

Use of Gamification to Improve Academic Writing Practices of Fourth-Semester Pre-Service Teachers at Universidad Industrial de Santander

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Trabajo de Grado para Optar al Título de Magíster en Didáctica de la Lengua

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### Glossary

**Academic Writing (AW):** Writing done with academic conventions.

**Action - Research (AR):** A research design that seeks to identify, enhance and reflect upon a specific learning or teaching issue.

**Common European Framework of Reference (CEFR):** Set of parameters to describe the competences individuals can achieve based on their levels of proficiency.

**English as a Foreign language (EFL):** Teaching of English to students whose L1 is not English.

**Game-based learning (GBL):** Use of games to teach and/or learn.

**Gamification:** Integration of game mechanics, and dynamics into different scenarios, e.g. education.

**Genre- based Approach:** An approach to the teaching of writing that focuses on context and language.

**Information and Communication Technologies (ICT):** Tools or resources that allow the flow of information. They are generally associated with online spaces.

**Mother tongue (L1):** The first language you learn.

**Performance:** The ability to demonstrate knowledge.

**Process-Genre Approach (PGA):** An approach to the teaching of writing proposed by Badger and White (2000). It is the combination of genre- approach and WPA.

**Second Language (L2):** Language learned in addition to L1

**Serious Games (SG):** Simulation games to train or teach students.

**Test of English as Foreign Language (TOEFL):** English language standardized exam designed by ETS.

**Wilcoxon Signed Rank Test:** A non-parametric test used to determine the effectiveness after and before an intervention.

**Writing Apprehension Test (WAT):** Test created by Daly and Miller (1975) to determine the level of writing anxiety students could endure.

**Writing Apprehension:** Feelings of stress, or anxiety when writing.

**Writing Process Approach (WPA):** An approach to the teaching of writing divided into pre-while and post tasks.

### **Abstract**

**Title:** Use of Gamification to Improve Academic Writing Practices of Fourth-Semester Pre-Service English Teachers at Universidad Industrial de Santander <sup>1</sup>

**Author:** Sol Smith Fuentes Hernández.

**Key Words:** Academic Writing, Process Genre Approach, Attitudes, Performance, Gamification.

**Description:** Learning how to write is a crucial skill for students who aspire to participate in the intellectual discussions of their communities of practice and gain a respected position in academic and professional fields. With that in mind, this research study wanted to improve the academic writing practices of fourth-semester pre-service English teachers at Universidad Industrial de Santander using gamification as a didactic resource. To do so, a qualitative research approach and an action-research design were followed. Initially, students' attitudes and performance, before being exposed to gamification, were identified through the Daly-Miller Writing Apprehension Test and a Pre-test task adapted from TOEFL. Then, a six-unit gamified didactic sequence was planned and carried out emphasizing on the Process Genre Approach(PGA) and its academic writing practices. Finally, to describe the incidence of gamification on students' performance and attitudes, students were asked to engage on a Post-Test Writing task adapted from TOEFL and a semi-structured interview. Results indicate that before gamification, writing apprehension levels were normal, and writing performance was below expectations, considering that the students were expected to have a B2 level of language proficiency according to the CEFR. When exposed to gamification, students demonstrated a positive response towards game elements such as points, rules, time constraints, feedback,

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<sup>1</sup> Postgraduate Dissertation. Facultad Ciencias Humanas. Escuela de Idiomas. Director Kaithie del Mar Ramirez.

cooperation, and competition. Finally, students reported having a favorable view of gamification and its potential to enhance academic writing practices. Additionally, students showed improvement in their academic writing performance, and an increased understanding of the socio-cultural significance of writing. In conclusion, gamification in combination with PGA can function as a resource to apply didactic transposition by reducing the complexity of writing, motivating students and having them perform better.

### Resumen

**Título:** Uso de la Gamificación para mejorar las Prácticas de Escritura Académica de los Profesores en Formación del Cuarto Semestre de la Universidad Industrial de Santander. <sup>2</sup>

**Autor:** Sol Smith Fuentes Hernández.

**Palabras Clave:** Escritura Académica, Enfoque de proceso de género, Actitudes, Desempeño, Gamificación.

**Descripción:** Aprender a escribir es una habilidad crucial para los estudiantes que aspiran a participar en las discusiones intelectuales de sus comunidades de práctica y obtener una posición respetada en los campos académicos y profesionales. Con eso en mente, este estudio de investigación quiso mejorar las prácticas de escritura académica de los docentes de inglés en formación pertenecientes al cuarto semestre en la Universidad Industrial de Santander, utilizando la gamificación como recurso didáctico. Para hacerlo, se siguió un enfoque de investigación cualitativa, así como el diseño de investigación-acción. Inicialmente, se identificaron las actitudes y el rendimiento de los estudiantes antes de ser expuestos a la gamificación a través del *Daly-Miller Writing Apprehension Test* y una tarea de pre-prueba adaptada de TOEFL. Luego, se planificó y llevó a cabo una secuencia didáctica gamificada de seis unidades, haciendo hincapié el enfoque basado en el proceso y género (EBPG) y sus prácticas de escritura académica. Finalmente, para describir la incidencia de la gamificación en el rendimiento y las actitudes de los estudiantes, se les pidió que participaran en una tarea de escritura de pos-prueba adaptada de TOEFL y una entrevista semiestructurada. Los resultados indican que antes de la gamificación, los niveles de aprehensión de la escritura eran normales, y el rendimiento de la escritura estaba por debajo de las expectativas, considerando

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<sup>2</sup> Tesis de Posgrado. Facultad Ciencias Humanas. Escuela de Idiomas. Director Kaithie del Mar Ramírez.

que se esperaba que los estudiantes tuvieran un nivel de competencia lingüística B2 según el MCER. Cuando se expusieron a la gamificación, los estudiantes demostraron una respuesta positiva hacia elementos de juegos como puntos, reglas, límites de tiempo, retroalimentación, cooperación y competencia. Finalmente, los estudiantes informaron tener una opinión favorable de la gamificación y su potencial para mejorar las prácticas de escritura académica. Además, los estudiantes mostraron una mejora en su rendimiento de escritura académica y una comprensión más profunda del significado sociocultural de la escritura. En conclusión, la gamificación en combinación con el enfoque de proceso y género puede funcionar como un recurso para aplicar la transposición didáctica, reducir la complejidad de la escritura, motivar a los estudiantes y lograr un mejor desempeño.

## Introduction

### Research Problem

Writing is more than a language skill, it is also a “*knowledge in the making activity*” (Estrem, 2015). It is not the mere act of producing paragraphs or sentences, but rather it is “about mulling over a problem, thinking with others, and exploring new ideas or bringing disparate ideas together” (Estrem, 2015, p. 19). Our ability to communicate with people from different communities of practice depends, in part, on our ability to write. This is why writing is important both in the workplace and in higher education (Kellogg & Raulerson, 2007). Therefore, teaching students how to write is a must within the curriculum of the different programs of tertiary education both in mother tongue and foreign language.

To illustrate the aforementioned, it is worth analyzing the curriculum of the undergraduate program *Licenciatura en Lenguas Extranjeras con Énfasis en Inglés* at Universidad Industrial de Santander (UIS). Although the name of the bachelors’ degree suggests an emphasis on English as a foreign language, during the first two semesters, students, aka pre-service English teachers, receive instruction about reading and writing academic texts in their mother tongue (i.e., Spanish). It is not from fourth semester onwards that they start writing with academic rigour in English language. Seemingly, if students acquire the skills needed to read and write academic texts in their mother tongue, they are likely to be successful in their foreign language when composing texts (Marzban & Jalali, 2016). However, after being in charge for more than a year of *Advanced English I*, one of the fourth-semester courses of the bachelors’ degree in languages, and reading the study conducted by Pabón (2019), it has been observed that the pre-service English teachers at this level encounter difficulties when it comes to writing academic pieces in English. As a direct effect, these students are susceptible to experiencing negative attitudes in the form of stress or anxiety (Jabali, 2018; Bruning & Horn, 2000) and correspondingly perform poorly when writing (Wagiyo, 2021).

According to the literature about language learning and writing issues, “La falta de competencia escrita en L2 suele reflejar esa misma carencia en L1 [...] independientemente de la competencia lingüística en L2” [The lack of written proficiency in L2 often reflects that same lack in L1 [...] independently of the linguistic proficiency in L2] (Guash, 2001 as cited in Núñez-Román, 2008 p. 228). Therefore, L1 can be considered a cause that may positively or negatively interfere with students' written performance and attitudes; nevertheless, it is not the only cause.

First, drawing upon my experience as a former member of the bachelor program *Licenciatura en Inglés*, and now as an English teacher in charge of fourth-semester pre-service teachers' students, I have noticed that they lack mastery writing academically. The majority of writing activities proposed during their Pre-intermediate, Intermediate, Upper-intermediate and Advanced English classes are focused on practicing grammar and vocabulary rather than being an exercise to create structured and purposeful texts. That is, writing is viewed as a product for evaluating language mechanics (González, 2015; Quintero, 2008). Furthermore, the writing tasks proposed in English textbooks are disconnected from the students' socio-cultural and educational realities, rendering them meaningless in the students' personal or academic context. Writing should be taught as a social practice that empowers students' voice to learn, relearn knowledge as well as to think critically (Lozano et al., 2015).

