led students step by step towards better written products and fostered autonomous behaviors that can be transferred to any field of a person’s life. All the stages of the writing process were carried out throughout the implementation, and, although some of them were more difficult than others for the participants, they were all useful to analyze the learners’ progressive improvement. And lastly, the analysis of the
salient categories led the researchers to realize the importance of contributing, with new methodologies, to foster English language skills in public schools of the city.

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

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

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

**6.2 Comparison of results with previous studies’ results**

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

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

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

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

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

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

6.3 Significance of the results

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

Firstly, the design and implementation of valuable pedagogical resources like interactive videos and presentations, the writing toolkit and the workshops among others,
which allowed learners to gain knowledge in the stages and strategies of WP approach and
to take advantage of technological resources with academic purposes.

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

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

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

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

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

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

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

The third limitation had to do with the thorough implementation of the writing process approach. Revising, editing and rewriting resulted in very hard steps for students. Hence, some learners did not follow the complete writing process, presenting their “final product” with many weaknesses that could have been overcome by finishing all the stages of the process. Additionally, some students opted for working on the writing process workshops, by developing the prewriting in Spanish or using the online translator. These situations required a closer monitoring from their teacher to evidence that the writing process was applied and the texts were created using the learner’s own effort.
Finally, the students’ problems in reading the instructions and understanding the examples were decisive. This demonstrated the strong dependence learners have on teachers and how they are used to being told everything they are supposed to do. Besides, learners were very dependent on the summative assessment, and they did not realize the importance of the formative assessment in their process to identify their improvement regarding writing process awareness.

6.5 Further research

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

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

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

The participants of this study developed two writing products following the steps in the WP, focusing on topics of their preference and using different suggested strategies in each stage. Although they were instructed in this process outside of the class, through teacher-prepared resources, the revision and editing stages were the most difficult for them, notwithstanding, their products showed meaningful improvement in terms of their quality. The results demonstrated that the strategies used in the implementation were useful in generating writing awareness, promoting the use of activities related to students’ learning needs, promoting autonomous learning, and experiencing a stronger support of the teacher-researchers during the practical and creative stages of the process.
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Anillo, J. (2016). Differentiated Instruction Improving EFL Reading Comprehension and autonomy for Young Learners (Master’s thesis). Universidad de la Sabana


Bergmann, J. & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. USA: International Society for Technology in Education. ISTE.


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Domain


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http://files.eric.ed.gov/fulltext/ED402614.pdf#page=18


Appendixes

Appendix A: KET Test

Based on Saxby, K. 2011. KET for schools TRAINER. Cambridge University Press
Reading and Writing - Part 1

Questions 1-5

Complete the first conversation:

Example:

A. I bought a new bike last week.
B. That's great! How much was it?
C. I think it was $500.

10. It's June 20th today.

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

11. The film was so funny.

A. It's tomorrow evening.
B. Why wasn't it yesterday?
C. I jogged it twice.

12. What's in Linda's hand?

A. He bought the hat.
B. I don't know.
C. It's difficult to see.

13. What's happened to Helen?

A. Yes, that's right.
B. Sorry, I don't know.
C. Of course he can.

14. Can we go fishing this weekend?

A. I went because you did.
B. If you want to.
C. We travelled by boat.

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Reading and Writing - Part 2

Questions 6-10

Complete the telephone conversation between two friends.

Example:

John: Hi, Linda. I don't understand the instructions for our space travel project.
Linda: H, G

John: Thanks. Have you already finished yours?
Linda: H

John: That's good! How many words do we have to write? I can't remember.
Linda: G

John: That's a lot! Where did you get your information from?
Linda: H

John: Are you sure that's ok?
Linda: H

John: Yes. I can come then. Shall I bring the workbook too?
Linda: H

John: Thanks, Linda!

Reading and Writing - Part 3

Questions 11-15

For questions 11-15, match A, B, or C on your answer sheet.

Example:

A. Don't you need it?
B. We can use mine.
C. The computer. Why didn't you come across it? I'll show you.

John: H

Linda: H

John: That's good. How many words do we have to write? I can't remember.

Linda: G

John: That's a lot! Where did you get your information from?

Linda: H

John: Are you sure that's ok?

Linda: H

John: Yes. I can come then. Shall I bring the workbook too?

Linda: H

John: Thanks, Linda!

Reading and Writing - Part 4

Questions 16-20

Complete the telephone conversation between two friends.

Example:

John: Hi, Linda. I don't understand the instructions for our space travel project.
Linda: H, G

John: Thanks. Have you already finished yours?
Linda: H

John: That's good! How many words do we have to write? I can't remember.
Linda: G

John: That's a lot! Where did you get your information from?
Linda: H

John: Are you sure that's ok?
Linda: H

John: Yes. I can come then. Shall I bring the workbook too?
Linda: H

John: Thanks, Linda!

Tom Barry - International skateboarder

Tom Barry is 17, and started skateboarding when he was nine. He grew up in New York, where he practiced hard and won his first competition when he was 14. He was lucky. A writer from SKATE IT magazine wanted him that day, then wrote an article about him. They even made a video of me!" Tom said. "I left school last year and now the company is paying me to practice and is skateboard in international competitions. But I'm not doing this for the money. I'm doing this because it's so much fun!"

Tom has just returned from Japan. Skateboarding is the third most popular sport for boys aged 12-14 in the USA, but in Japan it is less well-known.

"I think skateboarding is one of the popular sports in Japan and I think skateboarding is one of the popular sports in Japan. We need to change that. It's really difficult to do. But things are changing. I love the trip and I hope travel there again next year."

