Bettering eighth-graders writing performance through in-class flip and scaffolding writing strategies

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Abstract

This action research study aims to evaluate how in-class flip environment combined with scaffolding writing strategies, enhance students writing performance among eighth-grade students with varied English proficiency levels at a private IB school in Bogotá, Colombia. Using a qualitative method approach under the constructivism paradigm, it examines the qualitative improvements when writing paragraphs and student progress during the implementation of these pedagogical methods. The research explores the effectiveness of these strategies and their impact on student motivation, engagement, and interaction considering factors like proficiency levels and learning styles. The hypothesis in this study suggests that these strategies enhance writing skills and provide insights into students' perceptions. Data is collected through the compilation of writing tasks in a portfolio, a teacher diary observation, and a focus group interview. This study will contribute to L2 writing research in terms of pedagogical practices, the role of teachers in a student-centered approach, and the importance of scaffolding strategies to meet diverse students' needs and learning styles in the classroom.

Keywords: In-class flip, mixed learning levels, scaffolding, writing, strategies.

Resumen

Este estudio de investigación-acción tiene como objetivo evaluar cómo el entorno: aprendizaje invertido, combinado con estrategias de andamiaje en la escritura, para mejorar el desempeño en la producción escrita de los estudiantes de grado octavo con niveles variados de dominio del inglés en un colegio privado IB en Bogotá, Colombia. Los participantes presentaron dificultades en la estructura de las oraciones, la precisión gramatical y el uso del vocabulario. Utilizando un enfoque metodológico cualitativo bajo el paradigma constructivista, se examinan las mejoras cualitativas en la redacción de párrafos y el progreso de los estudiantes durante la implementación de estos métodos pedagógicos. La investigación explora la efectividad de estas estrategias y su influencia en la motivación, la participación y la interacción de los estudiantes, considerando factores como el nivel de dominio del idioma y los estilos de aprendizaje. La hipótesis del estudio plantea que estas estrategias fortalecen las habilidades de escritura y ofrecen información sobre las percepciones de los estudiantes. Los datos se recopilan mediante la elaboración de tareas de escritura en un portafolio, el diario de observación del docente y una entrevista grupal focal. Este estudio contribuirá a la investigación sobre escritura en una segunda lengua en términos de prácticas pedagógicas, el rol de los docentes en un enfoque centrado en el estudiante y la importancia de las estrategias de andamiaje para atender las diversas necesidades y estilos de aprendizaje en el aula.

Palabras clave: Aprendizaje Invertido, niveles de aprendizaje mixto, andamiaje, escritura, estrategias.

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Introduction to The Research Study

This study details an action research study examining the impact of scaffolding writing strategies within an in-class flip environment in a setting of English learning with students having mixed-learning writing proficiency levels. The first chapter contextualizes the problem and students' needs regarding writing paragraphs emphasizing the importance of innovative strategies to achieve, word choice, sentence structure and clarity.

This study also proposes a research question, general and specific objectives, identifying a clear hypothesis to validate the effectiveness of in-class flip approach and withing scaffolding writing strategies. The rationale discusses effective instructional strategies to meet diverse learning needs of students both-low proficiency and advanced learners. Additionally, the scope, limitations, and delimitations explained the focus of the research.

Chapter two presents a literature review which deals with the state of current research on flipped learning, the in-class flip approach and scaffolding writing strategies implementation. The theoretical framework connects these methodologies to differentiated instruction, providing a definition of writing, and scaffolding strategies in writing to support individual needs.

Chapter 3 describes the research design and the methodological approach of the study. It defines action research, employing a qualitative approach to examine an integral impact of the proposal. Participants were selected using simple random sampling, and the ethical procedures were implemented to ensure the integrity of the study. Additionally, in chapter IV, data collection process and the validation procedures ensure the reliability of the findings. Finally, the pedagogical intervention describes the phases the application process following a time-line implementation of the proposal through the students writing works to enhance students' writing skills. Conclusion and reflections are described in the last section.

Context of the Research Problem

Mixed English levels within a group of learners are a challenge that English language teachers face daily, as they encounter students with diverse needs and varying levels of proficiency. The concept of Differentiated English class levels encompasses several aspects, including students' proficiency, individual needs, emotions management, and engagement. In many cases, the same class may include students who demonstrate an A2 English level alongside others who have not yet achieved A1 level. This information was obtained from the results of the Oxford Placement Test, which students were required to take at the end of the 2024 school year as a part of the school's academic evaluation process.

This disparity can be attributed to two main factors. First, lower-performing students are often new at the school and have not undergone the same learning process as their peers. Second, higher-performing students typically have additional advantages: many have taken out-of-school English courses and benefited from a comprehensive learning process during their years at school.

In educational contexts, understanding differentiated learning demands the implementation of differentiated instruction, which consists of a set of best practices strategically used to optimize student learning and equip them with the tools to manage uniform experiences (Wormeli,2018). As a result, while advanced students want to go further in their English level, low-level students prefer basic explanations.

Eighth grade students from Siglo XXI school in Bogotá Colombia, belong to a socioeconomic stratum with moderate incomes. They have access to basic services and amenities. This school follows an International Baccalaureate (IB) program, which emphasizes an integrated approach to learning fostering critical thinking, intercultural understanding, and

personal development. This school joins classes with 30 students, and every year, new students are accepted.

English classes lessons are held four days a week, using Macmillan textbooks. Students enjoy technological activities, collaborative work, and handicraft activities. In addition, there are no statistics that evidence students' writing proficiency since standard national exams like Saber tests, measure students' understanding of vocabulary, grammar and reading comprehension, but they do not assess their writing skills. Similarly, some students can write short sentences and understand them, but there are others who do not know how to combine words. Their varied levels can also be noticed in the accomplishment of written tasks, similarly, answering to questions orally.

Some causes of low proficiency in this context include the use of outdated curricula, large class size, reliance on textbooks as the sole instructional tool, limited teacher reflection on improving English instruction, and insufficient preparation of innovative lessons and activities; all of which are common barriers in traditional language teaching setting (Richards, 2001).

Current curriculum concepts highlight that developing a foreign language curriculum entails a decision-making process that the teacher must undertake as a fundamental part of adapting their teaching intervention to the actual needs of application (Núñez, 2018). In the words of Wormeli (2018), differentiation provides focus and methodology; however, the use of a coursebook with a non-differentiated methodology narrows the learning possibilities. All those aspects do not help when instructing differentiated groups. Indeed, it is difficult to meet students' writing needs when there are different English proficiency levels, interests, and necessities.

Similarly, teachers take great responsibility here since they do not have enough time to prepare mixed-learning lessons and at the same time, they adapt the curriculum to their own

contexts. Sometimes this is not because the teacher lacks commitment or interest, but because they have a lot of duties at school, and they are not paid for the extra time they spend on it.

Consequently, the research problem centers around the challenges faced by students with differentiated English writing levels in a classroom setting. These difficulties were observed during English classes at school in 2024, where students were asked to write simple paragraphs as part of regular activities. Many students struggled with writing, often getting stuck in the process and unable to construct complete sentences or organize them in a logical paragraph. The current learning environment creates an inequality where advanced students feel demotivated and need to wait for their peers to catch up, and low-level students require additional time to understand basic concepts and then develop the ability to write. This situation leads to rethink a change of pedagogical conventional practices to an innovative student-centered approach such as in-class flip, a flexible classroom setup where individual and group areas coexist, enabling flipped learning to occur within the educational environment (Ramirez & Buitrago, 2022).

Research Question

How does the in-class flip approach combined with scaffolding writing strategies improve the writing performance of eight-grade students with A1-A2 English proficiency levels?

Objectives

General Objective

To enhance eighth-grade students' writing performance, through the in-class flip approach and scaffolding writing strategies.

Specific Objectives

To analyze key concepts, methodologies, and pedagogical tools related to the in-class flip approach and scaffolding writing strategies for supporting divers English proficiency levels.

To implement writing activities grounded in the in-class flip approach and scaffolding writing strategies, aiming to enhance eight-grade student's paragraph writing performance.

To monitor the continuous progress of students' writing skills thorough evidence-based interventions.

Research Phenomena

The central phenomenon in this research focuses on the challenges of teaching English writing skills to students with varying proficiency levels in the same classroom. This disparity, ranging from A2 to below A1, creates obstacles for both advanced and low students. The study explores how in-class flip and writing strategies can address these challenges and foster a more inclusive learning environment.

Rationale of the Research

Learning writing skills at school poses a significant challenge for teachers due to various limitations and class characteristics that can potentially hinder teaching and learning expectations. In Colombia, the Ministry of Education recognizes this challenge through its Suggested English Curriculum and the Basic Standards of Competence in Foreign Languages.

These documents emphasize cultivating key English language skills and communicative competencies for each grade level across the basic and middle education spectrum, providing clear curricula guidance and expectations (MEN, 2006). However, it is essential to recall that each educational context has its unique characteristics, requirements, and particular conditions for learning. Consequently, teachers are encouraged to tailor the National Proposals to specific pedagogical practices, ensuring alignment with the needs of both students and context. This adaptation is crucial to effectively address the challenges presented by different educational settings.

In this educational context, students belong to eighth grade at Siglo XXI school in Bogota Colombia. This school offers an International Baccalaureate where there is class size, and every year, new students are accepted. The school has a high English intensity including 7 hours per week, which are developed with the help of National Geographic textbooks. It is

evident that it is difficult to meet students' needs when there are different English proficiency levels, interests, and necessities. There are some students unable to write a complete sentence full of meaning, struggling with the grammatical function of words and verb agreement, especially the third-person conjugation in simple present. However, there are certain students that can easily organize sentences clearly and sometimes write paragraphs. This information was gathered through classroom observations carried out during English classes at school before the intervention.

At school, teachers are required to use National Geographic textbooks, which are largely grammar-focused contain vocabulary that lack relevance for daily communication. And often present content that exceeds students' current proficiency levels. This rigid approach limits opportunities for differentiated instruction, as the material does not accommodate students varying readiness levels or allow for individualized pacing and reinforcement. As a result, students with higher English proficiency become demotivated due to the lack of challenge, while those who need more time and support to develop basic writing skills struggle to keep up.

This situation reflects a lack of readiness differentiation, a key principle in differentiation instruction, which emphasizes the importance of adapting content, processes, and learning products to match each student's current level of understanding and skill (Tomlinson, 2017). Tailored to the diverse needs within the classroom, students at both ends of the proficiency spectrum experience disengagement, hindering the development of meaningful writing skills.

Learning how to write presents limitations not only for students with limited learning opportunities but also for teachers who face time constraints hindering in-depth pedagogical research and reflection. Over the past decades, the evolution of various methodologies has

occurred, aiming to explore effective methods in English Language Learning. One notable approach is the in-class flip approach a variation of conventional flipped learning designed to support personalized learning by enabling students to work at their own pace. Flipping the classroom establishes a framework that ensures students receive a personalized education tailored to their individual needs (Bergmann & Sams 2012). In the words of Ramirez and Buitrago (2022), in-class flip addresses similar flipped learning principles since teachers are no longer direct instructors in front of the classroom, students work autonomously and access instruction through other information means, turning the learning into a dynamic environment where the existence of specific resources such as technology or videos, are not a requirement for the learning. This innovative pedagogical methodology may be combined with other learning strategies such as station work, in which cooperative work and autonomous learning are presented to overcome differentiated learning challenges in English Language.

Scaffolding strategies and In-Class Flip Approach positively contribute to the enhancement of English learning. However, In-Class Flip Approach represents a recent variation of the conventional Flipped Learning within the context of a classroom dynamic. Unfortunately, there is a scarcity of studies specifically addressing language skills development through differentiated learning using the In-Class Flip approach.

Although there is huge research in scaffolding, the exploration of in-class flip is limited to few studies conducted in Colombia, in contrast to flipped learning, which has been widely adapted since 2012 across the globe in various fields. Recognizing this gap, the intention is to contribute to the refinement of this proposal with specific English teaching objectives. This aims to support the principles of the in-class flip methodology, addressing diverse learning needs of students and the requirements of teachers within the classroom contexts.

The intention on this research is to implement in-class flip, which is a student's-centered approach and writing strategies based on scaffolding to differentiated learning to improve students' writing skills in a differentiated learning English proficiency. It is also expected that students will engage in improving the writing process and feel confident through a different classroom environment.

This proposal aims to turn English classes into enjoyable life experiences for students because the implementation of in-class flip approach, which engages them in solving real problems. Students become active participants in constructing their knowledge, collaborating with peers, and developing teamwork and communication skills. Moreover, they contribute creative ideas, explore topics with curiosity, and gain autonomy over their learning pace and activities. The student-centered nature of the in-class flip allows learners to work through the content at their own rhythm, receive target feedback from teachers and classmates, and engage interactive, problem tasks. As Ramirez and Buitrago (2018) explain, in class flip optimizes class by turning the teacher into a facilitator and providing "a dynamic, interactive learning environment where educator guides students as they apply concepts and engage creatively in the subject of matter. The approach encourages differentiation instruction, autonomy, and meaningful participation, which in turn boost student engagement and learning outcomes (Ramirez & Rodríguez, 2018).

Scope, Limitations and Delimitations of the Study

This research's scope involves exploring key factors such as methodology, pedagogical approaches and learning strategies influencing differentiated learning when writing descriptive paragraphs. The expected duration for completing this research is approximately two years. The geographical focus is at Siglo XXI School in Bogotá, within the context of eighth-grade students.

The literature review is based on recent studies and publication on in-class flip approach and scaffolding writing strategies as a learning experience.

This research is susceptible to several limitations. The first is the short duration of the intervention, particularly in the implementation phase. Teaching writing is an extensive and continuous process, and a limited timeframe may not be sufficient to fully demonstrate the potential impact of the proposed approach. Secondly, the challenge of large class sizes may significantly impede teacher's ability to provide adequate support to individual students. Thrilly, issues related to misbehavior and lack of students engagement may also pose obstacles to the effective implementation of the intervention.

The delimitation on this research concerns sixth grade students, which focuses on differentiated English proficiency level. However, this study is not expected to address students at extremely high or low levels. This research focus on improving students' writing skills, particularly in the construction of descriptive paragraphs, given that learners in this context tend to be stronger in speaking than in writing. The study specifically investigates the impact of combining the in-class flip approach with scaffolding writing strategies within a classroom setting, aiming to enhance student's ability to organize and express ideas effectively in written form.

Literature Review

Introduction to the Literature Review

This chapter is dedicated to examining the strategic implementation to improve writing skills in ELT in differentiated learning needs, as well as to identify innovative pedagogical strategies that may effectively support students writing performance. The first component is the state of art, consolidating recent research emphasizing writing strategies and methodologies aimed at enhancing writing skills. Through this review, significant research gaps will be highlighted and analyzed, supplemented by personal insights and conclusions to support future research.

The second section, the theoretical framework, explores the foundation of contemporary teaching methodologies, including flipped learning, in-class flip, scaffolding writing strategies, and differentiated instruction. These approaches are examined in terms of their theoretical underpinnings and practical applications in language teaching contexts. Following this, the conceptual framework outlines the central construct of writing performance improvement and its relationship with key variables in this study and their interactions, offering a clear map to guide the research proposal's development.

State of the Art

This session describes outcomes from recent studies to examine the impact of the Flipped Learning in-class flip approach noting its role in enhancing students' engagement and self-regulation. By integrating recent studies, this session aims to highlight how the combination of scaffolding, in-class flip, and prewriting strategies may address divers learning needs and improve writing skills. Additionally, it discusses various writing strategies implemented in the

intervention of this study, emphasizing the effectiveness of methods like writing process approaches.

Flipped Learning an In-Class Flip: Toward Student-Centered Instruction

Flipped Learning has evolved as a powerful pedagogical model that shifts instruction from passive lecture to active learning, allowing students to engage with content prior to class and use class time for deeper interaction. Birgili et al. (2021) emphasize the growing impact of flipped learning across disciplines, including English language teaching, especially when multimedia materials such as videos and interactive tools are well-organized. However, they also noted challenges such as the need for teachers' technological proficiency and the absence of policies supporting pre-class preparation.

Further supporting the pedagogical potential of flipped learning, Yalçin (2021) conducted a study within a teacher training course comparing exams scores between traditional and flipped classroom settings. While the academic performance between thew two groups was similar, students in the flipped classroom reported greater access to learning materials, improved understanding of content, and more enjoyable experiences. This outcome highlights the value of flipped learning in fostering student engagement and suggest that its effectiveness extends beyond texts results to include motivational and cognitive benefits, especially when multimedia resources like videos and podcasts are used to support teachers lesson designment.

Consequently, challenges such as lack of interactivity during pre-class activities have been identified. Findings on this research conclude that the incorporation of interactive elements into pre-class activities can further strengthen the effectiveness of flipped learning in enhancing students learning outcomes, which is a potential area of study in this field.

In-Class Flip Approach

A key variant of flipped learning, the in-class flip, adapts this model for contexts where homework completion is difficult, as seen in contexts like Colombia with no-homework policies Ramirez (2018). Unlike traditional flipped leaning, in-class flip brings flipped content into the classroom through structured stations, allowing learners to proceed at their own pace while the teacher facilitates learning through personalized support.

Studies by Buitrago & Diaz (2022) and Urrea (2022) show that the in-class flip enhances learner autonomy, engagement, and self-regulation, particularly in writing and grammar instruction. These findings, align with the needs of differentiated classrooms where students vary in proficiency levels. When effectively implemented, the model promotes independence, collaboration, and task ownership, helping overcome the limitations of one-size-fits-all instruction.

What emerges across these studies is the value of creating flexible leaning environments that accommodate varied student readiness levels, connecting directly with Tomlinson's (2017) principle of readiness differentiation. However, while in-class flip has demonstrated success in enhancing language skills, more research is needed to explore its integration with writing instruction, especially when combined with scaffolding.

Scaffolding to Teach Writing in ELT

Scaffolding, grounded in Vygotsky's Zone of Proximal Development (ZPD), is consistently citated as a key strategy for improving students' writing performance by providing step.by-step support that gradually fades as students gain independence (Ikawati, 2020; Sulindra, 2009). Across various studies, scaffolding is shown to enhance idea generation, text

organization, and linguistic accuracy (Herwanis et al., 2021; Xiao,2024), making it particularly effective for students with diverse learning needs.

These strategies such as guided modeling, peer interaction, visual aids, and feedback, have been adapted across age groups and contexts, from young learners (Azi, 2020) to university-level EFL students (Herwanis et al.;2021). They not only build writing competency but also foster learner autonomy, self-monitoring, and motivation. Notably, scaffolding allows teachers to tailor support based on individual readiness and gradually encourage independent writing, an approach well-suited to heterogenous classrooms.