Second, students' remarks suggest that the way writing is taught causes them to feel drained to the point that it becomes an overwhelming activity. As the syllabus is organized, in just two semesters of English Academic Writing teaching, students are expected to master the theory underlying the writing process of a text and practice by producing as many texts as they can. The more, the merrier, in terms of writing texts is counterproductive if time is a present variable. As mentioned by Lozano et al. (2015), writing is an experience that goes beyond the text as a product, it is the awareness of cognitive and metacognitive skills. Writing requires time so that it could be perceived not as a mere product, but as a whole thinking process.

Finally, the integration of ICT to the writing process of fourth-semester pre-service teachers appears to be superficial, since it seeks to enhance but not to transform or redefine the way writing is experienced by the so-called “digital natives”. Educators must keep in mind that in the new trends of teaching, technology is a way to create more meaningful learning experiences around reading and writing. In Mon & Cervera’s words (2013)

To generate greater educational possibilities, ICT should be incorporated in the teaching of reading and writing, since it is essential to promote such a lifestyle, to have a trained society able to access information, evaluate critically, organize and communicate through multiple channels and ever-changing formats (as cited in Salazar, 2020, p. 162)

Ideally, educators should transcend the Word-Processor when implying they are using ICT to foster writing practices. Technology is an opportunity to contextualize the teaching of writing under the idea that the world is rapidly moving towards digital scenarios.

In short, EFL academic writing activities at Universidad Industrial de Santander (UIS) are complex, time-consuming and demanding for the students. Furthermore, the responsibility of instruction has been put onto the two academic writing courses only, and there is no effective integration of technology that may result in beneficial outcomes. This lack of integration may pose a problem for students when it comes to embracing the process of translating ideas, feelings, and knowledge into written texts. Under the circumstances previously mentioned, this study integrates ICTs and elements of games into the instruction of the academic writing practices in an Advanced English course. The main goal is to alleviate students’ negative attitudes and enhance their performance when writing. This study is conducted under a qualitative research paradigm, following action research-principles.

**Justification**

Writing is one of the most common activities in the academy, mainly for those who are being prepared in the field of language arts and social sciences. As mentioned by Sánchez-Upegui (2011), Rushidi (2012), Manzo and Venegas-Ramos (2020) & Fang (2021) the written word is the ideal way to divulge knowledge, to raise one's voice, to socialize, and to be visible in the academic community. Hence, pre-service English teachers' mastery regarding writing should be strengthened because as future educators they will apply their understanding of English for academic purposes in their scholastic and professional careers. To give an instance, if teachers want to share the outcomes of their pedagogical interventions legitimately, they are expected to do so by writing research reports that are compiled in scholarly journals.

However, it should not be forgotten that writing represents complexity (Rijlaarsdam et al., 2012; Whitsett, 2019). It is an opportunity to awaken students' negative attitudes, i.e., frustration, anxiety, or stress (Jabali, 2018) if not taught appropriately. The results of studies show that students who have a positive attitude towards writing are more likely than their peers, who have a negative attitude, to write more frequently and put in more effort on writing tasks (Hashemian & Heidari, 2013).

For that reason, educators should look for meaningful and up-to-date techniques, procedures, or approaches that can be beneficial for the student as well as pertinent to the demands of a globalized world framed within digital advancements. Gamification meets all the mentioned criteria, as a matter of fact, some authors have been implementing gamification over the last five years to foster students' writing performance or to change their position towards writing as a cognitive process (See Bal, 2019; Wiethof et al., 2021; El Tantawi et al., 2018; & Yavuz et al., 2020). This novel trend in education allows technology-enabled instruction, creates motivating learning environments through web tools and game mechanics (Rodriguez & Santiago, 2015; Pegalajar, 2021), and cultivates a growth-mindset (Hill & Stark, n.d.). Indeed, it presents a set of game elements such as progression, scaffolding, opportunities

to do-over, failure, collaboration, rewards, context, feedback, and purpose that may prove useful and attractive when redefining writing processes into meaningful tasks to learn and share knowledge.

## **1.Area of Focus**

### **1.1 Research Objectives**

This study intends to improve academic writing practices of Pre-service English teachers at UIS through the use of gamification as a didactic resource.

- To explore the attitudes and written performance of fourth-semester pre-service English teachers at UIS regarding academic writing.
- To design and implement a gamified didactic intervention that focuses on the different academic writing practices used when composing texts for academic purposes.
- To describe the impact of gamification on both students' attitudes toward EFL academic writing and their writing performance.

### **1.2 Research Questions**

How can gamification improve academic writing practices of fourth-semester pre-service English teachers at Universidad Industrial de Santander (UIS)?

- To what extent does gamification modify the attitudes towards writing that fourth-semester pre-service English teachers at UIS have?
- What is the impact that gamification has on the written performance of a fourth-semester pre-service English teachers at UIS?

## 2. Theoretical Framework

### 2.1 Conceptual Framework

#### 2.1.1 Approaches to the teaching of Writing

Writing is a process, an act, or an activity that only humans can engage in. It is one of the ways that we, as beings, may communicate what is on our minds. Because of this, not only can it be learned, but also taught (Lika, 2017; Harmer, 2004). For authors such as Murray (1972) the teaching of writing must be oriented into assuming the act of writing as a process of discovery. He says that “instead of teaching finished writing, we should teach unfinished writing, and glory in its unfinishedness” (p. 4). Writing is more than stringing words together to produce a text; it is a way of putting language into action, and there are multiple and unfinished ways of doing so. However, it is an “effortful and Complex” endeavor (Rijlaarsdam et al., 2012). While educators are expected to plan learning activities to help students understand what writing entails as a process, learners are required to constantly assess “how well thinking and writing are going” (Rijlaarsdam et al., 2012, p. 193).

Clearly, writing is not a skill that comes naturally, thus teaching and preparation are needed. The literature reports various approaches for teaching writing, but the Writing Process Approach (Hereafter WPA) appears to be one of the most well-known, accepted and applied within the English language classroom (Dewi, 2021). It is classified in stages or phases in accordance with authors such as Murray, Seow, Coffin et al. and Harmer (See Table 1).

**Table 1**

*Stages or Steps of the Writing Process Approach*

Authors	Year	Stages
Murray	1972	Pre-Writing, Writing and Rewriting.
Seow	2002	Planning, Drafting, Editing, and Revising

Coffin et al.	2003	Pre-writing, planning, drafting, reflecting, peer or tutor reviewing, revising, and editing/proofreading.
Harmer	2004	Planning, Drafting, Editing and Final Draft

Even though the stages of the WPA differ depending on how the writing process is conceptualized, all the authors previously mentioned have the goal of assisting students in their experience of engaging in writing as more than a product. Accordingly, writing calls for the structuring of ideas (using a visual organizer or outline, for example), several drafts and their ongoing revision, as well as self- and peer-assessment to evaluate the text's form and content. The writing process is not linear, despite appearances to the contrary; rather, Harmer (2004; 2007) describes it as a wheel-like one. That is, a writer can jump from one stage to the other various times, and such action will depend on the way the text is being structured and the writer's ability to self-regulate (See Figure 1).

**Figure 1**

*Writing-Process Approach Wheel*



*Note:* This figure has been taken from the book *The Practice of English Language Teaching*, written by Harmer (2007) p. 326.

One benefit of incorporating the WPA into the curriculum is that it can provide students with the necessary writing skills, while also teaching them that nothing is flawless on the first try. In fact, student-writers experience the written text as an opportunity to embrace, and learn from their mistakes (Dewi, 2021). However, some academics have criticized the WPA for being “monolithic”. For instance, Badger and White (2000) identify three disadvantages of choosing process-based strategies when mediating writing. In their text, they claim that:

... [WPAs] often regard all writing as being produced by the same set of processes; [WPAs]... give insufficient importance to the kind of texts writers produce and why such texts are produced; and ... they offer learners insufficient input, particularly in terms of linguistic knowledge, to write successfully (p. 157).

In other words, the WPA places writing in the sole cognitive domain of learning, ignoring that texts are meant to be read by others, or that they can have implications within real life. Additionally, the teacher's instruction through WPA does not include showing students actual examples of the expected written product, which may clarify important details like the intended audience, the appropriate register, and the text's structure according to the purpose.

Considering this, the genre-approach appears to be relevant as an alternative to WPA. According to Tuan (2011), when using a genre-approach to teach writing, the student-writer is compelled to consider the socio-cultural context of the text by recognizing the intended reader, the expected linguistic structures, and the specific textual features according to the genre. As an additional advantage, writers are likely to get expertise of the different genres that exist since the process, which is scaffolded, suggests the guidance of the teacher as a source of input. In other words, the teacher is constantly modeling how to write different types of texts. As a result, the student-writers get to be pertinent within different communities of practice by

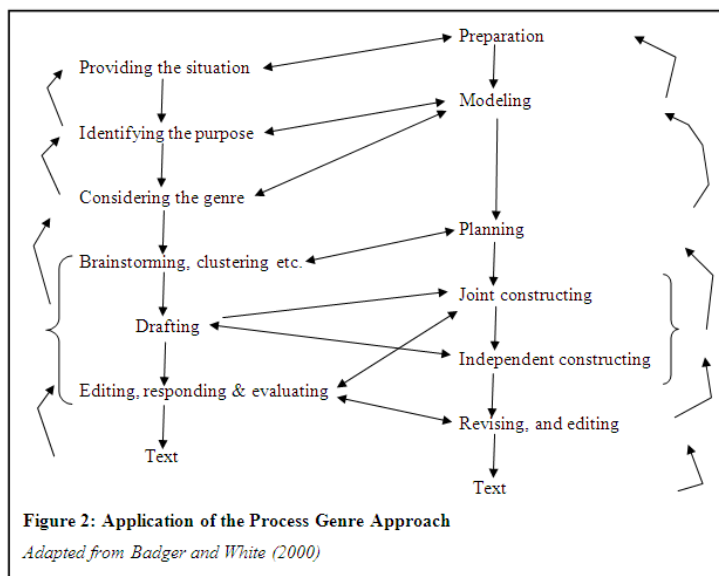
knowing how, why and what to do. What is more, writing tasks, framed in this approach, are not just a classroom assignment, but an opportunity to raise awareness that writing is a social activity; thus, it has a social purpose. It is not just the act of structuring information in a series of stages (e.g., drafting, writing, editing, and publishing), it must evoke a meaning relevant for both the writer and the collective.