Example:

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

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

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

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

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

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

26. Some drivers stop to watch Tom when he skateboards on the street in Japan.
A. Right  B. Wrong  C. Don't say

27. Tom said it is difficult to find good parks outside the big cities in Japan.
A. Right  B. Wrong  C. Don't say
FLIPPERENTIATED WRITING PROCESS

Reading and Writing ‘Part 5’

Questions 28-35

Read the article about classical Indian dancing.

Choose the best word (A, B, or C) for each space.

CLASSICAL INDIAN DANCING

Classical Indian dancing is very beautiful to watch. (6) _______ are eight different kinds of classical Indian dancing: each one is from a different part (7) _______. The dancers are (8) _______ by a: traditional scene, music. and costumes. which is called the Dhangoria. This kind was written more than 1,500 years ago and has been performed in India for centuries. (9) _______. Classical Indian dances in modern times will always have a story.

A classical Indian dancer uses (10) _______ of his body. The neck, arms, back (11) _______. The dancer moves his arms and legs in different ways. There are two main (12) _______. Each dancer moves his arms and legs in different ways.

Example:

A. They B. Those C. There

28. A. of B. from C. far
29. A. Describe B. Described C. Describing
30. A. yet B. since C. ago
31. A. a B. the C. her
32. A. but B. and C. or
33. A. their B. our C. some
34. A. than B. as C. than
35. A. have B. having C. has

FRANZ DICK

Dear Franz,

Thank you for your email. I was really pleased (41) _______. Have you come to our wedding? We’ll have to have (42) _______. Next Saturday. To be (43) _______. About 12.00. One of the people from school will be there. Richard’s coming too. I met him (45) _______. Our school is going to France (46) _______. It’s great. And (47) _______. Don’t you want to dance? Shall we (48) _______. The guitar.

Will (49) _______. and (50) _______. Tell me what you think of it. We’ll have plans, but can you bring a booklet, (51) _______. speak with you?

Best,

Diana

Elena’s notes

Music lessons with Stephen

Learn to play: drums

Teacher’s name: 
Cost of lessons: 
Lesson begins at: 
Day: 
Level: 

Reading and Writing ‘Part 6’

Questions 36-40

Read the descriptions of some things you might see in the countryside.

What is the word for each one?

For questions 36-40, write the word on your answer sheet.

Example:

1. We get milk to drink from these large, heavy animals. C. ______

2. Different kinds of vegetables are often grown in fields. In this place. F. ______

3. You can fish or perhaps swim in this. R. ______

4. There are lots of trees in this place and wild birds and animals live here. F. ______

5. People live in this place. It’s like a very small town. V. ______

Reading and Writing ‘Part 7’

Questions 41-50

Complete the email.

Write ONE word for each blank.

Example:

From: Diana

To: Franz

Hi, Franz!

Thank you for your email. I was really pleased (41) _______. Have you come to our wedding? We’ll have to have (42) _______. Next Saturday. To be (43) _______. About 12.00. One of the people from school will be there. Richard’s coming too. I met him (45) _______. Our school is going to France (46) _______. It’s great. And (47) _______. Don’t you want to dance? Shall we (48) _______. The guitar.

Will (49) _______. and (50) _______. Tell me what you think of it. We’ll have plans, but can you bring a booklet, (51) _______. speak with you?

Best,

Diana

Want to learn an instrument?

Guitar/Drums Keyboard Lessons at least 1-hour lessons on Mondays and Fridays 6-8 p.m.

Students £10.00 per class

Call now: (0123456789)

From: Elena

To: Stephen

Hi, Stephen!

I’ve heard you have some drum lessons. Why don’t you come too? The classes are at town hall school on Mondays or Fridays, but we can’t go on Fridays because it’s your club then. We’ll both be happier: and we’ll both be in the advanced class! The class will be on set to seven o’clock.

Call me!

Elena’s notes

Music lesson with Stephen

Learn to play: drums

Teacher’s name: 
Cost of lessons: 
Lesson begins at: 
Day: 
Level: 

Reading and Writing ‘Part 8’

Questions 51-55

Read the advert and the email.

Fill in the information in Elena’s notes.

For questions 51-55, write the information on your answer sheet.

Elena’s notes

Music lesson with Stephen

Learn to play: drums

Teacher’s name: 
Cost of lessons: 
Lesson begins at: 
Day: 
Level: 

Reading and Writing ‘Part 5’

Questions 28-35

Read the article about classical Indian dancing.

Choose the best word (A, B, or C) for each space.

CLASSICAL INDIAN DANCING

Classical Indian dancing is very beautiful to watch. (6) _______ are eight different kinds of classical Indian dancing: each one is from a different part (7) _______. The dancers are (8) _______ by a traditional scene, music, and costumes. which is called the Dhangoria. This kind was written more than 1,500 years ago and has been performed in India for centuries. (9) _______. Classical Indian dances in modern times will always have a story.

A classical Indian dancer uses (10) _______ of his body. The neck, arms, back (11) _______. The dancer moves his arms and legs in different ways. There are two main (12) _______. Each dancer moves his arms and legs in different ways.

Example:

A. They B. Those C. There

28. A. of B. from C. far
29. A. Describe B. Described C. Describing
30. A. yet B. since C. ago
31. A. a B. the C. her
32. A. but B. and C. or
33. A. their B. our C. some
34. A. than B. as C. than
35. A. have B. having C. has

FRANZ DICK

Dear Franz,

Thank you for your email. I was really pleased (41) _______. Have you come to our wedding? We’ll have to have (42) _______. Next Saturday. To be (43) _______. About 12.00. One of the people from school will be there. Richard’s coming too. I met him (45) _______. Our school is going to France (46) _______. It’s great. And (47) _______. Don’t you want to dance? Shall we (48) _______. The guitar.