General Writing Strategies and the Need for Differentiation

Various writing strategies such as the process-genre approach, peer feedback, and self-assessment have proven effective in improving writing accuracy, structure, and vocabulary (Arteaga, 2017; Bueno,2016; Arias, 2021). Likewise, cooperative writing (Caicedo, 2016), project-based learning (Cadena, 2023), and writing portfolios (Cinkara & Au,2019) have contributed to students' development by fostering collaboration, reflection, and ownership of learning.

However, while these strategies addresses writing development, many do not explicitly consider learning diversity or differentiation. Ramirez & Guillén (2018) and Saavedra (2017), explore feedback and self-correction, but the teacher remains the central driver of instruction. A more student-centered has the potential to accommodate students at varied proficiency levels by integrating differentiated activities, self-pace learning, and target support.

Similarly, metacognitive strategies (Aripin &Rahmat, 2020) contribute to writing proficiency, yet they also require teacher facilitations and structured environment that support individual learning style.

Across the literature, in class flip and scaffolding emerge as promising, research-backed strategies for enhancing writing in English language classrooms. Both approaches emphasize students autonomy, differentiated support, and active engagement which are essential elements for addressing writing challenges in diverse classrooms. However, a clear gap remains: few studies investigate how these two strategies can be combined to improve writing outcomes, particularly in contexts where studies display varying levels of English proficiency.

This study aims to bridge that gap by exploring how the integration of in-class flip and scaffolding strategies can support the development of descriptive paragraph writing in a mixed-ability classroom. By doing so, it responds to the need for differentiated, student-centered instruction that aligns with contemporary pedagogical theory and addresses real world classroom challenges.

Theoretical Framework

From Flipped Learning to In-Class Flip

Originally developed by Bergmann & Aron (2012), Flipped Learning reverses traditional educational roles where instructional content typically consumed in the classroom is accessed at home through videos, while homework activities are moved into the classroom setting. This shift allows direct instruction to move away from the group learning space, enabling students to engage in content at their own pace before class. This model is particularly effective in maximizing classroom time for interactive and challenging tasks under teacher supervision, ensuring that each student receives personalized attention and support tailored to their individual learning needs.

Building on the principles of Flipped Learning, the In-Class Flip model adapts these concepts to better fit current classroom dynamics and resource constraints (Ramirez & Buitrago,

2021). This approach maintains the Flipped Learning principle of accessing instructional material through modern means such as videos and digital content but relocates this access to the classroom itself. By doing so, it overcomes learning barriers such as lack of access to technology at home and non-homework policies, ensuring all students can participate equally. In Class-Flip fosters a student-centered environment, where content is explored within the class through various dynamic activities such as station rotation or non-station rotation work allowing students to work solo, in pairs, or in groups promoting autonomous learning.

By flipping the content in-class activities, differentiated-instruction learners can first engage with the material independently at their own pace, which is critical for understanding writing concepts and strategies before applying them. Then during class, the focus shifts to applying these concepts in writing exercises. Here immediate feedback and guidance can be provided by the teacher. This integrated approach not only ensures that students are prepared for class by having interacted with the learning materials beforehand but also maximizes the effectiveness of classroom time, which is now dedicated to refining skills and addressing individual challenges in real-time. Teachers can facilitate learning more effectively, moving away from traditional lecture methods to a more interactive, facilitative role that addresses the diver's needs of their students (Ho et al., 2024).

Differentiated Instruction Connected to In-Class Flip

Differentiated instruction is a teaching strategy aimed at creating inclusive learning environments where students with diverse needs can access various learning opportunities regardless of their differences. According to Wormeli (2018), it is a collection of best practices strategically employed to maximize students' learning. This model involves using varied strategies, some, or most of the time, for students who cannot learn what is intended from the

general classroom approach. A more detailed explanation of this concept is given by Tomlinson (2017) who describes differentiation as “shaking up” what goes on in the classroom so that students have multiple options for taking information, making sense of ideas, and expressing what they learn.

This concept aligns well with the In-Class Flip approach in the sense that in differentiated classrooms, students are presented with various learning modalities to engage with the content, interpret information, and demonstrate their understanding regardless of their learning style or ability. Flipped Learning and In-Class Flip are instructional strategies with similar differentiated instruction principles. According to Ramirez and Buitrago (2022), these strategies complement each other effectively. While flipping content prepares for differentiation by allowing teachers to employ diverse instructional methods, In-Class Flip creates a dynamic learning environment with diverse learning opportunities.

Differentiated instruction does not aim to make learning easy for students or assig more or less work to do; instead, it involves identifying variations in instruction, guidance, and assessment for each student (Tomlinson, 2017). Educators who use this strategy must know their students well and provide the right support when needed, ensuring that everyone has what they need to succeed. This instructional approach emphasizes the need for teachers to cater to the entire class or small groups and to address the unique needs of individual students by adapting teaching techniques, resources, and assessment accordingly. Another important contribution of differentiated instruction lies in the development of skills such as problem-solving and critical thinking, preparing students for life beyond the classroom rather than solely for tests.

In conclusion, by blending Flipped Learning and In-Class Flip principles with differentiated instruction educators can create more inclusive, effective, and engaging learning

opportunities towards enhancing writing skills. This methodology promises to meet the diversity of students in a private IB school setting when writing descriptive paragraphs.

The Importance and Definition of Writing

Writing is a fundamental human communication skill that has evolved through time. Traditionally, in English Language Teaching (ELT), writing has been understood as the act of using graphic symbols such as letters or combination of letters, which relate to the sounds we make when we speak, is the act of forming these symbols: making marks on a flat surface of some kind. However, it is evident that writing is more than merely producing graphic symbols; it involves the encoding of a message of some kind: that is, we translate our thoughts into language (Gaki et al., 2023).

Writing contains both the physical act of putting words into a medium and the mental work of generating ideas, considering how to express them, and organizing them coherently. Additionally, writing serves both expression and impression, writers satisfy their own desire to express ideas while also considering the needs of their audience (Bastoon, 2023). Furthermore, writing is defined as the act of composing text with the purpose of engaging learners in meaningful language use, facilitating language-focused learning, and fostering fluency development (P. N. I. S. & Macalister, 2021). Various forms of writing exist, including filling out forms, creating lists, crafting friendly and business letters, note-taking, and academic writing.

Each type of writing requires distinct organizational and presentational techniques to achieve a specific purpose (P., N. I. S. & Macalister, 2021). Within the framework of process-oriented writing instruction, writing is a multifaceted activity that involves various stages, including planning, drafting, revising, and editing. It is a dynamic process that necessitates active

engagement and interactive refinement to achieve effective communication with readers (Seow, 2022).

Most times, writing is left aside in the classroom and is used as a homework tool to show understanding of a topic making students translate their ideas from their original language rather than composing texts or producing sentences or even paragraphs. This is a current problem in ELT that requires action by teachers and proper guidance. In this sense, writing needs to be taken seriously and approached strategically using a specific framework to guide differentiated-instruction students (Bastoon, 2023). Thus, the use of pre-writing strategies within the In-Class Flip approach may provide better instruction to students in terms of writing considering that it is not just the act of writing sentences, but structuring paragraphs.

Approaches to Writing in English Language Learning

Acquiring strong writing skills in English as a second language requires learners to utilize a variety of strategies, which can be grouped into cognitive, metacognitive, and social categories. Each of these strategies serves a distinct function in helping learners achieve greater writing fluency and accuracy. Cognitive strategies involve direct interaction with the language, metacognitive strategies focus on self-regulation and awareness, while social strategies emphasize the role of collaboration and external feedback. A balanced application of these methods is essential for effective improvement in writing proficiency (Rana, 2023).

Enhancing writing skills in English as a second language can be achieved through a variety of approaches, with a focus on self-regulation, planning, and collaboration. These strategies allow learners to better engage with the writing process, helping them sharpen their skills and improve their overall language proficiency. Self-regulation is a critical component of writing improvement. By setting clear, targeted goals for each writing task, learners can stay

focused and motivated. These objectives help direct their attention to areas that need development, providing a purposeful framework for practice. Moreover, making use of resources such as grammar references, dictionaries, and online tools is highly beneficial. These aids assist learners in applying language rules and expanding their vocabulary, ultimately elevating the quality of their written work (Mustain y Ahmadi, 2023).

To enhance second language acquisition in the classroom, various practical writing strategies can be employed to improve grammar, composition, and vocabulary in English. These strategies are designed to foster active participation and engagement without relying heavily on metacognitive approaches. By integrating methods such as text rewriting, structured note-taking, and directed writing, along with the principles of the writing process theory, educators can significantly support their students' language development.

One effective method is text rewriting, where students are tasked with revising an original text to improve grammatical accuracy and expand vocabulary. This process encourages learners to identify and correct their errors while experimenting with different grammatical structures. After the rewriting exercise, a class session can be dedicated to analyzing common mistakes, reinforcing learning, and preventing future errors. This practice not only enhances grammatical understanding but also promotes a sense of ownership over their writing (Moreira et al., 2024).

Structured notetaking is a key strategy that teaches students how to take organized notes during readings or lectures can be instrumental in retaining vocabulary and grammatical structures. Using tools like outlines or concept maps helps students systematically categorize information, making it easier to recall later. Additionally, directed writing exercises can be particularly effective. By providing specific prompts or themes for students to write about,

educators can guide students in focusing on text structure and the appropriate use of vocabulary, allowing them to develop their writing skills within a clear framework (Sánchez, 2024).

Incorporating the writing process theory is crucial in fostering effective writing skills. This theory emphasizes the stages of writing—prewriting, drafting, revising, editing, and publishing. Educators can support students through each stage, helping them brainstorm ideas during prewriting, encouraging rough drafts without the pressure of perfection, and emphasizing the importance of revising and editing for clarity and correctness. Scaffolding can also be integrated within this framework, where tasks are broken down into manageable steps, providing necessary support at each stage to build students' confidence and competence. By gradually removing these supports as students become more proficient, educators can foster independence in their writing abilities. Implementing these strategies creates a dynamic and supportive language learning environment that significantly enhances students' writing skills in English (Mocayo et al., 2024).

Definition of Prewriting

Before you start composing your text, you need to decide on your topic. Next, you plan out what you are going to write. This preparatory stage is known as pre-writing (Zemach & Rumisek, 2019). Pre-writing is described as the phase of exploration in the writing process during which a writer internalizes their subject. According to Harmer (2007), even highly skilled writers require time to brainstorm and plan their content. It is essential for writers to be given the opportunity to think and prepare before they begin writing. One of the first steps for students in the writing process is to identify their audience, whether real or hypothetical. This choice will affect how they organize their writing. Following this, they can consider the best way to structure their ideas (Harmer, 2007).

Pre-writing strategies in the writing process are any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing (Seow, 2002). Process writing incorporates the four basic writing stages: planning, drafting, revising, and editing. In the first step of writing, there are helpful techniques such as freewriting, questioning, making lists, clustering, and preparing scratch outlines.

Freewriting encourages uninhibited exploration of ideas while questioning prompts and making a critical analysis. Making lists aids in organizing thoughts, and clustering ideas visually illustrates connections between concepts. Usually, prewriting activities help you find a good topic, narrow topics that are too broad, and look at a purpose (Sorenson, 2010). Additionally, preparing scratch outlines assists in structuring ideas before drafting (Langan, 2013). In the words of Sorenson (2013), most writers go through a prewriting process, begin writing and stop writing from time to time to think again about the results of their prewriting activities.

Consequently, the writing process will be less painful, and the prewriting activities will provide more inspiration for fresh writing.

Steps and Techniques in the Prewriting Stage

According to Sorenson (2010), writers go through several important steps to prepare for writing in the first step. First, they gather thoughts and information through activities such as reading, talking, reflecting, and brainstorming. Next, they select a topic that interests them and then narrow down the topic to fit the scope of the writing. Following this, they determine their writing and decide their intended audience. They also formulate a central idea or thesis statement. Finally, they organize all their ideas to ensure the coherence and flow of the writing. These step help writers prepare effectively before beginning to write.

In terms of prewriting activities, Langan (2013) describes five useful techniques to implement in the first stage of prewriting strategies:

Technique 1, Freewriting: It is used when the writer is stuck or unsure about what to write. The writer sets a timer for ten minutes and writes continuously without worrying about spelling, grammar, or organization. It is a way to break through the writer's block and discover thoughts on a topic. By practicing freewriting regularly, the writer becomes more comfortable with writing and develops the habit of thinking.

Technique 2, Questioning**:** With questioning, the writer explores a topic by asking lots of questions like "why?" "When?" "Who?" and "in what ways?" This technique helps to generate ideas and gather details to deepen the understanding of a topic.

Technique 3, Making a list (brainstorming): For making a list, also called brainstorming, the writer gets ideas and details related to a topic without worrying about sorting them or spelling them correctly. The aim is to gather as much raw material as possible, without any specific order.

Technique 4, Clustering/diagramming: Clustering, also known as diagramming or mapping, is a visual technique where the writer writes the main topic in the center of a page and then draws lines to connect related ideas and details in boxes or circles around it. It is helpful for those who think visually and want to see how their ideas are connected. There is no right or wrong way to do it, it is about organizing thoughts visually on paper.

Technique 5, Preparing a scratch outline: This technique is a significant prewriting strategy for skillful writing. It often comes after Freewriting, Questioning, Brainstorming, or Clustering. When writers struggle to create a solid outline, it indicates that more prewriting activities are needed to clarify the main point and supporting details. In a scratch outline, the

writer considers a main point, supporting details, and the order in which they will be presented. It serves as a blueprint to ensure that the composition is unified, well-supported, and organized.

Definition of Paragraph and Type of Paragraphs

A paragraph is a group of related sentences, which discuss one (and usually only one) main idea. A paragraph can be as short as one or ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly and may also be one part of a long piece of writing such as an essay or book (Oshima & Hogue, 2006). In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic (Zemach & Rumisek, 2019).

There are several types of paragraphs, in a descriptive paragraph, describing how someone looks or feels. A process paragraph explains how something is done (Zemach & Rumisek, 2019). While in an opinion paragraph writers use facts to support their opinions, in a comparative paragraph compare means to discuss how two people, places, or things are similar. Conversely, in a contrastive paragraph, it is compared how they are different.

Parts of a Paragraph

Oshima and Hogue (2006) present a paragraph model containing all the elements of a good paragraph: the topic sentence introduces the main idea of the paragraph, including both the topic and the controlling idea, which is like a specific aspect of the idea. It is the most important sentence in a paragraph and tells the reader what the paragraph will be about and prepares him to understand the paragraph better; the topic sentence also helps the writer decide what to include and what information to exclude. Supporting sentences provide further explanation or evidence to support the topic sentences. However, students often face challenges in adequately supporting ideas in writing. It is recommended to include specific details such as examples, statistics, and

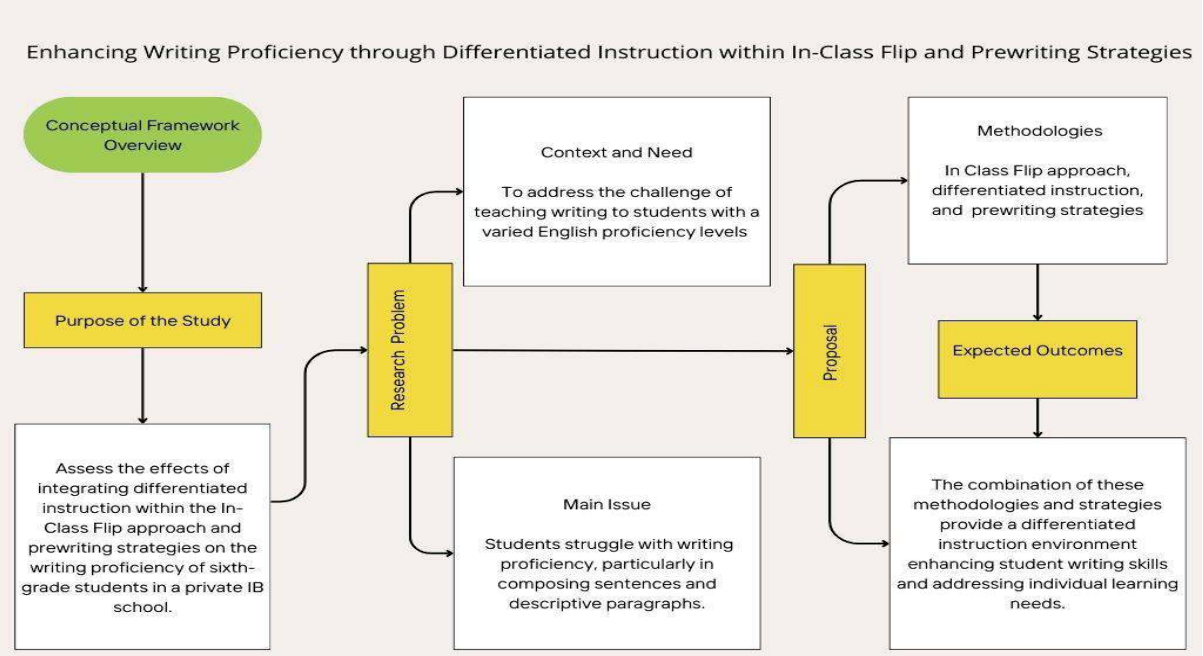
quotations to make their arguments more convincing and thorough. Finally, the concluding sentence summarizes the key points of the paragraph. While stand-alone paragraphs typically include concluding sentences, longer pieces of writing may not require them for each paragraph.

Conceptual Framework

This study is designed to examine how the integration of in-class flip approach and scaffolding writing strategies collectively influence the writing proficiency of eighth-grade students at a private school. Rooted in the theory of differentiated learning (Tomlinson, 2017), the framework responds to the challenge of teaching writing in classrooms where students exhibit varying levels of English proficiency. This figure 1 summarize these concepts:

Figure 1

Conceptual Framework



Note. The diagram shows strategies to improve sixth graders' writing proficiency. Taken from. Own elaboration (2025).

In classrooms with heterogeneous language abilities, the in-class flip approach offers a structure for managing diverse learning paces and needs. By embedding flipped content, such as videos, worksheets, and interactive materials, into in class rotation stations, students engage with material at their own pace and receive on-the-post guidance. This model eliminates the dependency on homework and provides equitable access to learning materials. It also shifts the teacher's role from primary knowledge provider to facilitator of student-centered learning. The second component of this framework is the use of scaffolding writing strategies, designed to support students through the states of idea development, organization, and sentence construction. These strategies include:

Text modeling, which exposes students to examples of well-structured descriptive writing.

Brainstorming, which helps students generate relevant content based on their experiences or observations.

Sentence starters, which provide linguistic scaffolds to initiate writing and support grammatical accuracy.

Teacher and peer feedback, which offers individualized guidance for improvement.