Notwithstanding, as it happened with WPA, the genre-based approach has also drawn criticism for holding that the process of writing consists of the study and imitation of input in the form of texts provided by the teacher (Badger & White, 2000). If not applied properly within the teaching practices, it could turn out to be a prescriptive exercise, blocking opportunities for writers to be creative and autonomous.

To all appearances, both the WPA and the genre-based approach have pitfalls and upsides when being used as theoretical support to the teaching of writing. To solve the dilemma of picking just one of those, Badger and White (2000) compile and mix some stages of each approach, naming such integration as the process-genre approach (PGA hereafter) to the facilitation of writing (See Figure 2)

**Figure 2**

*Application of the Process Genre Approach (PGA)*

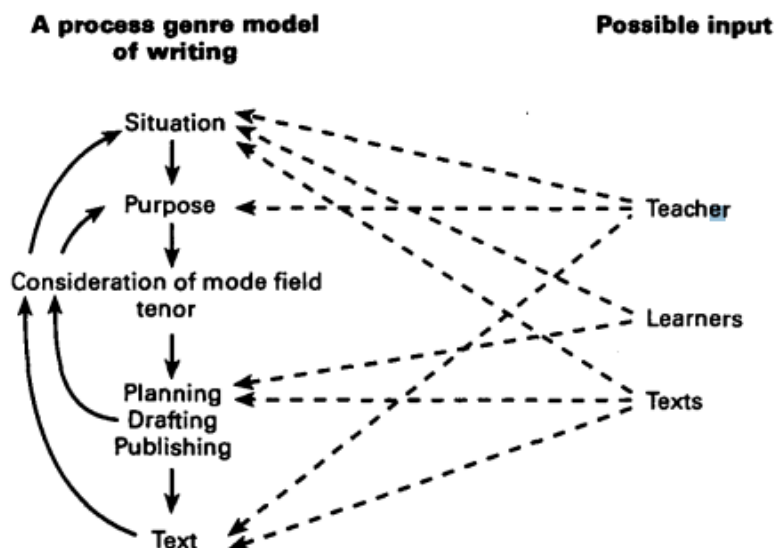


*Note:* The stages taken from the genre-process approach are, preparation, modeling, joint constructing, and independent constructing. The stages taken from the writing process Approach (WPA) are Planning, revising, and editing. This figure has been taken from Belbase (2012).

As you can see, the PGA is a non-linear way of teaching writing in which the teacher, the students, and the text all have equal opportunities of agency (See Figure 3). Through the guidance of the teacher, students-writers are encouraged to understand writing as an activity with social relevance, as a process that requires some practices e.g., drafting, editing, revising etc., and as a chance to increase language proficiency as well as mastery of textual genre.

**Figure 3**

*Interaction Patterns Process-Genre Approach*



*Note:* This figure has been taken from Badger & White (2000) p. 159.

It should be noted that via the PGA, student-writers learn how to write while keeping in mind elements like structure, register, and target audience. As a result, they are likely to be regarded as capable members of society. This is because being proficient in a variety of text genres is regarded as a core-skill in the workforce (Lee & Schmidgall, 2020). Moreover, knowing how to write in a foreign/international language (e.g., English) will help students escalate to obtain higher and better positions within disciplinary communities. All in all, the PGA to the teaching of EFL writing has a positive impact on students' lives, as it gives them the tools to successfully approach scenarios beyond a classroom.

Finally, the PGA can help teachers, particularly EFL ones, enhance students' writing experience, and modify, to a certain extent, their negative attitudes towards writing texts. Writing a text following the steps of the PGA leads learners to identify the purpose of the text, organize their ideas, draft information and, most importantly, socialize with others while writing, editing, or revising. In that order of ideas, PGA enables cooperative learning, which according to Yusuf et al., (2019) is an effective practice to have students increase their performance. All in all, it is due to PGA that students comprehend that writing does not

necessarily require them to be in solitude; accordingly, blockage problems may disappear, leading them to having more positive attitudes towards writing and a steady performance. Students learn that exposing themselves to the opinion or help of others is something that will make their text more pertinent, accurate and intelligible.

### **2.1.2 Academic Writing and its Practices**

Academic Writing (hereafter AW) is the act of writing for academic purposes or within academic scenarios (Manzo & Venegas-Ramos, 2020; Fang, 2021). Its function is to spread and legitimate knowledge; hence, it is a way of “producing, codifying, transmitting, evaluating, renovating, teaching and learning knowledge and ideology in academic disciplines” (Fang, 2021, p.3). Writing academically is assuming the challenge of entering a conversation with other scholars intending to learn something new, contradict a posture, or state a claim.

Despite the notion that AW and everyday writing have different registers, they are not wholly dissimilar from one another. As Fang (2021) claims, AW is a *continuum* that is seen as a more formal, structured, technical, rigorous, objective, explicit etc., variety of what every day writing entails. To put that differently, academic writing is just a better and more thorough form of regular writing, and mastery is required if one is to claim competence in such language skill.

Academic writing, also known as university writing, has a special place within the curriculum in higher education (Carlino, 2008b). For both learners and educators, it is a way of being part of the “culture of argument” (Elkins, 2013 as cited in Badley, 2018) considering that A.W itself is an argument (Irvin, 2010). Apparently, since the written word is the expression by excellence of “successful” academics, it is through published writing that someone can get visible within their communities of practice. Therefore, integrating academic writing instruction to the different disciplines of knowledge is practically a must so that learners can be ready to be active members of society. Under that consideration, institutions

have their professors use the different writing genres as a form of assessment or as a knowledge-making activity (Coffin, et al., 2003), being the essay one of the most common pieces of writing (Turley, 2015; Ghounane, 2018).

The way AW is taught may differ from country to country, largely due to the lack of uniformity across educational system standards, conventions, and norms (See Carlino, 2008a). However, process-based approaches to the instruction of writing have been respected and are still heavily employed by educators since the 1960s and 1970s (Coffin, et al., 2003). Academic writing, under the process view, is much more than producing a well-structured text (Irvin, 2010). On the one hand, it is the fusion of several complex meta cognition processes, e.g, self-monitoring, self-regulation, and self-assessment (Roger Williams University Department of Writing Studies, Rhetoric, and Composition, 2020). On the other hand, it is the applicability of critical literacy practices such as researching, reading disciplinary texts, using specialized jargon, and summarizing and analyzing information with a critical perspective (Carroll, n.d as cited in Irvin, 2010).

In light of the foregoing, a top performer status in academic writing can be successfully achieved through various practices, understanding the term practice as a series of actions to improve a specific skill e.g., writing (Cambridge Dictionary n.d). Those practices can be integrated by teachers in the form of activities along with the so-common stages of the process-genre approach, for instance.

One of the most important practices, but somehow taken from granted, is having students get familiar with the subject-matter and/or content of the written assignment. To accomplish that, teachers must encourage their students to read a wide variety of texts (Srinivas, 2019). As Jabali (2018) argues, writing requires having a large reservoir of ideas, and reading appears to be the route to this end. In other words, reading is a prerequisite for good writing. However, in the exploration process of collecting texts for reading, students are

likely to encounter unreliable or non-pertinent sources of information. That is why developing critical research skills in students about how to search, and evaluate sources is an imperative (Çavdar & Doe, 2012). It is only when students internalize the importance of doing systematic and analytical research, that written texts are structured under the concepts of validity and reliability. Meaning to say, students may write texts that could easily be published in indexed journals, since the content is sustained with information that is veracious.

A second writing practice is helping learners understand “how [academic] texts are shaped by topic, audience, purpose and cultural norms” (Hyland, 2002 as cited in Hyland, 2003, p. 14). Indeed, teachers are expected to help students acknowledge that they write for a potential target audience, a specific discourse community (See Borg, 2003; Swales, 1990; 1998; Flowerdew, 2000; & WoodwardKron as cited in Paltridge, 2004), a particular community of practice (See Lave & Wenger 1991; Wenger; 1998 as cited in Paltridge, 2004) or an imagined reader (Irvin,2010). Hence, the way the text is structured must be as intelligible as possible, at least when it comes to writing in the English language. According to Hinds (1987) the English-speaking culture, unlike the German or Spanish one, puts the responsibility of clarity, and well-organized statements in the writer (as cited in Hyland, 2003). Seemingly, the writer is the one who needs to make the biggest effort in the process of communication. Just as importantly, teachers should also expose students to Genre Theory. In accordance with Hyland (2003) “Genres are both what students actively do with language and how they come to understand the ways it works” (p.22). That is, if learners understand that texts have a specific social purpose that can be achieved using particular linguistic and structural features, their texts will be pertinent.