Will (49) _______. and (50) _______. Tell me what you think of it. We’ll have plans, but can you bring a booklet, (51) _______. speak with you?

Best,

Diana

Elena’s notes

Music lesson with Stephen

Learn to play: drums

Teacher’s name: 
Cost of lessons: 
Lesson begins at: 
Day: 
Level: 

Reading and Writing ‘Part 6’

Questions 36-40

Read the descriptions of some things you might see in the countryside.

What is the word for each one?

For questions 36-40, write the word on your answer sheet.

Example:

1. We get milk to drink from these large, heavy animals. C. ______

2. Different kinds of vegetables are often grown in fields. In this place. F. ______

3. You can fish or perhaps swim in this. R. ______

4. There are lots of trees in this place and wild birds and animals live here. F. ______

5. People live in this place. It’s like a very small town. V. ______

Reading and Writing ‘Part 7’

Questions 41-50

Complete the email.

Write ONE word for each blank.

Example:

From: Diana

To: Franz

Hi, Franz!

Thank you for your email. I was really pleased (41) _______. Have you come to our wedding? We’ll have to have (42) _______. Next Saturday. To be (43) _______. About 12.00. One of the people from school will be there. Richard’s coming too. I met him (45) _______. Our school is going to France (46) _______. It’s great. And (47) _______. Don’t you want to dance? Shall we (48) _______. The guitar.

Will (49) _______. and (50) _______. Tell me what you think of it. We’ll have plans, but can you bring a booklet, (51) _______. speak with you?

Best,

Diana

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Call me!

Elena’s notes

Music lesson with Stephen

Learn to play: drums

Teacher’s name: 
Cost of lessons: 
Lesson begins at: 
Day: 
Level:
Reading and writing Part 9

Question 56
Your English friend, Roger, has got a digital camera. You'd like to use it.

Write an email to Roger:

☐ Ask if you can use his camera
☐ Say why you need his camera
☐ Ask when you will collect his camera.

Write 29-35 words.
Write the email on your answer sheet.
Appendix B: Needs Analysis Instruments

Online version available at: https://drive.google.com/open?id=103gG2GosDN-qZO9Hd2L2WC9C1NCHyGrGTWeCu_0rcSJo
**FLIPPERENTIATED WRITING PROCESS**

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**WRITING PROCESS QUESTIONNAIRE**

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

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

- Easy (fácil)
- Difficult (dificil)
- It depends on the kind of writing (Depende de la forma de escribir)

**What are your main difficulties when you write in English? You can select more than one option... (Cuáles son las principales dificultades cuando escribes en inglés? Puedes escoger más de una opción...)**

- Using correct punctuation and spelling (Usar correctamente la puntuación y la ortografía)
- Structuring sentences (Estructuración de oraciones)
- Using appropriate vocabulary and language (Usar lenguaje y vocabulario apropiado)
- Organizing paragraphs (organizar párrafos)
- Appropriate expression of ideas (Apropiada expresión de ideas)
- Developing ideas (Desarrollo de ideas)
- Expressing clearly what I want to say (Expresar claramente lo que quiero decir)
- Adopt the appropriate style (Adoptar el estilo apropiado)
- Following instructions (Seguir las instrucciones)
- Evaluating and revising the written text (Evaluar y revisar el texto escrito)
- Writing during the assigned time (Escribir durante el tiempo asignado)

**Do you follow a process for writing a text? (¿Sigues un proceso para escribir un texto?)**

- Yes
- No
- It depends on the type of writing (Depende del tipo de escrito)

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

**Which of the following are your favorite topics for writing? you can choose more than one option. (Cuál de los siguientes es tu tema favorito para escribir. Puedes seleccionar más de una opción)**

- personal issues (cuestiones personales)
- sports and entertainment (deportes y entretenimiento)
- family issues (cuestiones familiares)
- academic topics (temas académicos)
- poetry or some kind of literature (poesía o alguna forma de literatura)

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

**Who do you think, could help you in the process of revising your written product? (¿Quién crees que podría ayudarte en el proceso de revisión de tu proceso escrito?)**

- My english teacher (mi profesor de inglés)
- My classmates (mis compañeros)
- Other teachers (otros profesores)

**How many drafts do you write before your final product? (¿Cuántos borradores realizas antes de obtener el producto final deseado?)**

- none (ninguno)
- one (uno)
- two (dos)
- three (tres)
- more than three (más de tres)

**Do you have problems completing writing tasks? (¿Se te dificulta terminar tareas o actividades de escritura?)**

- Yes
- No
- Some of them (Algunas de ellas)

---

*Online version available at: https://goo.gl/forms/nvb6odrF23KCGp4m2*
Bogotá D.C., Julio 14 de 2016

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

Apreciada Señora:

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

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

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

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

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

Cordialmente,

Andrea Paola Hernández Herrera
Docente de inglés
Estudiante de Maestría en Didáctica del Inglés, Universidad de la Sabana
Bogotá D.C., Enero de 2017

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

Respetados padres:

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

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

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

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

Cordial saludo,

Francia Catalina Torres Velandia
Docente de Inglés

Favor diligenciar este formato y enviarlo a la profesora de inglés

Yo, ____________________________, con cédula de ciudadanía No. _____________ autorizo a mi hijo(a) ____________________________ del grado 1004 para participar en el proyecto de investigación “Implementing Flipped Learning Approach to Enhance Tenth Graders English Writing Skill from Public Schools in Bogota: a Route Towards Differentiation”, adelantado por la docente Andrea Paola Hernández Herrera y auspiciado por el departamento de lemas de la Universidad de la Sabana.