These scaffolds strategies align with Vygotsky's Zone of Proximal Development (ZPD) by providing the necessary support for learners to move from dependence to independence in their writing. When embedding in a differentiated in-class flip approach, these tools become more effective: learners can access writing aids multiple times, revisit content independently, and receive continuous feedback from both the teacher and their peers.

In summary, the conceptual framework illustrates how the combination of in-class flip, and scaffolding writing strategies can enhance students' writing proficiency, particularly in

composing descriptive paragraphs. This integrated approach creates a supportive, student-centered learning environment that promotes confidence, independence, and motivation. It empowers teachers to address diverse needs through flexible instruction, while helping students progress in their writing skills through structured and responsive support.

Introduction to Research Design

This study investigates the impact of in-class flip approach and scaffolding writing strategies on enhancing English writing proficiency among eighth-grade students with diverse proficiency levels. The central hypothesis proposes that the implementation of these strategies will lead to improve writing performance particularly in sentence structure, grammar accuracy, and vocabulary use within descriptive paragraphs.

This chapter outlines the research design and methodology used to explore this hypothesis, grounded in pedagogical theories that support differentiated instruction and student centered-learning. It presents the instructional tools applied, such as graphic organizers, model texts, sentence starters, guided writing, feedback techniques, and revision strategies, to scaffold students' writing development throughout the learning process.

This study follows a constructivist paradigm, emphasizing active student engagement and contextualized learning. This chapter also details the participant selections, educational setting, and data collection instruments, establishing a foundation for evaluating how the applied methodologies influence students' writing outcomes in an IB private schools context.

Methodological Design

This study adopts a social constructivist paradigm, as outlined by Creswell, 2012, which emphasizes how learners construct meaning through interaction with their social, historical, and cultural context. Aligned with this world overview, a qualitative approach is used to explore how students engage with and make sense of learning with an in-class flip environment. This instructional model supports autonomous learning content access and meaningful interaction, which are key to the construction of knowledge. The constructivist perspective also informs how

the learning context shapes both the participants' experiences and the interpretation of data throughout the research process.

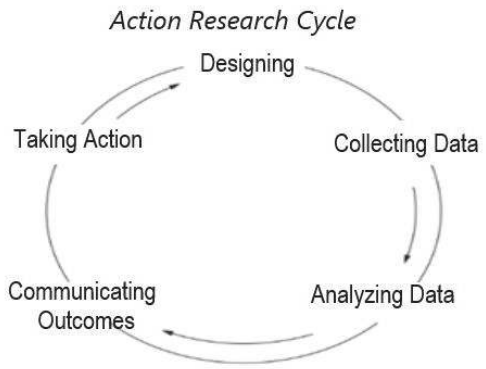
Type of study Action Research

This study follows action research design, in which the teacher-researcher investigates and addresses challenges within their own educational context. According to (McNiff, 1992), action research is characterized by a cyclical process of planning, acting, observing, and reflecting, allowing practitioners to implement changes, evaluate their effects, and adjust instruction based on evidence.

The purpose of action research is not to generate generalized theory but rather to improve specific teaching and learning practices. It is context-specific, aimed at resolving practical issues and enhancing outcomes in a real classroom setting. As Taber (2014) notes, although action research may not always follow formal academic reporting structures, it still demands clear documentation and sound argumentation to support its findings. Ultimately, this approach aligns with the study's goal of improving writing performance According to figure 2 the action research cycle incorporates the following process:

Figure 2

Action Research Cycle



Note. The diagram illustrates the action research cycle. Taken to. Stringer (2013).

Consequently, as Stringer, 2013 explains, action research is a systematic process of inquiry characterized by its cyclical, dynamic, and collaborative nature. The model emphasizes continuous reflection and interactive improvement through the following key stages: the key steps in action research cycle:

Designing the study: this initial phase, the researcher defines the specific issue to be addressed, outlines procedures for inquiry, and ensure the ethical and validity of the considerations are met.

Collecting data: diverse and relevant data are gathered from multiple sources to build a comprehensive understanding of the issue.

Analyzing data: the collected information is examined to identify significant patterns and underlying factors contributing to the problem.

Communicating outcomes: the results of the analysis are share with relevant stakeholders, promoting transparency and collaborative reflection.

Taking actions: based on the findings, practical interventions are implemented to address the identified issues and improve practice.

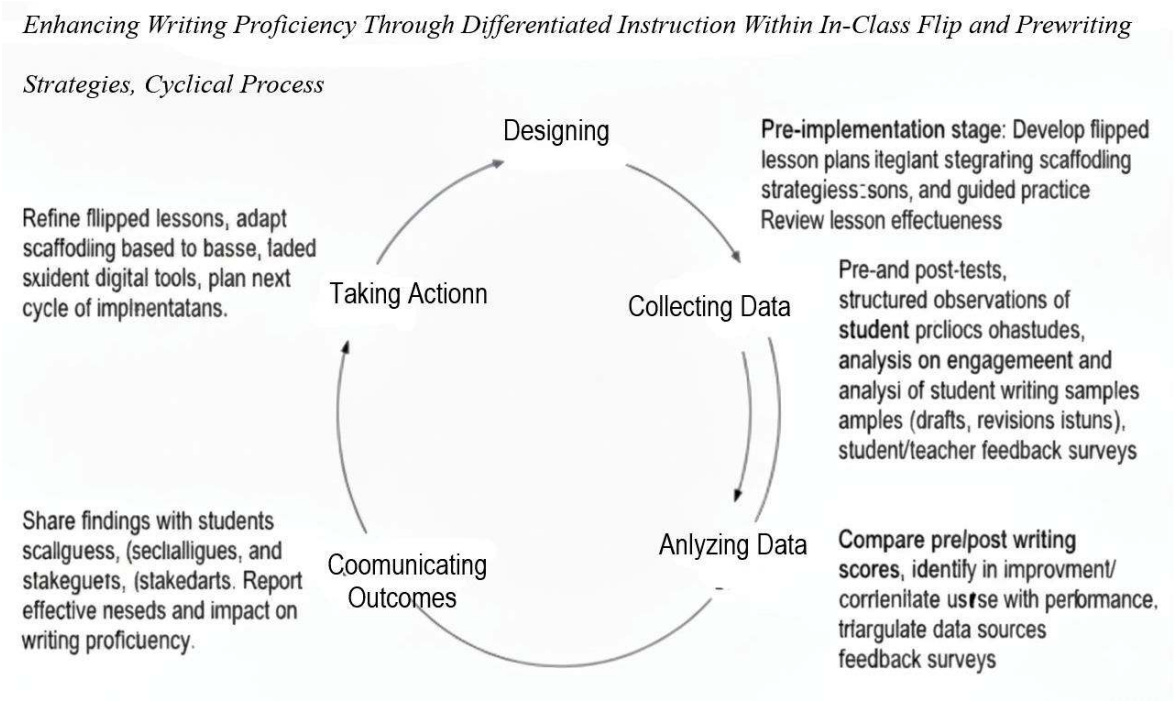
This process is inherently cyclical, following action research, the situation is reassessed, leading to further data collection and new cycles of inquiry and intervention. The cycle continuous until meaningful improvement is achieved, making action research a flexible and responsive methodology for educational contexts.

In addition, to its cyclical structure, action research places strong emphasis on the active participation of all stakeholders, where parents, students, administrators, and even parents, may have a role throughout this process. This collaborative dimension not only enriches the data collected but also fosters a sense of ownership and share responsibility of the interventions.

Bearing this in mind, the cyclical nature of this research can be described according to figure 3.

Figure 3

In-Class Flip and Scaffolding Cycle



Note. The diagram shows a cyclical process to enhance writing proficiency. Source. author's own creation (2025).

Research Method

This study employs a qualitative approach which seeks to understanding human experiences, behaviors, and interactions in natural settings. It involves the collection and analysis of non-numerical data such as texts, interviews, and observations and students sample writing. In this context, the quality aims to examine how in-class flip approach and scaffolding writing strategies impact students' writing performance through their lived classroom experiences.

This approach allows for an in-depth understanding of how students engage with independent learning processes within a real educational setting. As Hernandez and Mendoza (2018) emphasize, qualitive research is particularly suitable for studying interaction and learning behaviors as they occur naturally. Therefore, this study will gather data through focus group interview, classroom observation and students writing samples.

Context of the Research

Population and Sampling Research

This study is conducted at Siglo XXI School, which is a private institution located in Bogotá, Colombia, offering an International Baccalaureate (IB) program. The school pedagogical foundation is grounded in the theory of Cognitive Structural Modifiability. which aligns with the IB philosophy of fostering global-mindedness, critical thinking, and student agency. Language adheres to both the Common European Framework of Reference for Languages (CERF) and national standards supporting a curriculum that promotes communication, cooperation, and reflective learning.

These instructional characteristics provide a favorable environment for this research, as students are accustomed to collaborative work, self-management, and problem-solving task, skills that are essential for the successful implementation of in-class flip approach and scaffolding writing strategies.

The participants group consist of 20 eighth-grade students, aged 12 to 13, with English proficiency levels ranging from A1 to A2 according to the Common European Framework (CEFR). While most students have studied English since primary-school, some began the last two years. As a result, some students struggle writing grammar and complete sentences, while others can organize sentences and short paragraphs. English Instructions, follows the National

Geographic textbooks methodology, emphasizing active participation in developing communication skills.

Ethical Protocol

In conducting this research, ethical principles will be upheld as mentioned by Creswell, 2012 by prioritizing participant protection, ensuring trust, and maintaining research integrity. Ethical considerations, professional codes, and best practices will be adhered to at every stage of the research process. Two types of permissions are carried out in this study, one from the school director and the other from students.

The institutional consent letter is intended to inform the academic director about the research project, its objectives, typical characteristics, and seeking approval. Meanwhile, the student consent letter informs them about the research purpose and characteristics and requests their permission to include their names in the research if their work is used as evidence. Furthermore, the researcher assures confidentiality regarding their work and the collected data, to understanding the implemented learning strategies. Since this research involves minors, the activities and educational procedures will be conducted during the school schedule, ensuring that all processes adhere to school rules and comply with the Colombian National Law for the protection of children.

To ensure the fulfillment of these commitments, the researcher promises to prioritize participants' protection and ensure that participants' learning process at school remains unaffected during the implementation of the proposal.

Data Collection Techniques

In this research, qualitative data collection methods are implemented to assess the effectiveness of differentiated instruction and the In-Class Flip approach and writing strategies to divers writing proficiency learning. Employing, action research method, qualitative data collection involves conducting interviews, observations and analyzing writing works of students to inquire into their perceptions, feelings, and experiences during the implementation of the instructional strategies.

Description and Rationale of the Instruments

According to Stringer (2013), data instruments refer to a range of methods and tools utilized by educators to systematically gather relevant information for research or problem-solving. In this study, they are designed to facilitate a comprehensive understanding of writing performance prior to and following the proposal's implementation. Additionally, they aim to describe students' perceptions and experiences when learning through differentiated instruction within In Class Flip environments and prewriting strategies.

*Writing Sample Portfolio***.** Writing portfolios serve as effective tools for improving students' English writing skills and supporting ongoing assessment. Research has shown that portfolios can significantly enhance writing proficiency and positively influence continuous assessment scores. They also foster learner autonomy, self-awareness, and independence in the educational process (Asri et al., 2021).

Students generally respond favorably to portfolio assessments, recognizing their importance in skill development and performance improvement in quizzes and exams. Furthermore, there is a notable positive relationship between portfolio scores and outcomes on writing quizzes and exams, indicating that these assessments may be indicative of overall writing

abilities. To fully realize the benefits of writing portfolios, it is crucial to adopt customized assessment strategies and encourage collaboration among students, educators, and peers (Dema, 2024).

*Diary Teacher Observation***.** A diary of observation for teachers is a reflective tool used to document their classroom experiences and insights. This practice helps enhance self-awareness and fosters professional growth, allowing educators to improve their teaching methods. By writing in diaries, teachers can analyze their instructional strategies, recognize student challenges, and evaluate learning activities (Jeffrey, 2019).

Engaging in this reflective practice can lead to significant improvements in teachers' reflective thinking and communication skills. Additionally, for those who embrace Daoist philosophies, diary writing can provide a meditative experience, promoting deeper consciousness and attention to the subtle details within the classroom environment. Overall, teacher diaries serve as an effective resource for enhancing teaching quality and supporting continuous professional development (Indra, 2022).

This instrument was selected as an essential instrument for this study because it provides a qualitative understanding of how In-Class Flip and scaffolding strategies improve students' writing skills. Based on Vygotsky's idea of Zone of Proximal Development (ZPD), the diary shows how teacher support and guidance help students move from needing help to writing on their own. By capturing classroom dynamics, teacher- students' interactions, and application of scaffolding strategies in real-time, the diary aligns with the research objective to identify and analyze the practical implementation of In-Class Flip approach and writing strategies.

*Focus Group Interview***.** Focus group interviews are a qualitative research method in which a moderator leads a discussion among participants who have shared characteristics,

concentrating on a particular topic. This approach is prevalent in several disciplines, including cultural studies, education, and marketing, due to its ability to quickly generate a variety of viewpoints and its cost-effectiveness. The process generally includes selecting a suitable location, preparing recording equipment, developing a discussion guide, and analyzing the gathered data (Rezaeian, 2019).

One key benefit of focus group interviews is their efficiency in data collection, often providing richer insights compared to individual interviews. The group dynamic encourages interaction, which can inspire participants to share new ideas. However, challenges may occur, such as participants feeling uncomfortable speaking in a group or the moderator inadvertently dominating the conversation. For data analysis, researchers can utilize various methods, including qualitative and quantitative analyses, metaphor analysis, and grounded theory, which facilitate a comprehensive interpretation of the results (Fusch et al., 2022).

Validation Procedures

The validation procedures for this research indicate the importance of validating the reliability of the interview questions by conducting a pilot study or pre-testing phase. This would involve administering the interview questions to a small sample of participants like the target group and assessing the consistency of their responses. Similarly, it would be necessary to apply the checklist assessment including similar participants writing content validity, ensuring that the test items accurately measure the intended constructs related to instructional methods and prewriting skills. The observation instrument is validated by colleagues or experts in education research regarding the observation protocol. Their insights into the clarity of instructions, the relevance of the items observed, and the overall appropriateness of the protocol for this research.

Based on the feedback received during the pilot testing provided by tutoring session, the necessary revisions or refinements will be made, clarifying instructions, adding, or moving items, or adjusting to improve the usability of data instruments. Each instrument is validated in the following phases:

Instrument 1: Writing Sample Portfolio

Phase 1: Expert Feedback from academic advisors and an English writing colleague. Recommendations included integrating in-class flip classroom principles, clarifying portfolio structure, and adding reflective prompts to support autonomous learning, scaffolding clarity, reducing rubric complexity, and defining the evaluation process. Phase 2: Pilot testing. Conducted with 5 students using a simulated in-class flip session. Steps included accessing flipped content, pre-writing activities, teacher feedback, and revisions. Observations and results. The Writing Sample Portfolio rubric successfully identified key writing issues, and students demonstrated engagement with flipped content.

Validation and conclusion: This instrument is validated as an effective tool for evaluating writing process, supporting flipped classroom strategies catering individual needs of students.

Instrument 2: Teacher Observation Diary

Phase 1: Expert feedback from academic advisors and an English writing colleague. Feedback highlighted recommendations for aligning the research tools with scaffolding principles and in-class flip approach, emphasizing the inclusion of specific observations categories such as student engagement, the use of flipped resources, and teacher interventions. Additionally, suggestions were made to enhance data organization for improvement analysis, combine related categories to streamline the tools, and specify the timing and methods of their application to ensure clarity and effectiveness.

Phase 2: Pilot testing: It was conducted during a class observation using a lesson on pre-writing strategies with flipped content as well as teacher interventions, students' engagement, and writing progress monitored. Phase 3: Observations and results: The Teacher Observation Diary instrument evidenced high students' engagement, effective use of flipped resources, and noticeable vocabulary improvement. Some challenges observed were students' distractions with games, technical difficulties, and limited focus on sentence structure. In conclusion, the teacher observation diary proved reliable for tracking classroom dynamics and documenting the interplay of flipped methodologies and scaffolding strategies.

Instrument 3: Focus Group Interview

Phase 1: Expert feedback from academic advisors and an English writing colleague. Recommendations from experts' feedback improved question alignment with study goals, simplified language, clarified the tool's usage, and reduced redundant questions. Phase 2: Pilot testing. Conducted with six students who had participated in an in-class flip session. Consent was obtained, and participants shared insights on their engagement, learning outcomes, and the role of teachers support.

Observations and results. Students actively compared traditional and flipped learning, reflecting on autonomy, teacher guidance and methodological improvements. Suggestions included clearer tasks instructions and enhanced resource accessibility. In conclusion, the focus group interview was validated as a comprehensive tool for capturing students' experiences and gathering data on effectiveness of the In-Class Flip methodology.

Pedagogical Intervention and Application

This section outlines the planning and implementation of a proposal for sixth grade students' writing performance through in-class flip and scaffolding writing strategies. First, the

instructional design phase details how teaching methodologies, resources, and writing activities are planned to address the diverse writing needs of students. Next, the development phase focuses on putting these plans into practice, activities structured according to a schedule to be implemented during the application phase. Both the instructional design and implementation phases are expected to ensure a seamless transition from theoretical planning to practical execution leading to achieving this study's purposes.

Description of the Pedagogical Intervention

The intervention was designed to guide students through various writing strategies, with flipped content playing a crucial role by enabling students to access material independently. Activities are organized using a station-work classroom dynamic, allowing students to participate in guided workshops. This in-class flip methodology fosters learner autonomy by encouraging self-directed learning while providing individualized support from the teacher through scaffolding strategies. The intervention includes four writing workshops, focused on themes such as describing a person, or narrating events.

To support students' writing improvement, various strategies are applied. Graphic organizers assist students structuring their ideas during the pre-writing phase, while sentence starters, provide guidance for writing a paragraph. Model texts serve as examples for students to follow. Helping them understand expected outcomes. During guided writing sessions, the teacher offers individualized support, and peer discussions allow students collaborative and refine their ideas through feedback.

Various resources and material support these activities. Flip content is organized into VLO (Virtual Learning Objects) including pre-recorded videos introducing writing topics with interactive comprehension activities, enabling students to engage with material independently.

Worksheets and printed material facilitate In-class work. Additionally, the writing portfolio becomes a crucial resource in this research where student compile the writing tasks progress from initial drafts to final versions.

The implementation of these writing workshops follows the in-class flip approach, station-based setting where students work independently and move between stations based on their learning needs.

Instructional Design

The Instructional design for this study uses a constructivist approach, emphasizing learner-centered methodologies and scaffolding support to guide students from assisted to independent writing. The intervention follows the principles of action research and incorporate interactive cycles of planning, implementation, observation, and reflection to continuously refine teaching practices.