What is more, having students carry out pre-while-and post writing activities is the third writing practice that will aid students-writers compose a solid text in terms of content and form. The previous claim is supported by Hyland (2003) who states that an effective methodology for the teaching of writing should include the “[supporting] genre pedagogies

with strategies for planning, drafting, and revising texts” (p.24). With that in mind, teachers should provide students with information on pre-writing techniques such as brainstorming, freewriting, or outlining. It will help students plan the depth of their content and determine which ideas are genuinely relevant to the written assignment's objective (Coffin et al.,2003). Besides, students should be given the chance to create multiple drafts while composing in prose. When teachers do not expect a first perfect draft, students understand that writing to a certain extent is an ongoing process that requires edition, and revision, which can be individual, with peers, or assisted by the teacher in the form of feedback. Finally, educators must stress to students that academic writing is a specialized form with its own rules and conventions, for example: APA 7th Style (Irvin, 2010). Those aspects that are somehow related to form are also important if the written piece wants to be considered as legitimate or valid.

Some other writing practices proposed by Irvin (2010), in his chapter about Academic Writing, are: Instructing students on the difference of facts, opinions or, biases; having students support their claims by summarizing, quoting or paraphrasing ideas from academic authorities; asking students to develop critical and analytical skills to self-assess the accuracy and veracity of the text; reminding students that academic pieces are written in a formal register, which includes advanced but intelligible grammar structures and lexical sets, as well as proper punctuation rules.

Evidently, “writing the paper is just never the writing part” (Irvin, 2010, p.8). Writing requires a series of practices before producing an outcome fit for publishing, especially if the written pieces belong to the academic domain. Simply said, those practices are a set of activities, strategies, guidelines, or techniques that teachers might instruct students to use to lessen levels of anxiety, tension, or poor performance. However, it should be mentioned that, despite their value, these practices are not a set formula that guarantees students the writing of pertinent, coherent, and cohesive texts. Academic writing requires practice, a growth-mindset, reflection, and autonomy. The more someone writes, the better. Additionally, being

successful at academic writing also entails the comprehension of what academic writing is, why academics write and how to write the texts.

### ***2.1.3 Gamification in Education***

The term gamification did not gain wide adoption until 2010, despite its coining in 2002 by Game Designer, Nick Pelling. Yet, authors such as Chou (2019) assert that Gamification, understood as the “act of making something game-like” (p.6) is not entirely ground-breaking, and it goes back in time. For centuries, humans have tried to dynamize their activities by adopting principles that are present in games, e.g., fun and competition, and they are still doing such things (Chou, 2019). Apparently, games, their mechanics, and dynamics, have become an extension of our cultural history and identity traits (Buckley & Doyle, 2016).

Gamification is commonly defined as the application of game elements into non-game contexts (Deterding et al., 2011). Particularly, it is the adoption and integration of elements taken from games or video games (Perrota et al., 2013) with applicability in different domains of society (Chou, 2019). In the business field, for instance, workers are encouraged to work collaboratively, to take on new challenges, to set clear goals, and even to compete while at the same time getting evidence of their performance, feedback, and rewards. Basically, gamification is a source of encouragement to increase productivity. Within Education, gamification is an approach that appears to enhance the teaching and/or learning scenarios at different schooling levels by adding some game elements (Kim, 2015; Teixes, 2014) within the curriculum, classroom procedures, and/or lesson plans. As a result of its implementation, learners increase their motivation levels (Kapp, 2014) as well as their chances of academic success. Teachers also fulfill one of their commitments, which is to capture the attention and interest of learners (Buckley & Doyle, 2016).

It should be noted that when researching about gamification, one could get the impression that gamification is an exact equivalent of games, or that gamification is just

another denomination for serious games or game-based learning (Fatta et al., 2019). Although synonyms to a certain extent, gamification, game-based learning (GBL hereafter), and serious games (SG Hereafter) have different rationales or purposes. Then, it is important to define them individually as follows.

The purpose of GBL is to educate learners while they are participating in a game. That is, students are actually playing, and learning is expected to be an outcome of it. Similarly, SG, which can be equated to video games and simulation software (Gobron, 2016) lead learners to use the whole system of gaming to achieve a learning goal from beginning to end. On the contrary, gamification is not about playing, so fun is a collateral incidence rather than the main goal. In the words of Fatta et al., (2019), “Game-based learning [and serious games] presents fully fledged game form, while gamification utilizes game elements into non-game context without using fully fledged games inside the activities” (p. 5). When teachers/educators, etc., create game-like designs, they do not intend to change the reason why or the way learners perform an activity. To put that differently, gamification does not modify the essence of the learning activity proposed, but it helps teachers use game elements as a didactic resource. As Brigham (2015) suggests, “Playing board games or video games within the library is much different than adding gaming elements to a library orientation scavenger hunt” (p.473).

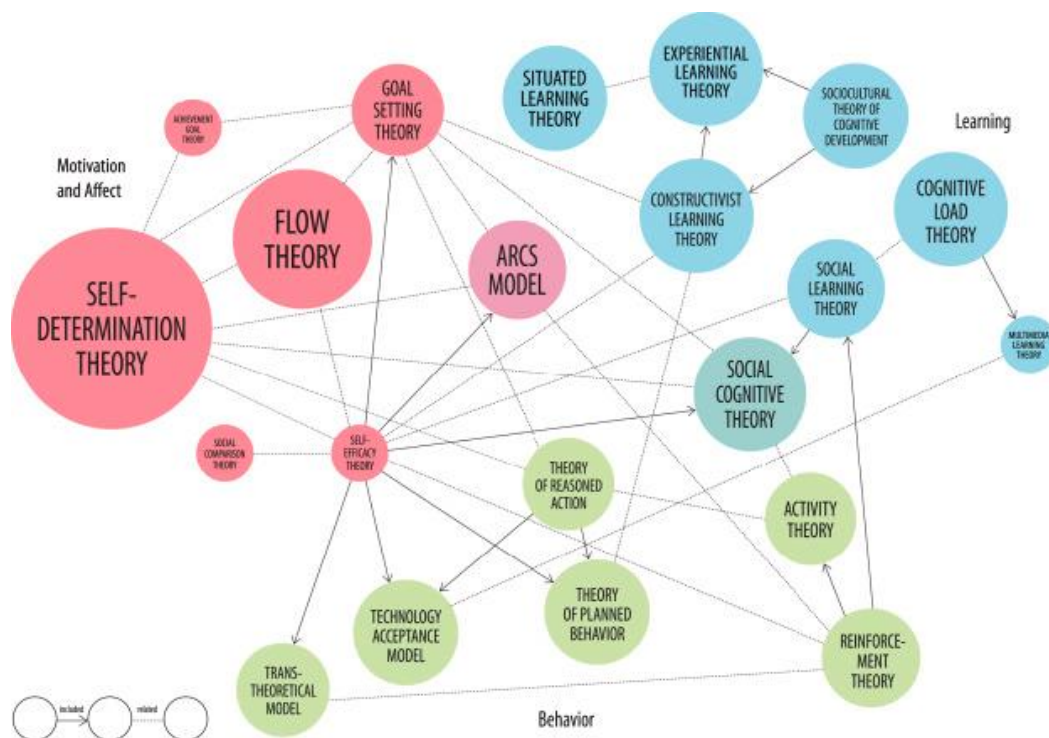
According to the extensive research done by Tecnológico de Monterrey (See Escamilla et al., 2016), frameworks such as Mechanics, Dynamics, and Aesthetics (MDA), Mechanics, Dynamics and Emotions (MDE), or Dynamics, Mechanics and Components (MDC) serve as a benchmark when designing gamified learning activities. All of them describe the different game elements that can contribute to the users’ engagement. Some of the most prominent game elements, at least in education, are the affordances showing achievement, progression and social interaction (Majuri et al., 2018) such as rewards, visible status, progress, time constraints, cooperation, competition, feedback etc. With that said, fake money, lives, points, powers, leaderboards, levels, blocked content, countdown timers, badges, hints, missions are

those elements that, if integrated successfully within classroom practices, give students a sense of commitment and responsibility, which is nothing else but a strong motivation display. Those elements are an additional resource, in most of the cases, just visual, that somehow deceives learners into believing they are participating in a game. However, as established before, gamification is not an equivalent to word games. In fact, Chou (2019), explains that gamification could have as synonym the term Human-Focused Design, which emphasizes human motivation above just technical efficiency, “The reason why we called Gamification is because the gaming industry was the first to master Human-Focused Design” (p.8)

As with any technique, approach, or didactic resource, there are advantages and disadvantages; thus, it is crucial to consider the integration of gamification into educational scenarios critically. On the one hand, gamification is sustained by some theories and models that have been studied by various researchers around the globe (See Figure 4). The combination of all of them can help educators obtain intended behavioral outcomes, foster individual achievement, and enable positive social interactions (Krath et al., 2021). In essence, gamification may be the term that encompasses a series of postulates that scholars have made in the attempt to offer learners a meaningful learning experience. Correspondingly, using gamification equals having a holistic vision of how learning and teaching processes should be carried out.