Firma
C.C.
### SCORING CRITERIA FOR WRITTEN PRODUCTS

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>EXEMPLARY (5)</th>
<th>ACCOMPLISHED (4)</th>
<th>DEVELOPING (3)</th>
<th>BEGINNING (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>The text is clear and very easy to understand. The topic sentence is well supported and thoroughly developed in the text.</td>
<td>The text is understandable. There are interesting ideas, and the topic is supported throughout the text.</td>
<td>The text is understandable. There are some weak ideas, but the topic is supported in the text.</td>
<td>The text is difficult to understand. The topic is mentioned, but the ideas are not well supported throughout the text.</td>
</tr>
<tr>
<td>Organization</td>
<td>Your ideas in the text are very well organized; it follows a logical sequence. Coherence, cohesion and punctuation are evident in the text through the use of the connectors and the linking expressions provided in class.</td>
<td>Your ideas in the text are organized, there are clear transitions among ideas. There is coherence, cohesion and punctuation in the text, but some coherence problems, and some punctuation marks are missing. Only a few connectors and linking devices are included and used accordingly.</td>
<td>Most of your ideas are organized in the text, although there are some coherence and cohesion problems, and some punctuation marks are missing. Only a few connectors and linking devices are included and used accordingly.</td>
<td>Only some ideas are well organized in the text, and there are cohesion and coherence problems, and most punctuation marks are missing. Very few connectors and linking devices are included and used accordingly.</td>
</tr>
<tr>
<td>Layout</td>
<td>You have used the modeled layout for your text. Each part of the text is very well organized.</td>
<td>The layout used is similar to the model given with a few errors.</td>
<td>The layout used is appropriate to the topic of the text. However, it can be improved according to the model.</td>
<td>The layout used is totally different to the model given; it is not the most appropriate for the text.</td>
</tr>
<tr>
<td>Style</td>
<td>Sentences are clear and varied in pattern, there is clarity of a style of writing suited to audience and purpose, the paper holds the reader’s interest with ease.</td>
<td>Sentences are clear but may lack variation; a few may be wordy. There is an awkward style but it is not incoherent and the reader is not interested in some sections of the paper.</td>
<td>Sentences are generally clear but may have unclear context; there is little attempt at style; it may be uninteresting to the reader may lose interest in some sections of the paper.</td>
<td>Sentences aren’t clear, and there are errors that affect the text style. Readers can lose interest in the text as there is little coherence among the expressions used.</td>
</tr>
<tr>
<td>Writing process</td>
<td>There is evidence of the great effort and time devoted in the process followed to write this text. The student worked hard to make the text clear, understandable and interesting.</td>
<td>There is evidence of the effort and time devoted in the process followed to write this text. The student worked sufficiently to have the job done.</td>
<td>There is evidence of the little effort and time committed in the process followed to write this text. The student did enough to get the job done but he was not thorough.</td>
<td>There is evidence of the little effort and time committed in the process followed to write this text. The product does not represent the process followed in the lessons.</td>
</tr>
</tbody>
</table>

**Observations**: You got a great written piece. It reflects your process, and commitment to do a great job!

**Score**: 4/4

Implementing Flipped Learning Strategy to Enhance Tenth Graders Writing Process from Public Schools in Booroo’s, a Route Towards...
Appendix E: Writing Workshops

FLIPPERENTIATED WRITING PROCESS

Writing Workshops

Writing Process Guide No. 2: Story Writer

Model Reading:

G. Read the following story:

Trapped!

If you发展方向ly yesterday morning as I was walking to work, I was the first worker to get to the office. I turned up to the security office and knocked on the door. I was the first worker to get to the office. I knocked on the door.

I turned and the building slowly started to collapse. I remember thinking, “This is going to be the end.”

Down the road, I looked up and the building slowly started to collapse. I remember thinking, “This is going to be the end.”

When a beam of light shone through the darkness, I knew it was time to run.

As the beam of light shone through the darkness, I knew it was time to run.

2. Making a mind map, the topic you selected to write, complete the following diagram with as much relevant information.

First Draft

Second Draft

Resolution

Conflict

Before the conflict


d. Ah, what a wonderful day!

d. Ah, what a wonderful day!

Outlining

Date

1. Beginning

2. Body or conflict

3. Conclusion or resolution

Decimal description

Characters

Setting

Resolution

Conflict

Before the conflict

Revisioning

Outlining

Date

1. Beginning

2. Body or conflict

3. Conclusion or resolution

Decimal description

Characters

Setting

Chapter: The End

Outline

Date

1. Beginning

2. Body or conflict

3. Conclusion or resolution

Decimal description

Characters

Setting

Chapter: The End
FLIPPERENTIATED WRITING PROCESS

1. Building context: You must be aware of the following rules:
   - Use different highlighter colors for different contexts.
   - Use a different color for each context.
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Appendix F: Students’ artifacts

Outline

Beginning
1. My mom and my aunt sent us to the center of village.
2. It was early approximately to four or three.
3. We went to the center of village.

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

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

First draft & revision

First, my mom and my aunt sent us my cousin, Erika and me to the center of village. Was early approximately the four or three in the afternoon. We went to the center of village. Then we went to my aunt Carmen’s house. She and I lost longer. We finished down to nine of the night. We were go through the curve of the Devil. We were very scare. After we start to pray the rosary. She and I saw some shadow. We began to tremble. Erika and me went down the curve. When arrived to the half curve. We realize they were our moms and my cousin. We immediately us very to laughed.

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

Publishing

The Curve Of Devil

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

My name is and I was born on July 15 of 2001 in Bogota, Colombia. I am student of the tenth grade in the Jose Francisco Saramago school in the town of Boca. All of my primary school and what I have been to high school until now I have done in the school where I am currently studying, I have received academic and survival diploma, most of the time I am in third place in the class.