After observing students writing performance, diagnosis revealed that students faced challenges in grammar, sentence structure, and vocabulary usage. These results demanded the selection of methodologies and strategies aimed at addressing these difficulties. The intervention aimed to familiarize students with the in-class flip approach and scaffolding strategies, guiding students in their writing tasks, and fostering the use of revision tools, such as editing guides and peer feedback, to enhance the quality of final drafts.

The intervention was organized into four phases, starting with the introduction, where students are introduced to the learning methods through instructional videos and discussions to help them understand the methodology concerning in-class flip and scaffolding strategies that will help them improve their writing. The next step is the workshop design, which presents the planning for activities and writing workshops tailored to students' needs. These include using

graphic organizers, text models, teacher feedback and individualized revisions, sentence starters, and guided writing exercises to support students in their learning process.

This action plan requires students to engage with flipped content, participate in guided practice, and complete independent work with teacher support. During the assessment phase, the teacher evaluates writing workshops, self-editing activities, and final portfolio using a detailed writing rubric. Students' progress is monitored through rubrics and writing portfolios, and feedback sessions are conducted to encourage students to reflect on and evaluate their learning experience.

Development of Application

The development and implementation of this research involves introducing in-class flip approach combined with scaffolding writing strategies to sixth graders through the implementation of four writing workshops. Each writing workshop focuses on a different topic, with a clear timeline for each session, running from March 3rd to April 12th, 2025. These activities are aimed at engaging students in meaningful writing practice, progressively building their writing improvement. The following table 1 explains these workshop applications:

Table 1

Development of the Application

Phase	Objectives	Activities	Resources	Assessment
Introduction	Students get familiarized with In-Class Flip approach and scaffolding strategies	Station work workshop, where students rotate and learn about the methodologies.	Pre-recorded videos, digital resources, worksheets, and discussions.	Observation of students' engagement and participation in the activities.
Workshops	To plan writing workshops based on In-Class Flip and writing strategies	Writing workshops including topics with: Pre-writing, drafting and final version. Graphic organizers, sentences started, model text and guided paragraph writing.	Flipped content, Online resources, worksheets, videos or readings, and visual material.	Writing portfolios weekly to monitor progress. Teacher observation notes.
Assessment	To assess and track the development of students' writing skills over time thorough the intervention.	Writing workshops for drafting and revising steps. Self-assessment.	Writing portfolio Templates Checklists Feedback	Final writing portfolio Evaluation with rubrics. Focus group interviews for qualitative feedback.
Reflection And Feedback	Students receive feedback about their progress	Focus group discussions on challenges and successes. Reflection on portfolio work.	Discussion guides Teacher feedback sessions.	Focus group analysis. Comparison of initial and final portfolio.

Note. The table shows phases, objectives, activities, resources, and assessments.

The writing workshops are taken and adapted from Writers at Work: A Guide to Basic Writing book by Jill Singleton. Cambridge University Press. This book provides practical

writing workshops indicating the step-by-step in academic writing from beginning, low, and intermediate English levels helping students become independent writers.

The following table 2 presents the organization of the writing workshops.

Table 2

Workshops Planning

Writing Workshops	Activities	Date
Workshop 1	Begin at the beginning: Introduction to In- Class Flip methodology and writing strategies presentation:	February 18th / 2025
Workshop 2	"A morning person or a night person" Get ideas (Brainstorming) Organize your ideas (Choosing and adding) Write (First write) Revise (Teacher feedback) Edit (the simple sentence) Final version	February 26th /2025 March 5th /2025
Workshop 3	"A person important to you" Get ideas (Brainstorming) Organize your ideas (By category) Write (First draft) Revise (Teacher feedback) Edit (Topic and supporting sentences) Final version	March 13th /2025 March 24th - 30th /2025

Note. The table shows the planning of writing workshops with activities and dates.

Instrument #1: The Simple Writing Portfolio

This Simple Writing Portfolio is a formative assessment tool that tracks A1-A2 students' writing progress through multiple drafts and final productions. It uses a rubric based on the CEFR descriptions to evaluate key aspects such as vocabulary, grammar, sentence structure, clarity, application of scaffolding strategies (Graphic Organizers, Model Texts, Sentence Starter, Peer Discussion, Guided Writing, Checklist for Revision, Target Feedback, Mini lessons, Editing

Guides for Self-Editing) and engagement with flipped materials. These next table 3 evidence the structure of the writing portfolio:

Table 3

Writing Portfolio Structure

Portfolio Content Purpose	To collect evidence of students' progress in writing through the stages of drafting, revising, and final production and assess the impact of using in-class flip and scaffolding writing strategies on students' outcomes.
Student Name	Date
Writing Workshop Guideline	Writing task descriptions, submission dates and stages include reflective prompts for students to foster autonomous learning and teacher feedback components. Each writing workshop includes a task writing developed during the three steps (initial, revised, and final production).
Initial Drafts	First student writing. Scaffolding Strategies: Graphic Organizers, Model Texts, Sentence Starter, Peer Discussion, Guided Writing
Revised Drafts	Revised versions with comments or suggested changes. Scaffolding Strategies: Checklist for Revision, Target Feedback, Mini-lessons, Group discussions
Final Writing Production	Final polished versions. Scaffolding Strategies: Editing Guides for Self-Editing, Digital Tools for writing revision, Celebration Work to Present final Pieces.
Teacher Evaluation Rubric	Space for feedback and evaluation based on rubrics. The evaluation corresponds to revision on the final writing production using the corresponding rubric.

Note. The table presents a writing portfolio structure with stages and evaluation.

Students were informed of the portfolio structure at the beginning of the process and received explicit guidance on its sections and requirements. Using this framework, they compiled their writing activities systematically, which allowed them to organize their work, track their progress, and reflect on their learning throughout the course. To support students' writing progress, the teacher implements the following rubric described in table 4:

Table 4

Writing Sample Portfolio Structure

Students Name _____ Writing Task Name _____ Date _____

Category	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Word Choice	Uses a variety of simple, relevant vocabulary related to personal topics.	Uses basic vocabulary with occasional relevant terms.	Uses limited vocabulary, often repeating simple words.	Uses inappropriate or irrelevant vocabulary for the context.
Sentence Structure	Writes clear, coherent sentences that are correctly formed.	Forms simple sentences but may include some errors in structure.	Writes fragmented or run-on sentences, leading to unclear meaning.	Sentences are often incomplete or lack coherence.
Clarity	Ideas are expressed clearly and logically, enhancing understanding.	Ideas are mostly clear, with minor lapses in clarity.	Ideas are unclear; the reader may struggle to understand the main point.	Ideas are unclear and poorly organized, making understanding difficult.
Application of Scaffolding Strategies	Effectively uses scaffolding strategies, graphic organizers, guided steps to enhance writing quality.	Apply scaffolding strategies with some guidance, resulting in improvements.	Uses scaffolding strategies inconsistently or with difficulty, requiring frequent guidance.	Fails to apply scaffolding strategies effectively even with guidance.
Engagement with Flip Content	Fully integrates content from flipped materials into their writing, demonstrating clear understanding.	Integrates most concepts from flipped materials but may lack depth in some areas	Partially integrates content from flipped materials, with limited understanding or application.	Does not integrate content from flipped materials, showing minimal or no engagement with them.

Note. Adaptation on the descriptors outlined in the CEFR Companion Volume with New Descriptors (2018*)*.

Instrument #2 Teacher's Observation Diary

The Teacher Observation Diary is a qualitative tool that tracks classroom dynamic and evaluates scaffolding within the In-Class Flip. Drawing on Vygotsky's Zone of Proximal Development (ZPD), the diary focuses on how scaffolding and teacher support address diverse writing proficiency levels promoting independent learning by helping students address the diverse writing proficiency levels.

Aligned with the first research objective, "Identify the concepts methodologies, and tools related to the In-Class Flip approach and writing strategies," the diary documents how these concepts are applied in practice, providing evidence of their impact on students' task accomplishment. By observing teacher support and students' responses to feedback, the diary provides insights into how tailored guidance enables students to progress from assisted to independent writing. The following table 5 describes the teacher´s observation diary structure:

Table 5

Teacher's Diary Structure

General steps for using the teacher's observation diary.

Purpose	To document students' and teacher's experiences during the application of the In-Class Flip approach and scaffolding writing strategies, while monitoring their ongoing progress in writing skills over a period.	
Session Name: _____		Date: _____
Category	Sub-Categories	Teacher Notes
The activity: A description of the class activity, goals and task students should do.	A description of goals and objectives is provided. A description of what students are expected to complete is included. Resources used (videos, worksheets) are listed.	
Students' engagement: Students will be observed	Evidence of students taking notes during videos is documented.	

bearing in mind their attitudes, interactions, and motivation during the activities	Instances of students seeking peer assistance or collaboration are noted. On-task behaviors and signs of interest are recorded.
Participation in writing task: The teacher will see how well students participate in the development of writing activities (active, minimal, passive)	Participation is classified as active (fully engaged). Participation is classified as minimal (limited or sporadic). Participation is classified as passive (no visible effort).
Use of In-Class Flip: The teacher will monitor how effectively the students use the flipped materials in class to learn at their own pace (Watching videos, taking notes, self-guided learning).	Frequency of resource usage (e.g., videos, notes) is tracked. Accuracy in self-guided tasks is evaluated. Collaboration during resource use (teacher support) is observed.
Teacher support: The teacher will experience a supportive role through individual assistance to students during writing tasks and feedback sessions.	The teacher provides one-on-one assistance during writing tasks. Targeted feedback is offered to guide progress. Support helps students transition toward independence in tasks.
Feedback response: Students will be observed to see how they respond to feedback.	Students revise tasks after receiving feedback. Students ask clarifying questions about the feedback. Visible improvement in performance after feedback is noted.
Students' perceptions and behaviors: The teacher will observe students' attitudes and perception on the methodology implemented and writing tasks.	Positive comments on the flipped approach are recorded and frustration, challenges, or resistance are noted. Reflections on learning progress or challenges are noted. Body language indicating satisfaction or dissatisfaction is described.
Writing progress over time: Over the sessions, students will show progress in improving writing skills such as vocabulary use and structure in writing.	Improvements in vocabulary usage are observed. Enhancements in sentence structure are documented. Progress in coherence and clarity across drafts is noted.
Additional observations: The teacher will also	External influences (technical issues, group dynamics) are described.

document extra information or significant occurrences during the sessions that may influence students' performance.	Significant individual or group interactions are noted. Unanticipated breakthroughs or setbacks are documented.

Note. The table shows a teacher's observation diary with purpose, steps, categories, and notes.

Ethical Considerations

The Teacher Observation Diary ensures student's privacy and confidentiality by using pseudonyms and restricting access to the data. All information is securely stored and only accessible to authorized personnel.

To make the study more ethical, participants are informed of their right to withdraw at any time without consequence. They are also assured that their personal information will remain confidential and used solely for research purposes. These aspects protect students' rights and uphold ethical consideration.

In addition, students and their guardians are provided with clear, written explanations of study's objectives, procedures, and data-handling practices before participation begins. Informed consent is obtained to ensure transparency and voluntary involvement. Regular reminders about these ethical safeguards are given throughout the study so that participants feel secure and respected. This ongoing communication strengthens trust between the researcher and the students and reinforces the ethical integrity of the research process.

To further protect participants' well-being, the study includes measures to minimize any potential psychological or academic risks. For example, feedback provided to students is constructive and non-judgmental, focusing on growth rather than evaluation. Any signs of discomfort or stress are or stress are promptly addressed, and support mechanisms are offered when needed. These actions help create a safe environment where students can participate freely

without fear of negative consequences. To guarantee students acceptance, students accepted participate in an interview where their responses were recorded. The table 6 describes the consent document designed to invite students participate in a focus group interview.

Table 6

Consent Form

Formulario de Consentimiento para Participación en Entrevista Grupal
Gracias por participar en esta discusión grupal, en la cual responderás preguntas sobre tu experiencia en esta investigación. Antes de comenzar, es importante que sepas: Hablarás con tus compañeros sobre cómo te sientes al aprender con el enfoque in-class flip (Aprendizaje Invertido en el Aula) y las estrategias de escritura mediadas por el acompañamiento del profesor (scaffolding). Las discusiones se grabarán para recordar lo que cada participante dijo. Participar en esta conversación grupal es opcional. Si decides no participar, no hay problema. Podrás seguir aprendiendo en clase. Tus respuestas serán confidenciales. Nadie sabrá lo que compartiste fuera del grupo. Si tienes alguna inquietud, no dudes en preguntar. Si estás de acuerdo y deseas participar, firma a continuación: Nombre del Estudiante _____ Fecha: _____

Note. The document is a consent form for student participation in a group interview.

Data Analysis and Results

This section presents the results obtained from systematic examination of qualitative data gathered through the writing sample portfolio, focus group interview, and teacher's diary. Data analysis in this study used Grounded Theory, which is defined as the theory emerged from data that was systematically collected and analyzed throughout the research process (Strauss & Corbin, 2008). Following this theory, data in this study was coded and categorized using open, axial, and selective coding to uncover patterns, recurring themes, and foundational theoretical concepts.

Description of the Process

Data Preparation

The students' writings were analyzed using a writing rubric to assess students' improvement over time. Additionally, the rubric evidenced students' engagement with in-class flip methodology and the use of scaffolding writing strategies. The focus group interview presented the students experiences and perceptions after intervention. Students' responses were transcribed for data analysis. Similarly, the teacher diary was digitalized for data coding.

Open Coding

During this stage, the data was carefully reviewed to identify repeated or meaningful words, phrases, and ideas that emerged as initial themes for data analysis. The following segments were identified:

Perceptions of Flip Classrooms

Finds flip classrooms helpful.

Engagement with the new format.

Preferences between conventional instruction or current proposal.

Perceptions on Scaffolding

Helpful scaffolding strategies. Struggles with scaffolding instruction. Feels supported by scaffolding writing strategies.

Impact of Writing Performance

Improved vocabulary. More organized ideas. Struggle with coherence.

Students' Engagement and Motivation

More interest in writing. Active participation. Peers provided useful feedback.

Axial Coding: Identification of Key Categories

In the second stage, similar codes were grouped to form broader categories: Students attitude toward in-class flip. This category emerged from the focus group interview and teacher's diary notes including positive perceptions, resistance, engagement.

Perceived effectiveness of scaffolding writing strategies. Similarly, this category is including sub themes such as helpfulness, strategies used, students support and is evidenced in students' writings, students' comments.

Changes in writing performance. This category compile writing performance of students in terms of writing improvement, persistence, and difficulties in writing portfolios.

Observations from teacher's diary confirmed the patterns see in the other two instruments.

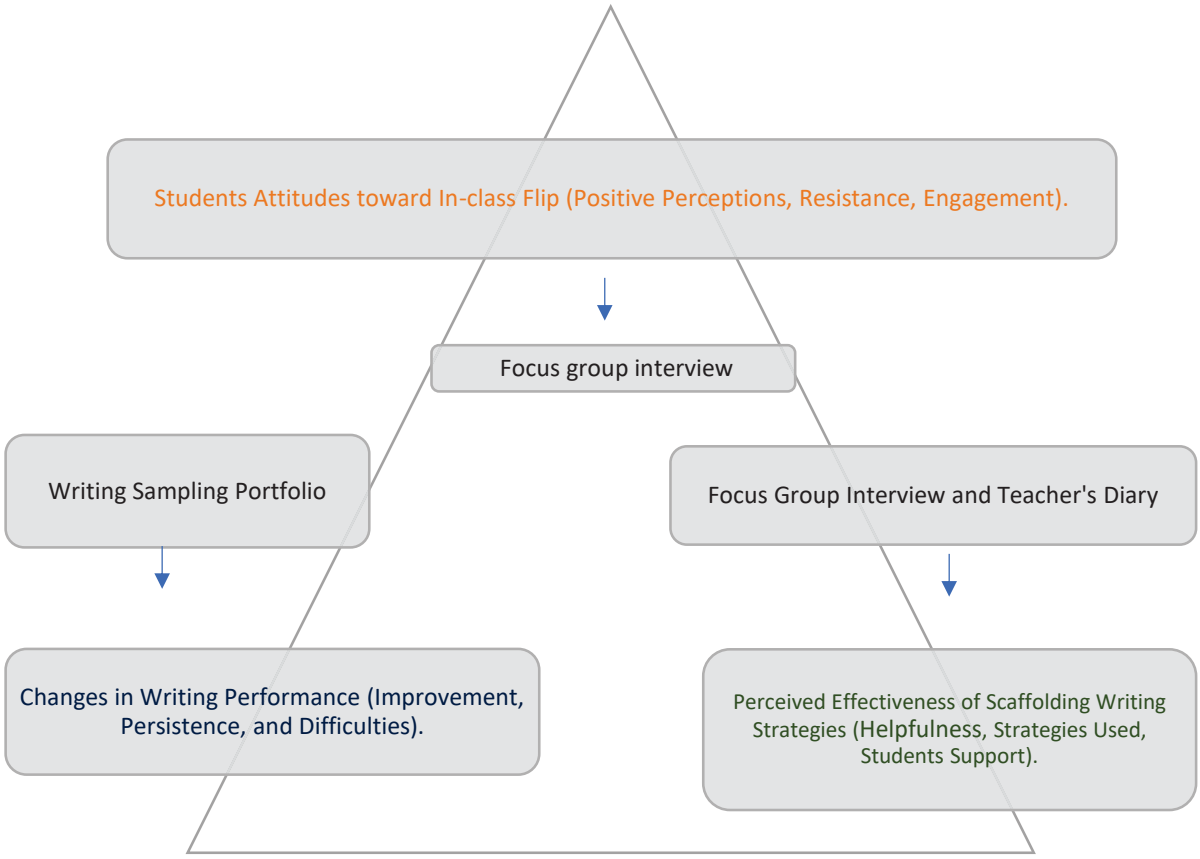
Comparative Analysis

The selective key categories were carefully identified in each data collection instrument to ensure a systematic approach to analysis. Each category was then assigned a distinct color code, creating a clear visual framework that enhanced the organization of information. This coding system not only facilitated the triangulation of data across different instruments but also

allowed patterns, overlaps, and discrepancies to be more easily detected. The process provided a transparent and replicable method for interpreting findings, strengthening the credibility and depth of the analysis. This procedure is visually summarized in figure 4:

Figure 4

Triangulation Analysis



Note. The diagram links students' attitudes, writing performance, and scaffolding strategies.

Results

Instrument 1. Writing Portfolio

Students' writing tasks were assessed using the established rubric. The results below summarize their performance, highlighting key strengths and areas for improvement in table 7:

Table 7

Writing Portfolio Student's Writing Results

Scores analysis based on a writing rubric including 5 categories using the following scales: Excellent (4)- Good (3)- Satisfactory (3)- Needs improvement (1).

