The impact of the Writing Workshop Instructional Model on 10th graders from a private school

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Table of Content

Abstract

This Action research is an attempt to determine the effect of the Writing Workshop Instructional Model (WWIM) on the academic writing skills of 26 pupils 10th graders at a private school in Villamaría, Caldas, Colombia. To achieve that goal, six workshops following the model - mini-lesson, independent writing, and sharing-, were implemented and they were evaluated through 5 instruments. A pre and a post-test, The pre and post Turniting report, the teacher´s journal, student's survey, non-participant observation form, descriptive statistics tools and an evaluation rubrics form. Results revealed that the writing techniques proposed in that model improved learner's academic writing and also their confidence in this demanding skill.

Keywords*: Academic writing, Writing Workshop Instructional Model, Writing confidence.*

Acknowledgments

Introduction

The competitive, interconnected, and globalized world that we live today, writing is a distinctive trait that all students should master to be successful both in the work field and in the academic environment. Several transnational companies demand their employees to use oral and written English competently. In the educational setting, universities require students to accomplish International Standardized tests with high scores, also writing essays in a thoroughly academic style.

Writing is a crucial aspect of every student's performance especially when seeking to study abroad. According to Hyland (2013), "while multimedia and electronic technologies are beginning to influence learning and how we assess it, in many domains conventional writing remains the way in which students both consolidate their learning and demonstrate their understanding of their subjects" (p. 95). For example, tertiary institutions across the United States, asked advanced students to write down an essay at the end of the academic courses to assess how students form a strong argument, create readable sentences, and convince an audience. Overall, students should dominate academic writing not only to reinforce their critical thinking skills, but also to introduce solid opinions in their writings that will be benefitial for any further academic or professional endeavour.

In teaching writing, teachers face some problems such as supporting students to understand different genres, lettering layouts, fictional or non-fictional writing styles, and so on. Moreover, teaching writing is a complex, time consuming, and difficult task to promote in schools. Therefore, writing activities are often separated from the objectives teachers had set up in ESL courses because they did not include writing as a tangible purpose inside academic programs. These concerns generate unstable teaching-learning approaches that never enrich or encourage students

how to write properly or even, some teachers dominating writing instruction tend to suppress children's writing abilities. Ironically, teachers end up complaining that students do not want to write (Calkins, 1986). Moreover, teaching how to write is hard because writing is a bundle of skills (Fletcher and Portalupi, 2001).

Therefore, students in Colombia also have to succeed in academic writing and overcome any further educational challenges in their future endeavors. Writing in a foreign language like English becomes a skillful activity since they should master complex composition skills in a language different than the mother tongue. Thus, students should develop effective ways of organizing information such as exemplification, classification, comparison and constrast, cause and effect, among others. In addition, students might cultivate useful writing practices like planning, revising, producing, and editing their work, so that they develop both critical thinking skills and solving problems abilities.

This Action research attempts to determine the effect of the WWIM in students of a private secondary school located in the outskirts of Villamaría- Caldas, in Colombia. It is focused in combining pre-writing techniques, analytical tools and increasing knowledge to overcome lack of confidence and poor writing skills in said students. To gain validity some qualitative and quantitative instruments were used.

Rationale

Horizontes high school is a private school that has integrated international study programs such as Cambridge Assessment International Education (CAIE) with its curriculum, including the specific test named International General Certificate of Secondary Education (IGCSE). This IGCSE test has three components: 1. Individual Report, 2. Written Test, and 3. Team Project.

Within Components 1 and 3, senior students have to write an extended argumentative essay and a group's extended essay.

Each year, this IGCSE test demands that senior students devise a *research question* and write down an individual report between 1,500 to 2,000 words in length to comply with Component 1/Individual Report within the agreement's framework signed with Cambridge. The choice of a *research question* provides students with opportunities to research global, national, and local perspectives on a global issue such as Belief systems, biodiversity, changing communities, digital world, family, humans and other species, sustainable living, and trade & aid.

Writing in an academic style is therefore, an essential skill that students in that private institution should master at hand. Students should know how to write essays, how to organize ideas, identify different kinds of academic structures, providing solid arguments to back up their opinions, relating quotations and citations correctly. In addition, students are required to master higher-level skills of content and organization (planning, drafting, revising, logical sequencing, coherence, and cohesion), lower-level skills of format (structure and style), mechanics (spelling, capitalization, and punctuation), and also grammar (word choice, sentence structures).

In sum, in spite of being Horizontes a bilingual school, students have a C1 level in speaking but they have not achieved yet that level in writing academic texts. This research is important then, since it is related not only to a global need but also to an institutional need and in the future, I think the project could help students and organize a better syllabus to teach academic writing in a more effective way modifying curriculum to help students' acquire the academic writing they need.

1. Description of the Context and Setting

The Horizontes school is a private institution located on the outskirts of Villamaría, Caldas. It has five buildings for the administrative offices, reception area, and four blocks of classrooms for

260 students, a teacher's lounge, a conference room, and a theater. The Internationalization Area is in charge of delivering all English subjects and counts with one chief and five bilingual teachers. Two of them hold an MA in linguistics, and one is a certified psychologist. English teachers were trained in different workshops like Teaching Knowledge Test-TKT and have taken International Standardized tests such as IELTS, TOEFL, and PET and were scored in C1 and B2+ as their proficiency level.

Concerning the premises, there is one classroom for each grade, and each grade has a Group director. Classes last 55 minute-each session, and every classroom has technological and electronic devices to support the instruction interactively. Within the school's facilities, there is a restaurant for students, teachers, and administrative staff.

The institution has an agreement with Cambridge and because of that several subjects are taught through the Project-Based Learning-PBL approach. Students in all grades have five subjects delivered entirely in English, including ICT (digital literacy), science, mathematics, Global Perspectives-GP, and social studies. Therefore, ASPAEN Horizontes, follows Cambridge University's principles and the international quality standards to evaluate students with different tests according to the students' level. The school has good resources and academic materials including a library, available for all students with thousands of licensed books, and suitable for all ages and grades. Besides, there are two ICT rooms with computers available to the students with internet connection.

1.1 Description of the problem

Writing is probably the most challenging skill for 10th graders at ASPAEN Horizontes school. When students are asked to produce different outcomes using different types of writing, -personal writing (diaries, shopping lists, recipes), public writing (letters, form filling, applications),

academic writing (taking notes from lectures, essays, synopses), creative writing (poems, stories, autobiography)-, they struggled to produce readable and comprehensible writing outcomes in English. The difficulty lies in producing and organizing appealing ideas and rendering these ideas into comprehensible texts, and including sources to support ideas and references.

The chief of the Internationalization area in the semi-structure interview manifested that, from 2016 until 2020, senior students have presented the IGCSE´s tests, mainly writing argumentative essays (Individual Report) within Component 1 and 3. Participants in this study have never reached the top ranking scores (A+, A, or B). Only nine students out of 79, which is 7%, have gotten the ranking C. The rest of the students have gotten the regular scores ranging from D to U levels (See Table 1). Those results revealed pervasive deficiencies over academic writing structure and writing requirements stated by CAIE.

Table 1

ASPAEN Horizontes Master Summary IGCSE GP results from 2016-2020

SUBJECT		2016 # of students		2017 # of students		2018 # of students		2019 # of students		2020 # of students	Total Scores	Total %	
	A*		A*		A*		A*		A*		0	0%	A*
	A		A		A		A		A		0	0%	A
	B		B		B		B		B		0	0%	B
Global Perspectives-GP	C		C	2	C		C	3	C	4	9	7%	C
	D	2	D	6	D		D	3	D	5	16	13%	D
	E	2	E	3	E	2	E	3	E	1	11	9%	E
	F	2	F	2	F	7	F	3	F	1	15	12%	F
	G	6	G	2	G	7	G	4	G		19	15%	G
	U	1 No result	U		U	2 & 2 No res	U	4	U		9	7%	U
Total SS		13		15		20		20		11			79

The analysis of the TURNITIN antiplagiarism showed that there was a high number of plagiarized information from 2016 to 2020. In the last year, all of the students were in the C level or under. Thus, Table 2 shows that only two students got *accepted* score, three students got *average* and six students were *rejected* due to they struggled to express originality in their reports.

Table 2

TURNITIN Platform's results 2020

No.	Codes assigned	SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
1	(SS-11A-07)	16%	13%	4%	14%
2	(SS-11A-10)	18%	6%	8%	18%
3	(SS-11A-04)	23%	14%	0%	25%
4	(SS-11A-01)	25%	13%	2%	23%
5	(SS-11A-11)	32%	30%	0%	31%
6	(SS-11A-05)	36%	30%	9%	32%
7	(SS-11A-02)	42%	39%	3%	32%
8	(SS-11A-03)	53%	42%	5%	41%
9	(SS-11A-08)	55%	52%	0%	54%
10	(SS-11A-09)	64%	63%	2%	64%
11	(SS-11A-06)	74%	73%	7%	74%

Similarity Index Students	Average Percentage	Color	Label
2	0% - 20%		Accepted
3	21% - 35%		Average
6	36% - 100%		Rejected

As a result, students strained with mostly writing problems such as lack of confidence in English writing, writing skills deficiencies, and low knowledge of academic writing style. The following statements illustrate those writing weaknesses:

Writing skills, are one of our weaknesses in terms of the English area itself. (**Semi-structured Interview**)

The Chief of the Internationalization Area, who attended the semi-structured interview, recognized that writing deficiencies required serious attention by English teachers.

I could see that they didn't follow a clear structure, not having an introduction, paragraphs, or a punching conclusion. (**Semi-structured interview**)

In this sense, Harris, Graham and Mason (2006) affirmed that writing sometimes tends to be neglected by students because it seems like a skill that requires them to make special efforts, and learn to write appropriately takes too much time. On the contrary, I am convinced that writing is an enjoyable activity that is untidy and accurate at the same time. As Shaughnessy (1977) indicates, "one of the most important facts about the writing process that seems to get hidden from students is that the process that creates precision is itself messy" (p. 222).

Students have to take the international IGCSE test, to comply with educational requirements. This examination is the reason to prepare 10th graders about improving their academic writing skills, expecting to enhance results regarding International Cambridge test that will be conducted during the next academic.

This study aims to determine the effect of the Writing Workshop Instructional Model – WWIM- on students' writing performance considering that writing workshops focus on producing high-quality argumentative essays based on three (3) steps called mini-lesson, independent writing/conferring, and sharing.

1.2 Research question and objectives

This study aims to determine the effect of the implementation of the Writing Workshop Instructional Model WWIM on the academic writing skills of 10th graders.

1.2.1 Research question

"What is the effect of the Writing Workshop Instructional Model-WWIM on the academic writing skills of tenth graders in a private secondary school in Villamaría?"

1.2.2 Objectives
General Objective

To determine the effects of the WWIM on the academic writing skills in 10th-grade students.

Specific Objectives

1. To determine the effect of WWIM n the content and organization of students' argumentative essays.
2. To evaluate the extent to which WWIM helps students to write cohesive, and coherent argumentative essays.
3. To establish the support that the WWIM offers to10th-grade students in improving their confidence in writing.

2. Theoretical Framework

Writing has become an essential trait expected from students and professionals in all fields, even though students at all levels still struggle when composing essays, reports, and academic papers. Four constructs constitute the theoretical framework of the present study (See Figure 1). First, the concept of Writing Theory, (Hyland 2009, Galbraith 2009, and Graves, 2009). Second, academic writing, (Fawcett, 2004 and Hogue 2008). Third, the WWIM, proposed by Troia (2009) and Calkins (2014). And Fourth the Writing Assessment - Rubrics and portfolios, (Arter 2012, Shohamy 2008, Lam 2018).

Figure 1

Literature Review and the Theoretical Framework constructs

Writing Theory: The cognitive writing process

The Cognitive Theory of Writing.

According to the Cognitive theory, writing is one of the most enjoyable activities to do in daily life. It is how we can convey our thoughts and ideas to others in an orderly, organized, and

logical way. Indeed, writing requires to think first about the purpose and the audience. Then, it must structure the written work, add evidence to support arguments, and convey personal opinions about the chosen matter. As Persky (2002) asserted, "writing is a fundamental skill for individuals and civilizations. Writing enables us to record and reflect on our experiences, to communicate with others, and to preserve a common culture" (p. 1).

Galbraith's study (2009) reports a research on cognitive processes involved in writing. These processes from thinking to written outcomes and identifying the writing as a knowledge-constituting parts. In other words, the fundations of the writing process that everyone develops in their minds before putting toughts into written characters.

In the first part, Galbraith outlined the two classical cognitive models of writing. From the conventional view, writing is a process that involves two main features, the first one is that writing is more than simply putting abstract ideas into a tangible text, but also creating new content or the act of expressing toughts in a persuasive or convincing written style. The second one is regarding how the human brain works while an individual is producing a text. This intricate process involves the limited capacity of working memory. This was confirmed by a series of experiments investigating how writers produce new ideas. This matter includes strategies such as planning, drafting, proofreading and editing before even writing in a paper or typing in a computer. Galbraith (2009) proposed that "although writers do develop their ideas, … authors also produce new ideas when they write spontaneous drafts of full text" (p. 17).

Conversely, Galbraith argued that more recent research pointed out to a newest vision about writing. Nowadys, writing involves "a dual process of writing process model of writing designed to capture the interaction between high level thinking processes and the more implicit linguistic processes involved in text production" (p.8). The first insight "thinking behind the text" describes

the knowledge-transforming model proposed by Bereiter & Scardamalia (1987), on the higher-level reflective thinking involved in writing.

This model implies that writers apply that reflective thinking skills while writing due to a representation of the rethorical or communicative problem using a goal setting to guide the production and revision of the written outcomes. In other words, skilled writers, within the framework of this model, elaborate better plans before writing, adjust and modify text deeply during writing, and revise their drafts more widely. Writers end up adapting their texts according to the readers' needs and reflecting about communicative goals set up previously.

Consequently, the "cognitive overload due to writing complex process" means the limited memory capacity in human beings. To be more precise, when translating toughts and ideas into a written text, this process requires higher cognitive planning skills. For example, in a word-recall exercise, Bourdin & Fayol (1994) found that children and adults recalled fewer items when their responses were written as opposed to spoken. Therefore, the human being, regardless the age, can still have a enduring effect on memory recovery if resources are overloaded by other cognitively challenging processes (Bourdin & Fayol 2002). The effective planning before writing help reduce the cognitive overload through outline and drafting strategies and are associated to a higher quality final products.

The most thorough research was developed by Kellogg (1988) who compared the effectiveness of an outline and drafting strategies, in which writers generate and organize their ideas prior to writing before focusing their attention on translation and revision, with a rough-drafting strategy, which involves translating text without worrying about how well expressed it is (Kellogg, 1988). There were two important findings about Kelllogg's strategies. First, the outline strategy helped writers to a redistribution of processing during writing which means that they had

all information available before writing, so writers planned less during text production. During the drafting strategy, revision was reduced during the preliminary draft and suspended until the end.

Consequently, from "thinking to text production" treated the translation of ideas into text as a relatively active component in the generation of content engaged in higher-level thinking processes. Galbraith (2009) stated that "Ideas are often fleetingly generated at the point of text production and have to be maintained in working memory until the complete sentence has been transcribed" (p.17). This means that L2 writer could produce more complex sentences according to the time it takes to complete the sentence, and the size of the parts that sentences are produced in; depending on the writer's ability to maintain the idea package they want to express in working memory. This could impact on the complexity of ideas that the writer is able to express and perhaps also on the local coherence of the text (Galbraith, 2009).

Finally, writing as "a knowledge-constituting parts" is based in the Model of Text Production developed by Chenoweth and Hayes (2001) that involves comparisons of writers writing in L1 and L2. Basically, this model captures the fact that written language is produced in bursts of sentence parts (grammatical units) rather in a complete sentence. In a recently proposed dual-process model of writing, Galbraith goes further than this, and claims that spontaneous text production is an active knowledge-constituting process in its own right (Galbraith, 1999, 2009a, 2009b). This dual-process model states that effective writing is acquired by two conflicting processes. The first *Knowledge Retrieval* implies that ideas are already formed and stored in the long term memory. This can only "lead to the reorganization of existing knowledge or to the selection of different items of existing knowledge which are more appropriate for the rhetorical context" (Galbraith, p.17). The second process is called *Knowledge Constituting* and participates in the creation of new content. This process "involves the synthesis of content guided by the

connections between subsymbolic units stored in an implicit semantic memory system" (p.18). This means that the content is produced due to a implicit organization of content in semantic memory, prompted by higher level problem solving. This new content is added to the store of existing knowledge in explicit memory part.

Writing as a developmental and flexible process

Writing is a developmental and flexible process requiring higher-level thinking skills and ample cognitive resources. Writing is thinking directed by the writer's thoughts and goals while conveying an understandable message. Additionally, writers learn from their context or external factors (situational conditions) that can shape the way they write and finally how adjust the writing outcomes to the potential audience. Dyson and Freedman noted that ". . . there is no *writing process* but a flexible process, one influenced by the kind of writing being attempted, the writer's purpose and the situational conditions" (p. 974).

Countless well-known scholars and high-respected researchers (Hyland, Atkins, Calkins,Troia, Galbraith) within the education environment have revealed that a writer and a piece of writing go through several different processes from the initial thought or idea to the final written outcome (Sharp, 2016). Therefore, understanding that writing is a developmental and flexible process implies that students need to cover several stages to produce high-quality writing outcomes. In this regard, Sharp (2016) asserts that "…teachers of writing typically implement a process approach during writing instruction that prescribes the successive use of specific processes of planning, drafting, revising, editing and publishing during the acts of writing" (p. 77).

Academic Writing: sorting, organizing, and categorizing ideas.

Every kind of writing has a particular subject, function, and specific audience. The readers might be the academic community, teachers and professors, and even peers and classmates. In this

case, academic writing tends to explain something with focusing detail on a particular matter and supported evidence and confirmed arguments.

Therefore, academic writing must follow an orderly way of thinking, such as sorting, organizing, and categorizing ideas. As Hogue (2008) asserted, "academic writing requires certain skills. These skills include sentence structure (how to arrange words in a sentence) and organization (how to arrange ideas in a paragraph)…" (p. 2). Academic writing should integrate then creative and critical thinking to the recursive nature of the writing process. As Fawcett (2004) affirms "writing makes order out of chaos; if the process succeeds, we have thought and written our way to greater clarity" (p. 20).

In this sense, the University of Leeds (2016) describes academic writing as "clear, concise, focused, structured and backed up by evidence. Its purpose is to aid the reader's understanding".

Academic writing is an explanatory way of writing, a brief and condensed style that students should learn to develop their focused attention span, open-mindedness, and discipline in study and research. The most important characteristics of this writing are well-planned structure and focused writing style because responses to the prompt question demonstrate that the subject was fully understood. Its structure should be coherent, written logically and orderly, and conveys linked arguments and factual data together.

The last feature is that academic writing is formal in tone and style since it uses suitable language and tenses and is clear, succinct, and well-adjusted. To this regard, the most common citation styles are: "Modern Language Association"-MLA style in the humanities (e.g., literature or languages), "American Psychological Association"-APA style in the social sciences (e.g., psychology or education), and finally "Chicago note-style citation system" is chosen by many working in the humanities including literature, history, and the arts.

In summary, it has been shown from this review that academic writing must follow a rigid structure, organized ideas, answer a prompt question given, be focused and provide supporting pieces of evidence and proven arguments, and offering a critical scope.

Writing Workshop Instructional Model – WWIM

The Writing Workshop is a student-centered approach to teach writing in a social context. Learners got immersed in a pedagogic ambiance that uses modeling and coaching, and the teacher becomes a guide and facilitator of students learning process. In this regard, Calkins (2014) confirmed that:

> "a wonderful thing about writing is that it's immediately visible. It is also tangible, immediately noticeable, and aid to upraise the proudness among students. This criterion allows a school system to hold itself accountable for ensuring that every student has the opportunity and the responsibility to write every day."

As previously stated, students learn to write best when they frequently write, for extended periods, writing over trending and interesting topics for them and within a comfortable ambiance guided by a skilled teacher.

The Writing Workshops' origins were from the mid-1980s, when a paradigmatic academic transformation happened in several school districts across the United States. Before this period, the traditional writing assignments were mainly teacher-directed lessons about composing no longer than a few paragraphs at the end of the courses and mainly focused on writing conventions like structure, mechanics, and correct spelling.

Graves developed the influential body of Writing Workshop research (1983) and later, Calkins (1986), and Atwell (1987), and Troia (2009) increased acceptance of process-oriented writing training and, in particular, Writing Workshop Instructional Models in many classrooms throughout the United States. In this sense, Troia (2009) pointed out that every Writing Workshop

has the same key stages. Mini-lessons that introduce the newest information, composition strategies, and workshop procedures (which last about 10 minutes). Then, independent writing when students apply all writing techniques, explore topics and genres, and plan, draft, revise and edit their written outcomes, while the teacher provides personal, meaningful support to help students become comfortable with the writing process (it lasts about 35-45 minutes).

The teacher gathers students in the "meeting area" or to let them share what they did that particular day. This step is the perfect moment for the teacher to wrap up the whole workshop and verify the improvement attained by students. The more students write, the better they might be at writing. Moreover, the final sharing stage offers opportunities for sharing products with others, reading the papers loudly, and seeking to augment the validity of writing activities and encourage a sense of community (it lasts about 5-10 minutes).

Consequently, Calkins (2014) affirmed that "writers do not write with words and conventions alone; writers write above all with meaning. Students will invest themselves more in their writing if they are allowed to do so…" (p.12). For instance, while developing the first stage within the WWIM aforementioned, mini-lessons are designed to develop fundamentals in writing and to help students master workshop procedures (e.g., using writing notebooks, working on multiple compositions concurrently), craft elements (e.g., text structure, character development), writing skills (e.g., punctuation, spelling, capitalization), and process strategies (e.g., planning and revising tactics). Overall, these fundamentals support the view that developing the ability to write academically is crucial for aspiring university students.

Writing Assessment-Rubrics and Portfolios.

When students have written assignments, that may entail different grading scales and several score levels. It is paramount in teaching writing –and also in research writing- to making

people "conscious of the expectations and goals, so they know the evaluation criteria and explicitly teach the skills so children can be successful" (Children's Literacy Initiative, 2016). For instance, a teacher may choose or design a rubric with three or four levels for an argumentative essay assignment, while a one-level rubric may be helpful for smaller projects and save the teacher's time when grading. Rubrics can assess writing behaviors, or rubrics should be useful for student to reflect on their controlling time of the writing workshop. As Stevens & Levi (2014) noted, "labeling the levels on the scale can be a delicate matter. We need to be clear about expectations, failures, and successes, yet we also avoid overly negative or competitive labels. These can discourage students" (p.41).

Children know what to expect from the headings. Therefore, the language and grading criteria (numbers, words) should be clear, consistent, and user-friendly, not leaving ambiguity for misunderstandings. Therefore, as a writing skill researcher, it might be necessary to spend time deciding on a consistent method for turning rubrics into grades.

Regarding alternative assessment, the portfolios have emerged as a powerful and holistic testing tool that leads to a prevalent and more authentic measurement of students' abilities. (Fox, 2007). Many scholars such as Shohamy, Lam and Graham, consider portfolios the most crucial method to measure more complex phenomena in the teaching-learning context among several alternative devices such as conferences, observational checklists, journals, self - or peer assessments, posters, and a long list of alternatives.

In contrast to the early developments during the 30s and 40s' of a rigid educational measurement; the alternative assessment methods appeared to change paradigms. Lynch and Shaw (2005) described this newly raised language testing method as a "a different paradigm or culture

that requires an approach to validity evidence differing in certain critical aspects from the approach used in traditional testing" (p.263). The traditional tests seek test-only strategies and endorse learning products scores rather than learning as an ongoing process. Moreover, the alternative assessment is well-versed by cultural background, assisted by multiple sources of evidence, and supports the learning and decision-making process.

Portfolios evolved recently through new technologies such as digital repositories, e-portfolios, and online learning activities. Firstly, the digital repositories serve multiple purposes. "Their primary goal is to support scholarly communication and provide open access to articles, dissertations, and research data" (ScienceDirect, 2021). However, a digital repository in the writing context is a new method for identifying, collecting, managing, disseminating, and preserving writing products developed by students within an academic writing course framework but created digitally.

In this regard, Fox (2007) considered that "e-portfolios are increasingly used not only to support and document the learning and achievement of students but also for their teachers' pre-service preparation and in-service professional development" (p.141). Interactive tools and digital platforms such as Google Docs, Wikis and blogs, lead teachers to develop an interactive and collaborative writing ambiance while providing individualized feedback on language but supported in digital technologies creating individual learning profiles.

As Hargreaves (2002) indicated, "assessment, learning, and teaching are more technologically sophisticated, more critical and empowering, more collaborative and reflective than they have ever been" (p. 92).

2.2 Previous related studies

The following section describes five previous related research pieces over WWIM or intimately linked to the writing-teaching process. Those studies had in common that students developed autonomy, self-awareness about writing, and gained high level of confidence after attending writing workshops. These studies are organized into three categories: WWIM in English speaking countries, non-native speaking context, and national context.