My parents are Luis Hany Enciso she's house wife and my father Miguel Ramirez he's welder. I have five sisters and three nephews. I live with my mom, four of
my sister, my nephew, my brother in law and my dog.

When I was eight years old I was separated from my mother, she was accused of having an abortion, the of Bierocar Familia believed that she was not the right person to take care of my sister and me, that's why we were sent to live with my dad until everything was solved.

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

I do not have many skills but in which I must emphasize are drawing, creativity, a little bit in math and having good ideas, also solving puzzles and working as a team.
My expectations for the future are very great; I hope to finish my bachelor, earn a scholarship, study physiotherapy in the university, graduate me, work to give my parents what they need and create a foundation for street dogs.
Appendix G: Final Survey

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

Introducción
Esta encuesta se realiza con el fin de retroalimentar el efecto del proceso llevado a cabo con los estudiantes de las colegios Débora Arango Pérez y José Francisco Socolarres, en el marco del estudio “Implementing Flipped Learning Strategy to Enhance Tenth Graders Writing Process in Public Schools from Bogotá: a Route Towards Differentiation”. Por tanto, esta es una actividad que no afecta los resultados, ya que sus respuestas no serán utilizadas.

Los temas centrales de la encuesta serán:
1. Percepciones acerca del trabajo realizado con los videos en casa, su utilidad y el beneficio obtenido por medio de esta estrategia.
2. Impresiones acerca del proceso del escritor trabajado durante las clases de inglés, sus aspectos útiles y el impacto que las actividades en casa han tenido.
3. Formas de mejorar esta estrategia, considerándola como apoyo, gui y límites en el proceso de construcción del conocimiento.

Instrucciones
Les agradecemos cada uno de los estudiantes por su participación en el estudio y por responder honestamente las preguntas de las dos encuestas estandarizadas para tal fin. Todas las respuestas son voluntarias y no contribuirán en ninguna forma, pero se reconocerán como apoyo, gui y límites en el proceso de construcción del conocimiento.

Preguntas
1. Videos trabajados fuera de clase
   a. ¿Cómo contribuyeron los videos observados en casa o fuera de casa en el proceso de escritor?
   
   b. ¿La información presentada a través de los videos y presentaciones fueron claras y comprensivas? Explicale su respuesta.

2. Implementación del proceso Escritor en el aula
   a. ¿Fue similar en alguna manera beneficiado el proceso que llevó en la clase para hacer escritos en inglés? Explicale su respuesta.
   
   b. ¿De acuerdo con las actividades trabajadas en base en el proceso de escritor, describa:

   Me gusta
   No me gusta

   c. ¿Cómo se sintió al tener diferentes opciones de actividades para desarrollar durante las clases?
   
   d. ¿Considera usted que escribir mejor en inglés después del trabajo implementado en el aula?

3. Autonomía del estudiante
   a. ¿Considera que su autoaprendizaje del inglés ha mejorado con el proceso que ha desarrollado este año en nuestra institución? ¿De qué manera lo puede evidenciar?
   
   b. De las siguientes herramientas provistas para su trabajo de escritor, ¿Cual utiliza alguna vez de manera autónoma para apoyar su proceso de escritor?

   - talleres de escritor (writing workshops)
   - kit de herramientas de escritor (writing tool kit)
   - videos o presentaciones (videos, presentaciones)

   ¿En qué momento la emplea?

   c. ¿Las instrucciones de los talleres eran suficientemente claras, de manera que entendió las actividades que debía realizar?

   d. ¿Las actividades sugeridas en los talleres eran suficientemente claras, de manera que entendió las actividades que debía realizar?

   e. ¿Desarrolló todas las partes del proceso escrito sugeridas en los talleres? Si no lo desarrolló explique por qué.

Agradecemos su valiosa colaboración y participación en este proceso, esperamos haber contribuido en su formación y que ustedes puedan comparar la implementación de este proyecto lo pudiese aplicar no solo en las clases de inglés si no que lo sea útil en otras áreas de su formación.

The online version of this Survey online version can be accessed through the following link:
https://www.form es.com/9d144/
Appendix H: Platform for videos and activities upload

A. Sample presentation available at:

http://prezi.com/07dhtyx0augc/?utm_campaign=share&utm_medium=copy
B. Sample video available at: http://vizia.co/videos/6323378379752799e335a5/share

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

Pre writing Strategies

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

http://prezi.com/07dfhty9xags/campaign=share&utm_medium=copy

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

- free writing
- clustering
- brainstorming
- correcting
- outlining

Choose the best description related to each pre writing strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Writing continuously during a period of time</th>
<th>Diagramming or mapping</th>
<th>Listing ideas instead of long sentences</th>
<th>Organizing thoughts linearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>brainstorming</td>
<td>○</td>
<td>○</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>free writing</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>outlining</td>
<td>○</td>
<td></td>
<td>☐</td>
<td>○</td>
</tr>
<tr>
<td>clustering</td>
<td>☐</td>
<td></td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
FLIPPERENTIATED WRITING PROCESS

D. Printed worksheets sample
Appendix I: Sample lesson plan

**LESSON PLAN TEMPLATE FOR INTERVENTION**

Adapted from Dr. Joen Rubins Lesson Planner, ICERT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

**Name of co-researcher:** Francia Catalina Torres and Andrea Paola Hernández  
**University Code Number:** 2014112300XX - 20141125028  
**Institution:** Colegiós José Francisco Socarras y Debora Arango Pérez I.E.D.