Writing Work-Shops	Category Analysis	Cycle 1 A Morning or a Night Person		Cycle 2 A Person Important to You		Interpretation
Student		First draft	Second draft	First draft	Second draft	
1	Word Choice	2	4	2	3	Results show a clear improvement in both writing quality and the use of learning strategies. In the writing criteria, her total score increased from 13 to 16, with notable progress in word choice and engagement with the in-class flip method. The second cycle, her score rose significantly from 6 to 11, particularly in sentence structure and clarity. However, she did not used peer-feedback and flip station activities as expected.
	Sentence Structure	3	3	1	3	
	Clarity	3	3	1	3	
	Application of Scaffolding	3	3	1	1	
	Engagement with In-Class Flip	2	3	1	1	
	Total Score	13	16	6	11	
2	Word Choice	3	0	3	4	In cycle one, the student showed consistent writing performance in the first draft, however, the student did not follow instructions for the second draft writing and improvement could not be evident. In the second cycle, his writing score increased from 15 (fist draft), to 20 (second draft), indicating enhanced autonomy and application of writing strategies.
	Sentence Structure	3	0	3	4	
	Clarity	3	0	3	4	
	Application of Scaffolding	3	0	3	4	
	Engagement with In-Class Flip	4	0	3	4	
	Total Score	16	0	15	20	
3	Word Choice	3	3	3	4	The student demonstrated a consistent and steady progress

	Sentence Structure	3	3	3	4	in all writing's components across both cycles. From first to second draft in both cycles, her scores increased, especially in engagement with the in-class flip method. In cycle two, she achieved near-perfect score, indicating strong use of writing strategies, peer-feedback, and high engagement with flip activities.
	Clarity	3	3	3	4	
	Application of Scaffolding	3	3	3	4	
	Engagement with In-Class Flip	3	4	4	4	
	Total Score	15	16	16	20	
4	Word Choice	3	4	4	4	The student showed outstanding and consistent improvement from the first draft to the second draft in the first cycle, jumping from 16 to 20 points. Her performance there remined at the highest level across both drafts in the second cycle. This reflects excellent command of writing strategies, strong implementation of scaffolding, and sustained engagement with the in-class flip method. Her steady top scores indicate a high level of autonomy and full integration of the feedback and learning tools provided.
	Sentence Structure	3	4	4	4	
	Clarity	3	4	4	4	
	Application of Scaffolding	3	4	4	4	
	Engagement with In-Class Flip	4	4	4	4	
	Total Score	16	20	20	20	
5	Word Choice	3	4	4	4	The student demonstrated strong writing abilities throughout both cycles. Her initial total of 18 improved to 20 in the first cycle., with better use of word choice and scaffolding. A slight dip in clarity was observed in the second cycle's first draft, causing her score fall to 19, but she quickly recovered, returning to a perfect 20 in the final draft. Her consistent engagement with the in-class flip and use of strategies reflect a solid, reflective writing process.
	Sentence Structure	4	4	4	4	
	Clarity	4	4	3	4	
	Application Of Scaffolding	3	4	4	4	
	Engagement with In-Class Flip	4	4	4	4	
6	Word Choice	2	3	3	4	The student evidenced noteworthy progress in the first

	Sentence Structure	2	3	3	4	cycle, improving her total score from 12 to 18, specially in clarity, scaffolding, and engagement. Although there was a slight decline in the first draft of the second cycle, (score of 15), she demonstrated improvement in the final draft. As a result, she increased command of writing strategies and more effective use of the in-class flip activities.
	Clarity	2	4	3	3	
	Application of Scaffolding	3	4	3	4	
	Engagement with In-Class Flip	3	4	3	4	
	Word Choice	3	4	3	4	The student showed solid writing performance in the first cycle, improving from 16 to 20 with notable gains across all criteria, it is evident that she used the writing strategies to achieve a good score in this cycle. However, in the second cycle, her score dropped, the students did not implement the writing strategies as expected. Despite this, she showed a strong recovery by scoring 18 in the second draft.
	Sentence Structure	3	4	3	4	
	Clarity	3	4		4	
7	Application of Scaffolding	3	4	3	3	
	Engagement with In-Class Flip	4	4	3	3	
	Total Score	16	20	12	18	
	Word Choice	2	3	3	0	The student demonstrated progression in the first three stages, improving from 10 to 17. However, there was a drastic decline in the second cycle, where she receives a 0 in the second draft of cycle2. This suggest that she did not follow the instructions for writing improvement, she did not engage with scaffolding strategies in this step, which limited her ability to consolidate the gains she had made earlier in the cycle.
	Sentence Structure	2	2	4	0	
	Clarity	2	3	4	0	
	Application of Scaffolding	2	3	3	0	
8	Engagement with In-Class Flip	2	3	3	0	
	Total Score	10	14	17	0	
	Word Choice	3	4	4	4	The student exhibited a strong writing performance. Starting with a solid base of 16 in the first cycle, then she reached the maximum score of 20 in the
9	Sentence Structure	3	4	4	4	
	Clarity	3	4	4	4	

	Application of Scaffolding	3	4	4	4	second draft and sustained that performance through the final cycle. Her progress reflects successful internalization of feedback and scaffolding, particularly in clarity, sentence structure, and engagement with the in--class flip.
	Engagement with In-Class Flip	4	4	4	4	
	Total Score	16	20	20	20	
	Word Choice	2	3	3	4	The student demonstrated improvement across the 2 cycles. Beginning with a score of 14, she gradually improved in the second cycle, from 17 to 19. Her most notable growth occurred in sentence structure and word choice, where she moved from basic to more refined and effective usage. She evidenced engagement with the in-class flip activities, and application of scaffolding writing strategies.
	Sentence Structure	2	2	3	4	
	Clarity	3	3	3	3	
0	Application of Scaffolding	3	3	4	4	
	Engagement with In-Class Flip	4	4	4	4	
	Total Score	14	15	17	19	
	Word Choice	3	4	4	2	The student had a notable progress in his performance. In the first cycle, improving from 15 to 19 points. However, in cycle 2, his performance declined notably, particularly in word choice, scaffolding, and engagement.
	Sentence Structure	3	3	3	3	
	Clarity	3	4	3	3	
10	Application of Scaffolding	3	4	4	2	
	Engagement with In-Class Flip	3	4	4	2	
	Word Choice	2	2	2	3	The student grows across both cycles. In cycle 1, while the first and second draft remained unchanged in word choice and sentence structure, clarity improved slightly, showing early responsiveness to feedback. In cycle 2, the second draft showed progress, particularly in word choice and sentence structure, indicating increased attention in revision.
	Sentence Structure	2	2	3	3	
	Clarity	2	3	3	3	
11	Application of Scaffolding	3	3	3	3	
	Engagement with In-Class Flip	3	3	3	3	
	Total Score	12	13	14	15	

	Word Choice	3	4	4	4	The student demonstrated progress in both cycles. In cycle 1, he made noticeable improvements in word choice, clarity, and especially engagement. Raising his score from 15 to 19. In cycle 2, the scores remained high, with a final boost in sentence structure and scaffolding, culminating in a perfect score.
	Sentence Structure	3	3	4	4	
	Clarity	3	4	4	4	
	Application of Scaffolding	3	4	3	4	
	Engagement with In-Class Flip	3	4	4	4	
	Total Score	15	19	19	20	
12	Word Choice	3	4	2	4	The student showed clear improvement from her first to second drafts in both cycles. In cycle 1, she did well but needed to improve in areas like word choice and clarity. By cycle 2, her second draft were much better, with stronger vocabulary, better sentence structure, and clearer ideas. Her engagement stayed high through both cycles, and her total score improving from 17 in cycle 1 to 20 in cycle 2, showing that she made good use of feedback and worked hard to improve her writing.
	Sentence Structure	3	4	3	4	
	Clarity	3	4	3	4	
	Application of Scaffolding	4	4	3	4	
	Engagement with In-Class Flip	4	4	4	4	
	Total Score	17	20	15	20	
13	Word Choice	3	4	3	4	The student showed significant improvement in his writing across both cycles. In cycle 1, his scores reflected a solid start, with decent word choice, clarity, and scaffolding application, but his sentence structure needed work, scoring a 2. By cycle2, his second draft showed clear growth, with better word choice, sentence structure, and clarity, all improving to 4 in each category. His application of scaffolding and engagement with the in-class flip was consistently high. As a result, his total score
	Sentence Structure	2	3	3	4	
	Clarity	3	4	3	4	
	Application of Scaffolding	3	4	4	4	
	Engagement with In-Class Flip	4	4	4	4	
	Total Score	15	19	17	20	

						increased from 15 in cycle 1 to 20 in cycle 2, demonstrating his progress and ability to apply feedback effectively.
14	Word Choice	4	4	4	4	This student showed progress throughout both cycles. In cycle 1, he started with strong word choice and scaffolding, scoring 4 in both areas, though clarity and sentence structure were areas for improvement. By cycle 2, his second draft reflected clear growth, especially in sentence structure, clarity, and engagement with in-class flip, all increasing to 4. His word choice and scaffolding remained strong throughout both cycles. As a result, his total score improved from 17 in cycle 1 to 20 in cycle , demonstrating effective use of feedback and improvement in his writing.
	Sentence Structure	3	4	3	4	
	Clarity	3	3	3	4	
	Application of Scaffolding	4	4	4	4	
	Engagement with In-Class Flip	3	4	4	4	
	Total Score	17	19	18	20	
15	Word Choice	2	3	3	4	The student made a steady progress in both cycles. In the first one, she began with lower scores in word choice, and sentences structure, but her second draft showed improvement. In cycle 2, she continued to grow, especially in word choice and clarity, reaching higher scores by the final draft. Her use of scaffolding writing strategies improved and her engagement with the in-class flip remained strong in every stage.
	Sentence Structure	2	3	3	3	
	Clarity	3	4	3	4	
	Application of Scaffolding	3	4	3	4	
	Engagement with In-Class Flip	4	4	4	4	
	Total Score	14	18	16	19	
16	Word Choice	2	3	3	4	The student showed consistent growth across both cycles. In cycle 1, her first draft had low scores in word choice, sentence structure, and clarity, but she
	Sentence Structure	2	3	3	3	
	Clarity	2	2	3	4	

	Application of Scaffolding	3	3	4	4	made progress in the second draft, especially in structure and engagement. In cycle 2, her improvement continued, with higher scores in clarity and word choice by the final draft. Similarly, her use of scaffolding and engagement with in-class flip activities became stronger. The student made an impressive progress from cycle 1 to cycle2. Firstly, she improved her total scores from 12 to 20, a jump of 8 points between drafts in cycle 1. Then, she reached a perfect 20 in the second draft, showing 2 points increase. She maintained this high level of performance with minor fluctuations in scaffolding but continued strength in all other areas. Results reveal a strong commitment to improvement and effective use of feedback.
	Engagement with In-Class Flip	3	4	4	4	
	Total Score	12	15	17	19	
	Word Choice	2	4	3	4	
	Sentence Structure	2	4	4	4	
	Clarity	2	4	4	4	
17	Application of Scaffolding	3	4	3	4	
	Engagement with In-Class Flip	3	4	4	4	
	Total Score	12	20	18	20	
	Word Choice	2	4	4	4	The student demonstrated strong improvement in her writing across both cycles. In cycle 1, she raised her score from 14 to a perfect 20, with a notable jump in word choice, from 2 to 4 and steady gains in all areas. In cycle 2, she starter stronger with a 19 in her first draft and again reached 20 in the second draft, showing she maintained her progress while continuing to refine her skills. Her high scores in scaffolding an in-class flip engagement reflect her active participation.
	Sentence Structure	3	4	3	4	
	Clarity	3	4	4	4	
	Application of Scaffolding	3	4	4	4	
18	Engagement with In-Class Flip	3	4	4	4	
	Total Score	14	20	19	20	
	Word Choice	4	4	3	4	The student continuous progress through both cycles. In cycle 1, her score improved from 18 to 20, reflecting strong performance in areas like word
19	Sentence Structure	3	4	4	4	
	Clarity	3	4	4	4	

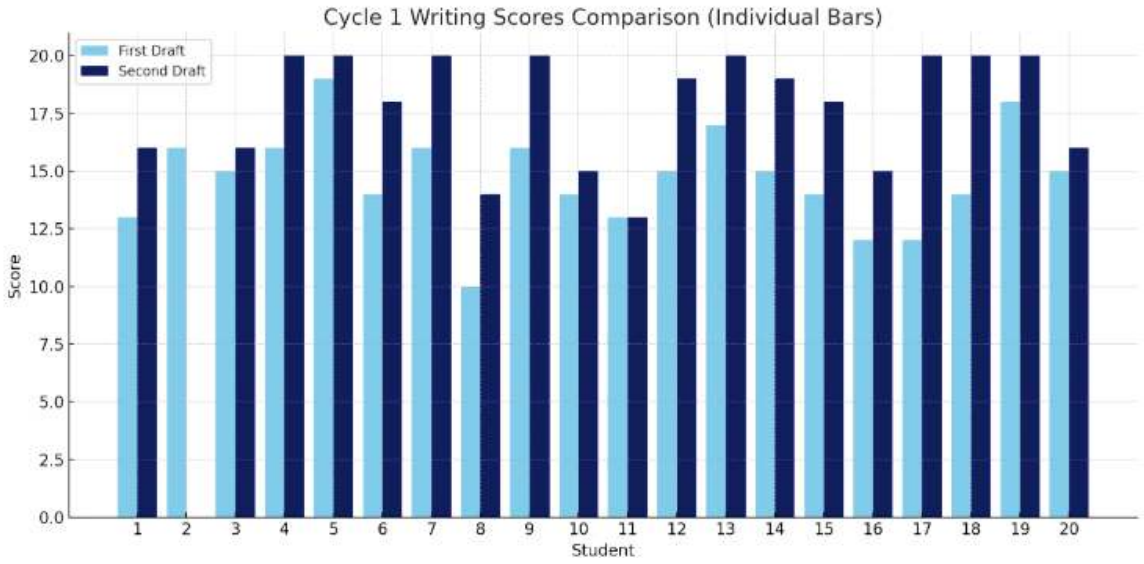
	Application of Scaffolding	4	4	4	4	choice, sentence structure, and clarity. While her word choice remained with 4 points, her sentence structure and clarity also improved. In cycle 2, her first draft scored 19, showing a small dip in word choice, but her overall performance in sentence structure and clarity remained solid. By the second draft, she returned to a perfect 20, with consistent scores in scaffolding and engagement. The student showed improvement during cycle 1, improving her total score from 15 to 20, with gains in all categories, especially in clarity and sentence structure. In cycle 2, she began with a decent first draft, scoring 14, lower than her previous cycle's start. However, there was a significant drop in her second draft of cycle 2. where she received 0 in all areas. This indicates that she did not submit the final draft or failed to apply any writing strategies or participate in the in-class flip activities. As a result, no progress was observed in the final stage of cycle 2.
	Engagement with In-Class Flip	4	4	4	4	
	Total Score	18	20	19	20	
	Word Choice	3	4	3	0	
	Sentence Structure	3	4	3	0	
	Clarity	3	4	3	0	
20	Application of Scaffolding	3	4	2	0	
	Engagement With In-Class Flip	3	4	3	0	
	Total Score	15	20	14	0	

Note. The table presents writing portfolio data analysis with scores, cycles, and interpretations.

Findings in Writing Performance

Figure 5

Cycle 1 Writing Scores Comparison (individual Bars)



Note. The figure compares Cycle 1 writing scores between first and second drafts. Source: data taken from the instrument (2025).

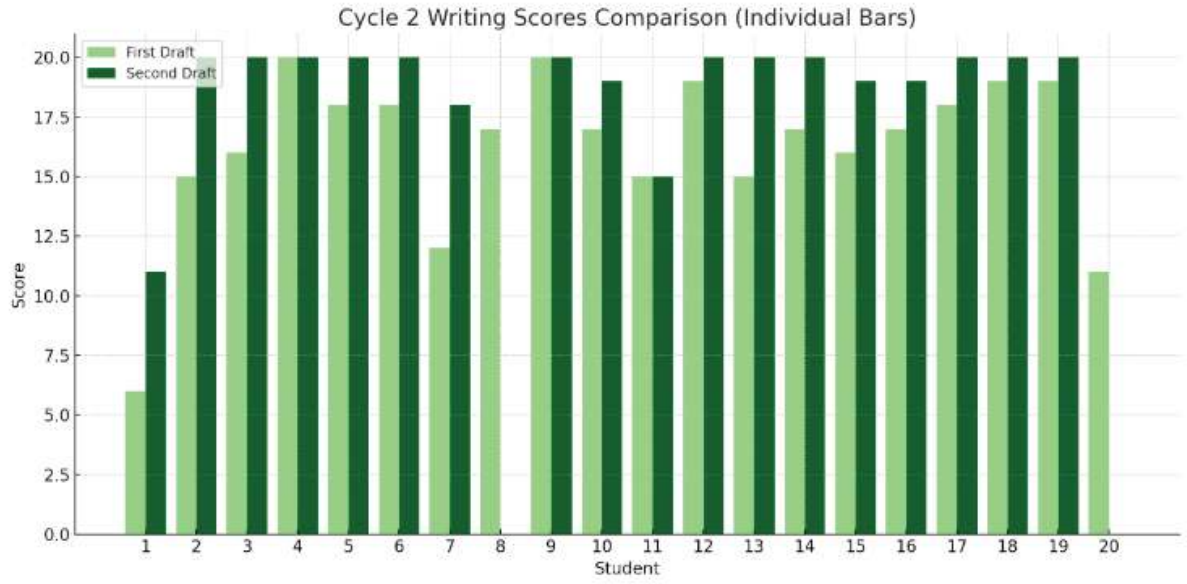
Scores in figure 5 evidenced that most students improved from draft one to draft two. A few students, had a missing or zero score in draft 2, reflecting significant progress in sentence organization, vocabulary use, and overall clarity. Moreover, the use of in-clas flip methodology and scaffolding writing strategies enabled students to work independently and at their own pace, which contributed to these gains. Although a few students presented missing or zero scores in the second draft, possibly due to incomplete or unsubmitted work, the overall trends reveal a market upward shift, indicating learning progress after revision.

To ensure the effectiveness of this proposal, students participate in a second writing task using the same methodology. In cycle 2, students evidenced new outcomes and progress in their writing performance.

Improvements from draft one to draft two are even more noticeable in figure 6. Several students reached the maximum scores 20 in draft two while draft 1 scores, ranged from 14 to 18. Student 8 has a 0 for draft 2 in cycle 1, due to the lack of reliability in his writing.

Figure 6

Cycle 2 Writing Scores Comparison (individual Bars)



Note. The figure compares Cycle 2 writing scores between first and second drafts. Taken from the instrument (2025).