WWIM in English speaking countries.

Calkins (1986) is one of the most influential leaders in disseminating the WWIM. Her research was aiming to establish a classroom that encourages and supports growth in writing skills based the tree stages included in the workshops. Calkins selected primary level students in the USA and observed their improvement from early ventures into writing at the beginning levels (kindergarten and first grade) to the struggling and achievements of writing during puberty and adolescence. Participants were taught through writing workshops, including those examining the content (mini-lesson), balancing content with form (independent stage), and asking process and evaluation questions (sharing stage).

The researcher adopted qualitative and quantitative methods through this study to analyze data. The researcher gathered the data through a pre-intervention measurement of writing diagnostic products, formative assessment tools that examined the teacher's input in delivered lessons, and a rubric designed to measure the quality improvement of student writing.

During the intervention, the researcher led participants to use research papers, poetry, and fiction as referenced information. Therefore, connecting their prior knowledge to their expected writing abilities were critical aspects in the writing workshops. At the end, students had an overall

feeling of positive energy, higher sense of confidence and be willing to confer with other peers before sharing their outcomes.

Similarly, through their *visions and realities*, Peyton, Jones, Vincent & Greenblatt (1994) explained the negative issues and constraints teachers found while conducting Writing Workshops with English Language Learners - ESL students in the USA. Their pupils frequently struggled with learning matters such as lack of writing fluency, concerns about correctness and a requirement of innovation. Teachers realized that the writing workshops implemented were "constrained by limited time, space, and resources, as well as conflicts between the approach applied and other school- or districtwide demands" (Peyton, et al., 1994, 469). The findings revealed that all those matters blocked teachers to accomplish their initial teaching goals, foreseeing needs such as a print-rich environment, models of innovation, adequate number of students in the classroom, among others.

Peyton et al. (1994) stated that "even very young children can produce creative and interesting texts when writing is treated as a natural, open-ended activity when is supported by a print-rich environment" (p. 469). Their experiences had severe implications for other ESL in-service teachers. Finally, this study suggested that teachers need models of innovations while applying Writing Workshops. For instance, learners particularly liked to analyze models written by the teacher, this in-class reading-writing technique equipped students with the tools they required to check others' texts and review their own.

WWIM in non-native speaking context.

Hachem, Nabhani, and Bahous (2008) conducted an action research study in an American-style school in Beirut, Lebanon, implementing differentiated writing instruction and applying the

writing workshop approach. This differentiating education scope is interesting because it enabled teachers to implement workshops suitable to students from different backgrounds and learning styles, levels of academic willingness, and personal expectations. In this regard, Tomlinson (1999) states that, " Acknowledging that students learn at different speeds and that they differ widely in their ability to think abstractly or understand complex ideas is like acknowledging that students at any given age aren't all the same height: It is not a statement of worth, but of reality. ideas" (p.9).

Hachem et al. (2008) conducted this qualitative action research in a second-grade mixed-ability classroom. Data were gathered through teachers' self-reflection journals, individual and collaborative observations, and students' writing portfolios. Researchers developed a series of Writing Workshop sessions when the teacher observed young writers at work and then conferred with five students. In each workshop, teachers introduced a *trait idea* using several literature books. Then students were encouraged to select any topic they would like to write down about, taking risks in their writing. Lastly, when they covered writing traits, they hanged the trait posters up on bulletin boards for students to read and use as amendment tools.

Results confirmed that students' writing fluency increased significantly, thanks to students setting individual writing goals. Also, differentiating reports boosted learner´s motivation and genuine enthusiasm toward writing workshops. At the end of the study, learners understood that academic writing also implies developing high-thinking writing skills.

In the same way, Salem (2013) published in Egypt a study amid prospect English teachers to examine the effects of the WWIM on developing basic writing skills. The participants in this eight-month study were the third-year primary stage future teachers of English at Hurgada Faculty of Education, Ain Shams University in Cairo, Egypt. The researcher detected in the pilot study

that prospective teachers were reluctant to write because it was clear that they lack the fundamentals of writing skills.

The researcher designed a quasi-experimental study divided into three stages: pretesting, treatment, and post-testing, and a basic writing test conducted at the end of the survey over these topics: writing workshop and process, punctuation, spelling, and grammar which are low-thinking writing skills. The Statistical Package for Social Sciences-SPSS software was used to analyze the data collected, and they applied the T-test formula in analyzing learner´s scores in the writing test. The findings were limited to basic skills and considered students scores throughout and at the end of the process. Additionally, Salem´s study alluded to four bodies of research that assessed the effectiveness of the WWIM. Firstly, Coleman (2000) asserted results revealed that students improved writing skills significantly and were highly motivated during the whole workshops" (p. 34). Secondly, Aly (2002) oriented his research to over-improve students' writing in composing papers, including content/organization styles, usage, and mechanics. Thirdly, Agesilas (2003) was concerned about increasing their knowledge of the writing process itself. Students witnessed classroom ambiance, classmates´ reactions, and cooperative settings as components that helped them improve their writing skills. Lastly, El Said (2006) concurred that his writing workshop-based program significantly enlarged the learners' writing performance and reduced their second-year program writing apprehension.

Overall, these results suggest that writing workshops applied in non-English speaking countries encouraged students to write albeit their diverse upbringings, expectations and learning styles. Another positive aspect that writing workshops revealed was that students were able to set their individual writing goals, promoting independence and autonomy, and creating an enjoyable learning environment.

The only gap identified in Salem's study was that instead of developing high-thinking writing skills in tertiary level students, its results evidenced that participants developed barely basic writing skills. This is opposing to WWIM's objectives since improving writing proficiency might help students for further educational levels and also guarantees workforce positions.

National Context

Although extensive research has been conducted in Colombia over developing writing workshop models, the number of action research studies applying the WWIM were limited. Data bases, publishing companies official websites, digital free platforms and indexed academic journals did not reveal studies applying similar models or related to the writing workshops structure. Therefore, only the study developed by Melgarejo (2010) was chosen and analized in this section.

In his groundbreaking study, Melgarejo (2010) conducted an action research study based on the qualitative paradigm to analyze the learners' improvement about writing in an EFL setting. The researcher developed this study in a public University in Bogotá, D.C. The participants included 21 pupils aged between 10 and 13 with intermediate English levels who attended a tailored English course for minors. This study focused on their writing skills through the development of writing workshops.

The study was divided into six workshops and four cycles using comics and treasure hunts, cartoons, fables and stories, movies' references, and personal insights. Throughout the project, students were able to select any topic they wanted to tackle during the workshops. Due to this strategy, students were actively engaged and motivated and that fact impacted them greatly from the very beginning until the end. Participants changed their perceptions drastically and improved

their writing skills. Besides, students were self-conscious about their progress. The data instruments were a diagnostic assessment, conferences, journals, and reflective logs.

In this study, the researcher did not teach leading writing conventions such as structure/organization, craft elements, writing process strategies, or high-thinking level writing skills. Therefore, within this study, learning activities should be considered as more entertaining deeds than academic events. However, this study would have been more relevant if the researcher had emphasized students' awareness about workshop structures, enhancing students' writing skills through high-thinking level abilities and craft elements of writing.

3. Research Methodology

3.1 Type of study

This action research has its grounds in action research, since it provides the crucial structure to develop a pedagogical intervention to determine the effects of the WWIM on academic writing skills on 10th graders at a private bilingual school. This action research is typically an exploratory research in nature because it involves observation and examination of participants and teaching practices over time to devise a solution to a problem; it requires an ongoing observation and reflection to propose effective changes. (Meyer, 2000). Conversely, there are some matters in this study that considers quantitative data collection methods (surveys, scoring rubrics) and analyses (descriptive statistics) to measure the effect of the approach, therefore this study may be considered confirmatory in nature, as well. (Hesse-Biber and Johnson, 2015).

This study employed qualitative field methods such as observations and interviews and traditional quantitative instruments like surveys and scoring procedures. The main advantage of using qualitative as well as quantitative instruments is that triangulating data from qualitative narrative assertions are supported by statistical results. In this sense, Creswell and Plano Clark

(2007) stated, "Alternatively, the qualitative and quantitative data can be merged into one large database, or the results used side by side to reinforce each other (p. 34)"

As aforementioned, triangulating data sources allowed the researcher to collect quantitative data and analyze qualitative information simultaneously, then merge data in an excel table and interpret the results. Action Research was adopted to obtain deeper information on the writing workshops' implementation and monitoring stages, periods, and cycles considered crucial throughout the process. Each writing workshop was planned by adapting the cyclical steps as Plan, Action, Observe and Reflect (Cycle 1) and turn into Revised Plan, Action, Observe and Reflect (Cycle 2) to provide rounded, detailed illustrations of the WWIM's implementation in this study (See Figure 3).

According to Kemmis and McTaggart (1988), "action research is a social process of collaborative learning developed by groups of people who join together in changing the practices through which they interact in the shared social world in which, for better or worse, we live with the consequences of one's another action (p.85)." Therefore, Cyclical Action Research Model theorized by Kemmis, and Mc Taggart (as cited in Burns, 2009) determines the factors that may affect the implementation of the WWIM in this study. Similarly, it captures the complexities of the evolving writing phenomena among 10th graders during any professional teaching practice. Burns (2009) theorized that "AR involves taking a self-reflective, critical, and systematic approach to exploring your teaching contexts" (p. 2).

Figure 2

Cyclical Action Research Model theorized by Kemmis and Mc Taggart (as cited in Burns, 2009)
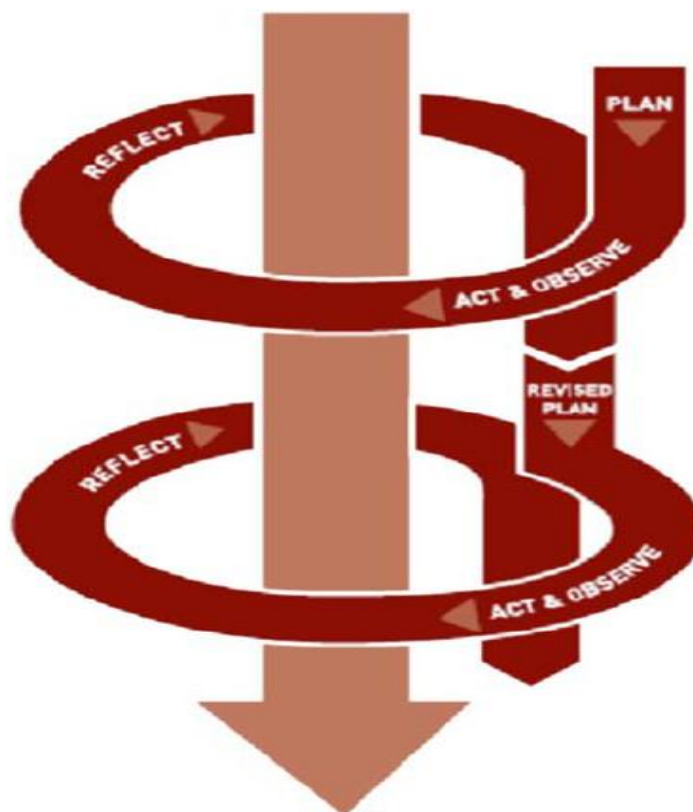
3.2 Participants

The sampling procedure applied in this AR was the Convenience Sampling Technique developed by Gravetter & Forzano (2005), who state, "beyond the research idea, the hypothesis, and how you decide to define and measure your variables, one of the most critical issues in planning research is the selection of the research participants" (p. 110). The Convenience Sampling is a non-probability technique that provides quick results, is unexpensive, easy to apply and subjects are ready available. Regarding this latter aspect, in this sampling procedure, participants are selected due to their accessibility and proximity to the researcher.

The researcher in this study was also the teacher of the subject *Global Perspectives* which students attend twice a week in one-hour lesson each. This subject is part of the CAIE syllabi and is based in the Project-Based Learning strategy. Students in senior grades (10th and 11th) should render and submit an Individual Report every year to be graded according to Cambridge´s

guidelines. This is the main reason that the research project was approved by the school´s Principal and put into practice to improve writing skills. The participants were 26 boys from 10th-grade. Despite the fact that they were considered to have a B1-B2 English proficiency level according to CEFR because they have attended English courses since 1st grade, with four hours per week, they were chosen because their results in the Cambridge international test showed that they had difficulties regarding English writing skills. All of them were 15-16 years old.

Regarding ethical considerations, in this study were considered five set of principles that guided the action research designs and practices throughout the entire intervention. These principles are: voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication.

Due to the pandemic outbreak, obtaining approval from relevant authorities includes the schools's principal "Autorization for academic research" (See Appendix A). Then, ethical aspects forms such as "Consent to Participate Form" was designed through Google Form's platform and participants willingly filled out the digital document that considers: potential for harm and results communication.

Finally, "anonymity and confidentiality" were preserved in all tables, figures and statistical forms since code numbers replaced participants' proper names. Documents such as "*Writing Evaluation Form*" and "*Table 17-Scores Analysis Table from Workshops #1-6 / Final grade and average*" evidenced this issue.

3.3 Data Collection Instruments

Table 3 displays the data collection instruments and techniques used during this research study began with a diagnosis using a survey (quantitative procedure) followed by a semi-structured interview, a documentary analysis of the Turnitin report, a pre-test, the researcher's journal, and

observations (qualitative approaches) to collect detailed views from participants. Their objectives

are stated in the Table below.

Table 3

Data collection instruments for diagnostic, and evaluation stages

Data collection techniques and instruments	Objective
Diagnostic Stage	
Pre-test / Scoring Rubrics	To establish the students' writing level before the implementation of the proposal.
Observation / Teacher's Journal	To identify some problematic situations in the class
Observation / Non- participant Observation Form	To evaluate class problems from an external point of view.
Interview / Transcription	To record data over the teaching-learning process.
Documentary Analysis / Turnitin Report 2020	To determine the level of plagiarism in sts written productions and their strengths and weaknesses.
Questionnaires / Students' survey	To identify SS's beliefs and perceptions over the difficulties in the EFL classroom.
Evaluation Stage	
Observation / Teacher's Journal	To evaluate the effect of the model from the teacher's point of view.
Participant Observation / Non- participant Observation Form	To evaluate the effect of the model from the researcher's view.
Questionnaire / Students' survey	To find factors affecting students' writing skills.
Post-test / Scoring Rubrics	To establish the writing level participants have after the pedagogical implementation.
Scoring procedures and statistics / Scoring Rubrics – Descriptive Statistics	To determine students' writing process and evaluate their progress after each workshop.
Digital Portfolios /Alternative assessment	To track and demonstrate students' growth about writing skills over the pedagogical intervention.

As seen in Table 3, instruments to evaluate the effectiveness of the proposal were as

follows: the *Teacher's Journals' Entries* (see Appendix D), the *pre-test and post writing activities*,

the *Documentary Analysis* (Turnitin Reports 2020-2021), the *Non-Participant Observation Form*

(see Appendix E), the *Students' survey* (see Appendix F), Scoring *Rubrics Form* (see Appendix

G)*, Digital Portfolios ,Writing Assessment Plan* (see Appendix H). Numerical tables measured occurrences and frequencies to analyze the information over documentary analysis, questionnaires, and then descriptive statistics (mode, median, mean and standard deviation) were used to analyze scoring procedures (quantitative procedures).

4. Research stages.

4.1 Diagnostic stage.

The Diagnostic Stage was the starting point for this study. The data were collected, pondered, to identify students´ language needs and establish the main research problem. After addressing privacy policies and disclosure statement included within the "consent letter" stated for this kind of academic study, these students and teachers provided the data required to complete this segment.

4.1.1. Findings Diagnostic Stage

Nine (9) categories were identified and labeled during the data collection. The frequencies and percentage of occurrences were also quantified and analyzed. At the end of that stage, all instruments were compared through a triangulation in order to confirm the relevance of categories:

Table 4

Data Analysis Triangulation Table

No.	Code/Category	Journal Entries	Survey	Non-participant Observation form	Semi-structured Interview	Anti-plagiarism checking Report	Freq.	%
1	Lack of confidence in English writing	4	10	1	2	1	**18**	**23%**
2	Student's writing skills deficiencies	10	5	1	2	1	**18**	**23%**
3	Low knowledge over Academic writing style	4	4	1	0	1	**10**	**13%**
4	Strong listening	2	3	0	0	0	**5**	**6%**

confidence level

#								
5	High anxiety levels	4	3	1	0	0	**8**	**10%**
6	Poor digital skills low literacy levels	2	2	1	0	0	**5**	**6%**
7	Motivation towards speaking	3	4	1	0	0	**8**	**10%**
8	Poor reading comprehension skills	0	0	1	1	0	**2**	**3%**
9	High extended reading habits	2	3	0	0	0	**5**	**6%**

The first and second categories identified in the above Table were *lack of confidence in English writing and students' writing skills deficiencies*, regarding the learner´s problems while facing writing tasks at school. Both of them registered 18 occurrences with 23% each. In addition, *Low knowledge of Academic writing style* was evident when students performed writing papers but displayed difficulties linked with structure, organization, content, and format in the academic writing style.

The other categories showed high anxiety l*evels, Poor digital skills and low literacy levels, and poor reading comprehension skills*, having negative implications toward varied skills but displaying a low number of occurrences and percentages. The remaining categories implied positive connotations in the learning process, such as *Motivation towards speaking* and *High extended reading habits.*

As noticed, writing deficiencies were a repetitive code that emerged from three main problems: *lack of confidence*, *low writing level and unclear writing structures.* The excerpts below show some of the problems that emerged in the results.

"The teacher's feedback is necessary to improve our writing English skills*" (Survey)*.

*"Writing skills are one of our weaknesses in terms of the English area itself" (**Semi-structured interview**)*.

"I could see that they did not follow a clear structure, not having an introduction, paragraphs or a punching conclusion"-(**Journal's entry**).

"I noticed that most of the students were struggling while adding new vocabulary to the sentences that are the evidence of their limited lexical range" (**Teacher's journal entry:**).

No doubt, it will. Writing skills are one of our weaknesses in terms of the English area itself. Still, in the rest of the regions affected by it, especially Global Perspectives, taking into account, it requires the creation of projects written in English throughout. Our school is very interested in improving writing abilities by encouraging our teachers to be better trained on them and including specific goals to develop writing abilities in our year and class plans. SURVEY

Finally, the senior students (10th and 11th graders) submit their Reports to be scored at Cambridge University every year. In 2020, unfortunately, due to the pandemic, all Cambridge tests worldwide were put on hold until pandemic is over.

Meanwhile, this researcher checked those reports with the TURNITIN Anti-plagiarism Checking Software. Then, eleven students submitted their Reports, having only two (2) students accomplished all those writing requests. The rest of the nine (9) students failed since their reports evidenced several writing mistakes such as the word choices and matching phrases were identical to previous works, crediting authors were unfitting, the reference lists included were identified as the same as those of another student. In other words, several writing difficulties such as lack of confidence while writing and student's writing deficiencies were noticeable.

Figure 3

Data Collection Instruments and writing difficulties

Many students constantly struggled to convey an intelligible message through writing, whereas they did not have enough vocabulary, grammar structures, or proper writing strategies. Conferring to Sharma (2019), "It is through reading that students expand their vocabulary and then develop ideas and perceptions about the real world and then excel in other communication skills as well." Thus, students struggled about writing within this academic assignment.

The five data collection instruments applied during the Diagnostic Stage demonstrated that writing was the most challenging issue and the specific skill that students needed to improve promptly. Consequently, the WWIM intervention implemented is the core strategy within this study.

Table 5. *Summary Triangulation Data in Diagnostic Stage (next page 35)*

			QUALITATIVE RESEARCH PROCEDURES						
			"What is the impact of the Writing Workshop Instructional Model-WWIM on the writing argumentative essays of tenth grade students in a private secondary school in Villamaría"						
			DATA ANALYSIS TRIANGULATION TABLE IN DIAGNOSTIC STAGE						
			DATA COLLECTION INSTRUMENTS						
Category	**Code**	**Operationalization**	**Journal entries**	**Survey**	**Non-participant Observation**	**Semi-Structured Interview**	**Documentary Analysis**	**Total Frequencies**	**Percentage**	**Excerpts**
Writing difficulties	Lack of confidence in English writing	Code describes the low level of confidence that students had while facing writing activities assigned during the classes.	4	10	1	2	1	**18**	**23%**	*"The feedback that the teacher give us is necessary to improve our writing English skill" (Source:Survey)*
	Student's writing skills deficiencies	Code describes some deficit over writing skills that students showed during the classroom activities carried out.	10	5	1	2	1	**18**	**23%**	*"Writing skills are one of our weaknesses in terms of the English area itself" (Source: Semi-estructured Interview)*
	Low knowledge over academic writing style	Code describes students do not master the academic written text such as argumentative essays.	4	4	1	0	1	**10**	**13%**	*"I could see that they didn't follow a clear structure, not having introduction, paragraphs or a punching conclusion"- (Source: Journal's entrie)*
	Total occurrencies in writing		**18**	**19**	**3**	**4**	**3**	**47**	**59%**	
Reading	Poor reading comprehension skills	Code describes the lack of understanding showed by some students when they were asked to relate their writing tasks to text and content previously provided.	0	0	1	1	0	**2**	**3%**	*"...but also some "gaps" about their reading understanding over both the text-given and instructions". (Source:on-participant observation form)*
	High extended reading habits	Code describes the reading level that students possess and also their extended reading habits after attending schooling activities.	2	3	0	0	0	**5**	**6%**	*"...indicating that they research and read other authors and additional literature recommended by me"(Source:Journal entry)*
	Total occurrencies in reading		**2**	**3**	**1**	**1**	**0**	**7**	**9%**	
Speaking skills	Motivation towards speaking	Code describes the perception by students towards the speaking skills carried out in class and their performance due to years attending a bilingual school.	3	4	1	0	0	**8**	**10%**	*"It is very good because we are using English every moment of the day" (Source: Survey)*
Listening skills	Strong listening confidence level	Code describes the excellent listening proficiency level and performance that students have due to attending a bilingual school for many years.	2	3	0	0	0	**5**	**6%**	*"I think that I have a good English besides I have a good comprehension in the listening and reading"(Source: Survey)*
High Anxiety level	High anxiety levels	Code describes the physical and psychological situations when students feel withdrawn while developing learning activities such as reading and writing inside the classroom that affect their performance.	4	3	1	0	0	**8**	**10%**	*"Due to this fact, those students showed worried and uncomfortable in class asking to the teacher about "further complexity of the essay". (source: Non-participant observation form)*
Digital literacy	Poor digital skills and low literacy levels	Code describes the usability of technology by the students over certain tasks that required digital skills and average knowledge in digital literacy.	2	2	1	0	0	**5**	**6%**	*"Also, some students told me that they didn't have any clue how to create a folder in Google Drive". (Source: Journal entry)*
	TOTAL OCCURRENCES		**31**	**34**	**7**	**5**	**3**	**80**	**100%**	

4.2. Action stage

I was convinced that applying the WWIM among those students, could improve their content and organization, enhance cohesion and coherence within their essays and increase their confidence while writing. (Fountas and Pinnell, 2001,King-Shaver and Hunter, 2003; Ray and Laminack, 2001).

The main elements of the WWIM emphasise the process of writing, frequency of writing, student decision-making, interactions with peer-students, sharing work with the teacher and other classmates, as well as direct instruction (Harris, Graham and Mason, 2006). All of the Writer's Workshop follow a predictable pattern of Mini-Lesson (5-10 minutes), Independent Writing (20-30 minutes) / Conferring (during independent writing), and Sharing (5-10 minutes). Total Time: 30-50 minutes.

1. Mini-Lesson (5-10 minutes): A mini-lesson is an explicit instruction over a specific writing technique taught in a short 5-10 minute period at the beginning of the workshop. This stage includes some sub-stages. First, the *connection starting* that leads access to prior knowledge, then, the *Teaching Focused* on one skill or method, this stage includes four types of activities: 1. Procedures and Organization (instructions) 2. Strategies and Processes (teaching and adding supporting details) 3. Skills (skimming and scanning readings) 4. Craft and Technique (Applying time management). Hereafter, the *Active Involvement* that is, the opportunity to practice-and finally, the teacher checks *previously learned knowledge* (literacy505/writing-workshop, 2016).

2. Independent Writing / Conferring (20-30 minutes): In this stage, two scenarios overlap constantly. Firstly, students should work with the goals set up, such as writing daily, determining the topics and themes. Secondly, they will use writer's notebooks and portfolios for organizing writing, conferring with peers. Finally, they will revise what they have done, what is still pending

to do. The second scenario is about the teacher's role in providing guidance and monitoring the whole process. Teachers should circulate the room, monitor, confer with individual students, encourage, and provide help as needed. (literacy505/writing-workshop, 2016).

3. Sharing (5-10 minutes): This stage gives students opportunities to share their writing pieces. This time allows writers to learn from each other and to see/hear good examples of writing. This time also allows students to practice listening and speaking. As a result, all learners who participated in sustained literacy instruction for writing-to-learn activities will increasingly use evidence-based strategies. These steps comprise writing workshops that could include, e.g., academic journals, argumentative essays, reading response logs, mini-lessons, and collaborative writing. (literacy505/writing-workshop, 2016).