**Date of Class:**  
**Month:** March  
**Year:** 2017

**Time of Class:** 2 Sessions  
**Length of class:** 110 minutes  
**Time Frame:** One class period

**Class/grade:** Tenth  
**Number of students:** 42/40  
**Average age of Students:** 15  
**Number of years of English study:** Four  
**Level of students:** A1 A2 B1 B2 C1 C2

**Lesson Number:**  
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

**Research Circle Leader:** Carolina Rodriguez  
**Topic:** Describing people I  
**Writing Process:** Revision Step

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

**Language Goal**  
- To review and gain vocabulary and expressions to make physical descriptions.  
- To generate communicative situations to put into practice the vocabulary and structures studied.  
- To employ the language studied to produce written

**Learning to Learn Goal**  
- Promote students’ decision making skills to make the best of each one of his productions and select the most relevant activities according to their likes and interests.  
- Generate students awareness towards the content in their written products.

**Materials and resources**

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

**Assumed knowledge**

Computer basic skills  
Vocabulary and expressions related to physical appearance characteristics and adjectives in general.  
Parts of the body and family members vocabulary  
Most common linking devices like: however, because, although for example, etc.

**Anticipated problems and planned solutions**

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

## LESSON ACTIVITIES

<table>
<thead>
<tr>
<th>Stage &amp; Teacher's Role</th>
<th>Aim</th>
<th>Procedure Teacher and student activity</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content to be viewed</td>
<td>To learn the strategy presented in the video to be used for revising students' drafts.</td>
<td>Students will watch a video about the <strong>Revision Stage</strong> in the writing process, where they will be presented with some suggestions and examples to improve and make their written products more interesting. Students will identify some clarity problems in a sample text with revision suggestions. They will recognize the strategy used for improving the text according to the ARMS strategy. (See Annex 1)</td>
<td>At home with the material.</td>
</tr>
<tr>
<td>Lead in/Preparation (10 min.)</td>
<td>To recall st's. previous knowledge on adjectives and words to describe physical appearance.</td>
<td>The teacher will elicit from students the information and examples got from the video watched at home. Then, students will listen and say words opposite or belonging to the same category (e.g., curly, wavy, straight) of the word the teacher says.</td>
<td>Teacher - whole class</td>
</tr>
<tr>
<td>Free</td>
<td>To practice and reinforce the lesson language</td>
<td>Students will receive a Learning Menu sheet (See Annex 2) where they will find the following activities to carry out according to the instructions given:</td>
<td>Student/Student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice (30 min.)</th>
<th>Student activities</th>
<th>Teacher activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.R.: Facilitator, supporter</td>
<td>Items through communicative activities, in order to gain the necessary structures for the writing part.</td>
<td></td>
</tr>
<tr>
<td><strong>Entrée</strong> Complete all (See Annex 3)</td>
<td>Describing people</td>
<td>Sts. read and match a picture with the corresponding description.</td>
</tr>
<tr>
<td></td>
<td>Incomplete descriptions</td>
<td>Look at the picture and complete the description.</td>
</tr>
<tr>
<td></td>
<td>Wanted ad writing</td>
<td>Choose a real or fictional character to write its description in the wanted poster.</td>
</tr>
<tr>
<td></td>
<td>Physical Appearance Vocabulary chart</td>
<td>Organize the vocabulary used for describing people.</td>
</tr>
<tr>
<td></td>
<td>Physical Appearance Vocabulary web</td>
<td>Organize the vocabulary used for describing people.</td>
</tr>
<tr>
<td></td>
<td>Physical Appearance Vocabulary dictionary</td>
<td>Register the vocabulary used for describing people.</td>
</tr>
<tr>
<td></td>
<td>Dessert (Complete at least one) (See Annex 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An alien family (Pairwork)</td>
<td>Family picture description to identify each member of the family.</td>
</tr>
<tr>
<td></td>
<td>Listen and draw</td>
<td>Interchange</td>
</tr>
<tr>
<td></td>
<td>(Pairwork)</td>
<td>Information about the character they created in the last exercise of the Entrée. Listening and drawing it.</td>
</tr>
<tr>
<td></td>
<td>Guess who? (Pairwork)</td>
<td>Play asking questions about the physical appearance of the character chosen by the</td>
</tr>
</tbody>
</table>
## FLIPPED ENRICHED WRITING PROCESS

<table>
<thead>
<tr>
<th>WRAP UP (40 min.)</th>
<th>To identify the progress in their learning throughout the lesson. To recognize and apply the revision step in the writing process.</th>
<th>T.R.: Encourager and facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision Stage in the Writing Process Activity: In pairs students will analyze a brief people description. They should mark on the draft, where they consider there are weaknesses by using the strategy ARMS (Which stands for Add, Remove, Move and Substitute) (See Annex 6) <em>Complete the Pair Revision Activity in the Writing Workshop. (See Annex 7)</em></td>
<td>Student - Student Teacher</td>
<td></td>
</tr>
<tr>
<td>LEARNER SELF-EVALUATION (10 min.)</td>
<td>The students will complete their daily EXIT TICKET format. There they will have the chance to reflect on their own progress and progress during the class. And we will receive feedback on the type of activities that worked the best and were useful to reach the lesson goals.</td>
<td>T.R.:</td>
</tr>
<tr>
<td>Expansion/Independent Study</td>
<td>The students will add a short description of each one of the members in their family for the autobiography they are creating.</td>
<td>Teacher - students</td>
</tr>
</tbody>
</table>

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

### REFERENCE

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

### ANNEX 1: Revision Sample Text

**ACTIVITY**

Look at this image and complete the following exercises:

**Bibliography:**


---

*Working at the cream falls diner and Truck Stop was the worst job I ever had. The work was physically very hard. During my ten hour days I had to carry heavy trays of food to the customers, and I had to clean the tables. I hated the tables had to be cleaned. You would wash dishes and then go unload the delivery truck, lifting heavy cartons of food supplies. At the same time I had to keep track of all the cartons I had unloaded. The second bad feature that made the job a worst one was the pay. The pay was low. I had to work at least sixty hours a week to afford next semester's tuition. I got only minimum wage and I had to share my tips with the kitchen workers too. The working conditions were horrible. I had to wash dishes. Once, when unloading the truck, I hurt my back so badly I was out of work for a week without pay! And the boss was a mean who hated me cause I was a college student he give me lower-hours. Even called me horrible names to my face.*
3. According to the changes proposed, complete the following sentences adding the missing words:

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

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

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

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

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

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

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

8. Mike becomes more specific by changing "called me horrible names" to "__________." 

9. Finally, he replaces the somewhat vague word "creep" with the more precise word "__________."
**Entrée (Complete all)**
- Reading and matching
- Completing descriptions
- Writing a physical appearance description

**Side dishes (Select one)**
- Making an Appearance Vocabulary Chart
- Completing an Appearance Vocabulary Web
- Writing the missing vocabulary in a dictionary worksheet

**Dessert (Complete at least one)**
- Describing a family picture (pairwork)
- Listening and drawing a person according to the description given (pairwork)
- Playing guess who (pairwork)
FLIPPERENTIATED WRITING PROCESS

1. DESCRIBING PEOPLE

Read the descriptions and write the name in the right box.

- Tall girl with short hair. She has big blue eyes and a long nose.
- Short boy with curly hair. He has small green eyes and a big smile.
- Tall man with thick glasses. He has short brown hair and a big nose.
- Short woman with blonde hair. She has big blue eyes and a small mouth.
- Tall woman with dark hair. She has a long nose and big ears.

2. INCOMPLETE DESCRIPTIONS

Read the story and complete the gaps with the correct form of the words “be,” “is,” and “are.”

- There are my grandparents. They are very nice. My grandfather is 79 years old. He is always laughing. He has short white hair and long white beard.
- My grandmother is 80 years old. She is very kind. She has short gray hair and brown eyes.

3. WANTED

Complete the following wanted poster with the physical description of one of the following possible characters:

- A促进or of aliens you invented.
- A Tarzan-type person.
- The perfect man or woman.

WANTED

Wanted For: Description:

Last Seen:

Reward:
FLIPPERENTIATED WRITING PROCESS
Annex 6: A really good read

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

Annex 5: Dessert Options

An alien family

Source:
FLIPPERENTIATED WRITING PROCESS

ANNEX 7: Writing Workshop 1: Revision Stage

Consider this strategy when revising your writings:

- Revise
- Remove
- Move
- Substitute

Try out different beginnings and endings. Check if the ideas are clear and enough. Add details if necessary and erase those that are off-topic. Every consider other opinions.

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

<table>
<thead>
<tr>
<th>COLOR</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLUE</td>
<td>ADD: where something needs to be added</td>
</tr>
<tr>
<td>RED</td>
<td>REMOVE: over words and sentences that need to be removed</td>
</tr>
<tr>
<td>PURPLE</td>
<td>MOVE: words and sentences that need to be moved</td>
</tr>
<tr>
<td>GREEN</td>
<td>SUBSTITUTE: words and sentences that need to be replaced</td>
</tr>
</tbody>
</table>

Retrieved from: https://media-cache-cdn-a0.pinterest.com/22a19/46496467.png
Appendix J: Writing tool kit

<table>
<thead>
<tr>
<th>COHESIVE DEVICES</th>
<th>REINFORCEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTING</strong></td>
<td></td>
</tr>
<tr>
<td>first</td>
<td>also</td>
</tr>
<tr>
<td>furthermore</td>
<td>what is more</td>
</tr>
<tr>
<td>to conclude</td>
<td>not only ... but also</td>
</tr>
<tr>
<td>second</td>
<td>above all</td>
</tr>
<tr>
<td>finally</td>
<td>in addition</td>
</tr>
<tr>
<td>third</td>
<td>besides</td>
</tr>
<tr>
<td>to begin</td>
<td>as well (as)</td>
</tr>
<tr>
<td>next</td>
<td>in the same way</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GIVING EXAMPLES, SUPPORT, EMPHASIS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>in other words</td>
</tr>
<tr>
<td>notably</td>
</tr>
<tr>
<td>in fact</td>
</tr>
<tr>
<td>in particular</td>
</tr>
<tr>
<td>in this case</td>
</tr>
<tr>
<td>for this reason</td>
</tr>
<tr>
<td>to emphasize</td>
</tr>
<tr>
<td>truly</td>
</tr>
<tr>
<td>that is to say</td>
</tr>
<tr>
<td>certainly</td>
</tr>
<tr>
<td>important</td>
</tr>
<tr>
<td>frequently</td>
</tr>
<tr>
<td>especially</td>
</tr>
<tr>
<td>as follows</td>
</tr>
<tr>
<td>evidence</td>
</tr>
<tr>
<td>another key point</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SIMILARITY AGREEMENT AND ADDITION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>in the same way</td>
</tr>
<tr>
<td>equality</td>
</tr>
<tr>
<td>likewise</td>
</tr>
<tr>
<td>similarity</td>
</tr>
<tr>
<td>again</td>
</tr>
<tr>
<td>as well as</td>
</tr>
<tr>
<td>together with</td>
</tr>
<tr>
<td>as a matter of fact</td>
</tr>
<tr>
<td>equally</td>
</tr>
<tr>
<td>in the same</td>
</tr>
<tr>
<td>to say</td>
</tr>
<tr>
<td>fashion / way</td>
</tr>
<tr>
<td>in the light of</td>
</tr>
<tr>
<td>in addition</td>
</tr>
<tr>
<td>comparatively</td>
</tr>
<tr>
<td>uniquely</td>
</tr>
<tr>
<td>additionally</td>
</tr>
<tr>
<td>the alternative is</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ALTERNATIVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>alternatively</td>
</tr>
<tr>
<td>another</td>
</tr>
<tr>
<td>on the other hand</td>
</tr>
<tr>
<td>possibility would</td>
</tr>
<tr>
<td>be</td>
</tr>
</tbody>
</table>
Proofreading and Editing Symbols