Instrument 2: Focus Group Interview

The students' responses were recorded and transcribed to identify the results of the category analysis. The entire class was dived into two groups, and the interviews were conducted

in Spanish to facilitate students' participation and encourage more assertive responses. The information was categorized based on common themes identified in the transcriptions. Students actively participated in the focus group interview and were organized in small groups to guaranty individual opportunities to speak when they considered.

The following table 8, presents a summary of the students' responses gathered during the focus group interview:

Table 8

Focus Group Interview

Theme	Student Responses (Selected)	Interpretation
Preferred Method	"Prefiero el in-class flip porque la actividad se hace más didáctica." "Es más chévere trabajar con los compañeros." "Una clase más dinámica donde podemos mejorar nuestras falencias hablando con compañeros." "Cada uno podía trabajar a su ritmo." "Más divertido que el método clásico."	Overwhelming preference for *in-class flip* in both groups due to autonomy, interactivity, peer collaboration, and engagement. No preference for traditional methods was expressed.
Favorite Strategy	"Peer-feedback porque el compañero ayuda a mejorar las falencias." "Model text porque podemos expresar nuestras ideas." "Sentence starters… una base para empezar a escribir." "Brainstorming ayuda a organizar ideas antes de escribir." "Free writing… escribir sin preocuparnos tanto por los errores." "Texto modelo nos daba un ejemplo de cómo organizar ideas."	Students appreciated scaffolding strategies like peer-feedback, model text, and brainstorming. A few favored sentence starters and free writing for reducing pressure.
Enjoyment & Engagement	- "Me divertí mucho… chévere estar con mis amigos." "Más dinámico que las clases pasadas."	Most students found the activities enjoyable and dynamic. A few (2–3) mentioned repetition as

	“Actividades repetitivas.” “Aprendíamos de otra manera con los compañeros.” “Muy didáctico y diferente a lo tradicional.”	a minor drawback in some sessions.
Emotions Felt	“Relajada porque pudimos seguir nuestro ritmo.” “Feliz porque entendí temas que antes no.” “Tranquilo porque tuve libertad para expresarme.” “Ansiosa a veces por si cometía errores.”	Emotional responses were mostly positive: relaxed, happy, confident. A few noted anxieties over errors, indicating a need for more error-friendly feedback environments.
Challenges Faced	“Escribir fue difícil, sobre todo organizar ideas.” “Ortografía y signos de puntuación.” “Organizar correctamente las palabras.” “No estoy acostumbrada a redactar en inglés.” “Temas muy limitados para escribir.”	Key issues included idea organization, grammar/spelling, and topic constraints. This points to a need for more vocabulary scaffolding and creative writing prompts.
Writing Progress	- “Ahora puedo estructurar mejor los textos.” “Antes mis habilidades eran nulas y ahora puedo escribir mejor.” “Mejoré en la conjugación de verbos.” “Puedo escribir con más fluidez.”	All students reported improvements, especially in text structure, fluency, and verb usage.
Pride Moments	“Cuando en mi última escritura casi no tuve errores.” “Cuando recibimos comentarios positivos con emojis.” “Cuando pude escribir sin depender del traductor.”	Students felt pride in error-free writing, peer validation, and increased independence from translators.
Future Suggestions	“Aplicaciones como Duolingo para vocabulario.” “Ensayos sobre fútbol o pintura.”	Students suggested tech-based tools, interest-based projects, and multimedia exposure to

	"Ver películas en inglés."	enhance vocabulary and motivation.
	"Escuchar canciones con subtítulos."	
	"Hacer proyectos aplicados como cartas."	

Note. The table shows focus group interview results on preferred methods and strategies.

Instrument 3. The Teacher's Diary

To analyze the students' performance during the three workshops, a reflective process was followed to organize findings clearly. During the writing workshops, notes were taken in the diary, documenting experiences, students' reactions, challenges, and what worked well in the activities. These notes were then reviewed, to identify repeated ideas and common themes across the workshops. Finally, these themes were grouped to understand how the workshops supported student learning and autonomy. This information is compiled in the following summary table 9:

Table 9

The Teacher's Diary

Aspect	Workshop 1: In-Class Flip and Scaffolding	Workshop 2: A Morning or a Night Person	Workshop 3: A Person Important to You
Goals	The goals were clear. Students followed activities step by step with teacher help.	Students understood what to do and completed the tasks well.	Goals were clear, but some grammar instructions needed more explanation.
Flip Model	First time using in-class flip. Teacher helped students move between stations.	Students worked more on their own with the teacher guide moving around station works with flip content.	Students moved faster among stations and worked alone most of the time.

Support (Scaffolding)	Activities gave good support an understanding of the instructional methods in this writing workshops.	Writing tasks helped students build their answers step by step. Students used brainstorming, model text, sentence starters as writing strategies.	Vocabulary support was strong. Grammar tasks needed more help. The writing strategy students enjoyed the most was peer-feedback.
Student Participation	Most students joined the activities and worked well.	All students worked, even the one who was usually quiet and two more students who get distracted having a personal conversation that was not included in their tasks.	Most students were active. One student didn't want to participate. Two more were asked to finish their task.
Student Independence	Students needed a lot of teacher help.	Students worked more independently and asked fewer questions.	Students worked on their own and followed the tasks easily.
Working with Peers	Mostly worked alone with teacher help.	Teacher feedback was used, and most of students make corrections.	Students gave feedback to each other, but it was not effective as expected because some students didn't give good suggestions for improvement.
Teacher's Role	Teacher helped student to navigate in the VLO and understand instructions in the guideline.	Teacher gave instructions, corrected mistakes, and guided students closely.	Teacher mostly observed and helped only when needed. The teacher could dedicate more time to students that had more difficulties in writing.
Revisions and Feedback	Students learned to work independently and could understand the methodologies for the writing workshops with the help of the teacher.	Students revised with teacher feedback, but some mistakes stayed.	Some students rewrote texts, but many didn't improve much in sentence structure and spelling because the lack of good feedback from partners.
Challenges	Students were new to this model. Needed teacher help often. Some technical internet issues affected the flow of the activities.	Students considered there were a lot of tasks and limited time to finish. One student considered the methodology was repetitive and became boring.	Some students did not have the English level needed for assessing a partner writing. Students evidenced a low improvement from fist draft to the second draft.

What Improved	Students understood the methodology and identified writing strategies to follow steps and organize their writing.	Students showed more independence and better understanding of tasks. Overall, students improved in each writing category, word choice, sentence structure and clarity.	Students were more comfortable working alone and giving feedback. Student wrote more words in this last draft, enjoyed the peer feedback and the selected topic.

Note. The table shows the teacher diary synthesis across three writing workshops.

Discussion on Categories

Student Attitudes toward In- Class Flip

The writing scores and comments indicate high engagement and positive responses to the in-class flip model. Most of students demonstrated strong engagement with flip stations and performed well across both cycles. The 99% of students affirmed that in-class flip approach is an enjoyable and fun class dynamic due to the transition from one station to another, groups works and independency during the tasks. One student disagrees and said it was good methodology, but it became repetitive and boring. Students also affirmed had a greater autonomy saying ("cada uno podía trabajar a su ritmo"). Collaboration and fun were evident when expressing ("más divertido trabajar con los compañeros") and a sense of ownership and personalized learning was perceived. No students expressed preference for conventional teaching methods. Only 3 students noted some repetition, suggesting minor resistance to specific elements, but not to the model itself.

It was also observed and noted in the teacher's diary that students' engagement improved across the three workshops. In workshop one, students required close teacher support and guidance through in-class flip model. In workshop two, students worked more independently and even quitter or frequently distracted students engaged actively. In workshop three, most students

managed stations transitions on their own. However, one student refused to participate and two more reminded to complete their tasks, showing that engagement was not yet universal.

Furthermore, the in-class flip model was widely accepted and enjoyed. While some resistance occurred due to inconsistent participation, most students were highly engaged and motivated, especially when allowed to work collaboratively and at their own pace. The diary underscores that this acceptance grew over time, reinforcing the idea that exposure and familiarity enhance engagement.

Perceived Effectiveness of Scaffolding Strategies

The use of scaffolding strategies proved highly effective in supporting students writing development. Writing portfolio analysis showed that students who consistently applied tools like brainstorming, model texts, sentences starters, and peer feedback, improved noticeably in clarity and organization between drafts. In contrast, those who did not use the strategies struggled more.

Focus group responses reinforced these findings, with students identifying peer feedback, model texts and brainstorming as the most helpful supports. Many expressed that these strategies increased their confidence, with some also appreciating free writing as a low-pressure alternative.

The teacher diary added further insight into how scaffolding evolved throughout the workshops. In the first workshop, scaffolding helped introduce students to the writing process step by step. By the second, students responded positively to structured support like brainstorming and model text, requiring less guidance. In the final workshop, vocabulary activities and feedback became central although the quality of student's feedback varied. Overall, the diary confirmed that scaffolding tools were gradually internalized and that students grew more independent in completing writing tasks. While peer feedback remained an area of

improvement, scaffolding overall was seen as essential in helping students move from guided writing to greater autonomy.

Changes in Writing Performance

Across all three instruments, the writing portfolio, focus group interview, and the teacher diary, there was consistent evidence of improvement in students writing performance over the course of the workshops. The writing portfolios showed that most students advanced between drafts, with learners scores registered in the writing rubric, from 3 points to 4points, demonstrating growth. Students having 1 point starting with lower scores showed persistence and gradual improvement. In contrast others, who were less engaged and inconsistent in applying feedback struggled to progress. Common initial challenges included sentence structure, and clarity, which improved with scaffolding and revision. The focus group interview also reflected this development, with students reporting that the writing strategies helped them write more confidently and coherently.

The teacher diary added depth to these observations by documenting a shift toward greater student autonomy and conform with writing tasks over time. Vocabulary use and content improved notably, thought grammar remained a recurring difficulty. The teacher also noted that while some students revised effectively, others showed minimal change between drafts, indicating inconsistent application of peer feedback as a writing strategy in this context. Additionally, lower-level students often struggled with both giving and receiving meaningful peer feedback. Limiting the effectiveness of this strategies among eighth graders. Overall, writing performance improved most significantly among students who engaged fully with the process and tools provided. The combination of these strategies, active participation, and

scaffolding was key to their progress, while disengagement of few students, not their ability, was the most common barrier to success.

Core Category

Based on the findings from writing portfolios, focus group interview and teacher diary, the core category that emerged to answer the research question is: “The integration of the in-class flip and scaffolding writing strategies support writing improvement of students with mixed English proficiency levels, through structured, collaborative, and student-centered practices.” It was observed that both students with lower writing skills and more advanced students benefited from these methodologies, as they allowed them to work at their own pace or progress more quickly in their writing process. Simultaneously, scaffolding strategies such as feedback, model texts, sentences starters, and brainstorming helped students develop their ideas, organize their thoughts, and improve overall clarity and structure in writing. As the workshops progressed, students became increasingly autonomous, more confident in their abilities, and more aware of the writing process.

Conclusions

This study explored the impact of the in-class flip approach combined with scaffolding writing strategies on the writing performance of eighth-grade students with varying proficiency levels. The central question focused on how these methodologies could address the challenge of teaching writing in a mixed-ability classroom. Writing is a complex skill that requires learners to organize their thoughts, apply linguistic knowledge, and revise their ideas effectively. Findings from the implementation of in-class flip and scaffolding revealed positive changes in students' writing development, supporting the idea that both methodologies, when integrated, can facilitate student' engagement and writing improvement in a mixed-level classroom.

Reflection on the Research Process

The research process required careful and adaptation to meet the needs of a mixed-ability group. Throughout the implementation, writing workshops were organized into station work, which allowed students to access flip content gradually. Each station included flip materials that explained students the step-by-step stages of the writing process. Students were encouraged to ask for help and clarification when needed, especially those who struggled with starting their writing or organizing their ideas. In contrast, advanced students were able to go beyond the basic tasks by writing more than expected and requesting more in-depth support with grammar and vocabulary. The teacher's role shifted from delivering instruction at the front of the classroom to acting as facilitator, which allowed more time to support students who needed additional help. However, the writing process also presented challenges including time constraints, inconsistent partners feedback practices, and varying levels of participation. Although the scaffolding writing strategies supported students at specific stages of their writing process, peer feedback between partners mainly contributed to students' engagement and collaboration.

Recommendations for Future Research

Based on the results, it is recommended that future researchers extend the duration of the implementation phase provide student with more in-depth training when using various writing strategies. Since peer feedback in this context did not contribute to certain aspects of students writing such as sentence structure, spelling or clarity, it is also advisable investigate the steps involved in peer feedback as structured writing strategy. This study showed that peer feedback is not just about reading a partner's work and giving surface-level comments. Instead, it may require a more guided process where students follow clear steps. Regarding the in-class flip approach, future studies could explore teachers' perceptions of implementing this methodology. This would help identify the challenges they may face as well as any fears, misconceptions, or limitations they associate when using in-class flip in their classrooms.

Contributions to the Field

This study contributes to the growing body of research on writing instruction in mixed-level classrooms by providing more inclusive education through diverse learning opportunities. It showed that combining various scaffolding writing strategies within an in-class flip environment enhance students' writing performance. Additionally, this research highlighted the value of in-class flip as a recent pedagogical approach that addresses the limitations of the conventional flipped learning model, particularly in contexts where homework is not assigned, or students cannot access content at home. Unlike the conventional model, in-class flip allows teachers to organize instructional content into the classrooms, reducing students' reliance on direct teacher instruction and supporting a more autonomous learning process.

Final Thoughts

To sum up, this study confirmed that the in-class flip approach and scaffolding writing strategies as an effective pedagogical intervention to teach writing in a mixed-level classroom. This approach allows students to work at their own pace, expand their vocabulary and better connect ideas when writing a paragraph. Moreover, the teacher's role as a facilitator is crucial, as it enables more personalized support and help reduce students' anxiety when they struggle in writing. Furthermore, students responded positively to the writing task, as they found moving through stations, collaboration with peers, and accessing content easily to be an enjoyable and motivating way to learn.

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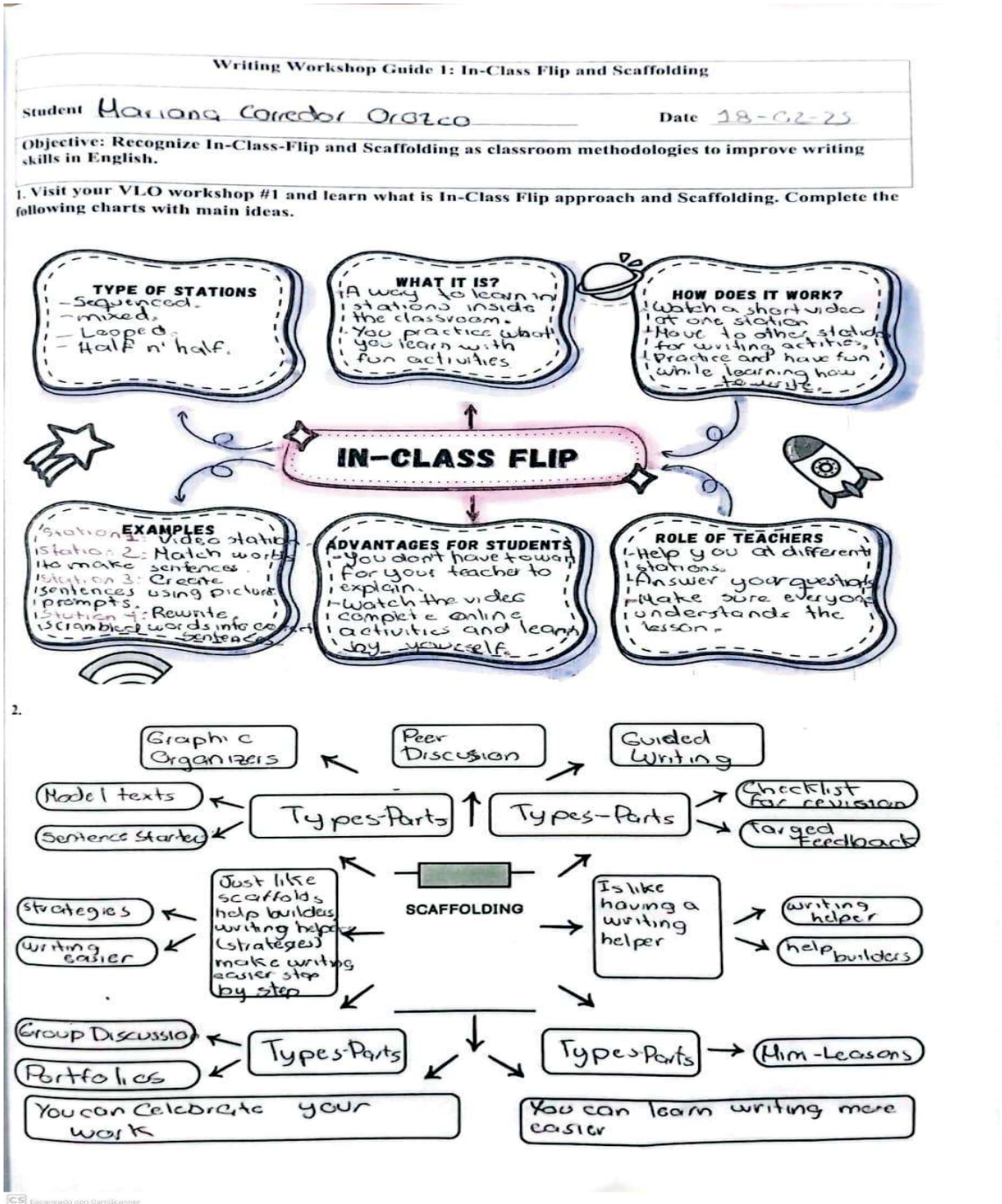
Appendices

Appendix A

Instrument 1: Writing Portfolio Workshop 1



Writing Workshop Guide 1: In-Class Flip and Scaffolding

Student Mariana Corredor Orozco Date 18-02-23

Objective: Recognize In-Class-Flip and Scaffolding as classroom methodologies to improve writing skills in English.

1. **Visit your VLO workshop #1 and learn what is In-Class Flip approach and Scaffolding. Complete the following charts with main ideas.**

2.