#### **Figure 4**

*Theories and Models that Sustain Gamification*



Note: This figure has been taken from Krath et al., (2021) p. 11.

On the other hand, gamification is not as easy as it seems. For the educator, designing a gamified lesson or activity may require twice the amount of time they would spend creating the activity in a traditional format (Brigham, 2015). In addition to that challenge, teachers might be asked to master their digital skills under the assumption that gamification is widely connected with technology. Unfortunately, institutions are typically unwilling to pay for that kind of training; therefore, teachers are left to cover the costs and expenses.

Last but not least, some academics have condemned gamification for being nothing more than a behaviorist practice. However, as Castagnero (2006) states, “Behavior analysis is alive and well” ... and is “making significant contributions in applied language settings” (as cited in Harmer, 2007). While it is true that in gamification, teachers give their students incentives, Chou (2019) argues that gamification encompasses more than just badges, points, and leaderboards. Firstly, it involves other processes such as feedback, cooperation, competition, analysis, and problem-solving. Secondly, its primary goal is to increase students'

internal drive to learn and to showcase their creative and professional qualities (Sadovets et al., 2022, p.330).

All in all, gamification has applicability within educational scenarios. Rather than being the ultimate solution to all the didactic or methodological issues teachers endure in their classrooms, it is a way of bringing innovation, and creativity as well as increasing motivation levels in learning tasks that can overwhelm students (e.g., writing academic texts). The extent of its use should be analyzed by the teacher, since an ineffective applicability in the classroom could backfire, affecting the emotional well-being of learners and their academic achievement. Not every single activity requires game elements, yet some activities could use their integration to be considered meaningful.

## **2.2 Literature Review**

### ***2.2.1 Attitudes and Performance regarding Writing in the ELF Setting***

Writing has been regarded as the most demanding and arduous aspect of language learning, particularly when it must be done in a non-native language (Jabali, 2018). There are various reasons behind this phenomenon; nonetheless, some of the most common are that writing is seen as a boring or tedious task (Yavuz et al., 2020) or that it is intricate, and quite difficult to excel in it (Graham 2005, as cited in Jabali,). Moreover, it requires both a coherent organization of ideas and thoughts, as well as solid knowledge of language rules.

Although writing is alleged to be the flawless fusion of cognitive, linguistic, motor, and affective elements (Singer, 2004 as cited in Jabali, 2018), some researchers suggest paying special attention to attitudes towards writing (Rushidi, 2012; Hall, 2016; Bustamante & Eom, 2017; Dhadhodara & Joshi, 2018; Jabali, 2018; Whitsett, 2019; Yavuz et al, 2020) since they are strictly related to motivation (Wright et al., 2019). The better the attitudes towards writing, the higher the motivation levels and consequently the better the performance. Considering this, research reports reveal that students' development of positive or negative attitudes and their performance can be shaped by their self-perception or self-efficacy (Sabti et al, 2019),

their teachers' methodology and didactics (Bass & Chambless, 1994; Hall, 2016), and their previous learning experiences.

By way of illustration, Jabali (2018) conducted a study on a group of students that were not able to reach their teachers' expectations, neither communicatively nor linguistically when producing texts. He wanted to explore students' viewpoints regarding their low performance, so he adapted the Daly-Miller Writing Apprehension Questionnaire and proposed some open-ended questions to corroborate the information. After the analysis, the author determined only two reasons that could hinder students' writing process, being the first one lack of confidence and the second one-time constraints. Even though students were low achievers in writing, their attitudes towards developing the skill were mostly positive because the instruction given in the courses and the textbooks were significant to the students. Thereby, it can be noticed that external factors have a direct effect on students' perceptions regarding writing.

Similarly, Rosdiana (2019) explored the relationship between EFL students' attitudes towards academic writing and their performance when generating and organizing ideas into a written text. To gather enough information for scrutiny, the researcher conducted a set of semi-structured interviews and proposed some group writing exercises. Once the analysis was done, the author concluded that writing attitudes correlate with the perception of performance students have, i.e., the higher the results obtained in the writing activities, the more positive the attitudes upon writing. Even though students enjoyed writing collaboratively, there were writing problems in terms of proficiency because students were not presented with enough reading and writing tasks, feedback, or scaffolding. By all counts, instruction, feedback, and collaboration may contribute to better accomplishments in writing, and consequently to strengthen favorable judgments about the process of writing.

Finally, it seems important to go back some years ago to reference the qualitative ethnographic study conducted by Sagre (2008) with an eight-semester class at Universidad de

Córdoba in Colombia. The researcher wanted to analyze writing practices in the framework of a functional approach to writing, conceiving the text as a process rather than a mere product. To do so, she observed the interaction of students when receiving peer-feedback and the behaviors when using portfolios to write. Additionally, this researcher implemented an interview to expand the understanding and corroborate her observations. She reported that students undergo a series of attitudes and/or negative feelings when writing, mainly when starting the text, yet those can be eased by a meaningful mediation, peer-correction among peers and process of self-reflection of the writing experience. Not less important, she concluded that students' motivation levels are prone to increase when writing contributes to the acquisition of learning experiences in other subjects.

As can be seen, background reports in the literature confirm that it is not possible to discuss attitudes without mediating students' writing practices. Decreasing negative attitudes, however, is a joint task between the student, the teacher, and the academic community itself, where reading and writing practices take place. As stated in the conceptual framework, implementing process-based strategies in conjunction with genre pedagogy to support students' writing processes is highly beneficial since aspects that appear to have positive effects on students' attitudes are included in this approach to teaching writing e.g. as feedback, self- and peer assessment, instructor supervision, cooperation, etc. Besides, it can help students comprehend how writing can be used to learn, build knowledge, and have an impact on others.

### ***2.2.2 English Writing Practices in Higher Education***

Writing practices in higher education fulfill an epistemic purpose. In Carlino's words (2008a), writing externalizes and objectifies the knowledge we believe to possess, which enables us to modify, enhance, reformulate, and explain that knowledge. That is, the construction, organization and publication of knowledge occurs thanks to the elaboration of written texts. Nevertheless, it is a demanding task. It requires students to become academically

literate so that they can write a coherent, consistent, and rigorous text whether in their mother tongue or foreign language. Along with it, educators are expected to act accordingly by exploring, designing, and implementing techniques, approaches or methodologies that contribute to the consolidation of academic writing skills.

In the Department of Languages in Iran, for instance, Ebadi and Rahimi (2019), mediated academic writing skills of six university students who were preparing for IELTS exams by implementing Synchronous Dynamic Assessment (DA) in tasks developed through Google Docs. To test the effectiveness of DA, researchers proposed Transcendence tasks (TR) to corroborate if students were able to get out of the Zone of Proximal Development while writing texts in the academic domain. Additionally, they conducted a series of semi-structured interviews to analyze students' perceptions towards online DA. Although students had trouble performing on the Transcendence tasks, DA helped students improve coherence, cohesion as well as strengthen vocabulary and grammar in writing task 1 and 2 of the IELTS exam. The main reason behind the effectiveness of the DA was attributed to the personalized synchronous feedback or reciprocity given by the mediator. This study proves one more time that instructors/mediators/educators/teachers are a key figure supporting the development of writing skills and attitudes. Besides, it also shows that ICTs can be integrated into the classroom as an extension rather than as the goal of instruction.

In the same year, Pabón (2019) integrated Community Based Learning (CBL) to improve academic writing practices of pre-service teachers at Universidad Industrial de Santander. She wanted to determine which elements of CBL could aid students' high writing performance. As concrete goals, she paid careful attention to the factors that could hinder or facilitate coherence as well as observed the type of texts produced by students under the influence of the community discourses. After a 16-week intervention of activities revolving around the Venezuelan migration phenomenon in Colombia, students could develop different types of essays well supplied with information collected by researching sources like the

community, its institutions, and members. Students reported that situating their writing experience into a problematic aspect of their daily life was a significant and motivating learning experience. Consequently, the coherence of the text improved as students could outline and structure with enough, solid, and relevant information. In fact, they were able to make meaning through the written text. As far as one can see, mediations of the academic writing practices require considering topics that are relevant to the students whether in their personal, social, political, or educational sphere as they might be connected to their affective domain.

A year later, Bin-Hady et al. (2020) conducted a pre-experimental study to ascertain if the genre-process approach (GPA) was beneficial in mediating academic writing essay practices in 15 fourth-year students enrolled in the English language program in Socotra, Yemen. To determine the effectiveness of PGA in the performance of the students, the researchers conducted a writing pre-test, 30-guided sessions using GPA, and a post-test. In the same light as other studies, (See e.g., Arteaga Lara (2017), Ajmal (2015), Eliwarti and Maarof (2017), Ghufron (2016), Luu (2011), Saputra and Marzulina (2015), Xu and Li (2018), Yuvaypan and Rathert (2018), and Zhang (2018) as cited in Bin-Hady, 2020), the data analysis indicated that due to GPA the written outcomes of the students were more solid, particularly in terms of argumentation, and refutation. To broaden the discussion, the researchers also carried out an interview to gather insights about students' opinions regarding their experience writing under the principles of the PGA. As a result of having the opportunity to engage with peers and experiencing the teacher's presence through modeling, learners seemed to appreciate working under this approach. Apparently, the process-genre approach can be an asset to teachers when trying to improve students' performance and increase their motivation levels towards the complex endeavor of writing academically. Besides giving students tools to comprehend, why and how to write the text, it is a chance for students to understand that writing is a social activity, it requires the direct or indirect presence of others.