Figure 4

Overview of a day´s writing workshop (Calkins, 2017)

WORKSHOP COMPONENT	TIME FRAME	LOGISTICS	TEACHER	STUDENTS
MINILESSON	Less than 10 min.	The teacher gathers students in the meeting area next to their partners	Whole-group instruction • Connection • Name the teaching point • Teaching • Active Engagement (guided practice) • Link to the work students will do	Listening, then actively engaged in applying new learning
INDEPENDENT WRITING CONFERRING AND SMALL-GROUP WORK	35–45 min.	Students find comfortable spots to read or write	One-on-one and small-group teaching • Circulate • Observe • Question • Listen • Coach • Demonstrate • Reinforce the minilesson • Encourage	Practicing strategies learned throughout the unit, working independently or with partners
SHARE	3–5 min.	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots	Sets students up to share and celebrate the work they did that day	Sharing their learning with partners or the whole group

Turning to the topics included within the *Lesson Plan* of each workshop is essential to mention the timeframe, logistics, teacher's role, and students´ work. *Logistics* involves works in progress and accomplished papers to other students in and out of the classroom to receive praise and feedback. Students' written work is displayed at the school and throughout the school. The *Teacher's role* overtly discusses the model of the writing process, writing strategies and skills, and positive attitudes toward writing. Finally, s*tudents' work* denotes a wide range of composing tasks for multiple authentic audiences and purposes and being developed through the writing process at their own pace over a sustained period.

Another important aspect to mention is that this action research was developed in two cycles. The first cycle included workshops 1 to 3 and the second workshops 4 to 6. In spite of the fact that the cycles were followed, categories in the two cycles did not vary since they existed based on the students weaknesses previously identified. The idea with the cycle was to better the proposal step by step by evaluating every single workshop, students' needs and based on that, implement changes for the following workshop, to better writing as a process.

4.2.1. Cycle One.

The *Action Research Model* was applied by adopting all phases recommended during the **planning stage** within the pedagogical intervention. The WWIM was presented and explained to all students. Each workshop was based on a *Lesson Plan* (see Appendix B) inspired by the Lesson Plan Method named *Stephen-Binko Method*. Each lesson plan included a clear format with the overview, objectives, connection to the curriculum and standards, writing strategy to apply, guided practice with audience participation and given procedures, materials/equipment required, and pedagogical sequence of the lesson. During the planning stage, workshop's structure, stages, sequence of activities, learning routines, different scenarios, roles of teacher and students, among

others, were explained. Also, students were instructed about creating a digital personal folder inside of Google Drive Shared Folder, crafted by the teacher wich aimed to storage and condense all writing papers learners produce when attending the intervention to be assessed by the teacher, providing-receiving meaningful feedback and ultimately to compare writing quality at the beginning and writing growth level at the end.

During the **acting stage**, the WWIM's sequence's timetable (see Figure 5) that included the workshops was executed and teacher and participants were constantly reflecting over the main purpose, to tackle those writing difficulties previously observed. The writing workshop (WS) is a process-oriented instruction (Tracy, Reid and Graham, 2009), that required preparation; therefore, writing should start from the low thinking writing level skills to the high-thinking writing level skills.

It is important to clarify that the topics developed in the workshops were mainly taken and adapted from Oshima and Hogue, (2000) and in every workshop we made use of different digital tools such as Google Docs/Drive, Padlet.com, EdPuzzle.com, testportal.net, digital portfolios, and virtual shared folders. The main writing strategy students learned in WS#1 was the *hamburger paragraph*, which is a writing organizer that visually outlines the key components of a paragraph. Topic sentence and controlling idea, supporting sentences, example sentences and a closing sentence.

During this acting stage, the researcher noticed in many students they had several deficiencies regarding crediting authors and adding quotations, paraphrasing or summarizing. For that reason, the WS#4 Quotations and Plagiarism was considered as a *transitional workshop* that divided the entire pedagogical intervention in two parts.

The *first cycle* (workshops 1-2-3) were focused on developing the fundamentals about writing, creating paragraphs, adding controlling ideas into the sentences, devising thesis statements, linking introductions to conclusions and so on. During WS#2 and WS#3, students acquired the outlined *formula sentences* which are word-fixed patterns that students should preserve while writing *thesis statements* within the introductions and *personal opinions* within the conclusions.

Consequently, the **observing stage** during the first cycle taught both teacher and students what aspect was needed to learn about writing workshop's structure. Mainly, teacher learned that it was necessary to fix some writing goals, since some students showed cognitive deficiencies about revising and planning processes and shortages about crediting authors. Finally, almost at the end of WS#3 many students struggled with the writing analysis about adding suggestions, inferring predictions or offering recommendations in their conclusions.

During the **reflecting stage** students found out that they required better pre-writing tools or instruments to facilitate their analysis and then provide more ideas to include in their writing outcomes. Therefore, this researcher devised two analytic tools to apply while conducting the further workshops: the Ishikawa Diagram and the Planning Stage Chart. In addition, students proposed Google Drive as a tool to provide meaningful and individualized feedback that might help them to correct some mistakes and eventually improve their writing skills.

All those reflections were developed paralelly while meeting & reflecting during the sharing stage inside workshops. Eventually, students were explained that all household tasks, written assignments and collaborative activites would be scored, and at the end of each WS, they would face a digital survey and a written test checking their understanding about what they had

seen and learned. All in the milieu of setting up high expectations, increasing their knowledge, and developing their confidence while writing.

Figure 5

Writing workshops' sequence's timetable –Cycle 1

Workshop No.	General Topic	Content	Trending Topic	CMC/ICT tool
1	Writing Paragraphs	Paragraph Structure / Topic Sentence and Controlling Sentence / Supportive and Concluding Sentence.	-"Studying abroad-Ads and cons". -"Living in a city or living in the countryside".	Google Drive Padlet Digital Portfolio
2	Writing an Introduction	General structure / Broad background statement / Paraphrase the prompt question / Thesis Statement/Planning the whole argumentative essay	-"Native American People: an insightful look into the history" -"Working for the government is more productive than running your own business. Do you agree or disagree?"	Edpuzzle-Interactive and collaborative tool Digital Portfolio
3	Writing a Conclusion	Summary of the main points / Final comments /suggestions and recommendations/ .	-"Vegetarianism is a more ethical practice than eating meat" -"Mandatory electoral voting systems versus free choice voting systems".	Google Drive Google Docs Digital Portfolio

Figure 5 shows the three first workshops aimed at teaching participants how to write a paragraph (WS#1), write an introduction (WS #2), and write a conclusion (WS #3). Then, Figure 6 displays students learned how to include citations and quotations within their papers (WS #4). Finally, in workshops WS #5 and WS #6, learners wrote entire essays individually and collaboratively, applying what they had learned before.

4.2.2. Cycle Two.

During the **revised planning stage** in cycle two, after considering writing fundamentals, low and high writing scales (mechanics - cohesion/coherence), craft abilities (time management, researching, developing an argument, writing clearly and using mechanics), students already handled those topics in the cycle one. Due to this learning experience, students were able to internalise the writing process (Fletcher and Portalupi, 2001). They had several opportunities to strengthen their writing skills, with the teacher, with a peer, or by working individually. Thus, the teacher conducted a thorough revision in WS#1-2-3 about advantages and drawbacks and adjust

them accordingly. Then, both teacher and his students proposed tools to handle during cycle two.

Also, it was essential to suggest some trendy topics regarding For instance, for the WS#5 Cause

and Effects Essays, the topic selected was related to health and fitness. In this case, students were

asked to analyze the origins and consequences of the problem presented, applying the Ishikawa

Diagram's analytic tool.

Then, during the **acting stage**, participants were reluctant at the beginning to use the

analytic tools introduced as pre-writing tasks. Later on, many of them realized that thanks to the

analytic tools, students were able to work in groups (breaking out rooms in TEAMS), dividing

responsabilities, and devising together causes and consequences in each case. As an additional tool

to help them the platform Grammarly.com, was proposed as well as several anti-plagiarism

checking free platforms available on the Internet.

Thus, in the **observing stage** I could notice that students were inclined to write many and

long sentences within their papers. This happened due to the L1 interference. Students learned that

the English language was more practical, concise and brief. Therefore, I asked learners to limit

their number of sentences in the essays to no more than 14 statements, dividing three sentences in

the introduction, fours sentences in each paragraphs (1 and 2) and three sentences in the

conclusion. Besides, writing no more than 250 words essays. Setting those goals was extremely

important in terms of confidence. So that, increased students' confidence and writing fluency were

observed as a result of having the chance to set individual and group writing goals.

During **the observing stage**, online conferring with writers (Fletcher and Portalupi, 2001)

was indeed *the heart of teaching writing* (Calkins, 1986) because it involved meaningful

discussions with students to help them improve their writing pieces. Even though, working online

due to the pandemic constraints was so hard because many technological factors such as weak

Internet connection, camaras off, many students with several requests at the same time, were constant issues that I had to deal with while conducting WS.

During the **reflecting stage**, students might develop readable, enjoyable, and understandable academic papers were applying all high-thinking level writing skills developed throughout the pedagogical intervention so far implemented. A possible solution –I thought- was training students to work independently and to be engaged in peer-conferencing (King-Shaver and Hunter, 2003). Ultimately, giving students the permission to spend some time conferring with an online partner or a small group of classmates allowed them to create a community of writers.

Figure 6

Writing workshops' sequence's timetable- Cycle 2

Workshop No.	General Topic	Content	Trending Topic	CMC/ICT tool
4	Quotations-Plagiarism	Quotations and plagiarism / Citing sources / Facts versus opinions	-"Cybercrime" by Meredith Bruce. -"Can a computer be conscious" by Steven Pinker	Google Drive (shared documents online)
5	Cause and effects essays	Unity and coherence / logical order /Transition signals- linking words and phrases	"The average weight of people is increasing and their level of health and fitness are decreasing?"	Ishikawa Diagram - Google Docs Digital Portfolio
6	Advantages and Disadvantages	Essays clauses of contrast/ linking phrases / Planning stage Chart/	"In some countries, young people are encouraged to work or travel for a year between finishing high school and starting university studies"	Google Docs Planning stage Chart Testportal.net

4.3 Evaluation stage

At the same time workshops were implemented, evaluation instruments were also applied and considered. There were some pre-established categories based on what the researcher wanted to evaluate in writing based on the weaknesses identified in the diagnostic stage. Categories varied between the workshops because all of them considered different and progressive topics.

In this sense, the primary variable chosen was *Content and Organization*, which includes the following sub-variable as A. introduction, B. topic sentences, and paragraphs (which include

different kinds of academic essays), C. logical sequencing and connection of ideas (which include quotation and plagiarism as well) and D. conclusions.

4.3.1. Results

The data gathered in this qualitative section were interpreted in narrative forms. Narrative summaries, numbers of occurrences and percentages provided a picture of how differentiating pedagogical instruction given in each workshop was implemented. Since writing is a progressive process itself, I considered workshop #1 as fundamentals and workshop #6 more complex writing tasks, so that I decided to evaluate each workshop separately. Consequently, the analysis was done per workshop as presented below.

Workshop #1. Writing a paragraph.

Workshop#1 started when students were asked to write an essay to measure level of knowledge. Table 6 indicates the triangulation obtained after that analysis of the results collected from the instruments.

In the following sessions within workshop #1, students learned how to write down a paragraph, including the four parts of the section: the topic sentence, supporting sentences, example sentence, and concluding sentence.

The researcher identified seven main categories. The Category of *Effectivity of the WWIM's structure in the teaching-learning process* registered 20% of the triangulation with 22 occurrences.

Table 6

Data Analysis Triangulation Table in Workshop #1- Writing a paragraph.

No.	Code/Category	Operationalization	Journal entries	Non-participant Observation	Students' survey	Total Frequencies	Percentage	Excerpts
DATA ANALYSIS TRIANGULATION TABLE IN THE WORKSHOP # 1 - WRITING A PARAGRAPH								
			DATA COLLECTION INSTRUMENTS					
1	Effectivity of the WWIM's structure in the teaching-learning process	Code describes the level of appropriateness that students learn by the structure of the WWIM while writing tasks assigned.	2	12	8	**22**	20%	*"It helped me to learn the practice and the reinforcement of the workshops structure" (SS survey)*
2	Effective use of academic writing´s format	Code describes student's ability to write applying correctly the formatting suggested by the English academic style.	2	6	12	**20**	18%	*"Help me to know the structure of a paragraph and example words to start each part" (SS survey)*
3	Students possess more confidence while writing in English	Code describes the increasing level of confidence showed by the students while writing in English.	3	9	6	**18**	16%	*"...students feel more motivated and willing to write down original ideas". (Journal's entry)*
4.1	Cohesion and supportive ideas applied by students in writing tasks	Code describes students' use of credible sources, quotation and citation correctly and effective use of connectors while writing the tasks assigned.	3	6	4	**13**	12%	*"Many students understood quickly the paragraph´s structure and identified while writing some exercises assigned by the teacher very easily". (Non-participant obseervation form)*
4.2	Logical sequencing used and connection of ideas applied by students in writing tasks	Code describes how all written tasks have logical organization, coherence and contains clear topic sentences and transitions.	2	6	2	**10**	9%	*"(SS)...using a logical structure like the English Academic writing style is." (Journal's entry)*
5	Increasing knowledge about academic writing by the students	Code describes the uprising level of familiarity and awareness of the English academic writing.	3	8	6	**17**	15%	*"...all the things that I have to do to write a good essay" (SS survey)*
6	Actual use of the mechanics in the academic writing	Code describes the correct use of capitalization, free of all grammar mistakes and punctuation errors, well proofread and free of all spelling mistakes.	1	8	1	**10**	9%	*I could see that students used mechanics correctly (period, a question mark, capital letters were used correctly, the spelling is correct in all words)". Journal's entry*
TOTAL OCURRENCIES			**16**	**55**	**39**	**110**	**100%**	

This data confirms the high level of effectiveness over the WWIM'S by the participants. 24 students out of 25 considered the model helped them clarify their ideas about writing a paragraph and distinguish the four different kinds of sentences. In the same line, students affirmed that the model –that is to say, activities, tasks, and homework assigned- helped them write better paragraphs than before the intervention. The following excerpts confirmed what I have just said:

The presentation had some examples, and I think that without them, I wouldn't understand. (**Students' survey, open questions**)

I think the characteristics that help me a lot were the exercises and the homework. (**Students' survey, open questions**)

After that, I have prepared a PPT presentation explaining during the first stage called mini-lesson, in which students enjoyed how to write down a paragraph which is the first unit within the first Workshop. (**Teacher's journal Diary, first-day entry, workshop #1**)

As observed, qualitative instruments confirmed a positive impact of the WWIM on students' learning to write better paragraphs. Thus, from 110 occurrences in total, 22 of them referred to the effectivity of the proposed model.

The category of *structure* emerged with 18% and 20 occurrences of the triangulation. In this case, 16 out of 19 students affirmed they learned a lot in writing brief, precise paragraphs and the type of sentences, and how to cite with quotations they were supposed to use. There was also a group of five students who were still thinking they experienced difficulties related to the structure of paragraphs. Students learned how to adapt cohesion among paragraphs applying this concept. Students, teachers, and external observers found students bettered in their writing tasks. See below some quotes to illustrate that:

> The workshop help me to know the structure of a paragraph and example words to start each part (**SS survey**)

> In a writing exercise, 14 students showed how effectively they use the structure of academic writing. (**Teacher's journal**)

Categories *Students possess more confidence* and *Increasing knowledge about academic writing* recorded 16% and 15% of the triangulation, respectively. The confidence category had 18 occurrences in total. The non-participant observer recorded nine occurrences when observing the session, which is half of the data. Most of the students learned and feel confident about writing paragraphs, types of sentences in a section, and the workshop, in general, ranged from 17 to 20 out of 21 students. It demonstrated positive comments and constructive observations pointed out by the peer-teacher about learners' behavior, engagement to increase academic knowledge, and commitment to the writing assignments in the three stages. The following excerpts illustrate the analysis mentioned above:

Many students quickly understood the paragraph's structure and identified while writing some exercises assigned by the teacher quickly. (**Non-participant observation form**)

Students feel more motivated and willing to write down original ideas. (**Journal's entry**)

The way the teacher explained how the form of the paragraphs was good more work like this. I think that all the topics are clear because we practice making sentences much better. (**SS survey**)

Category *Logical sequencing used and connection of ideas in writing tasks (Content)* only half of all the students -11- affirmed to manage plagiarism and quotation rules according to the open-ended questions designed within the survey. This data is the lowest percentage (9%) alongside the other category *Actual use of mechanics in academic writing* with ten occurrences each. During the workshop, many students struggled writing supported paragraphs when adding arguments and crediting authors linked to some ideas. The data and comments confirmed that learners barely had previous knowledge about quotations, citation, and avoiding plagiarism. The researcher designed workshop #5 as a transitional step to tackle this academic deficiency. Finally, *mechanics in writing* is commonly seen as a low-scale writing skill weighing with other features. Even though students learned vital grammar rules, indenting, punctuation, and capitalization, which are essential guidelines within the academic framework. These concepts were the newest information for many students accustomed to writing papers in the Spanish context that observe completely different formatting and grammar structure.

Workshop #2. Writing an Introduction.

Table 7 displays the categories of analysis below. According to the data, aspects that emerged in each category helped the researcher to infer different teaching/learning situations that happened while implementing workshop #2. Students learned how to write an introduction, develop the further content, and state their position based on the thesis statement.

Table 7

Data Analysis Triangulation Table in Workshop #2- Writing an introduction

No.	Code/Category	Operationalization	DATA COLLECTION INSTRUMENTS			Total Frequencies	Percentage	Excerpts
			Journal entries	Non-participant Observation	Students' survey			
1	Effectivity of the WWIM's structure in the teaching-learning process	Code describes the level of appropriateness that students learn by the structure of the WWIM while writing tasks assigned.	1	12	5	18	16%	*"All the classes are very important to learn about introductions" (SS survey)*
2	Effective use of academic writing's format	Code describes student's ability to write applying correctly the formatting suggested by the English academic style.	3	9	10	22	20%	*"Some students recall about the three sentences that they should include as the general structure in the first part of the Intro" (Journal's entry)*
3	Students possess more confidence while writing in English	Code describes the increasing level of confidence showed by the students while writing in English.	5	10	2	17	15%	*"Students were eager and willing to develop the further task assigned to them in class during the second stage (Free writing), so it is evident their growing confidence about writing". (Journal's entry)*
4.1	Cohesion and supportive ideas applied by students in writing tasks	Code describes students' use of credible sources, quotation and citation correctly and effective use of connectors while writing the tasks assigned.	2	0	5	7	6%	*"On the other hand, at least 8 students didn't devise the thesis statement properly that would lead to state their position, number of paragraphs and main idea to be developed in the essay" (Journal's entry)*
4.2	Logical sequencing used and connection of ideas applied by students in writing tasks	Code describes how all written tasks have logical organization, coherence and contains clear topic sentences and transitions.	2	9	2	13	12%	*"Every Task and presentation was crucial in the process of learning to write".(SS survey)*
5	Increasing knowledge about academic writing by the students	Code describes the uprising level of familiarity and awareness of the English academic writing.	3	10	8	21	19%	*"I consider pretty important is the increasing level of knowledge over academic writing by most of the students because they have asked meaningful questions about that skills" (Journal's entry)*
6	Actual use of the mechanics in the academic writing	Code describes the correct use of capitalization, free of all grammar mistakes and punctuation errors, well proofread and free of all spelling mistakes.	2	8	4	14	13%	*"About structure and mechanics students inquired about indenting, why they should do in these academic papers and also about the margins properly in the paper, punctuation and capitalization with proper nouns". (Non-participant observation form)*
TOTAL OCURRENCIES			18	58	36	112	100%	

DATA ANALYSIS TRIANGULATION TABLE IN THE WORKSHOP # 2 - WRITING AN INTRODUCTION

From the highest category, *Effective use of academic writing's format,* that displayed 20% of the triangulation, with 22 occurrences, this denoted the value of writing an introduction properly, in which learners were able to understand the general topic, paraphrase the main idea and set a sustained position toward the arguments each student might display in the essay. To this regard, the following sample taken from the Journal's teacher describes the effectiveness of the writing technique:

Some students recall the three sentences that they should include as the general structure in the first part of the Intro. (**Teacher's journal**)

During the workshop, most students recall the three sentences they should include as the general structure in the first part of the Intro: General idea, paraphrasing the prompt question, and the thesis statement. (**Non-participant observation form**)

Moreover, the data analysis showed *Increasing knowledge about academic writing,* presenting 19% (with 21 occurrences). In this case, students showed a better understanding of the prompt question given, focused on the topic while writing ideas, using synonyms in the second sentence, and the structure suggested to organize the introduction. The following excerpts illustrate the category:

> I consider the increasing level of knowledge over academic writing by most students because they have asked meaningful questions about those skills. (**Teacher's journal**).

> This means that students are acquiring the learning objectives set up by the teacher in this second workshop. (**Non-participant observation form**)

Alternatively, the categories *Effectivity of the WWIM's structure* (16% and 18 occurrences) and *Students possess more confidence while writing in English* (15% and 17 occurrences) are intimately correlated and closer to each other. These categories showed that the writing strategy worked well since learners liked the workshop's structure, and their writing confidence increased a lot while developing the writing tasks assigned. The following excerpts exemplify this improvement:

> All the classes are fundamental to learn about introductions. (**SS survey**).

> Students were eager and willing to develop the further task assigned to them in class during the second stage (Freewriting), so their growing confidence about writing is evident. (**Teacher's journal**)

From the following two categories, *Actual use of the mechanics* (13% and 14 occurrences) and *Logical sequencing used and connection of ideas* (12% and 13 occurrences)*, it* was evident that, after implementing workshop #2 writing introductions, pupils increased their usage of punctuation, capitalization, and indexed paragraphs; hence, learners showed a better understanding of the process of writing. The two following pieces of evidence depict the issue:

About structure and mechanics, students inquired about indenting … (**Non-participant observation form**)

Finally, the category *Cohesion and supportive ideas applied by students in writing tasks* registered the lowest percentage with 6% of the triangulation with seven occurrences. Some students were unable to come up with understandable thesis statements in the writing tasks assigned. The intro, further paragraphs, and the conclusion need to have cohesion which is crucial for the appropriateness and readability of the essay. The following excerpt exemplifies the issue:

On the other hand, at least eight students didn't devise the thesis statement properly to state their position, the number of paragraphs, and the main idea to be developed in the essay. (**Teacher's journal**)

In Table 8, the data shows all categories with the number of occurrences recorded during the implementation of workshop#2 writing an introduction. At the end of this workshop, it was evident that learners had already acquired some writing fundamentals such as mechanics, academic structure, cohesion, and logical sequence within academic papers.

On the other hand, some students struggled to devise certain information connected to the data offered, references, and supportive literature, and come up with original or authentic ideas to state their personal opinion towards specific topics or themes presented.

Workshop #3. Writing a conclusion.

Table 8 depicts the most remarkable results regarding occurrences and percentages collected through the data instruments.

Table 8

Data Analysis Triangulation Table in Workshop #3- Writing a conclusion

No.	Code/Category	Operationalization	DATA COLLECTION INSTRUMENTS			Total Frequencies	Percentage	Excerpts
			Journal entries	Non-participant Observation	Students' survey			
	DATA ANALYSIS TRIANGULATION TABLE IN THE WORKSHOP # 3 - WRITING A CONCLUSION							
1	**Effectivity of the WWIM's structure in the teaching-learning process**	Code describes the level of appropriateness that students learn by the structure of the WWIM while writing tasks assigned.	1	8	6	**15**	**14%**	"Everything (WWIM), since the explanation until de final test" (SS survey)
2	**Effective use of academic writing's format**	Code describes student's ability to write applying correctly the formatting suggested by the English academic style.	2	7	7	**16**	**15%**	"It helped me learn how to keep everything well organized rather than mixed or messy and hard to read." (SS survey)
3	**Students possess more confidence while writing in English**	Code describes the increasing level of confidence showed by the students while writing in English.	4	9	3	**16**	**15%**	"I saw that students have gained high levels of confidence and I must not spend a large amount of time monitoring them while writing" (Journal's entry)
4.1	**Cohesion and supportive ideas applied by students in writing tasks**	Code describes students' use of credible sources, quotation and citation correctly and effective use of connectors while writing the tasks assigned.	1	7	6	**14**	**13%**	"...and inside in each written outcome, they (SS) used correctly the linking words and connectors." (Non-participant observation form)
4.2	**Logical sequencing used and connection of ideas applied by students in writing tasks**	Code describes how all written tasks have logical organization, coherence and contains clear topic sentences and transitions.	3	9	2	**14**	**13%**	"The part of giving my opinion, because it let me search about the topic and help me to organize mi ideas" (SS survey)
5	**Increasing knowledge about academic writing by the students**	Code describes the uprising level of familiarity and awareness of the English academic writing.	1	11	10	**22**	**20%**	"Finally it was evident they understood how to include personal opinions, additional comments, supportive ideas and even 5 students added quotations" (Journal's entry)
6	**Actual use of the mechanics in the academic writing**	Code describes the correct use of capitalization, free of all grammar mistakes and punctuation errors, well proofread and free of all spelling mistakes.	1	6	5	**12**	**11%**	"Still, I am trying to apply the APA stuff" (SS survey)
	TOTAL OCURRENCIES		**13**	**57**	**39**	**109**	**100%**	

In this sense, the category *Increasing knowledge about academic writing* registered the highest percentage. The rest of the categories had steady and closer numbers in both occurrences and percentages. Even though the lowest one was the *Actual use of the mechanics in the academic writing, the* reasons and causes of this students' performance will be fully detailed below.