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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Explanation of the Symbol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Begin a new paragraph</td>
<td>He explained the rules of</td>
</tr>
<tr>
<td>☐</td>
<td>Capitalize a lowercase letter</td>
<td>Henderson middle School</td>
</tr>
<tr>
<td>/</td>
<td>Use a lowercase letter</td>
<td>great skiing trips in the winter</td>
</tr>
<tr>
<td>▲ or ▼</td>
<td>Insert a missing word, letter, or punctuation mark</td>
<td>My friend Joe has a new green car.</td>
</tr>
<tr>
<td>O</td>
<td>Close up space</td>
<td>Somebody will help you soon.</td>
</tr>
<tr>
<td>◐</td>
<td>Delete and close up</td>
<td>taught my sister etymology</td>
</tr>
<tr>
<td>△</td>
<td>Delete a word, letter, or punctuation mark</td>
<td>Joy gave too many reasons.</td>
</tr>
<tr>
<td>☰</td>
<td>Spell out</td>
<td>spelled the Couch of fabric</td>
</tr>
<tr>
<td>☼</td>
<td>Change the order of letters or words</td>
<td>In the midst of leaving, he forgot</td>
</tr>
<tr>
<td>☻</td>
<td>Move the circled words to the place marked by the arrow (write tr in the margin.)</td>
<td>The young boy threw the cows over the fence some how</td>
</tr>
<tr>
<td>.</td>
<td>Add a period</td>
<td>The problem was easily solved</td>
</tr>
<tr>
<td>,</td>
<td>Add a comma</td>
<td>Well, I'll give it a chance.</td>
</tr>
<tr>
<td>#</td>
<td>Add a space</td>
<td>Toni used the money to start</td>
</tr>
<tr>
<td>:</td>
<td>Add a colon</td>
<td>The letter read &quot;Dear Mr. Yen&quot;</td>
</tr>
<tr>
<td>;</td>
<td>Add a semicolon</td>
<td>I'll help you now, it's not hard.</td>
</tr>
<tr>
<td>—</td>
<td>Add a hyphen</td>
<td>lives on Twenty third Street</td>
</tr>
<tr>
<td>’</td>
<td>Add an apostrophe</td>
<td>Jonathan's new computer</td>
</tr>
<tr>
<td>☞</td>
<td>Insert quotation marks</td>
<td>Sally said, Good morning</td>
</tr>
</tbody>
</table>
| ...... | The stet in the margin means "stay;" let marked text stay as written. Place three dots under original text. | My father was really angry at...
# FLIPPERENTIATED WRITING PROCESS

## How to Learn the Horrible List

### 1st Group: IMPORTANT VERBS

<table>
<thead>
<tr>
<th>INFINEATIVE</th>
<th>PRESENT 3rd PERSON</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>SPANISH TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>ARE, ARE</td>
<td>WAS, WERE</td>
<td>BEEN</td>
<td>Ser, Estar</td>
</tr>
<tr>
<td>HAVE</td>
<td>HAS</td>
<td>HAD</td>
<td>BEEN</td>
<td>Ser, Tener</td>
</tr>
<tr>
<td>GET</td>
<td>GET</td>
<td>SAT</td>
<td>MADE</td>
<td>Ser, Tomar</td>
</tr>
<tr>
<td>TELL</td>
<td>TELLS</td>
<td></td>
<td>MADE</td>
<td>Ser, Decir</td>
</tr>
</tbody>
</table>

### 2nd Group: PERCEPTION VERBS

<table>
<thead>
<tr>
<th>INFINEATIVE</th>
<th>PRESENT 3rd PERSON</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>SPANISH TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAR</td>
<td>HEAR</td>
<td></td>
<td>SAT</td>
<td>Escuchar</td>
</tr>
</tbody>
</table>

### 3rd Group: NO CHANGE

<table>
<thead>
<tr>
<th>INFINEATIVE</th>
<th>PRESENT 3rd PERSON</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>SPANISH TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>COST</td>
<td>COST</td>
<td></td>
<td>SAT</td>
<td>Costar</td>
</tr>
</tbody>
</table>

### 4th Group: I - E / D - E / I - EN and others

<table>
<thead>
<tr>
<th>INFINEATIVE</th>
<th>PRESENT 3rd PERSON</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>SPANISH TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREAK</td>
<td>BREAK</td>
<td></td>
<td>SAT</td>
<td>Rromper</td>
</tr>
<tr>
<td>CHOOSES</td>
<td>CHOOSE</td>
<td></td>
<td>SAT</td>
<td>Escoger</td>
</tr>
<tr>
<td>FALL</td>
<td>FALL</td>
<td></td>
<td>SAT</td>
<td>Caer</td>
</tr>
<tr>
<td>GIVES</td>
<td>GIVE</td>
<td></td>
<td>SAT</td>
<td>Dar</td>
</tr>
<tr>
<td>FORGET</td>
<td>FORGET</td>
<td></td>
<td>SAT</td>
<td>Olvidar</td>
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### 5th Group: I / U - A / U

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### 6th Group: -STAND / -STOOD / -STOOD

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### 9th Group: -STAND / -STOOD / -STOOD

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

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### 11th Group: -T / -T

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### 12th Group: MISCELLANEOUS

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### THIRD PERSON SPELLING RULES

(SIMPLE PRESENT ONLY)