In a more recent study, Meza et al., (2021) wanted to explore the impact of reflective learning, formative feedback, and self-assessment on 15 EFL pre-service teachers' academic writing skills at a University in Bogotá. The study was framed in the qualitative domain, following an action-research plan. Along the semester, students had to write an essay like the ones presented in international testing examinations following a rubric to self-assess their performance. They were also instructed to keep journals on the difficulties and challenges they encountered while writing, which the teacher used to provide feedback that was specific to each student. After analyzing the performance of the students in every step of the writing process, the researchers determined that proficiency was incremented on linguistic resources such as language mechanics, essay structure and metacognitive awareness. To come to the point, students who follow the sequence of writing, self-evaluation, reflection, feedback, proofreading, and edition understand that writing is a process in which one's own perspective as well as the appreciation of others contributes to writing coherent and cohesive texts.

By analyzing the existing literature, it seems that mediating academic writing practices in higher education is a topic of interest for many scholars nowadays. There is an ongoing need to make sure students get the required abilities so that they can perform in accordance with the demands and expectations of the academic communities in charge of constructing knowledge. Although educators' approach in diverse ways the teaching of academic writing in compliance with their knowledge, experience, and teaching beliefs, it can be noticed that students value constant feedback, and contextualized tasks.

### ***2.2.3 Digital Gamification and Writing Practices***

As with any new trend in education, academics are trying to apply the dynamics of the gamification approach to foster meaningful learning practices. Take the field of applied linguistics and pedagogy, for example, it is common to find research studies that aim to improve students' performance in the different language skills (See Castro, 2016; El Tantawi et al., 2018; Nurutdinova et al., 2021). In the case of writing, some studies have implemented

gamification to make class instruction playful rather than formal, to change students' attitudes towards writing or to enhance their performance.

For example, Gallego-Aguilar and Ágredo-Ramos (2016) proposed a gamification methodology to develop argumentative reading and writing practices of first-year university students at the Universidad Autónoma de Occidente, Colombia. As a starting point, an online gamification platform called "*El palabrero*" was created and implemented within the Oral and Written Expression courses. In this virtual space, students received input regarding the different types of arguments that exist, as they were completing some game-like missions. Then, in real classroom scenarios, learners were challenged to put into practice all the information learned on the platform. Basically, what students had to do was to come up with the best arguments towards some theses proposed by the mediator if they wanted to get points. What is more, they had to read opinion texts in the newspapers, identify the main idea, and the sub-arguments. By applying some interviews to the educators in charge of Oral and Written Expression courses, the researchers concluded that gamification helped learners break the barrier that difficult topics such as argumentation cannot be learnt beyond the theoretical domain. The impact on students' written performance was not described; hence, the researchers suggested doing further research on that aspect. Seemingly, Gamification can be implemented within writing practices in higher education in the form of learning itineraries so that students can receive the information in a format that is appealing or motivating to them.

In similar fashion, El Tantawi et al (2018) carried out a study to evaluate the satisfaction that gamification produced in undergraduate dental students and its effect on the improvement of academic writing skills. By using game elements such as storyline, feedback, points, badges and leaderboards, gamification was present as a class activity in the Academic Writing Course. Students had to recreate a scenario in which they belonged to a city and each of them had a specific role; for example, the technical support group was in charge of looking

for references and writing citations about caries in different parts of the world. After the implementation, through a series of questionnaires and a post-test the researchers concluded that although satisfaction with the gamification was neither high nor low, there was a perceived and actual improvement on writing skills. The researchers highlighted the fact that the resistance towards gamification dynamics could be caused as the students had to take Academic Writing as a mandatory course. As established in this research study, gamification is neither the best nor the only way to improve academic writing practices; however, it is worth mentioning that the technique follows some game mechanics such as feedback or collaboration that have demonstrated to be effective while mediating writing practices.

As a final example of existing literature about gamification within writing practices, Bal (2019) wanted to explore the contribution of gamification to the writing performance of twelve seventh graders while creating digital texts using the gamified website “Storium”. Over a span of 12 weeks, students became familiar with the application, created avatars, and specified their weaknesses and strengths, joined some clans and/or writing groups, started writing, and had to overcome some obstacles to continue writing until a comprehensive text could be completed. Simultaneously as students were writing their texts, the researcher used some semi-structured observation formats to observe students’ behaviors, interactions, and emotions when writing in Storium. As soon as the texts were complemented, students were asked to answer some questions about their perception of combining gamification elements and writing practices. They manifested that their motivation increased, and they were able to work collaboratively. Regarding students’ performance, gamification aided creativity, spelling, punctuation, digital skills, and positive attitudes towards writing. All in all, gamification helped learners feel at ease while completing the writing assignments because they were doing so in a fun environment. This study confirms that it is pivotal to consider that there are different variables revolving around learning, and one of them is the way the content is

presented to the students. No matter the relevance of the content, if the instruction does not include appealing elements, students are likely to consciously evade learning.

As can be seen in the literature review, recent research integrates gamification as a didactic resource to foster writing practices. However, it is important to critically note that there is no rigorous procedure on what gamification elements to integrate within the different stages of the writing process. Evidently, teachers can decide on which elements to include depending on their students' needs, teaching contexts and even the availability of technological resources. In other words, gamification, rather than being a procedure, is a flexible approach that transforms practices into meaningful scenarios for learning.

### **3. Research Methodology**

The methodology used for this study was the qualitative research approach. When researchers plan and conduct their research qualitatively, they can describe the complexity of phenomena and keep records of it, as well as depict how people perceive and experience events from fundamentally different stakes and viewpoints. Likewise, scholars can conduct exploratory research at any stage of the investigation to generate hypotheses, test them, and advance toward explanations (Sofaer, 1999).

In the words of Bogdan and Biklen (2003), qualitative research can be depicted as a conversation or interaction between the researchers and the subjects. However, it is not only a descriptive, narrative or interactive exercise. As in the quantitative approach, researchers are expected to follow a systematic and rigorous procedure when collecting data, describing their findings, or holding their arguments etc., (Bogdan & Biklen, 2003). As a matter of fact, "The best qualitative research [...] seeks to reduce bias and error and to identify evidence that disconfirms initial or emergent hypotheses" (Sofaer, 1999, p. 1101). That is, qualitative researchers are required to investigate a variety of sources to verify the accuracy of their findings. One feasible way of doing such a thing is by integrating numbers or numerical values

into the discussion. As Maxwell (2010) and Chivanga (2016) argue, if meaning is the most crucial element of a study, using numbers will not take the place of the description but will instead enrich it or give a wider grasp of the topic under investigation. The previous claim may sound controversial, especially to those who support the view that the distinction between qualitative and quantitative data depends on the use of descriptions as opposed to numbers or that both qualitative and quantitative data can be combined under the rationale of mixed-method approach. However, as Maxwell (2010) states, “the use of numbers by itself doesn’t make a study mixed-methods” (p.475).

In this research proposal, a qualitative approach determined the path to make inferences about the incidence that gamification elements had on students’ attitudes towards academic writing as well as their performance in composing written texts. Numbers were used rhetorically to give more precision, reliability and accuracy to the analysis done before and after the implementation of the gamification as a didactic resource. That means that research questions were not answered by the numerical analysis, but numbers served as “a complement to an overall process orientation to the research” (Maxwell, 2010, p. 480).