The category *Increasing knowledge about academic writing* showed 22 occurrences, representing 20% of the total occurrences at that stage. This data means that learners had successfully acquired the literary writing style since, during the tasks assigned, they displayed significant writing crafts and ground features such as opinions, comments, and added quotations. Again, it becomes a piece of evidence by the students of using a high-thinking level of writing skills in their papers. The following excerpts taken from the Journal's teacher and SS survey demonstrates this positive tendency:

Finally, they understood how to include personal opinions, additional comments, supportive ideas, and even five students added quotations. (**Teacher's journal**)

Reading and writing strengthened my knowledge and improved it. (**Students' survey**)

The category, *Effective use of academic writing's format* and *Students possess more confidence while writing in English* (15% and 16 occurrences each) explained the positive comments and behavior displayed by the students while attending the workshop and delivering the writing tasks assigned. The following two categories obtained the same percentage and occurrences. The two excerpts below exemplify the results:

It helped me learn how to keep everything well organized rather than mixed or messy and hard to read. (**SS survey**)

I saw that students had gained high confidence levels, and I must not spend a significant amount of time monitoring them while writing. (**Teacher's journal**)

As summarizing the ideas explained in each section (essay's body), the first sentence should start with: *"This essay explained…"*. Henceforth, the second sentence should begin with: *"In my opinion…"*. This concept is considered the most significant punching sentence since it must connect the thesis statement written already within the introduction. Therefore, students should link what they devised at the beginning and, finally, the comments, suggestions, and recommendations written at the end.

At least 15 students struggled with those writing tasks. learners ignored the formulas suggested or their personal opinions were disconnected to the thesis statements in the introductions. That is why categories *Cohesion and supportive ideas applied by students in writing tasks* and *Logical sequencing used and connection of ideas applied by students in writing tasks* had 14 occurrences each representing 13% of the triangulation, showed lowest percentages as

expected. The total occurrences in workshop #3, 109 occurrences, were the lowest in all six workshops. Below there are two excerpts to illustrate the issue:

> Especially about the content because they connected all ideas and paragraphs and added supportive facts in the final statements. (**Teacher's journal**)

> They used the logical sequence correctly according to the teacher's proposed topic and used linking words and connectors properly. (**Non-participant observation form**)

Finally, the category *Actual mechanics use in academic writing* emerged with 12 occurrences representing 11%. It implies some students' difficulties while implementing the workshop, whereas they struggled while dealing with mechanics explained in the APA referencing style and formatting. The following samples typified the issue:

> Still, I am trying to apply the APA stuff. (**SS survey**)

> I checked their work; I could see how difficult their written texts were to read and have difficulty using the APA formatting suggested in the session. (**Teacher's journal**)

After implementing workshop #3 writing a conclusion, it was evident that students internalized the necessity of connecting ideas.

Workshop #4. Quotation and Plagiarism**.**

Table 9 shows the data collection instruments applied in this AR study, specifically in workshop #4 titled Quotations and Plagiarism, which had steady performance patterns in the most significant categories.

Table 9

Data Analysis Triangulation Table in Workshop #4- Quotations and plagiarism

DATA ANALYSIS TRIANGULATION TABLE IN THE WORKSHOP # 4 - QUOTATIONS AND PLAGIARISM							
No.	Code/Category	Operationalization	DATA COLLECTION INSTRUMENTS			Total Frequencies	Percentage	Excerpts
			Journal entries	Non-participant Observation	Students' survey			
1	Effectivity of the WWIM's structure in the teaching-learning process	Code describes the level of appropriateness that students learn by the structure of the WWIM while writing tasks assigned.	2	13	12	27	20%	"Conferring stage let me to know that they really appreciate the workshop's structure because and according to one student "I can receive the explanation and then put it onto practice by my own pace". (Diary's entry)
2	Effective use of academic writing's format	Code describes student's ability to write applying correctly the formatting suggested by the English academic style.	1	10	8	19	14%	"I like to read, and maybe I will write something in the future, so learning all of this could be cool!" (Students' survey)
3	Students possess more confidence while writing in English	Code describes the increasing level of confidence showed by the students while writing in English.	1	10	5	16	12%	"This WW's structure I have seen, they offer valuable information not only on how SS were doing while attending the sessions, but what they were feeling and thinking about the learning process" (Non-participant observation)
4.1	Cohesion and supportive ideas applied by students in writing tasks	Code describes students' use of credible sources, quotation and citation correctly and effective use of connectors while writing the tasks assigned.	1	11	5	17	13%	"I believe everything since our teacher did explain in detail the step by step of how to make a citation with the APA standards and this helped me learn deeply about plagiarism and citation" (Students' survey)
4.2	Logical sequencing used and connection of ideas applied by students in writing tasks	Code describes how all written tasks have logical organization, coherence and contains clear topic sentences and transitions.	2	10	7	19	14%	"The use of interesting text, that encourage people to work in a better way and encourage them to use quotations"(Students' survey)
5	Increasing knowledge about academic writing by the students	Code describes the uprising level of familiarity and awareness of the English academic writing.	3	11	9	23	17%	"During the independent stage, some students failed about distinguishing between facts and opinions, because they found out different meanings about those concepts".(Journal's entry)
6	Actual use of the mechanics in the academic writing	Code describes the correct use of capitalization, free of all grammar mistakes and punctuation errors, well proofread and free of all spelling mistakes.	1	8	3	12	9%	"One of the things that helped me the most are the different forms of citation that we learned". (Students' survey)
TOTAL OCURRENCIES			11	73	49	133	100%	

Workshop#4 was supposed to give students some writing tips and teach learners to add supported data and information in their academic papers. In this way, pupils might end up with readable, understandable, and enjoyable pieces of writing.

The category *Effectivity of the WWIM's structure in the teaching-learning process* had 20% of the triangulation with 27 occurrences. Students were aware of the importance of adding quotations in academic papers to provide substantial evidence and offer fresh voices and scopes to students' narratives. The teacher assisted and solved students' inquiries during the conferring stage, which became essential during this workshop. The following excerpt displays the evidence of this:

> Conferring stage let me know that they appreciate the workshop´s structure because and according to one student: I can receive the explanation and then put it onto practice at my own pace. (**Teacher's journal**)

Writing online, collaborative digital platforms, and written feedback and conferring while students writing and careful observation by the teacher are undoubtedly helpful tools to evaluate this research study. (**Non-participant observation**)

Moreover, the following category *increasing students' knowledge about academic writing* had 17% with 23 occurrences. Most of the students identified the writing craft about providing evidence, proven data, statistics, and supported arguments as crucial parts to get well-balanced essays. Some students struggled with this academic requirement because they got confused about distinguishing facts and opinions. An extra session part was necessary to fix this misconception and clarify the general concept among students. The following sample taken from the teacher's journal portrays the issue:

> During the independent stage, some students failed about distinguishing between facts and opinions, because they found out different meanings about those concepts. (**Teacher's journal**)

> What they were feeling and thinking about the learning process and the writing strategy itself. (**Non-participant observation**)

The following two categories, *Effective use of academic writing's format* and *Logical sequencing used and connection of ideas applied by students in writing tasks,* had 14% of the triangulation with 19 occurrences each. The exact numbers and percentages in those categories explain how intimately connected they are. Students understood clearly during workshop #4 that packing their papers with quotations will not necessarily strengthen their arguments according to the prompt question given. Learners ended up applying the "sandwich technique," which consists of offering an initial idea, then the quotation, and finally, the original statement and interpretation provided by the author previously cited. The following excerpts taken from the students' survey illustrate the situation presented:

> I like to read, and maybe I will write something in the future, so learning all of this could be cool! (**Students' survey**)

The use of exciting text encourages people to work in a better way and encourages them to use quotations. (**Students' survey**)

The other paramount aspect explained in workshop #4 was about avoiding plagiarism. Most of the students rely on getting information from the Internet without verifying two factors described in the workshop: the reliability and validity of the sources. So that, adding data in an academic paper without giving credit to the original authors is a severe offense. Some students did not give credit to authors in their papers.

Therefore, this adverse behavior affected their performance and consequently their achievement. Cohesion and supportive ideas applied by students in writing tasks had 13%, with 17 occurrences in the category. The following sample explains the students' perception of the issue:

I believe everything since our teacher explained in detail the step by step of how to make a citation with the APA standards, which helped me learn deeply about plagiarism and citation. (**Students' survey**)

Precisely 12% with 16 occurrences emerged from the category *Students possess more confidence while writing in English. I*n this case, students were observed closely by a peer teacher while delivering the workshop, and he could attend to the positive reaction that students displayed during the sessions. The following excerpt from the non-participant observation form demonstrated the positive comment offered by the outsider:

This WW´s structure I have seen, offer valuable information not only on how SS were doing while attending the sessions, but what they were feeling and thinking about the learning process. (**Non-participant observation**)

Finally, the category, *Actual use of the mechanics in the academic writing* had 9% with 12 occurrences, which confirmed that many students struggled with several citation forms included

in the latest version of APA studied during the mini-lesson stage in the workshop. However, with the low results, one student offered a positive remark while taking the survey. Below there is a sample of that answer:

> One of the things that helped me the most are the different forms of citation that we learned. (**Students' survey**)

> I could see 15 students failing to include properly in-text and parenthetical quotations in their papers explained in previous sessions. (**Teacher's journal**)

Because many students, at least half of the whole class did not give credits to authors and referenced literature or applied APA formatting style in its 7th version, in-text and parenthetical, it was necessary to have an additional session.

For this purpose, I provided more practical exercises and one online task to reinforce the topic. Studying reliable and accredited websites, journals and books were recommended to students before embarking on any future writing endeavor to accomplish readable papers.

Workshop #5. Cause and effects essays.

Table 10 shows the categories of the statistical analysis. The categories, *Effective use of academic writing's format, and Actual use of the mechanics in the academic writing* registered the lowest percentage/occurrences during this workshop. The *Effectivity of the WWIM's structure in the teaching-learning process* had the highest percentage with 20% of the triangulation and 29 occurrences. This issue means that the WWIM had an extremely positive influence on students' learning process.

Table 10

Data Analysis Triangulation Table in Workshop #5- Cause and effects essays

			DATA COLLECTION INSTRUMENTS					
No.	**Code/Category**	**Operationalization**	**Journal entries**	**Non-participant Observation**	**Students' survey**	**Total Frequencies**	**Percentage**	**Excerpts**
1	**Effectivity of the WWIM's structure in the teaching-learning process**	Code describes the level of appropriateness that students learn by the structure of the WWIM while writing tasks assigned.	2	14	13	**29**	**20%**	"Some students recalled the position within the essay about writing causes in the first paragraph and effects/suggestion in the second one". (Taken from Teacher's journal)
2	**Effective use of academic writing's format**	Code describes student's ability to write applying correctly the formatting suggested by the English academic style.	4	11	3	**18**	**12%**	"It helped me to understand the distinct rules of academic writing and its implications on the future" (Taken from SS survey)
3	**Students possess more confidence while writing in English**	Code describes the increasing level of confidence showed by the students while writing in English.	6	12	6	**24**	**16%**	"Yes, because we need to write the more essays in the university and this topic is so interesting and very important" (Taken from SS survey)
4.1	**Cohesion and supportive ideas applied by students in writing tasks**	Code describes students' use of credible sources, quotation and citation correctly and effective use of connectors while writing the tasks assigned.	3	11	5	**19**	**13%**	"Then, they were drawing conclusions and inferences but also offering understandable predictions/suggestions/recommendations within their conclusions". (Taken from the Teacher's journal)
4.2	**Logical sequencing used and connection of ideas applied by students in writing tasks**	Code describes how all written tasks have logical organization, coherence and contains clear topic sentences and transitions.	4	11	5	**20**	**14%**	In addition, I could notice that four (4) students asked the purpose of the diagram and the final usage within the essays. This situation was a clear evidence that students wondered about the logical sequence between the causes and consequences in events they wrote about in their essays.
5	**Increasing knowledge about academic writing by the students**	Code describes the uprising level of familiarity and awareness of the English academic writing.	6	7	6	**19**	**13%**	"I think that the writing activity and the power point presentation delivered by the teacher helped us a lot to understand and learn about identifying and writing causes and effects" (Taken from SS survey)
6	**Actual use of the mechanics in the academic writing**	Code describes the correct use of capitalization, free of all grammar mistakes and punctuation errors, well proofread and free of all spelling mistakes.	1	10	6	**17**	**12%**	"The topic that I learned the most was the use of signal words [within the argumentative essays]" (Taken from Student's survey)
	TOTAL OCURRENCIES		**26**	**76**	**44**	**146**	**100%**	

The teacher explained the differences between causes and consequences during the mini-lesson. This content included how to deal with the Ishikawa diagram. Students learned the importance of planning and interpreting before writing through that useful analytic tool. The following samples will demonstrate the topic:

This activity was a pre-writing task; however, some learners forgot or were reluctant to do so. In addition, I could notice that four (4) students asked about the purpose of the diagram and the final usage within the essays. (**Non-participant observation form**)

Some students recalled the position within the essay about writing causes in the first paragraph and effects/suggestions in the second one. (**Teacher's journal**)

Students who possess more confidence while writing in English emerged with 16% and 24 occurrences in the second-highest category. The best way to master and improve the writing skill among students was by asking them to write a lot. During this workshop #5, learners applied analytic tools, brainstormed ideas, listed and organize them and finally put them down on paper.

In this way, pupils increased their confidence and commitment to write down any academic essay.

Below, there are two samples that exemplify that issue:

> Yes, because we need to write more essays in the university, this topic [causes and consequences] is exciting and very important. (**SS survey**)

> Also, while teacher John was delivering the class, I could notice the high level of confidence that some students displayed when facing writing tasks assigned. (**Non-participant observation form)**

The next category, *Logical sequencing, used and connection of ideas,* had 14% with 20 occurrences. The third category regarding the high-thinking level writing skills such as devising, organizing, and connecting concepts was practiced and understood by learners while conducting the workshop. The following two excerpts illustrate the situation in this category:

> This situation clearly showed that students wondered about the logical sequence between the causes and consequences in events they wrote about in their essays. (**Non-participant observation form**)

> I could see that they applied the Ishikawa diagram, so they inferred the topics, and then they could include them within their papers. (**Teacher's journal**)

The following two categories registered the same percentage 13% and 19 occurrences, *Increasing knowledge about academic writing* and *Cohesion and supportive ideas applied*. These two categories comprise how students acquired the knowledge taught regarding devising conclusions based on proven information. Learners understood that writing a cause and effect essay implies analyzing reasons before events happened and connecting them with plausible ideas. The following samples exemplify the issues described before:

> Then, they drew conclusions and inferences and offered understandable predictions/suggestions/recommendations within their conclusions. (**Teacher's journal**)

> The writing activity and the PowerPoint presentation delivered by the teacher helped us understand and learn about identifying and writing causes and effects. (**SS survey**)

The final two categories, *Effective use of academic writing's format* and *Actual use of the mechanics in the academic writing,* emerged with 12% of the triangulation and 18 and 17 occurrences, respectively. However, that was the lowest scale within the writing skill, and these features were set apart for a moment. Perhaps the reason behind the weakest percentages and occurrences with these categories did not imply demanding high-thinking level writing skills. During workshop#5 about writing causes and effect essays, formatting and mechanics were essential while writing academic papers.

> During the intervention done by teacher John, I could see that some SS showed a low level of knowledge due to some ineffectiveness regarding the workshop's main purpose: writing cause and effects but devising them from a planning chart. (**Non-participant observation form**)

> The topic that I learned the most was signal words [within the argumentative essays]. (**SS survey**)

> This low performance showed by students happened because of the constraints about time and engagement by the students. (**Teacher's journal**)

Finally, each category helped the researcher to infer different teaching/learning situations that happened while implementing workshop #5. Students developed their critical-thinking skills and problem-solving abilities to identify causes, origins, and reasons for the issues. Students learned how to use an analytic tool to interpret the reasons and consequences and organize those ideas before writing. Then, students had to write down predictions and possible solutions for the issue at hand, using the linking and connecting words properly and, more importantly, stating their position through the thesis statement and conclusion.

Workshop #6. Advantages and disadvantages essays.

Table 11 condensed the results from the last workshop applied in this research with 148 occurrences (100%), the highest number identified in all the workshops analyzed so far. This issue explains the positive and outstanding influence of the WWIM's implementation on the 26

participants in this AR study. For this particular workshop, the category *Effectivity of the WWIM's structure in the teaching-learning process* emerged with 22% of the triangulation and 32 occurrences recorded. The highest numbers due to WWIM suggested its significant impact among students who attended this pedagogical intervention.

Table 11

Data Analysis Triangulation Table Workshop #6-Advantages and disadvantages essays

No.	Code/Category	Operationalization	DATA COLLECTION INSTRUMENTS			Total Frequencies	Percentage	Excerpts
			Journal entries	Non-participant Observation	Students' survey			
1	Effectivity of the WWIM's structure in the teaching-learning process	Code describes the level of appropriateness that students learn by the structure of the WWIM while writing tasks assigned.	7	18	7	32	22%	"I could perceive that SS were comfortable with the WWIM's structure and the effectiveness in the latter papers were evident". (Taken from the Teacher's journal)
2	Effective use of academic writing's format	Code describes student's ability to write applying correctly the formatting suggested by the English academic style.	7	14	5	26	18%	"I noticed that at least 15 students asked teacher John if the "planning stage chart" which is a logical and pre-writing tool must be used in the activity. This let me know their interest and pre-writing tasks and tools to use before embarking in any writing paper". (Taken from Non-participant observation form)
3	Students possess more confidence while writing in English	Code describes the increasing level of confidence showed by the students while writing in English.	5	14	2	21	14%	"The body of the essays is really easy to fill while adding advantages and disadvantages of the subject!" (Taken from SS survey)
4.1	Cohesion and supportive ideas applied by students in writing tasks	Code describes students' use of credible sources, quotation and citation correctly and effective use of connectors while writing the tasks assigned.	7	6	3	16	11%	I could see coherence throughout the entire essay, since all of them, on-line and on-site students developed successfully the pre-writing activity, which is the chart to devise the ideas, examples and supporting evidences to include in their papers". (Taken from Teacher's journal)
4.2	Logical sequencing used and connection of ideas applied by students in writing tasks	Code describes how all written tasks have logical organization, coherence and contains clear topic sentences and transitions.	4	14	8	26	18%	"Basically the definitions of both, it's pretty easy to understand the differences between them, and they're really helpful to understand things!" (Taken from SS survey)
5	Increasing knowledge about academic writing by the students	Code describes the uprising level of familiarity and awareness of the English academic writing.	4	7	1	12	8%	"Relating Conclusions and planning stage chart (something new for me)" (Taken from SS survey)
6	Actual use of the mechanics in the academic writing	Code describes the correct use of capitalization, free of all grammar mistakes and punctuation errors, well proofread and free of all spelling mistakes.	4	10	1	15	10%	"I could identify that all of them have already "automatized" not only the structure of the essay but also the mechanics functions like indenting and capitalization" (Taken from Teacher's journal)
	TOTAL OCURRENCIES		38	83	27	148	100%	

Students gave positive comments at the end of the research and showed excellent writing skills through the final essays. The Planning Stage Chart that pupils learned and applied helped them identify, classify, organize their ideas before writing their essays. Most of them, in-site and online, recognized that knowing and using analytic tools such as the Ishikawa diagram and Planning Stage Chart made more accessible the work of writing any academic paper. Some excerpts from the data collection instruments explain this positive impact:

61

I could perceive that SS was comfortable with the WWIM's structure, and the latter papers' effectiveness was evident. (**Teacher's journal**)

Finally, I noticed that at least 15 students asked teacher John if the "planning stage chart," a logical and pre-writing tool, must be used in the activity. This let me know their interest and pre-writing tasks and tools before embarking on any writing paper. (**Non-participant observation form**)

The planning stage chart helped me to understand better the advantages and disadvantages. (**SS survey**)

The categories *Effective use of academic writing's format* and *Logical sequencing used and connection of ideas applied by students in writing tasks,* synthetized how effective they were among students. Students performed well in focusing on the content and topic given, consistency between the original ideas and supported information offered, and logical sequencing flowing throughout the essay. Both had the same 18% of the triangulation with 26 occurrences each.

The definitions of both, it's pretty easy to understand the differences between them, and they´re really helpful to understand things! (**SS survey**)

They all perfectly understood the layout, how to connect the ideas to be developed in the essay, and how important it was to plan the writing before entering the work itself. (**Teacher's journal**)

In the final written tasks developed, I could see that students wrote the paragraph that fits the prompt question. It was interesting to read and is logically developed; additionally, it shows a connection between the ideas and the information added and displays cohesion within the sentences. (**Non-participant observation form**)

The category of Students possess more confidence while writing in English, was significant -with 14% of the triangulation and 21 occurrences-. These positive numbers mean that students increased their self-assurance and commitment while writing papers in the English language and within the framework of academic formatting. These two features implied that learners already acquired important writing strategies, organizing crafts, and high-thinking level writing skills. The following samples illustrate the issue:

The body of the essays is really easy to fill while adding advantages and disadvantages of the subject! (**SS survey**)

I perceived that it was easier for the learners on-site to have the teacher on-hand to solve their inquiries than others attending class online. (**Non-participant observation form)**

At least 22 students celebrated this online platform [testportal.net]. So it was evident that their writing confidence already acquired. (**Teacher's journal**).

The category *Cohesion and supportive ideas applied by students in writing tasks* appeared with 11% and 16 occurrences. The sharing stage was excellent for this category since students were enthusiastic and eager to share their outcomes. This outcome is excellent evidence of how the workshop´s structure and steps encourage participants to devise ideas, showing a high level of cohesion and supportive ideas added; take them into a piece of writing and the further willingness to share with peers and classmates. The evidence exemplified this issue in the excerpt below:

I could see coherence throughout the entire essay since online and on-site students successfully developed the pre-writing activity, the chart to devise the ideas, examples, and supporting evidence to include in their papers. (**Teacher's journal**)

Use of the mechanics in *academic writing* emerged with 10% and 15 occurrences. I noticed that it was easier for the learners on-site to have the teacher solve their grammar, punctuation, and capitalization inquiries. So, students attending the online approach could be in a disadvantageous position since some questions could not be solved due to time restrictions, class management, connectivity, microphone and sounds settings, and other features that make the learning process more difficult. The following sample confirms a favorable situation that happened inside the classroom while delivering workshop#6:

I could identify that all of them have already "automatized" not only the structure of the essay but also the mechanics' functions like indenting and capitalization. (**Teacher's journal**)

The final and lowest category, *Increasing knowledge about academic writing,* registered 8% and 12 occurrences. Students attended the Final Term Exam in the last session for the entire

pedagogical intervention. All 26 students attended the summative assessment, which affected their perception of the survey. The summative assessment was a digital test on the online platform: testportal.net, which had a unique feature that disables learners to open different tabs that the test, so they could not get templates, drafts, or other samples essays. The following excerpts evidence the issue explained before:

> Relating Conclusions and planning stage chart (something new for me). (**SS survey**)

> Of course, some pupils were disappointed because they had to write down the final essay using their own words and applying formulas, structures, academic knowledge, and all formatting taught during this whole pedagogical intervention. (**Teacher's journal**)

Finally, only five students had trouble using the platform during the test, so they broke the rule, and learners had to open a word document and submit it to the Google Drive folder when finished. Finally, students attended the survey regarding workshop #6 designed in Google Forms and answered it with honesty about all questions listed there.

After receiving all papers digitally, checking marks was undergone. In the end, ten students got perfect scores (7,0 points), other 15 got between 6,2 and 6,9 as the final score. These results evidenced of all the academic knowledge most of the students acquired while attending this pedagogical intervention.

Table 12

Triangulation Table in Workshops #1 - 6- All categories, percentages, and occurrences.

		WORKSHOPS						Total Occurrences per category	Percentage per category
No.	**Category**	Workshop#1	Workshop#2	Workshop#3	Workshop#4	Workshop#5	Workshop#6		
1	**Effectivity of the WWIM's structure in the teaching-learning process**	22	18	15	27	29	32	**143**	**19%**
2	**Effective use of academic writing's format**	20	22	16	19	18	26	**121**	**16%**
3	**Students possess more confidence while writing in English**	18	17	16	16	24	21	**112**	**15%**
4.1	**Cohesion and supportive ideas applied by students in writing tasks**	13	7	14	17	19	16	**86**	**11%**
4.2	**Logical sequencing used and connection of ideas applied by students in writing tasks**	10	13	14	19	20	26	**102**	**13%**
5	**Increasing knowledge about academic writing by the students**	17	21	22	23	19	12	**114**	**15%**
6	**Actual use of the mechanics in the academic writing**	10	14	12	12	17	15	**80**	**11%**
	Total occurrences per workshop	**110**	**112**	**109**	**133**	**146**	**148**	**758**	**100%**
	Total percentages per workshop	**15%**	**15%**	**14%**	**18%**	**19%**	**20%**	**100%**	

DATA ANALYSIS TRIANGULATION TABLE IN WORKSHOPS # 1 - 6 - ALL CATEGORIES, PERCENTAGES AND OCCURRENCES

At the end of the pedagogical implementation of WWIM, all data collected represented positive trends in numbers and patterns, which confirms the impact and steady improvement throughout the workshops.