Appendix B

Teacher Diary

<table>
<tr><td colspan="3">Teacher's Observation Diary

General steps for using the teacher’s observation diary.
Review the diary’s categories before the session.
Observe the classroom dynamics, students’ interactions, teacher’s role, and general class progress.
Take brief notes during the session: record videos if needed.
After the session, organize and complete information by category in the diary.</td></tr>
<tr><td>Purpose</td><td colspan="2">To document students’ and teacher’s experiences during the application of the In-Class Flip approach and scaffolding writing strategies, while monitoring their ongoing progress in writing skills over a period.</td></tr>
<tr><td colspan="2">Session Name: A morning or a night person</td><td>Date: February 26th /2025 _____</td></tr>
<tr><td>Category</td><td>Sub-Categories</td><td>Teacher Notes</td></tr>
<tr><td rowspan="2">The activity: A description of the class activity, goals and task</td><td>A description of goals and objectives is provided.</td><td>Students were informed on classroom dynamic purposes and activities to develop.</td></tr>
<tr><td>A description of what students are expected to complete is included.</td><td>Students received individually a guideline and worksheets to complete their activities.</td></tr>
</table>

students should do.	Resources used (videos, worksheets) are listed.	Students watched a video to learn about brainstorming and had big posters describing activities and explanations on topics.
Students' engagement: Students will be observed bearing in mind their attitudes, interactions, and motivation during the activities	Evidence of students taking notes during videos is documented.	Students were engaged with various activities, passing by different stations. It was recorded.
	Instances of students seeking peer assistance or collaboration are noted.	Most students answer activities in groups; however each one had their personal activity. Per assistance was observed specially with students who struggle in writing.
	On-task behaviors and signs of interest are recorded.	All students were motivated in the class, however due to groups organization, some of them spoke a lot and got distracted.
Participation in writing task: The teacher will see how well students participate in the development of writing activities (active, minimal, passive)	Participation is classified as active (fully engaged).	Active participation was observed.
	Participation is classified as minimal (limited or sporadic).	Some students had a slow working rhythm and because the conversations among each other.
	Participation is classified as passive (no visible effort).	A minimum number of students did not give their best in this activity.

Use of In-Class Flip: The teacher will monitor how effectively the students use the flipped materials in class to learn at their own pace (Watching videos, taking notes, self-guided learning).	Frequency of resource usage (e.g., videos, notes) is tracked.	All resources like videos, interactive activities, posters, and worksheets were used.
	Accuracy in self-guided tasks is evaluated.	Students followed instructions guideline and could work independently. Sometimes asked the teacher for extra explanations.
	Collaboration during resource use (teacher support) is observed.	Yes, teacher was helping students understand how answering the worksheet, writing better or recommending them to visit a specific station to learn more.
Teacher support: The teacher will experience a supportive role through individual assistance to students during writing tasks	The teacher provides one-on-one assistance during writing tasks.	Many students did not ask help from the teacher; however, I assisted some of them even if they did not ask for help.
	Targeted feedback is offered to guide progress.	Yes, I had the time to give feedback to some students who did not how start writing or organizing a sentence.
	Support helps students transition toward independence in tasks.	Absolutely, students were autonomous and enjoyed the station rotation dynamic.

and feedback sessions.		
Feedback response: Students will be observed to see how they respond to feedback.	Students revise tasks after receiving feedback.	Yes, however some student did not want to make correction or improve their writing.
	Students ask clarifying questions about the feedback.	Yes, some students asked clarifications and double revision
	Visible improvement in performance after feedback is noted.	Yes, students who showed me their writing receive my feedback and make corrections to simple sentences or spelling errors.
Students' perceptions and behaviors: The teacher will observe students' attitudes and perception on the methodology implemented and writing tasks.	Positive comments on the flipped approach are recorded and frustration, challenges, or resistance are noted.	Frustration: Two new students in the classroom did not finish on time because they were spiking and lost time. Positive comments: Me gusta la dinámica de las estaciones, puedo ir avanzando y aprendiendo. Estuvo interesante pude explorar y aprender cosas nuevas. Me gustó porque no te quedas estancado en lo mismo esperando a que tus compañeros entiendan, sino que puede ir avanzando. Fue interactiva y con temas que me gustan. Pude aprender a mi ritmo, y chévere en general.

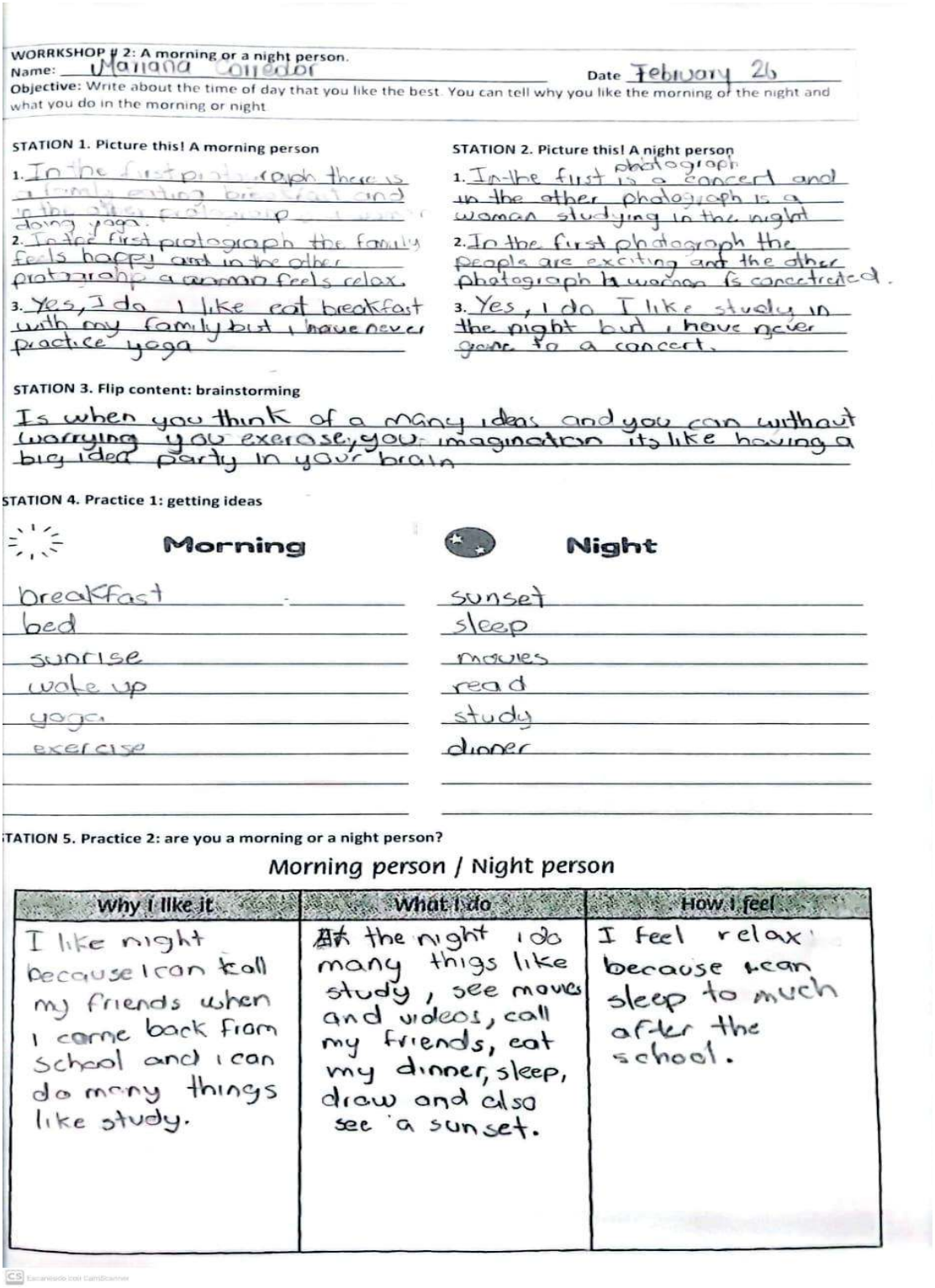
		Uno puede avanzar mucho por su cuenta y la profe siempre está a tu disposición con las preguntas que tengas. Aprendí mucho, fue interactiva entendí mucho mejor el tema. Me gusto porque cada uno es autónomo y puedes estar con tus amigos. Pude preguntar varias veces a mis compañeros, fue dinámica y gracias a esto tengo varias ideas para mis próximos escritos. Fue dinámica y divertida, una clase diferente a las demás y aprendí mucho más. Me gustó porque se entendió todo y casi no tuve preguntas. Fue divertido, porque el profesor no estaba presionando. Aprendí más cosas a mi ritmo. Me gustó porque fue dinámica y no nos teníamos que preocupar por cada error, además, teníamos varias ayudas para realizar el escrito. Me gustó mucho y aprendimos de una manera divertida.

	Reflections on learning progress or challenges are noted.	I got surprised when I saw some students writing more than I was expecting. Advanced students could go further and wrote more than 12 lines. Low students were not pressured, there were not frustration or bad comment from them, they also did their work without feeling bad.
	Body language indicating satisfaction or dissatisfaction is described.	Most students were walking around station, actively answering the activities. However, a few numbers of students stayed sitting and moved just at the end of the classroom. I think they were distracted talking about personal topics.
Writing progress over time: Over the sessions, students will show progress in improving writing skills such as vocabulary use and structure in writing.	Improvements in vocabulary usage are observed.	Yes, students learned new words thanks to the online dictionary they have in the flip station.
	Enhancements in sentence structure are documented.	Students started writing their sentences and many sentences organization problems were identified in many students.
	Progress in coherence and clarity across drafts is noted.	Students receive personal feedback after class on their writing, to improve clarity and coherence in the first draft.

Additional observations: The teacher will also document extra information or significant occurrences during the sessions that may influence students' performance.	External influences (technical issues, group dynamics) are described.	No technical issues were register. Students were moving around learning stations with writing activities, some of them worked alone and other worked in groups.
	Significant individual or group interactions are noted.	Julietha who is a student who always start working late was the first one to finish this activity. She got more concentrated and motivated working alone.
	Unanticipated breakthroughs or setbacks are documented.	Breakthrough: Students were motivated in writing activities. No setbacks were observed.

Appendix C

Workshop 2 "A morning or a Night Person"



WORRKSHOP # 2: A morning or a night person.
Name: Mariana Collador Date February 26
Objective: Write about the time of day that you like the best. You can tell why you like the morning or the night and what you do in the morning or night.

STATION 1. Picture this! A morning person

1. In the first photograph there is a family eating breakfast and in the other photograph a woman doing yoga.
2. In the first photograph the family feels happy and in the other photograph a woman feels relax.
3. Yes, I do I like eat breakfast with my family but I have never practice yoga

STATION 2. Picture this! A night person

1. In the first photograph is a concert and in the other photograph is a woman studying in the night
2. In the first photograph the people are exciting and the other photograph la woman is concentrated.
3. Yes, I do I like study in the night but I have never gone to a concert.

STATION 3. Flip content: brainstorming

Is when you think of a many ideas and you can without worrying you exercise, you imagination its like having a big idea party in your brain

STATION 4. Practice 1: getting ideas

Morning	Night
breakfast	sunset
bed	sleep
sunrise	movies
wake up	read
yoga	study
exercise	dinner

STATION 5. Practice 2: are you a morning or a night person?

Morning person / Night person

Why I like it	What I do	How I feel
I like night because I can call my friends when I come back from school and I can do many things like study.	At the night I do many thigs like study, see moves and videos, call my friends, eat my dinner, sleep, draw and also see a sunset.	I feel relax because I can sleep to much after the school.

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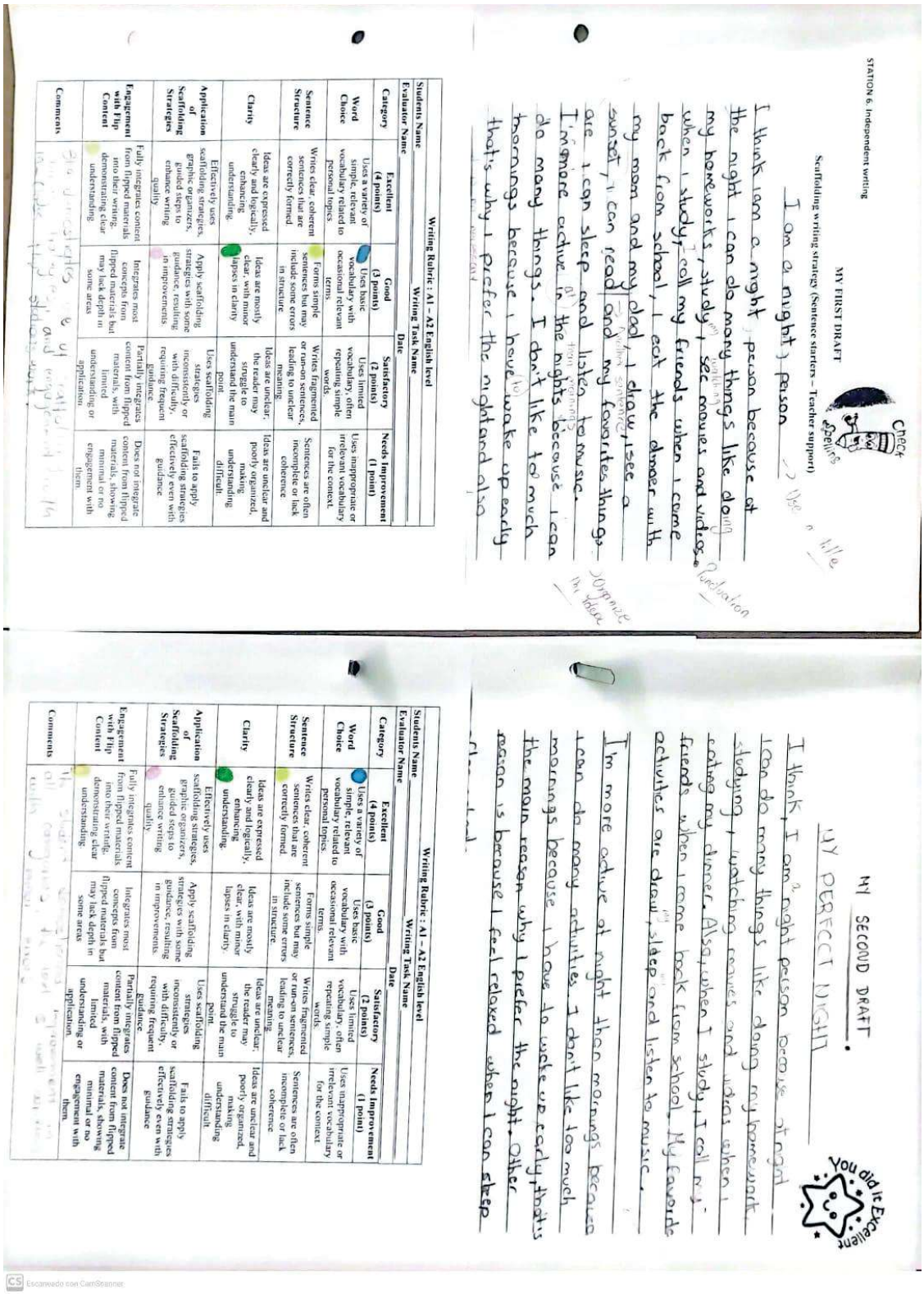
Appendix D

Writing Sample Workshop 2, First and Second Draft



STATION 6: Independent writing

MY FIRST DRAFT

Scaffolding writing strategy (Sentence starters – Teacher support)

I am a night person

I think I am a night person because at the night I can do many things like doing my homeworks, study, see movies and videos when I study, I call my friends when I come back from school, I eat the dinner with my mom and my dad, I draw, I see a sunset, I can read and my favorites things are I can sleep and listen to music. I'm more active in the nights because I can do many things. I don't like too much mornings because I have (to) wake up early that's why I prefer the night also

MY SECOND DRAFT

MY PERFECT NIGHT

I think, I am a night person because at night I can do many things like doing my homework, studying, watching movies and videos, eating my dinner. Also, when I study, I call my friends when I come back from school. My favorite activities are draw, sleep and listen to music.

I'm more active at night than mornings because I can do many activities I don't like too much mornings because I have to wake up early, that's the main reason why I prefer the night. Other reason is because I feel relaxed when I can sleep

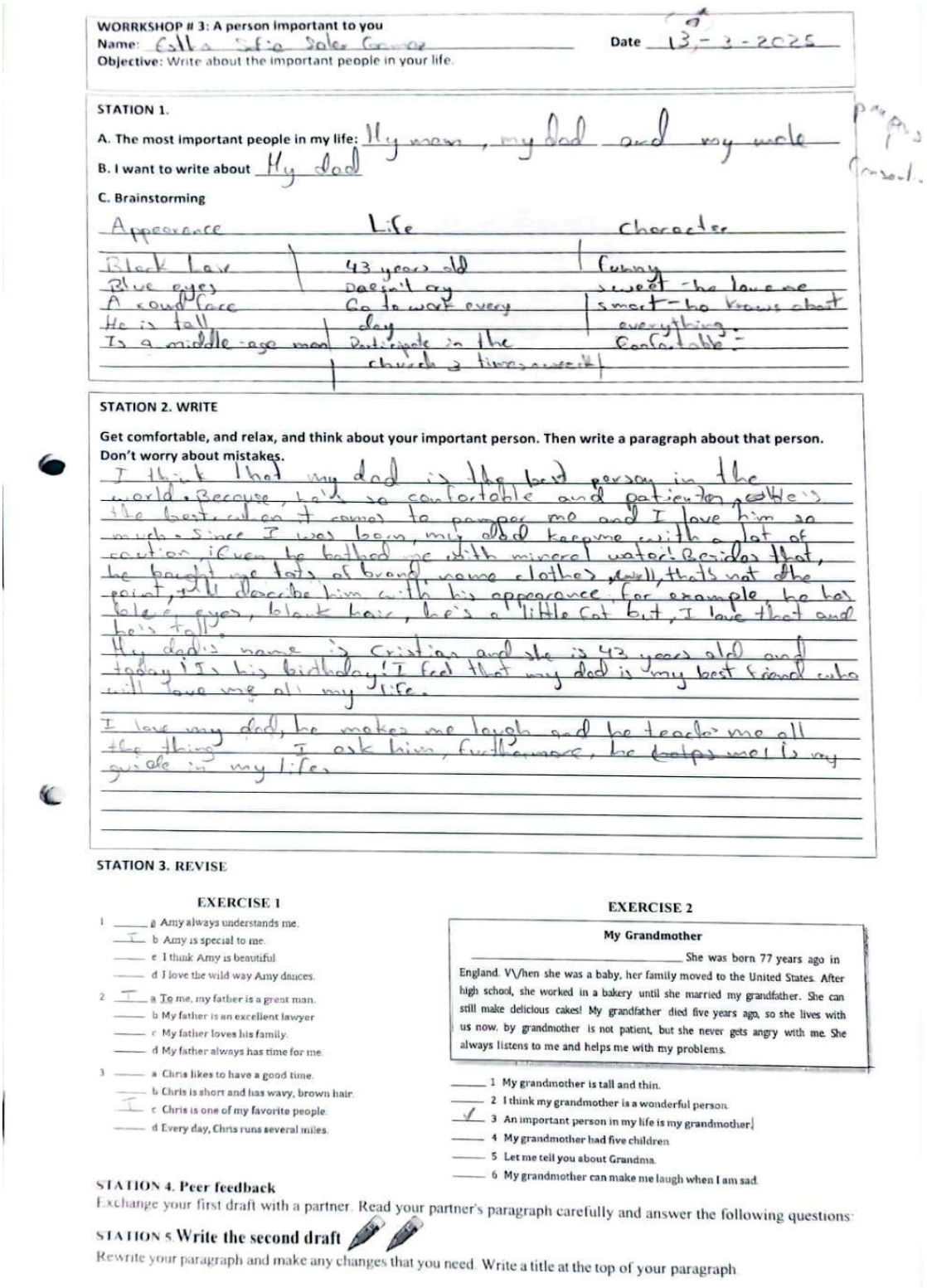
You did it Excellent

Writing Rubric : A1 – A2 English level				
Students Name		Writing Task Name		
Evaluator Name		Date		
Category	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Word Choice	Uses a variety of simple, relevant vocabulary related to personal topics.	Uses basic vocabulary with occasional relevant terms.	Uses limited vocabulary, often repeating simple words.	Uses inappropriate or irrelevant vocabulary for the context.
Sentence Structure	Writes clear, coherent sentences that are correctly formed.	Forms simple sentences but may include some errors in structure.	Writes fragmented or run-on sentences, leading to unclear meaning.	Sentences are often incomplete or lack coherence.
Clarity	Ideas are expressed clearly and logically, enhancing understanding.	Ideas are mostly clear, with minor lapses in clarity.	Ideas are unclear; the reader may struggle to understand the main point.	Ideas are unclear and poorly organized, making understanding difficult.
Application of Scaffolding Strategies	Effectively uses scaffolding strategies, graphic organizers, guided steps to enhance writing quality.	Apply scaffolding strategies with some guidance, resulting in improvements.	Uses scaffolding strategies inconsistently or with difficulty, requiring frequent guidance.	Fails to apply scaffolding strategies effectively even with guidance.
Engagement with Flip Content	Fully integrates content from flipped materials into their writing, demonstrating clear understanding.	Integrates most concepts from flipped materials but may lack depth in some areas.	Partially integrates content from flipped materials, with limited understanding or application.	Does not integrate content from flipped materials, showing minimal or no engagement with them.
Comments				

Escaneado con CamScanner

Appendix E

Writing Portfolio Workshop 3, Session 1 "A Person Important to You"



WORRKSHOP # 3: A person important to you
Name: Estl a Sofia Soler Gomez **Date** 13-3-2025
Objective: Write about the important people in your life.