### **3.1 Research Design**

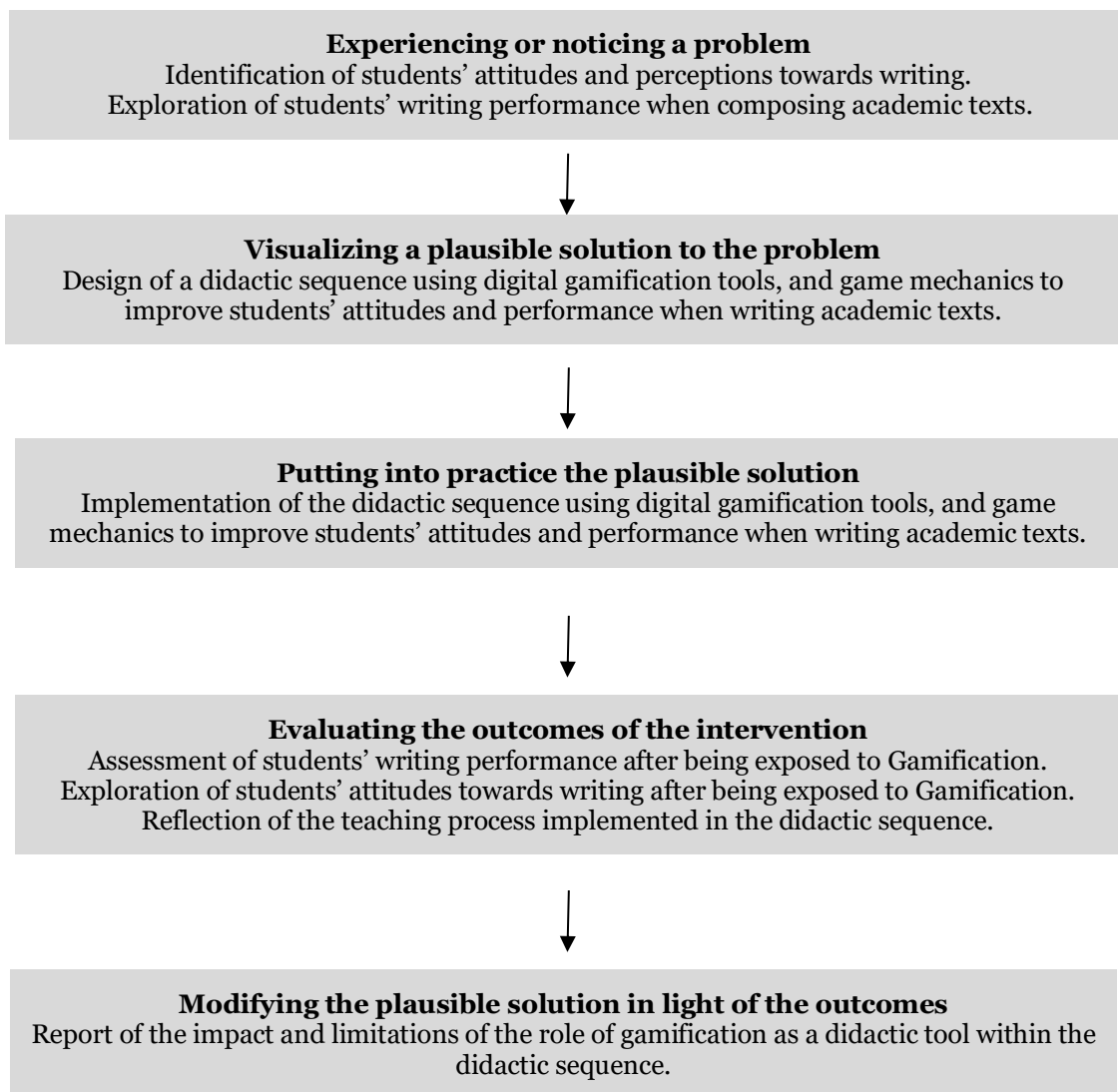
This study implemented the theoretical basis of Action Research (AR) because this design seeks to understand, change, and improve learning problems into educational and social contexts (Latorre, 2003; McNiff & Whitehead, 2010). According to Mills (2011), Action Research is relevant on the grounds that it promotes a collaborative approach to education, while empowering teachers and students toward achieving a specific learning goal. Moreover, it inspires teachers to bridge the gap between theory and practice by taking action. Not least, it encourages teachers to reflect on their action plans as often as necessary (as cited in Creswell, 2012, p. 578).

To the aims of this proposal, AR was the design that allowed the researcher to observe the difficulties fourth-semester pre-service English teachers at UIS had in academic writing, to propose, and implement game mechanics within writing mediation, and to reflect upon the impact it had on students' attitudes and performance.

Following the cycle proposed by Whitehead (1991), the researcher could reflect on the effectiveness of the teaching intervention to expose the advantages, limitations, and learning opportunities derived from Gamification integrated to writing practices in higher education (See Figure 5). In other words, Whitehead's cycle allowed the researcher to recognize a learning problem, pose a plausible solution, implement the solution, evaluate the results, and modify the methodology when necessary.

**Figure 5**

*Whiteheads' Action- Research Cycle*



*Note:* This figure was adapted from Latorre (2003).

### 3.2 Population and Sample

Population refers to the totality of the people or things that may contribute to finding a solution to the research problem. Generally, the population is quantified and selected based on specific criteria (Tamayo & Tamayo, 2010). In this project proposal, the population corresponded to fourth-semester pre-service English teachers belonging to the undergraduate program “Licenciatura en Lenguas Extranjeras con Énfasis en Inglés” de la Universidad Industrial de Santander who were taking Advanced English I and Academic Writing I courses. The reason to select this specific population was because these students had reached an alleged

B2 level of language proficiency according to CEFR. Besides, they had experienced English writing practices in Higher Education without academic rigurocity in their English language classes.

As for the sample, understood as a set of representative people or things within the population (Saéz, 2017), a group of 17 fourth-semester pre-service English teachers, belonging to one out of three groups of Advanced English I course, was chosen under convenience sampling rationale. The major reason to select this sampling was that these pre-service teachers were sharing a common educational space with the researcher of this project. As stated by Hernández-Sampieri et al., (2014), this type of sampling is the best option when researchers identify that the people they need to work with towards the completion of their research objectives are within their reach.

### **3.3 Researcher-Practitioner Role**

Although for some research paradigms groundwork ought to be as objective as possible, May (1993) argues educational action research enables teachers to examine and improve their own practices simultaneously. Therefore, it stands to reason that educators will likely play both the researcher and the teacher roles within the study. By doing that, teacher-researchers are encouraged to reflect on their own practices, and actively take part in improving the educational opportunities for students' learning processes. Besides that, educators are also expected to create new or "local knowledge" about teaching and learning (Stremmel, 2002).

In this study, the researcher took a dual role as both the Advanced English I teacher and the primary investigator using gamification as a didactic strategy to improve the academic writing practices of fourth-semester pre-service English teachers. That is, the teacher-researcher assumed a participant role, applied metacognition processes about their current practice, and created assumptions on how teaching and learning should take place when dealing with academic writing. In summary, action-research design made possible for the

educator to be also the researcher, and consequently create an investigative and instructional action plan.

### **3.4 Data Collection Techniques and Instruments**

To attain the objectives, this research project gathered data using the following techniques: Survey, participatory observation, and focus group. Regarding the instruments, a Likert scale was used to measure attitudes. Additionally, a pre-test & post-test, and their respective feedback protocols were set in motion to describe students' written proficiency before and after the implementation of the gamified didactic sequence. Finally, an observation guide, and a semi-structured interview were carried out to determine the incidence of gamification in both attitudes and performance.

#### **3.4.1 Survey**

According to López-Roldán and Fachelli (2015) and Garcia-Ferrando (1993), the survey is a data-collection technique that enables researchers to learn more about a particular social issue as well as to obtain quantitative measurements of behaviors, attitudes, perceptions, and performance using many standardized forms of inquiry. This technique depends on the application of certain instruments like questionnaires, tests, or Likert scales (Saéz, 2017). Considering the specific objectives of this project proposal, which were to explore attitudes towards writing as well as to determine the level of competency in composing written texts in the academic domain, a Likert-scale, a pre-test and post-test, and their respective feedback protocols were applied.

**3.4.1.1 Likert Scale.** The Likert scale as explained by Hernández-Sampieri, et al (2014) is a set of statements to which participants react. Generally, it ranges from 1 to 5 and each point is given a value. At the end, the researcher adds up all the points and interprets the data. To explore the attitudes fourth-semester students had towards writing before the implementation of the didactic sequence, the Daly Miller Apprehension Writing test

<https://www.csus.edu> created by Michael Miller and John A. Daly in 1975 in the form of a Likert scale was implemented through a Google Forms (See Annex 1). Students answered 26 positive and negative statements by clicking whether they strongly disagree (5) or Strongly agree (1). It should be noted that although the purpose of the test is to measure apprehension, attitudes also play a pivotal role in shaping one's levels of anxiety and/or fear; therefore, a high level of apprehension can be correlated to negative attitudes towards writing. In fact, the test includes items asking about feelings, values, and beliefs.

**3.4.1.2 Test.** The test, unlike the scale, measures a correct or incorrect answer (Sáez, 2017). In an effort to determine the writing proficiency of fourth-semester pre-service teachers when composing academic texts before and after the gamified didactic sequence, a pre-test and post-test was administered using exercises from the standardized test TOEFL, independent task (See Annex 2). To grade and analyze task completion, coherence and cohesion, lexical resource, grammatical accuracy, text organization etc., the descriptors of the rubric proposed by Educational Testing Service (ETS) <https://www.ets.org/pdfs/toefl> were considered as well as the suggestions given by the algorithm of the program Write and Improve (See <https://writeandimprove.com/>) by Cambridge, which estimates a CEFR level based on students' responses.

Once students submitted their texts, feedback protocols were created to thoroughly analyze each text and provide descriptive and evaluative feedback considering both researcher's insights and the descriptors of the TOEFL rubric. Anijovich (2019) has established that carrying out feedback protocols is an effective strategy that educators should implement to improve students' outcomes by providing constructive criticism on their work. Although they could take diverse forms, i.e., oral, written, individual, group protocols, in this study the feedback protocol was written, which according to (Feuerherm, 2011, p. 133) is "[a] unique ... dialogue in which the positioning of the student (as learner) and teacher (as expert) is implicit, and the corresponding identities are negotiated through successive comments and

revisions”. In fact, the protocol was designed as follows: Section 1: *Students’ response*; Section 2: *Suggestions*; Section 3: *TOEFL score*; Section 4: *Teachers’ comments* (See Annex 3)

### **3.4.2 Participatory observation**

A participatory observation is when the researcher simultaneously observes and participates in the different activities of the research object (Saéz, 2017). Considering this study was framed under action-research design, following the model proposed by Whitehead (1991), the researcher was also the educator in charge of proposing the plausible solution to the problem identified. Hence, the observation served as a reflection mechanism to track fourth-semester pre-service English teachers’ behaviors, and performance when gamification elements were implemented along with the Process Genre Approach (PGA). Additionally, it allowed the researcher/educator to reflect upon the possible changes the mediation required.