The WWIM had a positive influence on students' academic writing in terms of increasing their confidence about writing, expanding their knowledge about argumentative essays. The escalating numbers in Table 12 above portrayed the positive influence that WWIM had on learners.

Students increasement in academic writing was noticeable while implementing the WWIM considered the percentages registered from workshop #1 to #6 in Figure 7 below.

Figure 7

Data Analysis Triangulation Graph in Workshops #1 - 6- Total Percentages
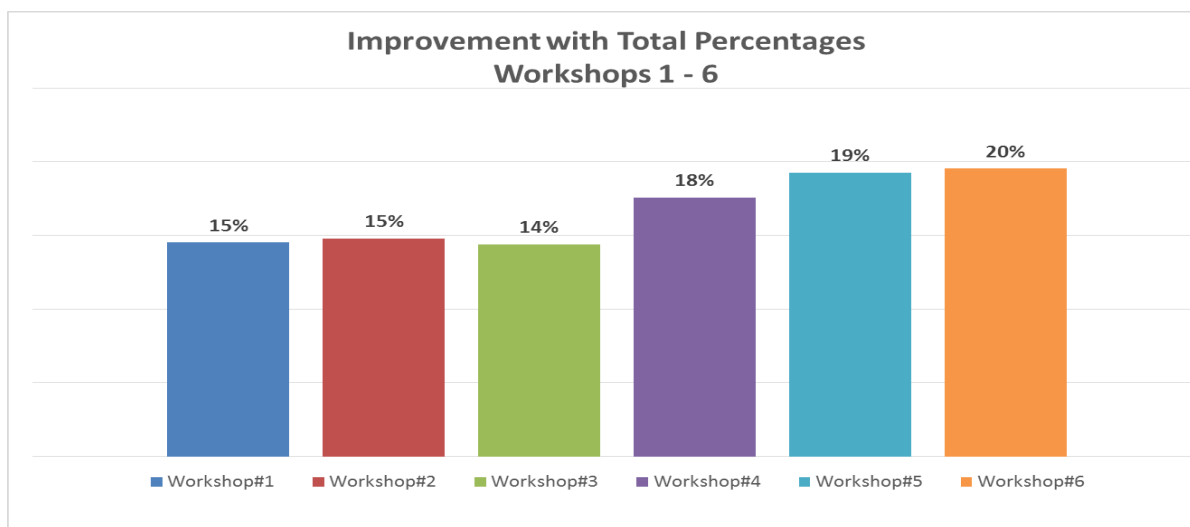
As observed, Workshop#1 and 2 had both 15% of occurrences and overall performance showed by the participants, which means students were adapting to the new writing knowledge regarding paragraphs and introductions and the writing teaching-learning structure applied through the WWIM. In Workshop#3, learners' performance decreased probably due to the difficulty of the tasks when writing conclusions.

Then, in Workshop#4, there was an advancement with 18% since learning to add quotations and crediting authors included in their papers was crucial. In addition, students learned how to avoid plagiarism, paraphrasing, and giving credits to authors. Hence in Workshop#5 students seemed to acquire the fundamentals of writing and composition and that fact helped them to accomplish cause and effect essays. Finally, in Workshop#6, learners reached the highest score throughout the intervention.

Figure 8

Data Analysis Triangulation in Workshops #1 - 6- Total Occurrences
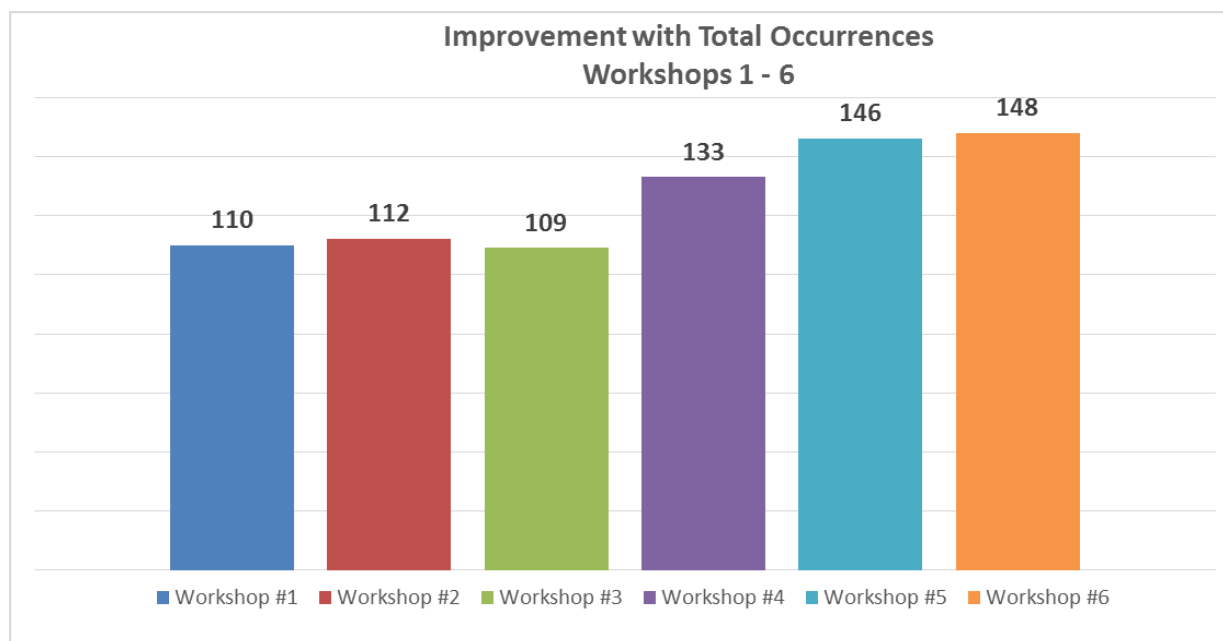

Figure 8 above portrays the steady progression registered during the implementation in Workshop#1 with 110 occurrences when learners demonstrated a high comprehension level about writing paragraphs. Also it shows all percentages registered under the seven categories in this pedagogical intervention. Those permanently escalating numbers evidenced the improvement showed by the students about their writing skills and overall performance in all tasks and assignments given.

The category *Effectivity of the WWIM's structure in the teaching-learning process* had the highest rate with 19% among all categories. According to learners' comments in the SS survey and their overall performance during the six workshops, they enjoyed and found helpful and productive the three-staged workshop structure that the WWIM has.

Figure 9

Data Analysis Triangulation Graph in Workshops #1 - 6- Percentage per Category
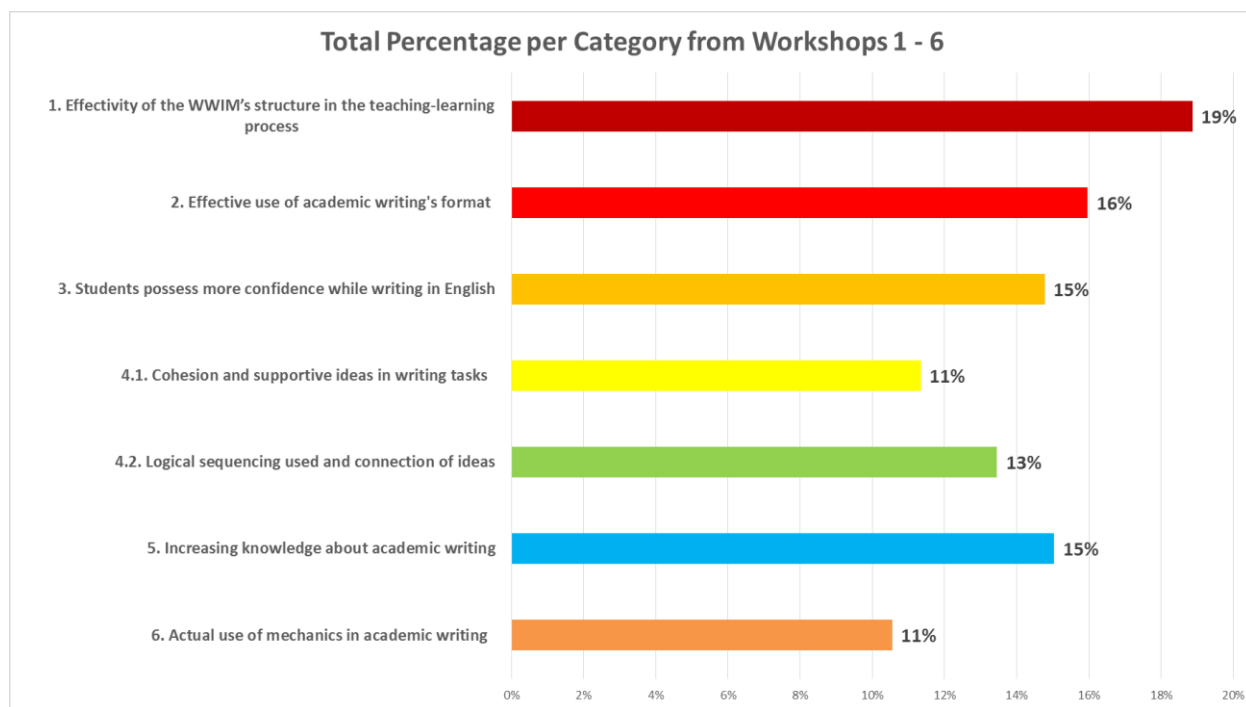
When talking about the *Effective use of academic writing's format,* 16% was the second most relevant category. This result confirmed that students could manage their writing style and become better writers. In addition, students understood that reading a lot was the best way to get more ideas, facts, and topics to include in their papers.

Then, the category *Students possess more confidence while writing in English* emerged with 15% of the entire triangulation. During the Diagnostic stage, most students showed serious weaknesses in writing essays. At this point, all 26 participants demonstrated through their writing outcomes that they had increased a lot their confidence while writing academic papers.

The next category is *Increasing students' knowledge about academic writing,* got one of the highest percentages. Therefore, growing their general and specific awareness about academic style, formatting and mechanics were paramount aspects while delivering the workshops. In the end, students knew all key aspects about tone, language, literary style, structure, writing

tendencies, and all high-thinking writing skills required to accomplish comprehensible academic papers. Furthermore, learners could recognize the valuable information they have acquired when writing argumentative or reflective essays to apply for an international university or getting a job abroad.

The following two categories, *Logical sequencing used and connection of ideas applied by students in writing tasks* and *Cohesion and supportive ideas applied by students in writing assignments* had similar occurences in all the evaluation instuments -13% and 11% respectively. Students learned that being coherent, logical, and consistent in writing papers was important.

The reason behind the lowest percentage (11%) in cohesion and supportive ideas was that at least 15 students struggled with grammar and lexis. Sometimes while writing assignments, learners did not comply with those basic and essential English rules. Therefore, it is possible to write down a paper with cohesion but without coherence or vice versa. As a result, students revealed that they could write argumentative essays with cohesion and coherence in a comprehensible paper in this pedagogical intervention.

Finally, the category of *Actual mechanics use in academic writing* appeared with 11% among other categories. Because there are two levels of paper: high and low thinking writing skills, mechanics that comprise the rules of the written language, such as capitalization, punctuation, and spelling, are commonly seen as the lowest scale in writing.

Learners confirmed that they understood that grammar and mechanics must communicate ideas in a paper transparently. Also, writing features like indenting, dividing paragraphs in the body, distinguishing introductions and conclusions with connecting phrases, and linking words, were essential writing conventions acquired by all students.

4.5. Assessing writing skills. Quantitative data instruments and analysis.

To asses the students' writing, I used the framework provided by the *the Scoring Rubrics Form* (see Appendix G) which was adapted from Oshima and Hogue (2000) as it enables a comprehensive rubric-referenced evaluation list of writing proficiency scales. These scales focused on a range of features from the *mechanics in academic writing* to more complex aspects of written composition (Hadley, 1993). As shown in Appendix G, the Scoring Rubrics Form identifies seven categories ranging from 1 to 15 points (which come from the *Writing Evaluation Form)*, several writing *subordinate topics* and the final score corresponds to one of the four levels of proficiency as explained below:

- *Below level* (Assigned number 1). Students can write very simple sentences using very familiar words. There are frequent errors and misspellings in their outcomes and consist mostly of lists or filling in forms (Hadley 1993). They experience difficulty in mastering writing processes, such as revising and planning (Fink-Chorzempa, Graham and Harris 2005; Harris, Graham and Mason, 2006).
- *Average level* (Aasigned number 2). Students can create comprehensible sentences and organized paragraphs. Their writings are comprehensible and show good control of basic writing scales such as mechanics and layout (Hadley 1993).
- *Intermediate level* (Assigned number 3). Students write average sentences with more details and facts. Their grammar and vocabulary is still low. Students can spend some time in planning and revising processes (Harris, Graham and Mason, 2006).
- *Advanced level* (Assigned number 4). Students can write more coherent paragraphs that have academic formatting, with sufficient grammar strcutres and vocabulary. They reveal good control of language when narrating and giving detailed descriptions (Hadley, 1993). These students handle better the planning and revising processes (Harris, Graham and Mason, 2006).

At the bottom line in the *Scoring Rubrics Form,* appears the *Grand Total* points from 1 to 70, which is the maximum points assigned in all categories. This 70 points as Grand Total originates

from the scoring range system at school which goes from 1,0 to 7,0 in all subjects. Therefore, the final number from Grand Total is converted into decimal number according to the school's scoring range. Topics facilitate a comprehensive criterion-referenced evaluation of writing proficiency in each category mentioned in the Scoring Rubrics Form, and consequently in the second instrument, the Writing Evaluation Form which is coherently related to the previous instrument:

- *Effectivity of the WWIM's structure (maximum score 15 points)*: Operational structure's class, engaging workshop's steps, supporting peer's behaviors, effective conferring activity by the teacher and productive sharing step with others.

- *Effective use of academic writing's format (maximum score 5 points)*: There is a title and is centered, the first line in the paragraph is indented, there are margins on both sides, and the paragraph is double-spaced.

- *Students possess more confidence while writing in English (maximum score 5 points)*: Students show interest and excitement while developing all steps in the workshop; students depict confidence and dedication to the writing task assigned, students show and maintain positive engagement in tasks; engages students in groups' activities like discussions; problem-solving; peer editing, study groups; writing/sharing among others.

- *Cohesion and supportive ideas in writing task (maximum score 12 points)*: The paragraph begins with a topic sentence and controlling idea, it contains several specific and factual supporting sentences, it includes at least one quotation or citation, it ends with an appropriate concluding sentence.

- *Logical sequencing used and connection of ideas (maximum score 12 points)*: The paragraph fits the prompt question or assignment given; it is interesting to read and is logical developed; it shows connection between the ideas and the information added; it displays cohesion within the sentences.

- *Increasing knowledge about academic writing (maximum score 15 points)*: SS develop accurate and related pieces of writing in the assigned tasks as evidence of their understanding; students show increasing level of knowledge about effectiveness regarding the workshop's main purpose; students write paragraphs in context supporting their ideas and understanding how to write properly a paragraph; students integrate key content

elements for writing tasks and facilitate use of higher level thinking skills in writing workshop.

- *Actual use of the mechanics in the academic writing (maximum score 6 points)*: There is a period, a question mark, or an exclamation mark after every sentence, capital letters are used correctly, spelling is correct in all words.

The final decimal number should equals the same final overall score within the *Writing Evaluation Form.* Consequently, the Scoring Rubrics Form was crucial to establish how much information learners had acquired through the WWIM's implementation. In this sense, developing an assessment plan for the entire undertaking was pivotal to measuring pupils' weaknesses and strengths in writing. According to Graves (2000), "Assessment is a helpful tool to gauge children's strengths and areas for growth and is ongoing in writing workshop" (p. 264).

4.5.1. The Scoring Rubrics and Writing Evaluation Forms.

The Scoring Rubrics Form was crucial to establish how much information learners had acquired through the WWIM's implementation. In this sense, developing an assessment plan for the entire undertaking was pivotal to measuring pupils' weaknesses and strengths in writing. According to Graves (2000), "Assessment is a helpful tool to gauge children's strengths and areas for growth and is ongoing in writing workshop" (p. 264).

At the beginning of this pedagogical intervention, the researcher was concerned about the length of the data collection instrument for scoring and its complexity after implementing the six workshops. Regardless of these uncertainties about how data were collected, the original data collection instrument called *Writing Evaluation Form* (see Appendix H) was a handy and accurate tool to collect, analyze, interpret and assess all scores and grades collected throughout the six workshops.

This original-designed tool "Writing Evaluation Form" aims to connect the categories that emerged during the diagnostic stage:

1. Participants were identified with a code/number (in this case, there is a row-hidden name to preserve student's identities).

2. The categories were derived from the ones obtained during the diagnostic stage.

3. Results per category were included within the Scoring Rubrics Form.

4. Final scores were the grades that each student got in the subject at school ranges from 1,0 to 7,0 based on the academic performance.

Finally, the purpose of the Scoring Rubrics Form was to assess students' academic written skills, their ability to practice all techniques taught in the six workshops to improve their overall writing competencies, and finally to be focused on a wide range of writing scales from mechanics to more complex written composition (Hadley, 1993).

4.5.2. TURNITIN Platform's results 2021. A comparable standard.

Concerning the TURNITIN anti-plagiarism checking Software Report in 2021, the *Similarity Index Acceptability* this year showed lower percentages compared to the Turnitin Report 2020 which means better academic writing practices by the 15 students who submitted their reports. These results are reference marks about improving academic writing at the school where I implemented the writing workshop strategy with 10th graders.

Table 13

TURNITIN Platform's results 2021

No.	Codes assigned	SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
1	(SS-11A-06)	0%	0%	0%	0%
2	(SS-11A-02)	0%	0%	0%	0%
3	(SS-11A-13)	0%	0%	0%	0%
4	(SS-11A-09)	2%	2%	2%	2%
5	(SS-11A-05)	2%	2%	1%	1%
6	(SS-11A-01)	2%	1%	0%	2%
7	(SS-11A-08)	3%	2%	1%	3%
8	(SS-11A-15)	5%	2%	1%	4%
9	(SS-11A-11)	5%	1%	0%	5%
10	(SS-11A-14)	7%	6%	0%	6%
11	(SS-11A-07)	7%	6%	0%	6%
12	(SS-11A-12)	14%	14%	1%	12%
13	(SS-11A-04)	17%	15%	2%	17%
14	(SS-11A-10)	27%	20%	0%	26%
15	(SS-11A-03)	33%	28%	6%	23%

Similarity Index Students	Average Percentage	Color	Label
13	0% - 20%		Accepted
2	21% - 35%		Average
0	36% - 100%		Rejected

Although only two students got better percentages (27% and 33%) in plagiarism (See Table 13) their scores were much better than the results in 2020 (see Table 2, Page 9 in this document). Students then, improved their knowledge about academic writing, including positive usage of citations and quotations in academic papers.
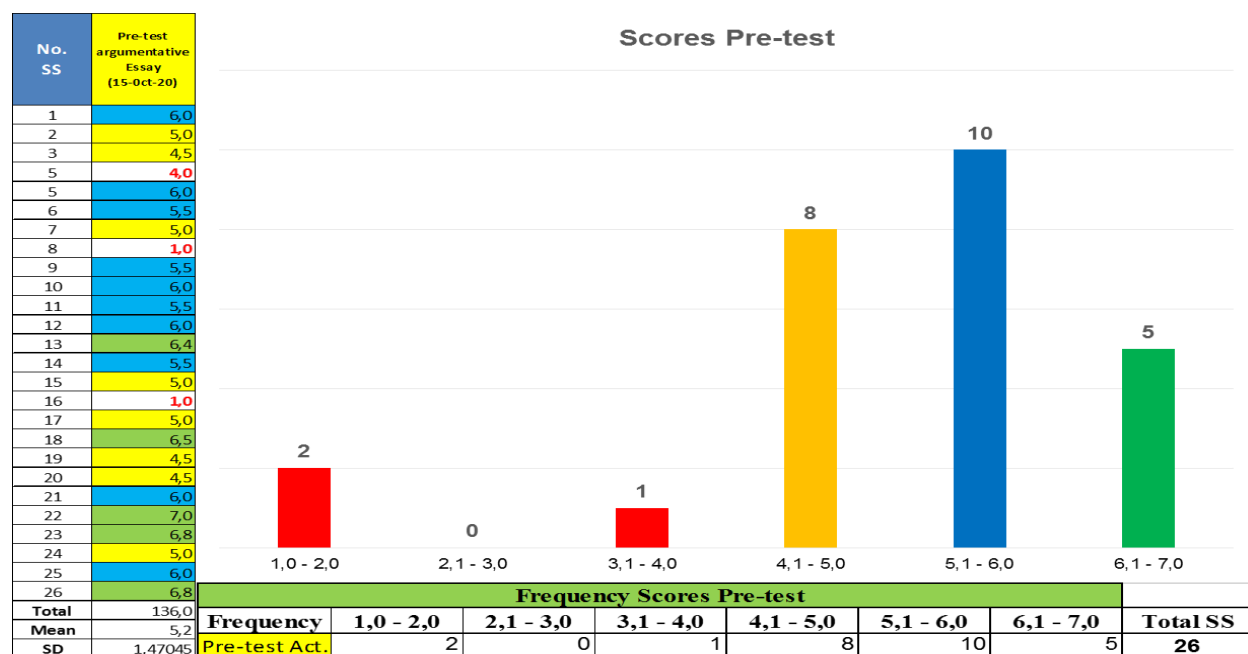
4.5.3. Pre-test

To have reliable and validated data that could later serve within the action research project, for both analysis and comparison purposes, students were asked to write an essay before starting the pedagogical intervention. This essay was based on the following prompt: "Do you agree or disagree that having different lives depend on the kind of family's support they received during their childhood?".

Table 14 shows that only 5 students scored between 6,1 – 7,0; ten learners got scores between 5,1 – 6,0; then, 11 students failed the writing activity since 8 students scored between 4,1 – 5,0, one student got between 3,1 – 4,0 and two scored between 1,0 – 2,0, which means several deficiencies about writing abilities among those students.

Table 14

Frequency Scores Pre-test

No. SS	Pre-test argumentative Essay (15-Oct-20)
1	6,0
2	5,0
3	4,5
5	4,0
5	6,0
6	5,5
7	5,0
8	1,0
9	5,5
10	6,0
11	5,5
12	6,0
13	6,4
14	5,5
15	5,0
16	1,0
17	5,0
18	6,5
19	4,5
20	4,5
21	6,0
22	7,0
23	6,8
24	5,0
25	6,0
26	6,8
Total	136,0
Mean	5,2
SD	1,47045

Frequency Scores Pre-test							
Frequency	**1,0 - 2,0**	**2,1 - 3,0**	**3,1 - 4,0**	**4,1 - 5,0**	**5,1 - 6,0**	**6,1 - 7,0**	**Total SS**
Pre-test Act.	2	0	1	8	10	5	**26**

As researcher I scored independently the pre- and post-test writing activities of each 26 students adapted from the ESL Composition Profile (Jacobs et al., 1981). The rubric has five different rating categories of writing quality with an a 100-point scale. They were content and organization (30 points), cohesion and coherence (20 points), grammar and vocabulary (20 points), layout (25 points), and mechanics (5 points).