STATION 1.

A. The most important people in my life: My mom, my dad and my wife

B. I want to write about My dad

C. Brainstorming

Appearance	Life	Character
Black hair Blue eyes A round face He is tall Is a middle-age man	43 years old Doesn't say Go to work every day Participate in the church 3 times a week	Funny sweet - he love me smart - he knows about everything. Confortable.

STATION 2. WRITE

Get comfortable, and relax, and think about your important person. Then write a paragraph about that person. Don't worry about mistakes.

I think that my dad is the best person in the world. Because, he's so confortable and patient, he's the best, when it comes to pamper me and I love him so much. Since I was born, my dad keep me with a lot of caution. Even he bathed me with mineral water. Besides that, he bought me lots of brand name clothes, well, that's not the point, I'll describe him with his appearance, for example, he has blue eyes, blank hair, he's a little fat but, I love that and he's tall.

My dad's name is Cristian and she is 43 years old and today is his birthday! I feel that my dad is my best friend who will love me all my life.

I love my dad, he makes me laugh and he teaches me all the things I ask him, furthermore, he helps me. He is my guide in my life.

STATION 3. REVISE

EXERCISE 1

1 ____ a Amy always understands me.
__I__ b Amy is special to me.
____ c I think Amy is beautiful.
____ d I love the wild way Amy dances.

2 __I__ a To me, my father is a great man.
____ b My father is an excellent lawyer.
____ c My father loves his family.
____ d My father always has time for me.

3 ____ a Chris likes to have a good time.
____ b Chris is short and has wavy, brown hair.
__I__ c Chris is one of my favorite people.
____ d Every day, Chris runs several miles.

EXERCISE 2

My Grandmother

_____ She was born 77 years ago in England. When she was a baby, her family moved to the United States. After high school, she worked in a bakery until she married my grandfather. She can still make delicious cakes! My grandfather died five years ago, so she lives with us now. My grandmother is not patient, but she never gets angry with me. She always listens to me and helps me with my problems.

____ 1 My grandmother is tall and thin.
____ 2 I think my grandmother is a wonderful person.
__✓__ 3 An important person in my life is my grandmother.
____ 4 My grandmother had five children.
____ 5 Let me tell you about Grandma.
____ 6 My grandmother can make me laugh when I am sad.

STATION 4. Peer feedback

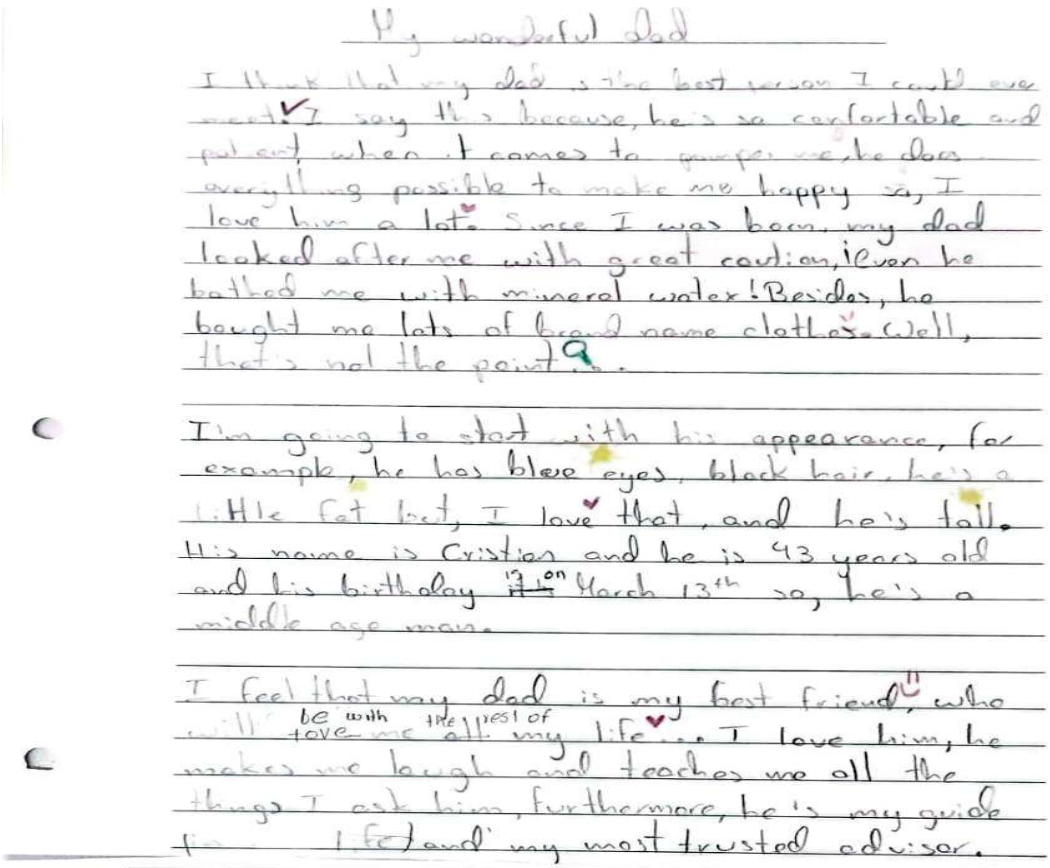
Exchange your first draft with a partner. Read your partner's paragraph carefully and answer the following questions:

STATION 5. Write the second draft

Rewrite your paragraph and make any changes that you need. Write a title at the top of your paragraph.

Appendix F

Writing Portfolio Workshop 3, Session 2, First Draft



My wonderful dad

I think that my dad is the best person I could ever meet. I say this because, he is so confortable and patient, when it comes to anything, he does everything possible to make me happy so, I love him a lot. Since I was born, my dad looked after me with great caution, even he bathed me with mineral water! Besides, he bought me lots of brand name clothes. Well, that's not the point...

I'm going to start with his appearance, for example, he has blue eyes, black hair, he's a little fat but, I love that, and he's tall. His name is Cristian and he is 43 years old and his birthday is on March 13th so, he's a middle age man.

I feel that my dad is my best friend, who will be with me the rest of my life... I love him, he makes me laugh and teaches me all the things I ask him, furthermore, he's my guide in life and my most trusted advisor.

Writing Rubric : A1 – A2 English level				
Students Name _____ Writing Task Name _____				
Evaluator Name _____ Date _____				
Category	**Excellent (4 points)**	**Good (3 points)**	**Satisfactory (2 points)**	**Needs Improvement (1 point)**
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Appendix G

Writing Portfolio Workshop 3, Second Draft

STATION 5 Write the second draft

Rewrite your paragraph and make any changes that you need. Write a title at the top of your paragraph

My wonderful dad

I think that my dad is the best person I could ever meet. I say this because, he's so confortable and patient, when it comes to pamper me, he does everything possible to make me happy so, I love him a lot. Since I was born, my dad looked after me with great caution. Even he bathed me with mineral water! Besides, he bought me lots of brand name clothes. Well, that is not the point...

I'm going to start with his appearance, for example, he has blue eyes, black hair, he's a little fat but, I love that, and he's tall. His name is Cristian and he is 43 years old and his birthday is on March 13th so, he's a middle age man.

I feel that my dad is my best friend, who will be with me the rest of my life... I love him, he makes me laugh and teaches me all the things I ask him, futhermore, he's my guide and my most trusted advisor.

Writing Rubric : A1 – A2 English level				
Students Name _____ Writing Task Name _____				
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Category	**Excellent (4 points)**	**Good (3 points)**	**Satisfactory (2 points)**	**Needs Improvement (1 point)**
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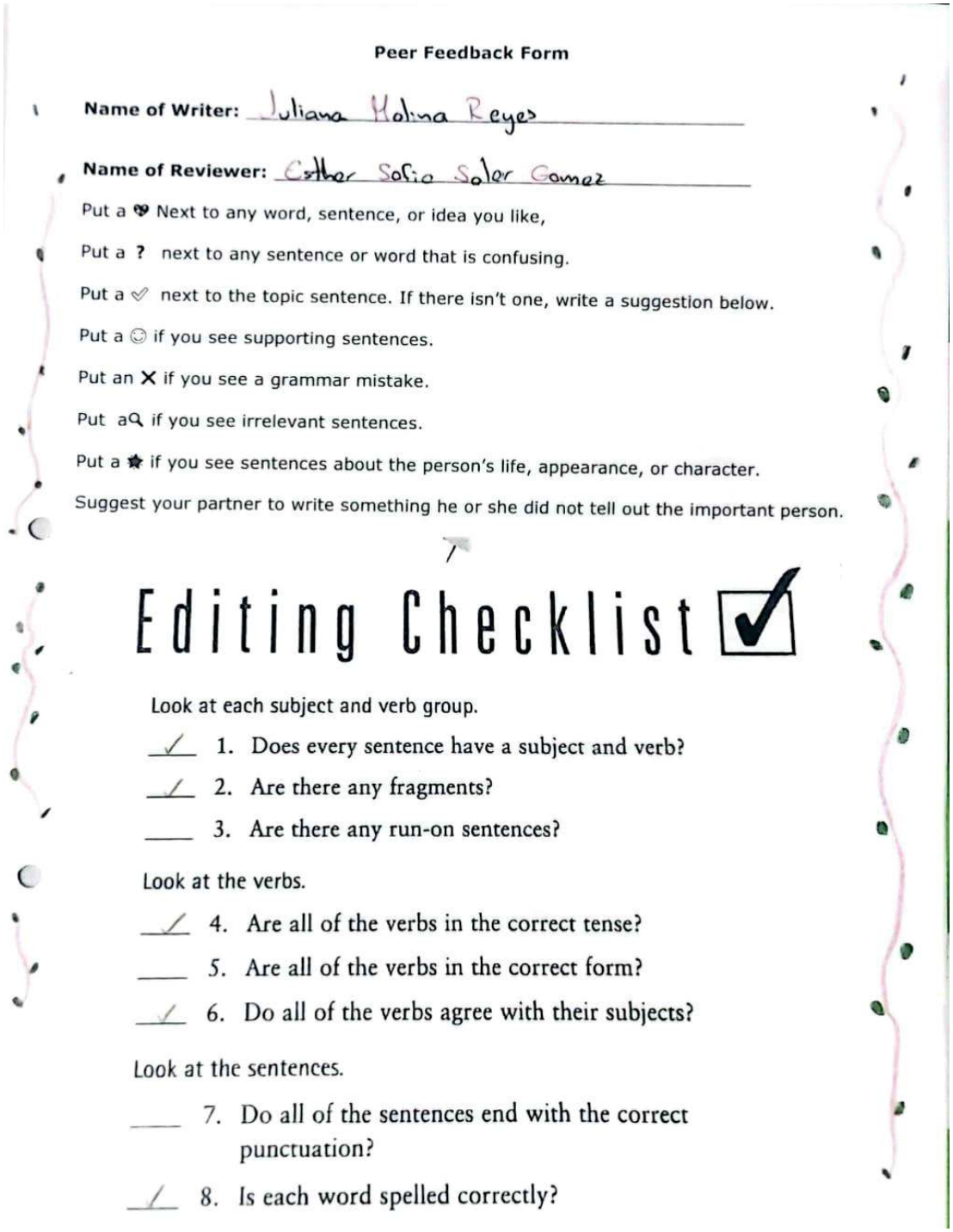
Appendix H

Writing Portfolio Workshop 3, Peer Feedback Form



Peer Feedback Form

Name of Writer: Juliana Molina Reyes

Name of Reviewer: Esther Sofia Soler Gomez

Put a ♥ Next to any word, sentence, or idea you like,

Put a **?** next to any sentence or word that is confusing.

Put a ✓ next to the topic sentence. If there isn't one, write a suggestion below.

Put a ☺ if you see supporting sentences.

Put an **X** if you see a grammar mistake.

Put a🔍 if you see irrelevant sentences.

Put a ★ if you see sentences about the person's life, appearance, or character.

Suggest your partner to write something he or she did not tell out the important person.

Editing Checklist ☑

Look at each subject and verb group.

✓ 1. Does every sentence have a subject and verb?

✓ 2. Are there any fragments?

___ 3. Are there any run-on sentences?

Look at the verbs.

✓ 4. Are all of the verbs in the correct tense?

___ 5. Are all of the verbs in the correct form?

✓ 6. Do all of the verbs agree with their subjects?

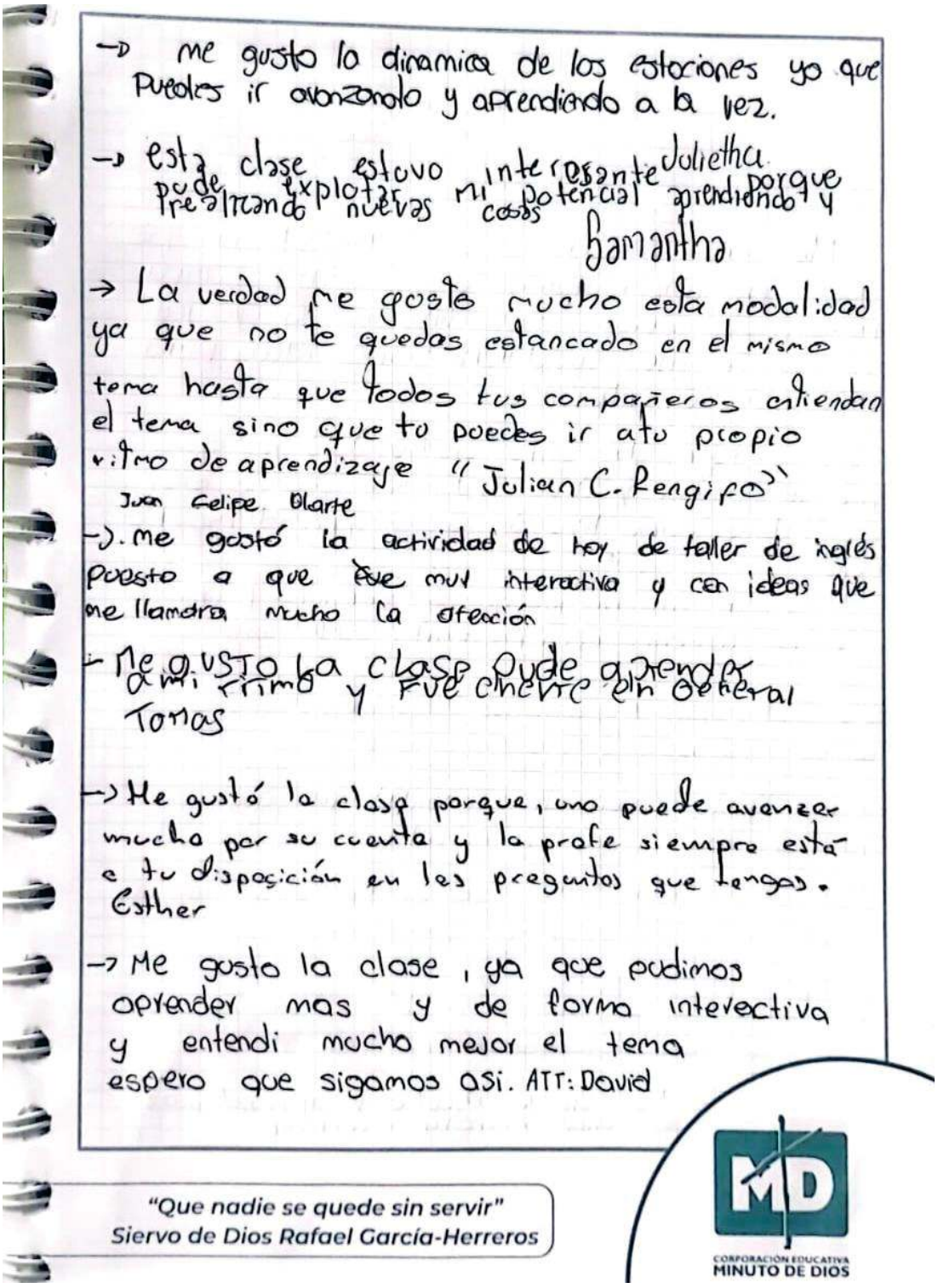
Look at the sentences.

___ 7. Do all of the sentences end with the correct punctuation?

✓ 8. Is each word spelled correctly?

Appendix I

Comments of Students After Writing Workshop 2



Appendix J

VLO Pictures Including Flip Content and Workshops Guideline