The **inter-rater reliability** was calculated for scores on each component, with average agreement being 89%, ranging between 77% and 99%. The scores of the five categories, labeled
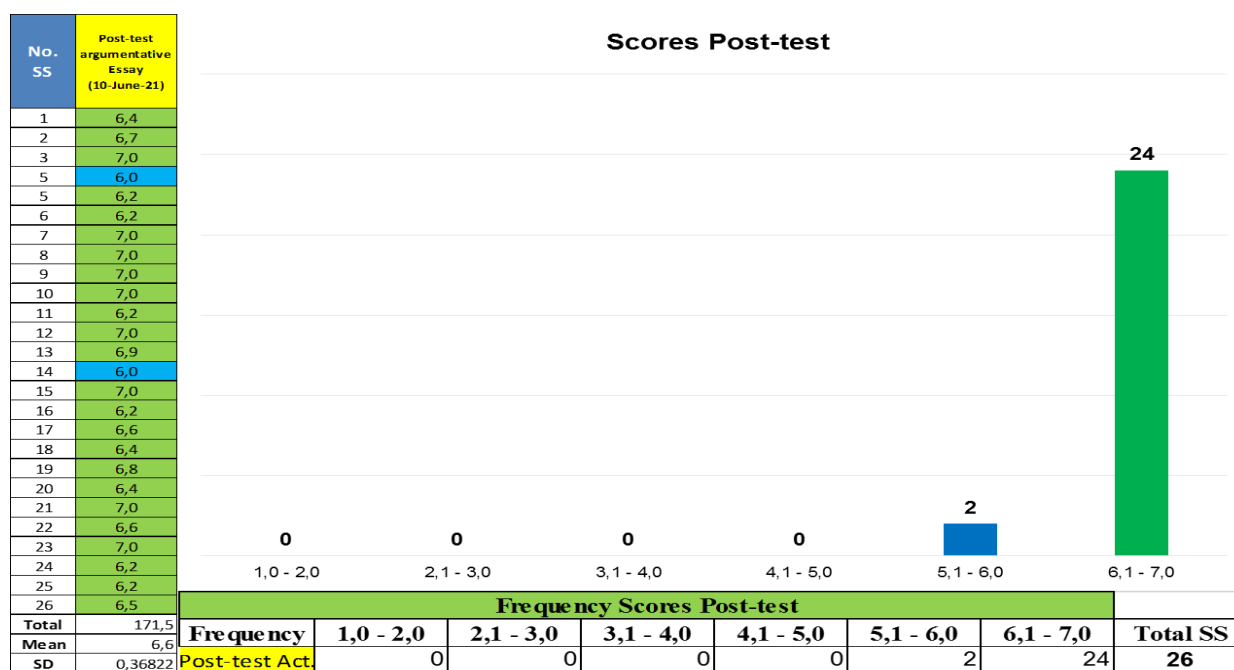
and numbered fluctuated from poor (1), fair (2), good (3), very good (4) and excellent (5), then summed and averaged to give each student's final scores.

4.5.4. Post-test

All 26 students undertook a post-test writing activity to determine their writing score after attending the intervention, based on the five components of writing: content and organisation, cohesion and coherence, vocabulary and grammar, layout and mechanics. After applying the WWIM, it was evident that 10th graders improved their writing skills significantly since 24 students scored between 6,1 – 7,0 and only two learners got scores between 5,1 – 6,0. Table 15 shows the scores in the post-test writing activity applied when implementing the sixth final workshop.

Table 15

Frequency Scores Post-test

No. SS	Post-test argumentative Essay (10-June-21)
1	6,4
2	6,7
3	7,0
5	6,0
5	6,2
6	6,2
7	7,0
8	7,0
9	7,0
10	7,0
11	6,2
12	7,0
13	6,9
14	6,0
15	7,0
16	6,2
17	6,6
18	6,4
19	6,8
20	6,4
21	7,0
22	6,6
23	7,0
24	6,2
25	6,2
26	6,5
Total	171,5
Mean	6,6
SD	0,36822

Scores Post-test

Frequency Scores Post-test							
Frequency	**1,0 - 2,0**	**2,1 - 3,0**	**3,1 - 4,0**	**4,1 - 5,0**	**5,1 - 6,0**	**6,1 - 7,0**	**Total SS**
Post-test Act.	0	0	0	0	2	24	26

4.5.5. Descriptive Statistics from Workshops 1 to 6. Realiability and Validity.

Descriptive statistics for each of the five component scores from the pre-test and post-test writing activity were calculated for the whole group. As observed, the improvement and benefits

provided to the 26 students while applying the writing strategy through workshops were remarkable, rendering the results we got at the end.

Table 16 shows the Mean, Mean Difference, and Paired SD scores on the five writing components and the overall total for the students' pre-test and post-test writing activities. Using paired-sample t tests, the six paired scores were compared to determine improvement in students' writing ability between pre- and post-test.

For all five paired component scores, there were significant differences between the pre- and post-tests at the $p < .01$ level. By conventional criteria, for the students' pre-test and post-test writing activities, this difference is considered to be extremely statistically significant improvement in total scores [t (25) -3,6613, $p < .01$].

Table 16

Pre-test and post-test comparisons on components and total score.

Paired variables (N=26)		Mean	Mean difference	Paired SD	Paired t test (df = 25)
Pair 1	Pre-content/organization	2,7	-2,7	1,91	-3,4956
	Post- content/organization	5,4			
Pair 2	Pre-cohesion/coherence	3,8	-1,4	0,99	0,2433
	Post-cohesion/coherence	5,2			
Pair 3	Pre-vocabulary/grammar	3,5	-0,4	0,28	1,5078
	Post-vocabulary/grammar	3,9			
Pair 4	Pre-layout	3,3	-0,9	0,64	0,7330
	Post- layout	4,2			
Pair 5	Pre-mechanics	3,7	-2,0	1,41	-1,0986
	Post- mechanics	5,7			
Pair 6	Pre-total Score	17,0	-7,4	5,23	**-3,6613**
	Post-total Score	24,4			

*Significant at level $p < .01$.

Note: Results and calculation for Paired t-test, Pearson and Spearman Correlation Coefficient, were calculated from a web site that offers resources for researchers over statistics in the social sciences (see Cybergraphy and Websites references).

The General Research Objective in this study considered the effects of the WWIM on students' academic writing. It was expected that there would be significant improvements in students' writing, since the six writing workshops were designed to help students' writing development through a colaborative learning setting. The pre-test and post-test writing activities comparisons on components and total score showed in Table 16 indicated that WWIM had a positive impact on the 26 participants.

There were significant improvements in average scores between pre-test and post-test on all five writing components, as well as on total scores (Pre-test=17,0 and Post-test=24,4). These results are consistent with the scaffolded teaching-learning environment provided through writing workshops supports improvement in students' academic writing skills (Baker,1994 and Honeycutt, 2002).

The Specific Research Objective aimed to determine the impact of WWIM in content and organization in argumentative essays. The biggest significant MEAN difference was between pre-test and post-test writing for the *content and organization* component. This difference could be endorsed to the fact that students were able to meet cognitive writing being better in their mindset and self-regulatory demands of the writing process to organize their papers. As they increase ownership of their writing through the workshop process (Ray and Laminack, 2001); student became better writers because they developed control of the mechanics and layout components and can dedicate their attention to content and organization (Dorn and Soffos, 2001).

Regarding the second Objective over expanding the use of cohesive and coherent argumentative essays after applying the WWIM; according to results showed in Table 16 indicated that there were significant mean differences in the mean scores between the pre-test and post-test writing for the *cohesion/coherence* component on all five writing components, the third best difference being with Pre-test=3,8 and Post-test=5,2. This difference in impact could be explained because students wrote coherent paragraphs and coherent entire essays, adding enough vocabulary and developing complex sentences with few writing errors. (Hadley, 1993).

Although, confidence is not measured within the Table 16, which is the third specific objective contemplated in this study, according to the significant improvements in students' writing; as researcher and teacher I can infer that students found successfully positions to express their ideas sequentially while dealing with the mechanics (grammar, punctuation and spelling).

After attending the WWIM's implementation, learners revealed being active writers because they currently have the necessary writing strategies, academic knowledge and skills to write more confidently and independently. Understanding prompt questions given, and complex ideas, using validated data and crediting authors, paraphrasing and summarizing ideas, are all part of the cognitive process involved in the act of writing.

The **reliability of the data** displayed in Table 16 for the quantitative data this study relied on to establish the later findings was calculated based on the **Pearson's Correlation Coefficient (R)**; the value of R is: **0.0613**. Therefore, among 10th graders who participated in this study, the scores on the five writing components and the overall total for the students' pre-test and post-test writing activities were *positively correlated*, r(26) = **0.0613**, p < .001.

The **validity of the data** showed in Table 16 for the quatitative data this study relied on the **Spearman Correlation Coefficient (RS);** the value of r_s is: **0.24827.** By normal standards,

the association between the two variables (pre-test and post-test results) confirmed a positive

relationship as values of one variable increase, values of the other variable also increase. Hence,

scores by participants on the five writing components and the overall total during the pre-test and

post-test writing activities were *positively correlated*, r_s = **0.24827**, *p* (2-tailed) = 0.43653.

4.5.6. Measures of the Quantitative Instruments and Data.

According to the descriptive statistics, which includes for this study the *Measures of*

Frequency Distribution: scores, frequency scores*; Measures of Central Tendency Types:* Mode,

Median and Mean, and the *Measures of Dispersion or Variation*: Standard Deviation (SD).

Table 17 shows that most students demonstrated enhanced scores through the pedagogical

implementation of WWIM. Students were assigned numbers from 1 to 26 in order to preserve their

identities.

Table 17

Scores Analysis Table from Workshops #1-6 / Final grade and average

Student	Workshop #1 Paragraphs	Workshop #2 Introductions	Workshop #3 Conclusions	Workshop #4 Quotations	Workshop #5 Cause/Effect essay	Workshop #6 Adv/Disadv. essay	Total	Final Grade
1	5,6	6,2	5,9	5,8	5,5	6,5	35,5	5,9
2	4,5	6,5	6,6	6,1	6,0	3,4	33,1	5,5
3	4,3	6,9	7,0	6,6	6,8	5,5	37,1	6,2
4	5,5	5,7	5,4	4,2	5,8	5,0	31,6	5,3
5	5,4	6,0	6,5	6,4	6,5	6,6	37,4	6,2
6	5,3	6,0	3,2	5,5	3,3	5,1	28,4	4,7
7	5,6	6,6	6,3	6,2	4,3	6,5	35,5	5,9
8	4,1	4,5	6,5	7,0	7,0	7,0	36,1	6,0
9	5,2	6,2	6,1	5,5	4,4	5,8	33,2	5,5
10	6,0	6,4	6,5	6,6	6,5	6,9	38,9	6,5
11	5,7	5,0	4,5	6,2	6,5	6,1	34,0	5,7
12	5,9	6,8	6,1	6,7	5,6	6,5	37,6	6,3
13	4,5	6,3	6,9	6,4	4,7	3,5	32,3	5,4
14	4,8	4,8	2,1	6,1	5,3	6,2	29,3	4,9
15	5,5	5,6	6,8	6,2	6,0	7,0	37,1	6,2
16	5,4	5,7	5,8	5,1	6,3	3,1	31,4	5,2
17	5,5	5,0	6,8	5,9	6,3	6,8	36,3	6,1
18	5,4	5,9	6,2	6,1	5,9	6,6	36,1	6,0
19	5,3	5,8	6,1	4,8	5,0	5,7	32,7	5,5
20	5,1	6,0	6,6	6,0	2,7	5,5	31,9	5,3
21	6,4	6,8	6,6	6,8	6,8	6,5	39,9	6,6
22	5,7	6,0	6,5	5,1	4,3	5,2	32,8	5,5
23	6,1	5,8	6,7	6,8	6,7	7,0	39,1	6,5
24	5,4	6,0	6,4	5,2	3,7	5,1	31,8	5,3
25	4,3	6,7	6,6	5,1	5,7	5,4	33,8	5,6
26	6,6	6,6	7,0	5,8	6,6	6,8	39,4	6,6
Promedios	**5,4**	**6,0**	**6,1**	**5,9**	**5,5**	**5,8**	**902,3** Total	**5,8** Average Total WS 1-6

In Workshop#1, three students failed the subject with scores 4,3-4,1-4,3, and the average score was 5,4. These numbers mean that learners adapted to the new workshop structure, rules regarding writing paragraphs. Also, they worked together in a collaborative, interactive website called Padlet.com, developing writing tasks assigned. Then, in Workshop#2, none failed the subject, only three students got average scores (6,0).

This data means that learners had acquired better knowledge about the WWIM structure, performed better in writing tasks, and understood perfectly the formatting and requirements about writing introductions in essays. In Workshop#3, two learners failed the subject with two low scores, 3,2-2,1, and the average score was 6,1. This data demonstrated that students struggled with the concept of writing conclusions as a more demanding writing task .

In Workshop#4, only one student failed with 4,2, and the entire class got 5,9 as the average score. This performance and grades suggests that students felt highly motivated during that workshop. Pupils learned how to provide supportive arguments, adding quotations from credited authors and avoid plagiarism. In Workshop#5, six students failed the test, with an average score of 5,5. At this point, learners revealed that they could include facts, statistics, quotations, and similar information in their academic writings.

Finally, in Workshop#6, students showed excellent writing skills presenting the advantages and disadvantages of different topics. Only three pupils failed the final workshop with scores: 3,1 – 3,4 and 3,5, because as mentioned before, every workshop imposed to learners different writing online tasks, collaborative papers, and contributions to peer-doscussions and digital portfolios. The prompt question given for the Post-test Writing activity was, "It is quite easy for some people to do their job at home. Discuss the advantages and disadvantages of working at home". Lastly, the

overall average was 5,8 in the range score between 1,0 to 7,0, which means a good performance that participants got during the pedagogical implementation of WWIM.

Table 18 suggests that students struggled to adapt to the workshops, even though their performance showed better progressively during the intervention. Only the student identified with #6 failed workshop#3 with a score of 3,2 and failed again workshop#5 with a 3,3. In the end, this particular student got 4,7 as a final score, which was the lowest grade among 26 participants in this study.

Table 18

*Frequency Scores Analysis Table from Workshops #1-*6

Frequency Scores Workshops 1-6							
Frequency	**1,0 - 2,0**	**2,1 - 3,0**	**3,1 - 4,0**	**4,1 - 5,0**	**5,1 - 6,0**	**6,1 - 7,0**	**Total SS**
Workshop 1				6	17	3	**26**
Workshop 2				3	11	12	**26**
Workshop 3		1	1	1	3	20	**26**
Workshop 4				2	10	14	**26**
Workshop 5		1	2	5	7	11	**26**
Workshop 6			3	1	8	14	**26**
	0	**2**	**6**	**18**	**56**	**74**	

At the end, Workshop 5 was the most challenging for many students since they were asked to apply analytic tools as pre-writing task, devise own conclusions and propose suggestions and recommendations for further actions which are difficult skills for many learners.

Table 19

Descriptive statistics from Workshops #1-6

Statistics Workshops 1 to 6			
Mode for Workshop #1	5,5		
Median for Workshop #1	5,4		
Mean for Workshop #1	5,4	SD	0,63
Mode for Workshop #2	6,0		
Median for Workshop #2	6,0		
Mean for Workshop #2	6,0	SD	0,63
Mode for Workshop #3	6,6		
Median for Workshop #3	6,5		
Mean for Workshop #3	6,1	SD	1,15
Mode for Workshop #4	6,1		
Median for Workshop #4	6,1		
Mean for Workshop #4	5,9	SD	0,70
Mode for Workshop #5	6,5		
Median for Workshop #5	5,9		
Mean for Workshop #5	5,5	SD	1,17
Mode for Workshop #6	6,5		
Median for Workshop #6	6,2		
Mean for Workshop #6	5,8	SD	1,13
TOTAL WORKSHOPS 1 - 6			
Mean total	5,8	Standard Deviation	0,27

Measures of Central Tendency types analysis: MODE is the most frequently occurring number found in a set of numbers. We can infer that the highest mode score from workshops1 to 6 was 6,6 in workshop#3 and mode score 6,5 appeared twice in workshops #5 and #6. This means that participants in the study reached their peak scores while attending workshops#3, 5, and 6. Even though many students struggled with conclusions and writing entire essays, many got the highest scores during these particular sessions.

MEDIAN, all scores were in ascending orders of magnitude in the range between 1,0 to 7,0. So that, the highest median emerged again in workshop#3 with 6,5. Additionally, the lowest

median score appeared in workshop#1 with 5,4. None of the workshops got scores below 3,5 which means excellent performance displayed by all participants and teacher; even though many learners had difficulty adapting to the new methodology introduced to them with workshop#1.

The total MEAN value scored 5,8; range between 1,0 to 7,0. That score suggests that implementing the WWIM was not easy but difficult for students. Writing is one of the most challenging skills for L2 learners to master (Sadeghi and Farzizadeh, 2012, p. 137). They have to consider many variables such as cohesion, coherence, mechanics, formatting, organization, and confidence while writing.

Therefore, comparing statistical results between the six workshops, we could observe that workshop#1 obtained the lowest mean score 5,4. Later, throughout all workshops students improved because they expanded to the final mean: 5,8, during workshop#6

Measures of Dispersion or Variation analysis: The SD for the entire WWIM implementation registered 0,27. Before going any further, it is essential to understand that assessing writing performance while implementing WWIM was crucial in this process. The SD in that particular case evidenced that the degree of variability among the writing scores was constant throughout the writing assessment process. Since the SD value was lowest among al values calculated, the learners scores were more consistent and solid which means a reliable and dependable performance toward the teaching-learning process based on the WWIM approach.

4.6. Digital Portfolios-Alternative writing assessment tool

Conversely, we applied *Digital Portfolios* as unconventional writing assessments to target the instruction during the writing workshops deliverance. The aim of these digital portfolios was to encourage students' reflection regarding writing growth. Each participant was asked to create, label and save a digital folder that will become his digital portfolio in Google Drive started by the teacher.

By the end of the pedagogical intervention, each student had the following collection of writing pieces in his digital portfolio: a) pre and post-test writing activities; b) scoring rubrics form to show writing growth; c) several writing tasks and assignments given throughout the six workshops; d) collaborative tasks assigned as group class; e) all argumentative essays assigned and finished at the end of each workshop. In this sense, students identified the digital portfolios as signaling tool for proudness and gave them a sense of achievement. Graves (2000) asserted that as researchers we should ask ourselves: What kind of records are we keeping about learner's growth? How are we saving their work? How can we track their improvements and achievements while delivering the writing workshops?

In this study, the teacher provided *Meaningful Feedback* (See Appendix I) to each student in the assignments. This issue helped students to correct their academic papers written during the workshops and allowed them to be aware of their writing growth.

Regarding this feedback, Saddler and Andrade (2004) affirm that one crucial element to improve students' writing tasks was the *error codes* or comments added by the teacher in the right-sidebar of comments in Google Docs and Google Drive.

By doing that, students were able to adjust their drafts according to the recommendations given by the teacher and improve their writing skills. Digital portfolios allowed pupils to re-read their portfolios and reflect on how their writing had improved or what surprised them about their writing. Additionally, several collaborative writing tasks were designed and developed in Google Docs, which the students described as "interesting and enjoyable online writing activities" (SS surveys).

Findings and discussion

This Action Research determined the positive impact of the WWIM in the content and organization, confidence while writing and awareness about cohesion and coherence with tenth graders who improved their academic writing skills. This was demonstrated based on their writing outcomes which were developed through the different tasks assigned during the six-workshop sequence. In addition, the final scores from the post-test writing activity echoed significant development in their academic writing abilities since better writing techniques, questioning attitude and critical mindset in their papers were noted. This section displays the discussion of findings after the pedagogical implementation in the action and evaluation stages of the study with the guidelines provided by the research objectives.

Content and organization of essays.

The first Specific Research Objective of this study was to improve the content and organization within the essays among tenth graders. At the beginning of the project, students showed some difficulties in formulating their ideas with supported arguments and proper theoretical layout due to some writing deficiencies and they wrote papers without following academic rules. The results obtained after the application of the WWIM coincide with Galbraith´s (2009) findings which showed that "writing is not simply a matter of translating preconceived ideas into text, but also involves creating content and tailoring the way this is presented to the needs of the reader" (p, 2). So after attending the implementation of WWIM, students developed a questioning attitude and critical mindset, raised their awareness over academic format and understood the necessity of adapting scholar papers to readers' needs.

One interesting issue was that the data analyses confirmed that the category of *low knowledge of academic writing* still need more practice. At the beginning, the pre-test writing

activity evidenced this limitation with the overall low scores students got regarding the five components assessed: content, organization, cohesion/coherence, mechanics and layout.

Students at that stage, wrote an essay following the writing fundamentals they learned at school prior the intervention. Then, the writing problems decreased considerably after the exposure to the writing workshop's strategies; students could devise original ideas and connect them between the introduction and the conclusion, achieving both the content, organization and cohesion/coherence within the papers.

Techniques and analytic tools applied during the workshops - Writing Technique Questions, Ishikawa Diagram and Planning Chart Stage-, helped students to improve their organization and layout according to academic formatting in their papers and at the same time these artifacts increased their questioning attitude and critical mindset. Those tools and techniques also generated excellent outcomes as writing strategies that positively impacted students, formulating new ideas and promoting their writing skills because the high quality of their essays at the end of the pedagogical intervention.

Those findings corroborate Hyland's (2006) study, who suggests that English for Academic Purposes (EAP) provides academic, communicative practices that involve content and organization, more than polishing written style. Hyland's (2006) states that "EAP has led teaching and researching in higher education to a new level of concern due to the growth in genres and practices of different academic contexts" (p. 123). Another student alluded to the notion of organization and connection in the following excerpt:

> I learned to summarize my ideas in my conclusion and how each idea has to be a paragraph in the essay too, it helped me learn how to keep everything well organized rather than mixed or messy and hard to read. (**Taken from SS survey**)

Moreover, in workshop#6, most students demonstrated they still remembered the educational layout, mechanics, ideas, and the intellectual tone required.

Logical, consistent, and coherent essays.

This study also aimed to help students to write logically, consistently, and coherently. It is a fact that the student-centered approach of the WWIM supports students to improve their academic writing style in a collaborative learning environment. Learners can regulate the pace of their writing, and become motivated to write more coherently (Calkins 1994; Harris, Graham and Mason, 2006). This finding is sustained by Graves's (1985) study, as students become aware of their audience, they begin to use linking words and connected ideas in their pararaphs and add more description and data to their writing, which results in complex sentences. Participants found that there was a strong relationship between having a logical sequence and achieving a coherent message. Therefore, students evolve from writing for themselves to writing for an audience, with positive effects on the vocabulary, mechanics, layout and style of their writing.

During the Diagnostic stage, the categories of *Cohesion and supportive ideas applied by students* and *Logical sequence and coherence* were identified as the main issues to be tackled in the intervention and students expressed their need to acquire more profound knowledge about logic, cohesion, and coherence in English writing. Then, during the final workshops, students understood the critical aspect of providing solid and proven shreds of evidence for each sentence included in the paragraphs and devising impressing finals.

For instance, in workshop #2-Writing an introduction, the students wrote factual and clear thesis statements that were related and matched perfectly in terms of meaning, connection, and significance within the entire essay. Similarly, results reveal that learners drew explicit connections between all parts of the essay. The comment below illustrates this:

What was even more impressive, though, was the increasing level of knowledge about logical sequencing and how well the sentences they wrote connected with the whole discourse, including a thesis statement, in the introductions, I checked**. (Taken out from Teacher's Journal).**

There was a considerable improvement throughout the six workshops verified by the fact that writing workshops helped students attain greater awareness of their writing strengths and limitations and, consequently, be more strategic in their attempts to accomplish logical and coherent writing tasks (Troia, 2009). It appears that students may need direct instruction in improving planning and editing skills and refining their ability to write more elaborated argumentative essays while attending the workshops.

Such findings corroborates with Vygotsky's (1978) constructivist perspective on learning; when novice writer as some students at the beginning of the pedagogical intervention; they use imitation in collaborative online activities under more teacher's guidance. Therefore, learners were able to do things beyond their actual capabilities. Assistance, imitation and collaboration are significant factors in providing the appropriate tools for building questioning attitude and critical mindset.

Confidence in writing academic essays.

The third question in this study sought to raise confidence among students when writing academic papers. Lack of confidence about writing was one of the most salient features in the data gathered. The current study showed that the mean degree of confidence acquired by 10th graders while writing in English increased considerably.

Results revealed that the collaborative ambience and more open framework of the WWIM delivered the most appropriate teaching-learning environment for the participants to increase their confidence undertaken in this study. The effective use of *mini-lesson satege* and planning/editing/revising sessions during *independent stage* might explain increased confidence

level among students. Writing activities such as developing a sense of audience, through reading out original written outcomes to teacher and peers and giving feedback on others' writing, helped students to organize their writings more effectively into an introduction, body and conclusion, together with elaboration of the important points. The learners were grateful about the teacher's help providing feedback and monitoring the group progress. Finally, students felt satisfied and confident when *sharing* their products with the entire class. In this sense, Al-Hroub et al. (2019) assert that:

> "Developing a sense of audience, through reading out compositions to peers and giving feedback on others' writing, should have helped students to organize their writings more effectively into an introduction, body, and conclusion, together with elaboration of the important points. It has been argued that the student-centered nature of writers' workshops helps students to discover what they want to write about in a cooperative environment" (p. 169).

> The non-participant observer teacher also claimed that:

> This writing workshop´s structure I have seen, they offer valuable information not only on how students were doing while attending the sessions and dealing with the stages inside the workshop itself, but what they were feeling and thinking about the learning process and the writing strategy itself. (**Taken out from Non-participant observation form**)

The results reflect those of Troia (2009), who also found that "Writing workshop, when implemented well, can serve as a strong foundation for improving students' writing performance." With the support of the writing strategy, results showed that students showed genuine interest and excitement while developing all steps in the workshop which is linked to the idea of feeling confident with their written productions.

Difficulty in mastering some writing processes.

Writing workshops are framed in a demanding and cutting-edge pedagogical methodology and unfortunately, barely applied in the Colombian learning context. While conducting this study, some students showed serious cognitive deficiencies in terms of reviewing, drafting/editing and

revision (metacognitive processes) that I was expecting taking into account their high grade level at school (10th grade).

These findings are consistent with those of Harris, Graham and Mason (2006) study, which showed that in the case of students experiencing difficulties in writing, the WWIM was unsuccessful as teaching writing approach. Similarly, Helsel and Greenberg's (2007) study reported that struggling students faced difficulty in how to integrate the full range of cognitive and self-regulatory demands involved in the writing process.

So that, while conducting collaborative writing projects in Bogotá D.C. (Robayo et al., 2013), some students struggled at the beginning of the intervention with the methodology and some steps of the writing process, such as revising and planning. Results were consistent with Harris, Graham, and Mason' (2006) study who asserted that "students evidenced frequent errors and misspellings and consisted mostly of lists or filling in forms. They experience difficulty in mastering writing processes, such as revising and planning" (p. 165).

After attending several sessions, students who participated in this study, claimed they adapted and enjoyed the workshop model because they engaged in activities and weighty practices that helped them in the process of becoming skilled writers. Many pupils commented that sharing their writing outcomes made them feel like "real writers" (as in Calkins, 1994).

Moreover, students found out that attending a class for writing was highly productive and meaningful. Calkins (1994) describes that , " Such a learning environment aims to allow students to take charge of their writing". Additionally, the layout, indenting, and mechanics were remarkable in their outcomes. These results are consistent with the data obtained during the evaluation stage when all students got 5,8 as score average, 0,27 as SD, and passed the subject successfully.

Deficiencies in cognitive writing skills

Several cognitive deficiencies were noticed throughout the intervention, especially while conducting workshop#3, when students were asked to offer suggestions, predictions or recommendations. Previous studies evaluating writing as a knowledge-constituting process conducted by Galbraith et al. (2009) also observed: "inconsistent results on students production or the impact of L2 writing on the development of the writer's understanding during text production" (p. 18).

After workshop#3, students learned how to add a personal opinion or create a solid argument according to the prompt question given. While conducting the analytic tools, they also added their ideas and used higher-thinking such as a) Making predictions, b) Suggesting results or consequences, c) Proposing a solution, making a recommendation or calling for action, and finally d) Quoting an authority on the topic.

Regrettably, students wrote vague ideas, out-of-focus solutions or derisory predictions, deficient recommendations, or nothing at all. That was the reason for the lowest percentage and number of occurrences recorded while delivering workshop#3. This result was consistent with Robayo and Hernández (2013) who found out that "… students evidenced difficulties when using language structure and organization of ideas, plus their argumentation often deviates from the topic given" (p. 130).

This unexpected finding suggests that students in 10th grade had severe deficiencies in reading comprehension, poor analysis abilities and low level of understanding. According to the Laboratory of Economics and Education of the Javeriana University (LEEJU, 2021), "Colombian students have a low level of reading comprehension, production of ideas, and, in general, understanding of the language".

In spite of the previous cognitive deficiencies, students participating in the study adapted promptly and successfully to the new pedagogical approach. The most prominent finding that emerged from the analysis was that participants in this study recognized that the final writing was a new product added after a series of drafts. In this regard, Galbraith (2009) asserted that "To create new content, the writer has to engage in a different – knowledge constituting – process, which involves the synthesis of content guided by the connections between sub-symbolic units stored in an implicit semantic memory system" (p.18).

Conclusions, Pedagogical Implications, Limitations, and Questions for Further research

In conclusion, this study suggests that the WWIM may have some positive effects in improving the academic writing proficiency level among 10th grade students in English language. All students wrote more fluently and confidently after the pedagogical intervention of six workshops, and supported each other through peer-discussion activities to add detail, share outcomes, credit authors and to plan/edit/revise their writing.

The descriptive statistics results reveal that all students benefited more from the writing workshop approach, especially in terms of improving content and organization, cohesion and coherence; but it was evident also that students' mechanical errors were reduced; their spelling improved and they started punctuating more correctly. There were significant improvements in students' writing, since the six writing workshops were designed to support students' writing development through a colaborative learning setting. This may be because more proficient students benefit from the scaffolding offered during mini-leson stage, revision, and conferring during the independent stage, but also from working on self-selected topics of specific interest, and finally, writing growth was marked by improvement in the students' ability to edit their outcomes resulting from the processes of conferring, peer-revision and editing.

Academic writing is a mandatory skill that students and corporate personnel must master to accomplish various writing tasks at any educational level. In this sense, Hyland (2013) suggests that "Not only is it hard to imagine modern academic and corporate life without essays, commercial letters, emails, medical reports and minutes of meetings, but writing is also a key feature of every student's experience" (p. 95). Therefore, the results directed the researcher to draw the following conclusions and pedagogical implications for further studies seeking to enlighten the research question: What is the Writing Workshop Instructional Model-WWIM on the academic writing?

Firstly, it is extremely important to expose students to an engaging and supportive writing environment. The WWIM holds better features about teaching practice to foster high-thinking level writing skills among students because it is grounded within the framework of an operational, productive, and effective learning environment.

For instance, in the model, each workshop is divided into three stages. The mini-lesson stage connects students to prior knowledge acquired and introduces them to the new topic proposed. Then, during the independent stage, students can create writing outcomes according to their interests. Eventually, in the sharing stage, learners will understand new concepts, examine prompt topics, appraise arguments while applying writing techniques, and creating original ideas.

It is highly recommended for ESL teachers who desire to foster academic writing skills in students to develop their higher-order writing skills'. To do so, teachers should take advantage of student´s interests, planning appealing and dynamic stages in a friendly workshop environment. Furthermore, students will feel as "real writers" with pride and confidence while sharing their written outcomes displaying these newest writing skills acquired.

Secondly, a progressive content in writing workshops model help improve coherence and cohesion within the students' writing. Students raise awareness about introducing sentences with

a topic sentence and controlling idea, adding several specific and factual supporting corrections, including at least one quotation or citation, and ending with an appropriate concluding sentence. I suggest teachers to provide plenty of practical exercises about reading and writing techniques such as "writing technique questions" to prepare students to distinguish different kinds of sentences, their correct position inside of a paragraph, and display the connection between ideas.

At this point, teachers should include in their lesson plans analytic tool exercises as pre-writing activities to promote planning, drafting, and revising abilities among academic writing contexts. For example, when students write down cause and effect/advantages and disadvantages essays, before even embarking on writing the content, they will immediately practice those valuable tools and develop high writing skills as analyzing, evaluating, and creating. It is a fact that students can devise better-contextualized ideas, supported opinions, and sustained points by breaking information into constituent parts and establishing a relationship between them.

With the application of WWIM students can experience authentic engagement while developing collaborative group activities such as discussions, peer editing, study groups, and writing/sharing tasks through Google Docs. This positive behavior is one of the significant contributions of this study that enables participants to portray confidence and dedications to the writing tasks.

It is also recommended to develop writing workshops programs within the Colombian Educational System. These programs could be addressed to improve content and organization, provide supported arguments with their own "writer voice," crediting authors and using quotations, applying proper academic layout, and spreading the conceptual premise about the workshop´s effectiveness.

This study also suggests that digital portfolios, become valuable and vital artifacts to increase craftings skills and providing-receiving meaningful feedback. This revising activity allows teachers to support students in their growing awareness of achieving accuracy in their essays through meaningful feedback. Inside digital portfolios in Google docs, teachers can add comments linked to certain parts of the students' digital texts. These comments or "meaningful feedback" intend to elicit higher-order thinking from students as they reflect on the feedback and guidance provided by the teacher. The comments might be revised and answered by students either accepting or rejecting those. This type of accuracy-based activity has the aim of helping students in their writing.

Teachers need to search and check promissory suitable digital platforms and interactive websites to teaching writing. Many students will benefit from structured writing activities that teach them strategies to increase digital literacy and writing autonomy.

Overall, this study strengthens the idea that the writing workshop model is highly productive for teaching academic writing. Writing workshops are designed to develop writing fundamentals and help students master workshop procedures, craft elements, writing skills, and process strategies.

There is also a gap in research concerning the impact of this approach on primary school students with different levels of writing proficiency in English as a foreign language. This is the reason that I would suggest to extend the WWIM approach to be implemented within the Colombian educational context among primary levels but seeking to develop writing skills with more enjoyable genres such as fictional sorts based in the writing workshop environment.

Due to the pandemic outbreak, online classes imposed limitations on the writing workshop methodology implemented throughout this project. Teachers need to monitor students' papers, and when they are finally delivered, they need to provide feedback in terms of content, grammar, and coherence. During the implementation I was unable to revise students' outcomes while delivering workshops due to the limitation of virtual mode classes. Further studies are recommended with on-site courses to conduct the writing workshops face to face. That aspect implies to assume academic commitment, responsibility, and discipline on behalf of student writers (Zamel as cited in Ariza, 2005).

It is necessary to acknowledge the limitations of this study. Firstly, there were several cognitive problems among this age group (15-16 years old) such as poor level of reading comprehension, low levels of analysis and synthesis, and lack of creativity.

In assessing writing, the most important component is content and organization and mechanics is considered the lowest. These differential weighting components may not provide an acceptable framework to account for the needs and capacities of young EFL students in different settings. As Ghanbari, Barati and Moinzadeh (2012) have argued in the context of the assessment of EFL students in Iran, teachers need to adapt some writing scales to reflect the specific context of language learning.

Secondly, those deficiencies identified about cognitive writing skills and lack of knowledge over quotation and plagiarism by the participants before this study; offer empirical evidence that the WWIM may be useful in a second language context. However, it also reminds teachers to consider participants' different academic constraints before implementing this model.

For further researh, this study lays the groundwork to determine the effectiveness of the WWIM in the creative or fictional genres instead of academic writing within the Colombian

education system. To further strengthen the versatility of the WWIM, research needs to be undertaken in other types of academic essays (i.e. expository, narrative, descriptive). Finally, if we advocate that writing is a complex and challenging skill (Gallego et al., 2016, para. 5), it is advisable to continue implementing writing workshops in our teaching context to explore how students and teachers experience writing through the WWIM approach.

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Tables

No.	Title	Page
1	ASPAEN Horizontes Master Summary IGCSE GP results from 2016-2020	8
2	TURNITIN Platform's results 2020	8
3	Data collection instruments for diagnostic, and evaluation stages	30
4	Data Analysis Triangulation Table	32
5	Summary Triangulation Data in Diagnostic Stage	35
6	Data Analysis Triangulation Table in Workshop #1- Writing a paragraph.	46
7	Data Analysis Triangulation Table in Workshop #2- Writing an	49
8	Data Analysis Triangulation Table in Workshop #3- Writing a conclusion	52
9	Data Analysis Triangulation Table in Workshop #4- Quotations and plagiarism	55
10	Data Analysis Triangulation Table in Workshop #5- Cause and effects essays	59
11	Data Analysis Triangulation Table Workshop #6-Advantages and disadvantages essays	62
12	Triangulation Table in Workshops #1 - 6- All categories, percentages, and occurrences.	65
13	TURNITIN Platform's results 2021	75
14	Frequency Scores Pre-test	76
15	Frequency Scores Post-test	77
16	Pre-test post-test comparisons on components and total score.	78
17	Scores Analysis Table from Workshops #1-6 / Final grade and average	81
18	Frequency Scores Analysis Table from Workshops #1-6	83
19	Descriptive statistics from Workshops #1-6	84

Figures

No.	Title	Page
1	Literature Review and the Theoretical Framework constructs	11
2	Cyclical Action Research Model theorized by Kemmis and Mc Taggart	28
3	Data Collection Instruments Results-Categories and percentages	34
4	Overview of a day´s writing workshop (Calkins, 2017)	38
5	Writing workshops' sequence's timetable-Cycle 1	41
6	Writing workshops' sequence's timetable-Cycle 2	43
7	Data Analysis Triangulation Graph in Workshops #1 - 6- Total Percentages	66
8	Data Analysis Triangulation Graph in Workshops #1 - 6- Total Occurrences	67
9	Data Analysis Triangulation Graph in Workshops #1 - 6- Percentage per Category	69

Appendix A

Autorización para Investigación Académica en ASPAEN Horizontes

Autorización para Investigación Académica en ASPAEN Horizontes

Manizales, 30 de Noviembre de 2020

José Vicente Rivas.

Director General ASPAEN Horizontes

Ciudad.-

Cordial saludo, señor José Vicente.

A través del proyecto de investigación titulado "**Desarrollo de habilidades de escritura académica en Inglés en estudiantes de 10° grado**", queremos analizar cómo mejorar, desarrollar y potenciar sus habilidades de escritura de carácter académico en idioma inglés. Esto con el propósito de que los estudiantes de ASPAEN Horizontes de Manizales tengan una excelente habilidad para redactar ensayos argumentativos que les sirva de preparación no sólo para su carrera universitaria sino también para su vida profesional.

Este formulario describirá el propósito y la naturaleza de la investigación académica a desarrollar al interior del colegio y los derechos de los estudiantes participantes en el estudio.

Nombre del proyecto: Desarrollo de habilidades de escritura académica en Inglés en estudiantes de 10° grado.

Investigador: John Jairo Jaramillo Buitrago

Teléfono: 318 795 92 06

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Institución Universitaria verificadora: Universidad de Caldas / Facultad de Artes y Humanidades / Departamento de Lenguas Extranjeras.

Profesor Asociado y Contacto: Mag. Odilia Ramírez Contreras.

E-mail: maestriaucaldas@yahoo.com

Objeto de estudio y explicación del proyecto.

Analizaremos el estilo de escritura en inglés que aplicará cuando pueda asistir a uno de los tres componentes del Certificado General Internacional de Educación Secundaria-IGCSE según las directrices y el marco del Acuerdo Académico con Cambridge. Escribir correctamente en inglés es una habilidad tan importante que les permitirá desarrollar, desempeñar y producir mejores documentos académicos, en ámbitos como estudiante, empleado o trabajador autónomo.

Aproximadamente veintiséis (26) estudiantes inscritos en el décimo grado participarán en este estudio. Al mismo tiempo, realizarán actividades de escritura y practicarán varios estilos formales de escritura en inglés que pueden cumplir con los requisitos de Cambridge en el documento llamado "Reporte Individual".

Como parte del estudio, se reunirá con el investigador para entrevistas orales, cuestionarios, observaciones de clase, anotaciones en diario y otros instrumentos de recopilación de datos. Estos instrumentos cuantitativos y cualitativos se diseñarán y se solicitarán completar durante esta investigación a los estudiantes participantes.

Se desarrollarán en seis (6) sesiones de tres (3) horas clase para un total de 18 horas; que se registrarán como parte de las actividades de estudio y de consultas académicas. Durante una de las etapas del estudio se desarrollará una revisión de anti-plagio de documentos académicos elaborados por los estudiantes con la Universidad de Caldas y también se pretende desarrollar un concurso interno de escritura de ensayos argumentativos con colegios de la red ASPAEN que deseen participar en dicha actividad académica y de competencia.

Confidencialidad.

Toda la información recopilada será confidencial y solo se utilizará con fines de investigación. Esto significa que la identidad de los estudiantes será anónima, es decir, nadie más que el investigador sabrá sus nombres. Siempre que se publiquen datos de este estudio, no se utilizará dichos nombres. Los datos se almacenarán en una computadora y sólo el investigador tendrá acceso a ellos.

Autorización.

Yo, JOSE VICENTE RIVAS ARISTIZABAL, mayor de edad, ciudadano colombiano, identificado con cédula de ciudadanía número 10.265.029, actuando en su calidad de Rector de ASPAEN Horizontes, autorizo al señor JOHN JAIRO JARAMILLO BUITRAGO, mayor de edad, ciudadano colombiano, identificado con cédula de ciudadanía número 75.062.727, actuando como investigador del Programa de Maestría en Didáctica del Inglés de la Universidad de Caldas, para que adelante las actividades académicas pertinentes y necesarias dentro del desarrollo de la investigación denominada: "Desarrollo de habilidades de escritura académica en Inglés en estudiantes de 10° grado", para el año académico 2020-2021.

Si tiene alguna pregunta sobre la investigación, puede comunicarse con John Jaramillo al teléfono celular: 318 795 92 06, por correo electrónico: john.jaramillob@aspaen.edu.co, o personalmente en la oficina de profesores de ASPAEN-Gimnasio Horizontes. Calle 71 # 7-99 Paraje La Florida-Villamaría - Caldas. PBX: +57 8745803.

Declaración del investigador.

Igual formato de consentimiento es aplicado a los estudiantes a quienes se les ha explicado completamente este objeto de estudio, explicación del proyecto y pautas de confidencialidad.
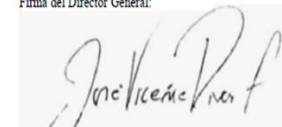
Firma del investigador:

JHON JAIRO JARAMILLO BUITRAGO

C.C. 75.062.727 de Manizales

Fecha: _30 de Noviembre de 2020_

Firma del Director General:

JOSE VICENTE RIVAS ARISTIZABAL

C.C. 10.265029 de Manizales

Director General ASPAEN Horizontes

Fecha: _30 de Noviembre de 2020_

Appendix B

Lesson Plan (Stephen-Binko Method)

ARCHIVO HERRAMIENTAS VISTA   Workshop#1. Lesson Plan-Sept-24th-2020 - Word

ASPAEN Horizontes

UNIVERSIDAD DE CALDAS

FACULTAD DE ARTES Y HUMANIDADES

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

ACTION RESEARCH PROJECT:

"What is the impact of the Writing Workshop Instructional Model-WWIM

on the academic writing of tenth graders in a private secondary school in Villamaría"

WORKSHOP #1. WRITING A PARAGRAPH

Teacher: John Jairo Jaramillo Buitrago	Subject Area: Global Perspectives-GP
Grade Level: Tenth grade-10º	Unit title: Cambridge IGCSE Individual Report
Lesson title: Writing a paragraph	Lesson Plan Method: Stephen-Binko Method
Date: September, 24ᵗʰ 2020	Time: Three (3) hours

Overview: This lesson is going to provide a review of paragraph writing including the three parts of the paragraph, the topic sentence, supporting sentences and the concluding sentences. Also, students will learn how to identify different styles of paragraphs, applying the "Writing Technique Questions" and writing down by themselves several sentences as parts of a comprehensible paragraph.

Connection to the curriculum:
1. Oshima, Alice & Hogue, Ann (2000) Writing Academic English. The Longman Academic Writing Series. Longman/Pearson. 4ᵗʰ Edition.
2. Troia, Gary A. (2009). Instruction and Assessment for Struggling Writers: Evidence-Based Practices. Copyright © 2009.
3. Watson, Sharon (2021). How to create a paragraph. Link: https://writingwithsharonwatson.com/paragraph-chart-high-school/

Connection to Standards: Cambridge IGCSE Individual Report International Standards

Writing Strategy: "Writing Technique Questions" / "Writing Workshop Instructional Model"

Objectives:
1. Learners will understand the concept of the paragraph and its different kind of sentences.
2. Learners will understand the structure of the academic essays and its diverse sort of paragraphs.
3. Learners will learn about the "Ishikawa Diagram Technique" in order to infer causes, consequences and predictions/personal opinions in certain situations that students will apply while writing ideas and opinions in their academic papers.
4. Learners will be able to apply the "Writing Technique Questions" in order to distinguish clear to unclear paragraphs.
5. Learners will work under the "Writing Workshop Instructional Model structure".
6. Learners at the end of the lesson will be able to write readable and comprehensive paragraphs applying the concepts taught throughout this lesson.

Materials/Equipment required:
-Microsoft Teams communicative platform.
-Microsoft PowerPoint presentation.
-Google Drive/Google Docs.
-Sharon Watson's website: Link: https://writingwithsharonwatson.com/paragraph-chart-high-school/

Pedagogical Sequence of the Lesson

Opening: Explaining the concept about paragraphs. Starting the PPT presentation.
Development: Showing the topic sentence, supporting sentences and the concluding sentences. Applying the writing strategy.
Closing: Asking learners to apply the writing strategy and identify the different kind of topic sentences in practical exercises.
Student Assessment: Teacher might ask students at the end of the lesson about different concepts seen in class.
1. Extending the lesson (Mini-lesson stage):
1. The teacher will explain students about the academic essay's structure, which is the fundamental concept to apply in the rest of the lessons coming and workshops to be developed during the implementation. Learners must keep in mind that following the general structure will help them to write down academic papers easier and knowledgeable argumentative essays.
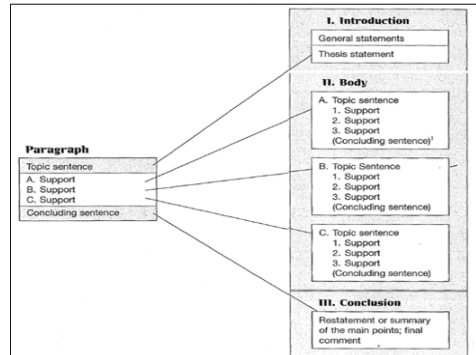
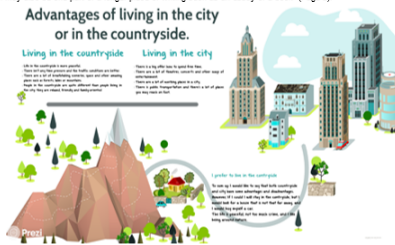2. Students will read, analyze and report answers to six questions within the document issued by IBD.

Cambridge/Global Perspectives/Ishikawa Diagram   Cambridge/Global Perspectives/Ishikawa Diagram

2. (Independent/Conferring stage): By providing a topic selected (The Advantages & Disadvantages of Studying Abroad), students will write down two paragraphs identifying different kind of topic sentences.

3. (Sharing stage): By providing a topic selected (The Advantages & Disadvantages of living in the city or in the countryside), students will write down two paragraphs in their own words identifying besides the different kind of topic sentences, using the correct sequence and logical development of the ideas throughout the paragraph. According to Oshima & Hogue (2000) who stated that "A paragraph may stand by itself. In academic writing, you often write a paragraph to answer a test question such as the following: "Define management by objective, and give one example of it from the reading you have done for this class." A paragraph may also be one part of a longer piece of writing such as an essay or a book" (Page 2).

Workshop #1-Writing paragraphs-Sequence of three (3) classes.

Workshop #1-Writing paragraphs-Rubrics

Appendix C

Workshops' Structure
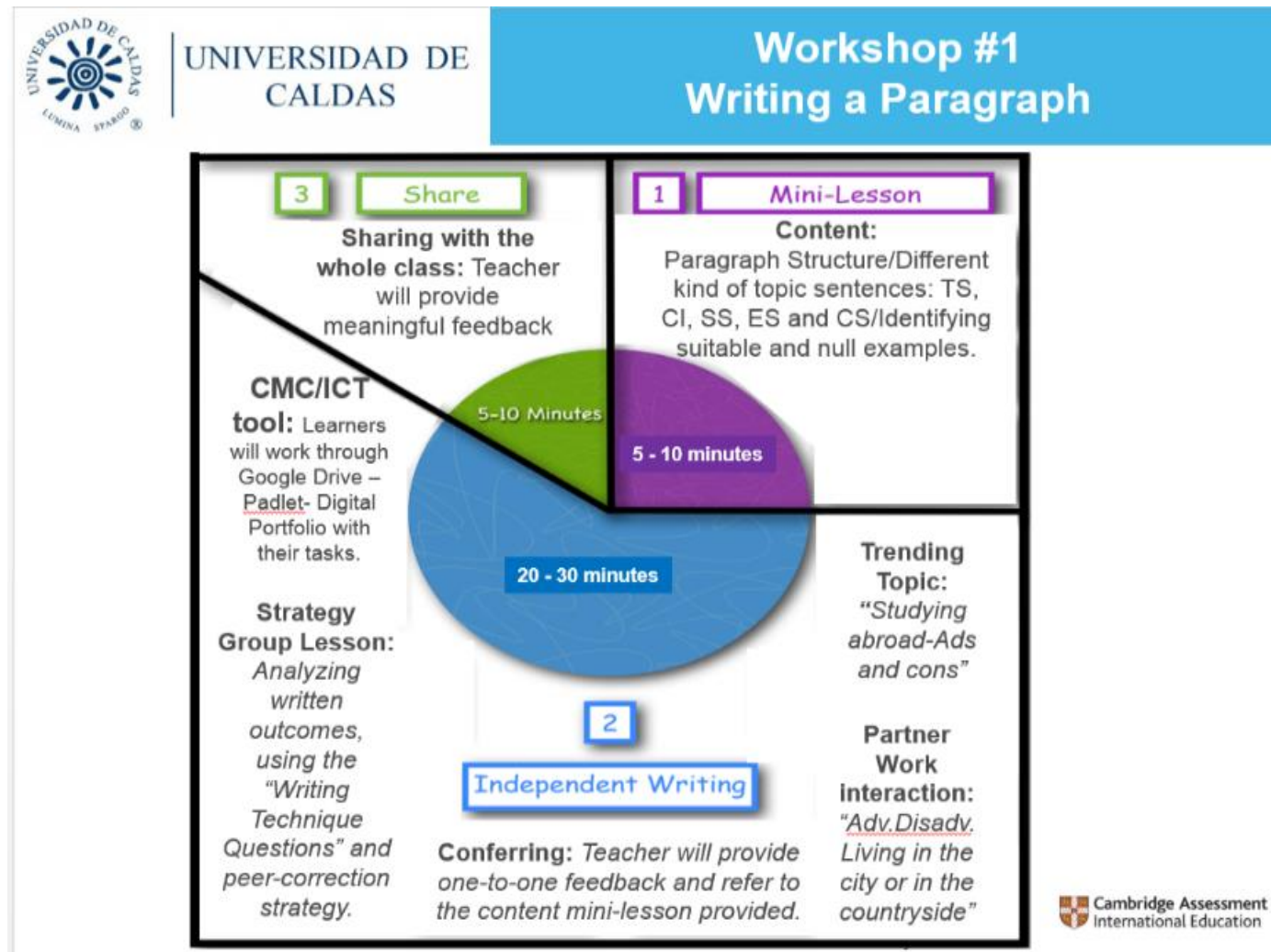
Appendix D

Teacher's Journal Entries

STARTING POINT FOR THE ACTION RESEARCH PROJECT
WORKSHOP #1-WRITING A PARAGRAPH

DATE: September the 24th

Our class started by checking the attendance over the 25 enrolled students, knowing in advance that two students might be attending an extracurricular event. The Microsoft Teams communication platform that we are using currently at school is very convenient and flexible. So while calling out their names I asked some SS to turn on their cameras to check their availability and personal appearance. Some are reluctant to activate them but I can see SS that will be eager to participate and they spoke with confidence and in a very clear and fluent way. For today, the first activity I want them to perform is to check and digitally sign the "Consent Form of Participation in the Academic Research". Of course, it would be difficult to do it in hard papers or handout sheets so I have designed the Consent Form in the Google Forms templates which I found out extremely easier all parties involved; for me to transcribe all the content and for SS because it is just to read, understand and check two options provided: agree or disagree about the content, explanations and formalities. I remind SS that this participation is completely voluntarily and there won't be any effects in their subject's scores at the end. Fortunately, didn't arise too many questions concerning the consent form and only two students asked how would be the six workshops, in terms of length and curriculum. When I checked that 14 SS were willing to participate, I turned into the next part of the class. Thereafter, I have prepared a PPT presentation explaining during the first stage called "Min-lesson" which students really enjoyed how to write down a paragraph which is the first unit within the first Workshop inside of my Action Research Project. I could noticed that many SS hadn't previous knowledge about types of sentences and regarding the literature explained by me this time will be over the *Oshima*, *Alice & Hogue, Ann (2000) Writing Academic English*, which I consider supremely accurate and suitable to this kind of lesson.

DATE: October the 1st

Class started as usual with greetings, checking the attendance and asking about if they had any constraint while doing the homework assigned about writing the two paragraphs assigned in the last class. I started up the class asking an open question about what they think about the "Guidance Saint Week Ceremony" and also about the upcoming recess time (from October 5th to 13th) and ten students explained very well and full detailed their

opinions while answering the question. However, at least two or three students, during a further question asked, they were tense and hesitated while speaking out, with pauses and gaps, then I realized they just joined our school in this academic year. Some students mentioned that even though they have checked the website recommended to read and use useful information provided they struggled to put in order their ideas and write down properly. Then, after checking the task developed and saved within the shared folder in Google Drive, some students wrote down the paragraphs if they were checklist with bullets and not written in a narrative style. At this point, I showed through Microsoft Teams communication platform the PPT presentation I have prepared for the class about the literature and definitions, structure and examples over the academic writing and more exactly about the paragraph as the essential unit in writing (Oshima, Alice & Hogue, Ann, 2000). Thereafter, I taught them how to identify different styles of paragraphs, applying the "Writing Technique Questions". Many students understood quickly the paragraph's structure and identified while writing some exercises very easily different kind of topic sentences. I think that probably they really like to write down but simply they didn't know how to do it or at least, using a logical sequence like the English Academic writing style is. Next time, I´ll try to use more examples about identifying different topic sentences related to soccer players to get a balance among all the class. I noticed that when I referred to the sport stars in Europe soccer league students feel more motivated and willing to write down original ideas.

DATE: October the 8th

The whole class today was spent explained the students about their forthcoming participation in the contest called: "Your world video competition". During the mini-lesson stage at the beginning I explained to them how the pandemic has already had a huge impact on the lives of people of all ages across the world. Thereafter, I asked about their opinion about the "Independent writing stage" and 15 students told me they really enjoy that part. Then they wrote down about that there has been much suffering and many challenges around the pandemic, I could see that students used mechanics correctly (a period, a question mark, capital letters were used correctly, the spelling is correct in all words) and there have also been some positive developments such as a decrease in levels of pollution in our towns and cities and many examples of communities supporting those people, who are not so fortunate. As the protocol and instructions for the contest, 10th grade students aged 14-17 should be working in teams of between 3-5 members, to make a 3 minute video that highlights an issue for a defined community and suggests positive actions that people can take to bring about long term and sustainable change for the benefit of that community. For the students increasing their knowledge over the academic writing, they reflect over the time their own lives and how we intend to make positive changes in our lifestyle choices and attitudes towards consumer culture as we begin to emerge from pandemic. The theme for the 'Your World 2020-21' competition is Building a brighter future.

DATE: October the 15th

Recess week. Short period of vacation time in the Colombian Educational System.

DATE: October the 22nd

As usual since the pandemic outbreak appeared, at the beginning of each class I started taking the roll calling out all my student's name according to the list that appears in the Microsoft Teams communication platform. All 10th graders love to talk in English a lot and sometimes they like to ask me about personal matters such as my family, previous classes and other things, in that way I noticed how good speaking level they have. In a writing exercise 14 students showed how effective they use of the structure academic writing. Then I asked them about the last session´s topics and in a randomly way I inquired some of them aspects regarding the academic writing style and I could see how they have increased their knowledge in writing. Also, I discussed about the biggest weakness they have about content and organization and more specifically about logical sequencing in their writing, connection of ideas and information when they wrote over the prompt question provided and finally about the cohesion which is a pretty important issue. Regarding this latest issue, one student asked me what is cohesion and how can they improve it. I reply pointed out that cohesion in writing means the flow of sentences and paragraphs and introducing easier new ideas getting connected to old ones. In this sense, I could see that 10 students wrote down some exercises using the concept of cohesion which is essential if a writer wants his papers readable and clear. Then I started with the PPT presentation in the "Mini-lesson stage" that I prepared showing my slides about "How to write a paragraph". This is information is based again in the literature and content provided by *Oshima*, *Alice & Hogue, Ann (2000) Writing Academic English*. The class continue while several students I asked them to participate by reading the slide´s content and also checking their level of understanding about the general topic. At the end, I explained the homework which it will become the scored task as final test in the first academic period. The homework is about writing two paragraphs based in a prompt question provided having as reference and also taking both sides of the issue, explaining positive and negative point linked to the main topic and applying the format, mechanics, structure and the grammar style. I could see that some students started writing the Google Drive folder, right away, showing how they enjoy writing and also their high level of confidence while writing in academic style.

Data collection instrument analysis. Action Stage

WORKSHOP #1-WRITING A PARAGRAPH
DATE: September the 24th

1. **List of codes and frequencies. Codes or categories emerging from data analysis listed with frequencies below.**

Stage 1. Data coding.

Effectivity of the WWIM's structure in the teaching-learning process		2
Effective use of structure academic writing (structure)		2
Students possess more confidence while writing in English		3
Cohesion and supportive ideas applied by students in writing tasks (Content)		3

110

Appendix E
Non-participant observation form

Gimnasio Horizontes

Teacher:	John Jaramillo
Class:	Global Perspectives

A good beginning makes a good ending

Cambridge Assessment International Education
Cambridge Associate School

NON- PARTICIPANT OBSERVATION FORM

WORKSHOP # 1 – PARAGRAPHS - DATA ANALYSIS

John Jairo Jaramillo	September, 24th, 2020	07:00
Teacher's name	Date Observed	Time

Alejandro Zapata	Global Perspectives	ASPAEN-Horizontes Manizales
Observer's name	Subject	Institution's name

The Data Collecting Instruments chosen to be develop during my academic research are: Teacher's Journal/Diary entries, Non-participant Observation Form (Third party) and a Survey applied among 10th grade students.

This non-participant observation form is intended to check occurrences and EFL situations that may happen inside of my classroom while conducting my research project, having five (5) units covering topics such as Curriculum issues, language use, and assessment of students learning, students' engagement and finally classroom's environment. All these units have a filling-out form (Scoring rubric) and there are some additional gaps to be completed with the insights and reflections.

Due to the fact that writing workshops Instructional Model has the aim to develop a collaborative writing ambience and within the workshops there is a moment to work in a cooperative way through their computers and using a digital platform (Google Docs) they might accomplish their task assigned and then share the writing outcomes with teacher and classmates.

Insights. The first form was designed to check the workshop 1. "Writing a paragraph", which is the baseline and the starting point for my project. Later on in the project, I will apply another instrument that might be suitable for the entire argumentative essays' writing tasks.

Instructions: Use the next non-participant observation form checklist to indicate the score in each statement and its units (maximum score=100). Use the space below to make additional comments on specific behaviors you observe, relevant to the items on the list:

1. Effectivity of the WWIM's structure in the teaching-learning process (Expected behavior or performance) Operational structure's class / Engaging workshop's steps / Supporting peer's behaviors / Effective conferring activity by the teacher / Productive sharing step with others / Interesting writing outcomes	Poor	Fair	Good	Very good	Excellent
Operational structure's class			2		
Engaging workshop's steps.				3	
Supporting peer's behaviors.				3	
Effective conferring activity by the teacher			2		
Productive sharing step with others			2		
Total points		6	6		

Total Points: 12

2. Effective use of academic writing's **format** (Expected behavior or performance) Titled centered/Paragraph first line indented/margins on both sides/double-spaced.	Poor	Fair	Good	Very good	Excellent
There is a title and is centered			2		
The first line in the paragraph is indented	1				
There are margins on both sides			2		
The paragraph is double-spaced.	1				
Total points	2	4			

Total Points: 6

3. Students possess more **confidence** while writing in English (Expected behavior or performance) Logical sequencing / Connection of ideas and information/Cohesion	Poor	Fair	Good	Very good	Excellent
SS show interest and excitement while developing all steps in the workshop.			2		
SS depict confidence and dedication to the writing task assigned.			2		
SS show and maintain positive engagement in tasks.				3	
Engages students in groups' activities like discussions, problem-solving, peer editing, study groups, writing/sharing among others.			2		
Total points		6	3		

4.1. Cohesion and supportive ideas applied by students in writing tasks (Content) (Expected behavior or performance) A. Topic sentence/ Controlling Idea/Supporting/ Examples/ Quotations- citations/Closing sentence.	Poor	Fair	Good	Very good	Excellent
The paragraph begins with a topic sentence and controlling idea.			2		
It contains several specific and factual supporting sentences.		1			
It includes at least one quotation or citation.		1			
It ends with an appropriate concluding sentence.			2		
Total points	2	4			

Total Points: 6

Total Points: 9

4.2. Logical sequencing used and connection of ideas applied by students in writing tasks (Content) (Expected behavior or performance) B. Logical sequencing / Connection of ideas and information/Coherence	Poor	Fair	Good	Very good	Excellent
The paragraph fits the prompt question or assignment given.			2		
It is interesting to read and is logical developed.			2		
It shows connection between the ideas and the information added.		1			
It displays cohesion within the sentences.		1			
Total points	2	4			

Total Points: 6

5. Increasing **knowledge** about academic writing by the students (Expected behavior or performance) Accurate and related pieces of writing / Effectiveness regarding the workshop's main purpose / Paragraphs in context supporting their ideas / Students integrate key content elements for writing tasks	Poor	Fair	Good	Very good	Excellent
SS develop accurate and related pieces of writing in the assigned tasks as evidence of their understanding.			2		
SS show increasing level of knowledge about effectiveness regarding the workshop's main purpose.			2		
SS write paragraphs in context supporting their ideas and understanding how to write				3	

	Poor	Fair	Good	Very good	Excellent
properly a paragraph.					
SS integrate key content elements for writing tasks and facilitate use of higher level thinking skills in writing workshop.	1				
Total points	1	4	3		

Total Points: 8

6. Actual use of the **mechanics** in the academic writing (Expected behavior or performance) Accurate use of period, a question mark, or an exclamation mark / Capital letters are used correctly / spelling is correct.	Poor	Fair	Good	Very good	Excellent
There is a period, a question mark, or an exclamation mark after every sentence.			3		
Capital letters are used correctly.		2			
The spelling is correct in all words.			3		
Total points		8			

Total Points: 8

FINAL SCORE ASSIGNED

1. WWIM's structure	2. Format	3. Student's confidence	4. Cohesion	4.1. Logical sequencing	5. SS's knowledge	6. Mechanics	Grand Total Points
12	6	9	6	6	8	8	55

Additional Comments:

Many students understood quickly the paragraph's structure and identified while writing some exercise assigned by the teacher very easily. Digital elements such as Audio, video tapes, Rules/Procedures posted and Graphic organizers were no included since the writing workshop instructional model applied by teacher John Jaramillo didn't require these elements, likewise the rules and procedures were no mentioned during the class because they were explicit within the lesson planning.

Teacher's Name ___John Jairo Jaramillo___

Teacher's Signature _____ Date ___September, 24th, 2020___

Observer's Name ___Alejandro Zapata___

Observer's Signature _____ Date ___September, 24th, 2020___

Appendix F

Student's survey

John's class materials and examples helped me get a better idea of how to identify each topic and how to write it down better.

The way he explained us the parts of the essays

Las presentaciones

the practice that we have in all the homeworks

Every Task and presentation was crucial in the process of learning to write.

The explanation of why all the parts of the intro

Well it was a good exercise that teach me how to write an introduction

Mostly the writing practical exercises

practice

All the classes are very important to learn about introductions

15. What contents do you feel you learned most about during the workshop #2-Writing an Introduction?
18 responses

the prompt question

The thesis statement

I learned new English terms and correct a mistake I made

All the parts of the introduction that I didn't know about

I learned a lot about academically learning and books

How a introduction should have

All the structure for doing a great intro

The tipe of sentences in a introduction.

h

I learned mostly about the general statement, background and thesis statement.

APA rules, that will help me in the future quite a lot

the good form to do the introduction like the tings that we need to put

Everything regarding the introduction structure.

general statement

the parts of a itroduction

writing the thesis statement

indenting

all the componets of an introduction

15. What contents do you feel you learned most about during the workshop #2-Writing an Introduction?

the prompt question

The thesis statement

I learned new English terms and correct a mistake I made

All the parts of the introduction that I didn't know about

I learned a lot about academically learning and books

How a introduction should have

All the structure for doing a great intro

The type of sentences in a introduction.

I learned mostly about the general statement, background and thesis statement.

APA rules, that will help me in the future quite a lot

the good form to do the introduction like the things that we need to put

Everything regarding the introduction structure.

general statement

the parts of a introduction

writing the thesis statement

indenting

all the components of an introduction

Link:

https://docs.google.com/forms/d/1goOnNU7qRN5gLdW1DKlcYzxD0XHHG_KyaY1wGTELrpg/edit#responses

ANALYSIS:

# of participants: 19

# of occurrences:

Specific Research Objectives
1. To determine the impact of WWIM in the use of appropriate content and organization of the argumentative essays.
2. To evaluate the extent to which WWIM helps students to write logically, cohesive and coherent argumentative essays.
3. To describe the assistance that the WWIM offers 10th grade students in improving their confidence while writing.
General Pedagogical Objective
To improve the academic writing in 10th grade students by means of WWIM.
Specific Pedagogical Objectives

1. To improve the content and organization in English academic writing through the WWIM.
2. To expand the use of logical sequencing, connection of ideas and cohesion in 10th grade students by means of the WWIM.
3. To increase students' confidence while writing argumentative essays.

Data collection instrument analysis. Action Stage

WORKSHOP #2 - INTRODUCTIONS

DATE: October, 28th 2020

1. List of codes and frequencies. Codes or categories emerging from data analysis listed with frequencies below.

Stage 1. Data coding.

Effectivity of the WWIM's structure in the teaching-learning process		5
Effective use of structure academic writing (structure)		10
Students possess more confidence while writing in English		2
Cohesion and supportive ideas applied by students in writing tasks (Content)		5
Logical sequencing used and connection of ideas applied by students in writing tasks		2
Increasing knowledge about academic writing by the students		8
Actual use of the mechanics in the academic writing		4

Final del documento ■

Appendix G

Scoring Rubrics Form

Scoring Rubric: Workshop#1-Writing Paragraphs		
The purpose of this scoring rubric is to assess students' academic written skills and their ability to put into practice all techniques taught in workshop #1 about writing paragraphs in order to improve their overall writing competencies.		
1. *Effectivity of the WWIM's structure - 15 points*	**Maximum Score**	**Real Score**
Operational structure's class	3	2
Engaging workshop's steps.	3	2
Supporting peer's behaviors.	3	2
Effective conferring activity by the teacher	3	2
Productive sharing step with others	3	2
Total Points =	**15**	**10**
2. *Effective use of academic writing's format – 5 points*		
There is a title and is centered	2	2
The first line in the paragraph is indented	1	1
There are margins on both sides	1	1
The paragraph is double-spaced.	1	1
Total Points =	**5**	**5**
3. *Students possess more confidence while writing in English – 5 points*		
Students show interest and excitement while developing all steps in the workshop.	1	1
Students depict confidence and dedication to the writing task assigned.	1	1
Students show and maintain positive engagement in tasks.	1	1
Engages students in activities like discussions, problem-solving, peer editing, study groups, writing/sharing.	2	2
Total Points =	**5**	**5**
4.1 *Cohesion and supportive ideas applied by students in writing tasks (Content)-12 points*		
The paragraph begins with a topic sentence and a controlling idea.	3	2

It contains several specific and factual supporting sentences.	**3**	**2**
It includes at least one quotation or citation.	**3**	**3**
It ends with an appropriate concluding sentence.	**3**	**2**
Total Points =	**12**	**9**
4.2 Logical sequencing used and connection of ideas applied by students in writing tasks (Content) - 12 points		
The paragraph fits the prompt question or assignment given.	**3**	**2**
It is interesting to read and is logically developed.	**3**	**2**
It shows the connection between the ideas and the information added.	**3**	**3**
It displays cohesion within the sentences.	**3**	**2**
Total Points =	**12**	**9**
5. *Increasing knowledge about academic writing by the students – 15 points*		
SS develop accurate and related pieces of writing in the assigned tasks as evidence of their understanding	**4**	**2**
SS shows an increasing level of knowledge about effectiveness regarding the workshop's main purpose.	**4**	**3**
SS write paragraphs in a context supporting their ideas and understanding how to write a paragraph correctly.	**4**	**3**
SS integrates critical content elements for writing tasks and facilitates higher-level thinking skills in writing workshops.	**3**	**3**
Total Points =	**15**	**11**
6. Actual use of the mechanics in the academic writing – 6 points		
There is a period, a question mark, or an exclamation mark after every sentence**.**	**2**	**1**
Capital letters are used correctly.	**2**	**1**
The spelling is correct in all words.	**2**	**1**
Total Points =	**6**	**3**
Grand Total =	**70**	**52**
Grade =	**5,2**	

Appendix H - Writing Evaluation Form (Original idea developed and explained)

WRITING EVALUATION FORM
WORKSHOP #6-ADVANTAGES AND DISADVANTAGES ESSAYS
DATA ANALYSIS-ACTION STAGE

Callout 1. Participants identified with a code/number (in this case, the row with names is hidden to preserve student's identities).

Callout 2. The categories devised during the diagnostic stage and Rubrics and maximum points assigned to each category.

Callout 3. Results per category to be included in the Scoring Rubrics form.

Callout 4. Final scores earned by each student according to their performance demonstrated during the workshops.

Category names for graphics		Writing Evaluation Forms	Max. score assigned	1	2	3	4	5	6	7	8	9	10	11	12	13	14	115	16	17	18	19	20	21	22	23	24	25	26				
1. WWIM's structure	1. Effectivity of the WWIM's structure	Operational structure's class	3	3	1	3	3	3	2	3	3	3	3	3	2	3	3	1	3	3	3	3	3	3	3	3	3	3	3	72		2,77	
		Engaging workshop's steps.	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3							2	3	3	3	75		2,88	
		Supporting peer's behaviors.	3	3	1	0	3	3	2	3	3	3	3	3	2	3	3							3	3	3	67		2,58	
	15	Effective conferring activity by the teacher	3	3	1	1	3	3	3	3	3	3	3	3	3	3	3						3	3	71		2,73	
		Productive sharing step with others	3	3	3	2	3	3	2	3	3	3	3	3	2	3	3						3	3	73	72	2,81	14
2.Academic writing's format	2.Effective use of academic writing's format	There is a title and is centered	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	51		1,96	
		The first line in the paragraph is indented	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	25		0,96	
	5	There are margins on both sides	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	25		0,96	
		The paragraph is double-spaced.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	32	1,00	5
3. SS's confidence	3. Students possess more confidence while writing in English	Students show interest and excitement	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26		1,00	
		Students depict confidence and dedication	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26		1,00	
	5	Students show and maintain positive engagement	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	22		0,85	
		Engages students in groups' activities like discussion	2	2	1	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	0	2	0	2	45	30	1,73	4
4.1 Cohesion/Supportive ideas	4.1 Cohesion and supportive ideas applied by students in writing tasks (Content)-12 points	The paragraph begins with a topic sentence and...	3	2	1	1	0	0	0	3	3	2	3	2	0	3	3	0	3	3	0	0	3	0	3	0	0	2	37		1,42	
		It contains several specific and factual supporting s...	3	0	0	2	1	1	1	0	3	0	3	3	2	0	2	3	1	3	1	0	1	1	0	3	0	1	3	35		1,35	
	12	It includes at least one quotation or citation.	3	2	0	2	0	0	0	3	3	1	3	2	0	3	0	2	3	2	0	2	1	3	1	0	3	41		1,58	
		It ends with an appropriate concluding sentence	3	3	1	0	1	1	1	1	3	1	2	0	3	0	1	3	0	3	1	1	1	3	1	3	1	1	3	39	38	1,50	6
4.2 Logical sequencing/Connection of ideas	4.2 Logical sequencing used and connection of ideas applied by students in writing tasks	The paragraph fits the prompt question or assignme...	3	3	2	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	71		2,73	
		It is interesting to read and is logical developed.	3	3	0	3	2	3	3	3	2	3	2	3	0	2	3	0	3	3	3	3	3	3	3	2	3	64		2,46	
	12	It shows connection between the ideas and the info...	3	3	0	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	2	3	69		2,65	
		It displays cohesion within the sentences.	3	3	1	3	2	3	3	3	2	3	2	3	2	3	3	0	3	3	3	3	3	3	3	1	1	3	65	52	2,50	10
5. Knowledge about academic writing	5. Increasing knowledge about academic writing by the students	SS develop accurate and related pieces of writing	4	4	2	4	1	2	3	4	4	4	4	4	0	4	4	1	4	4	4	3	3	4	4	4	4	4	87		3,35	
		SS show increasing level of knowledge about effect...	4	4	0	4	2	1	3	4	4	4	4	4	3	3	4	1	4	4	4	3	3	4	3	4	3	85		3,27	
	15	SS write paragraphs in context supporting their idea...	4	4	2	4	2	3	2	4	4	4	4	4	3	3	4	1	4	4	4	3	4	4	4	4	4	90		3,46	
		SS integrate key content elements for writing ta...	4	3	3	3	3	1	3	3	3	3	3	3	1	3	3	3	3	3	1	3	3	68	83	2,62	13
6. Mechanics in academic writing	6. Actual use of the mechanics in the academic writing	There is a period, a question mark, or an exclam...	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	50		1,92	
		Capital letters are used correctly.	2	2	0	2	1	2	2	2	2	2	2	2	48		1,85	
	6	The spelling is correct in all words.	2	2	1	2	2	2	2	2	2	2	2	1	2	2	1	2	2	2	2	2	2	1	2	48	49	1,85	6
Maximum Points	70	Total points assigned	70	65	34	55	50	54	51	65	70	58	69	61	65	35	62	70	31	68	66	57	55	65	52	70	51	54	68	1501		58	57
		Scored assigned by teacher in GP subject		6,5	3,4	5,5	5,0	6,6	5,1	6,5	7,0	5,8	6,9	6,1	6,5	3,5	6,2	7,0	3,1	6,8	6,6	5,7	5,5	6,5	5,2	7,0	5,1	5,4	6,8	5,8			

Column code labels (students): (SS-10A-01), (SS-10A-02), (SS-10A-03), (SS-10A-04), (SS-10A-05), (SS-10A-06), (SS-10A-07), (SS-10A-08), (SS-10A-09), (SS-10A-10), (SS-10A-11), (SS-10A-12), (SS-10A-13), (SS-10A-14), (SS-10A-15), (SS-10A-16), (SS-10A-17), (SS-10A-18), (SS-10A-19), (SS-10A-20), (SS-10A-21), (SS-10A-22), (SS-10A-23), (SS-10A-24), (SS-10A-25), (SS-10A-26)

Appendix I

Meaningful Feedback (provided by the teacher through Google Forms and Google Drive)