**3.4.2.1 Observation guide.** To systematize the information collected through observations, it is advisable to create a format with certain parameters so that the analysis has a clear purpose from the beginning (Campos & Lule, 2012). With a view to describing the attitudes, and performance of fourth-semester pre-service teachers when being exposed to gamification while writing academically, the researcher of this study created a digital format (See Annex 4). The purpose was to describe how students responded in terms of performance and attitudes to academic writing practices that incorporate gamification.

### **3.4.3 Focus Groups**

The technique of Focus groups aims at exploring the opinions, experiences, or beliefs a group of people have towards a particular subject-matter (Hamui-Sutton & Varela-Ruiz, 2012). One of its most prominent characteristics is that it enables spaces for the participants to have interactive discussions with the researcher (Morgan, 1996). Morgan and Krueger (1993) manifest that “such interaction offers valuable data on the extent of consensus and diversity among the participants” (As cited in Morgan, 1996). This technique can be combined with instruments such as the semi-structured interviews as claimed by Michell (1999) to obtain in-

depth information in the scope of the objectives. In this research study, this technique was used twice. The first focus group was done with students who showed consistency in attitudes towards gamification and consequently high performance during the whole gamified didactic sequence. The second focus group was carried out with students whose attitudes and performance were unsteady when being exposed to game elements within academic writing practices.

**3.4.3.1 Semi-structured interview script.** To corroborate the attitudes noticed in the observation guide, as well as the incidence of gamification in task completion while writing academically under the Process Genre Approach (GPA), a semi-structured interview script was developed so that students could express their thoughts, opinions and experiences (See Annex 5) The questions, as manifested by Saéz (2017), must be related to the objectives of the research proposal; for that reason, questions about the concept of academic writing and its impact on students' personal and professional lives, the concept of gamification, and the game elements that affected positively and negatively both performance and attitudes as well as students' perception of the genre process approach were asked to some of the fourth-semester pre-service English teachers.

### **3.5 Ethical considerations**

When conducting qualitative investigation, “researchers must follow ethical behaviors to safeguard and protect the welfare of participants and minimize any possible harm, mental or physical discomfort, social harm, and danger” (Kang & Hwang, 2021, p.6). Simply put, researchers should strive to maintain the integrity of their subjects. To achieve this, they should abide by any applicable local, national, or international regulations that are intended to protect individuals, their privacy, and even their identities when being subjects of investigation. As this study took place in a Colombian Institution of higher education, all data collected was kept confidential in compliance with was established by Law 1581 of 2012 (aka Data Protection Law). Students were given an informed consent (See Annex 6) and were told

of the advantages and participant rights. Particular emphasis was placed on the fact that their information would be maintained and coded in accordance with the rules of confidentiality and used only for academic purposes. They were also explained the project's overall goal, making it clear that participation was completely voluntary, and outlining the fact that they might leave at any time without facing academic consequences. It should not be forgotten that the population of this study were students enrolled in the advanced English I course, and that the didactic intervention took place during this subject's scheduled class time. For that reason, it was clarified to students that if they chose not to actively participate in the research-study, they would still be required to attend class and complete a different kind of task.

#### **4. Methodological Design of the didactic Sequence**

##### **4.1 Didactic Sequence Rationale**

In accordance with Tobón et al., (2010), didactic sequences are essentially a collection of guided learning and assessment-related activities. Indeed, students are exposed to a series of workshops so that they can produce a final product (Soler-Pardo et al., 2013). With that in mind, didactic sequences center around the idea of process and, to a certain extent, adhere to the tenets of project-based learning (Araya-Ramírez, 2014). In different words, teachers assign their students a sequence of activities that will eventually result in a final product, which is meant to hold students accountable for their learning.

Several teaching and learning procedures can be used to organize didactic sequences. Notwithstanding, the teacher-researcher in this project chose to apply the socio-formative competency-based learning approach adopted and explained by Tobón et al., (2010) in their book *“Secuencias didácticas: Aprendizaje y Formación por Competencias”*. It should be noted that competency-based planning enables teachers to concentrate on students' skill development rather than just their knowledge of the material being covered in class. Teachers can assess students on what they can do with their knowledge, and not just on what they know.

In that order of ideas, planning by competencies equals to planning under the view of student-centered education that gives agency to the learner. Evidently, the teacher-researcher of this study aimed to follow the ideas of a didactic sequence centered on potentiating students' skills instead of covering vast volumes of knowledge.

It is worth bearing in mind that didactic sequence is just a concept, and the way to give it concrete form is by registering information in a format. However, there are some specific components that should be considered when creating formats to structure didactic sequences. Tobón (2009, 2010), Pimienta & Enríquez (2009) suggest that they should have a space to describe learning competencies, activities, assessment criteria and didactic resources (as cited in Tobón et al., 2010). All those components should focus on solving a learning problem and/or driving question, as well as in developing metacognitive processes (Tobón et al., 2010). To meet the aforementioned claims, the teacher-researcher of this study adapted the format proposed by Tobón et al., (2010) and registered a series of gamified learning activities to solve the inquiry: What makes a great English teacher in the 21st century? (See Annex 3). The purpose of the sequence was to improve academic writing practices on fourth-semester pre-service English teachers at UIS, following the stages of the process-genre approach proposed by Badger and White (2000).

To put it concisely, planning a gamified didactic sequence following the rationale of Tobón et al., (2010) resulted convenient for the teacher-researcher, considering the fact that the study needed to be organized so that students could demonstrate the applicability of their academic writing knowledge. That is why, within the format, cognitive, procedural, and attitudinal competencies were proposed around the idea of writing in the process-genre approach (PGA). Also, gamified learning activities were outlined on how to be carried out within the class to enhance students' academic writing practices. Finally, formative assessment and reflection were made possible, which helped both teacher and students to strengthen their metacognitive skills.

## 4.2 Didactic Sequence Implementation

The didactic sequence was divided into six units considering the stages of the PGA. Digital resources, a range of academic writing practices, gamification elements, and assessment tasks were all included in each unit and registered in the format (See Annex 7). It should be clarified that the didactic sequence format was not presented to the students; rather, it served as a guide for the teacher-researcher conducting this study and was only as an action plan to be followed. By reason of that, students were asked to enroll in a course on the Schoology platform, a Learning Management System, where they could see through gamified learning itineraries the different activities revolving around the driving question: *What makes a great English teacher in the 21st century?* (See Table 2). Each learning itinerary, created on *Genially*, had a theme, whose purpose was to visually engage students. For instance, the thematic element of unit 2 was Pirates of the sea world (See <https://view.genial.ly>). It was chosen as students were revising the structure of the opinion-argumentative essay. Just like pirates need to understand the map to find the treasure, students must comprehend the text's structure in order to produce a written piece that complies with the standards.

**Table 2**

*Didactic sequence units, GPA and Academic Writing practices*

Unit	Genre-Process Writing Approach stage	Academic Writing Practices
1	<p>Preparation</p> <p><b>Providing the Situation:</b></p> <p>(T) Presentation of the driving question of the essay. “What makes a great English teacher in the 21st century?”</p> <p>(Ss) Preliminary reading about the driving question.</p>	<p>Searching for academic sources like journals, blogs and/or video entries in academic websites.</p> <p>Evaluating academic sources from non-academic sources.</p>
2	<p>Modelling</p> <p><b>Identifying the purpose, and considering the genre of the essay:</b></p> <p>(T) Presentation of the structure of the opinion-essay as it is suitable to answer the driving question: What</p>	<p>Establishing the difference between FACTS, OPINIONS and BIAS to make a text more reliable.</p> <p>Recognizing communities of Practice and its implications for writing.</p>

		<p>makes a great English teacher in the 21st century?</p> <p>(Ss) Identification of the purpose and target audience of the opinion essay about teaching English in the 21st century.</p>	<p>Identifying the parts of an opinion essay according to the academic norms and/or parameters.</p>
3	Planning	<p><b>Brainstorming information:</b></p> <p>(Ss) Organization of ideas, including the thesis statement about what makes a great English teacher in the 21st century.</p>	<p>Implementing different organization techniques (e.g. Brainstorming, free writing, clustering, outlining etc.) to plan the first scheme of the opinion essay</p>
4	Joint Constructing	<p><b>Drafting</b></p> <p>(T - Ss) Collaboration while writing about one of the characteristics that make a great English teacher in the 21st century, including a topic sentence and supporting sentences.</p>	<p>Identifying the structure of an essay paragraph (Topic sentence - Support - Analysis - Conclusion).</p> <p>Using quotations, examples, stories, summaries and paraphrasing as ways of supporting the topic sentence in an academic opinion essay.</p>
5	Independent Constructing	<p><b>Drafting:</b></p> <p>(Ss) Organization of ideas in prose about the driving question using the information previously read, and brainstormed.</p> <p>(Ss) Self-Assessment about the writing outcome regarding the different paragraphs of the opinion essay about what makes a great English teacher in the 21st century.</p>	<p>Recognizing some of the most common writing problems.</p> <p>Learning about different writing tools such as thesaurus, collocations dictionaries and online writing assistants.</p> <p>Self-evaluating an essay in terms of content, intelligibility, grammar, lexis, structure and impact.</p>
6	Revising & Editing	<p><b>Editing, responding &amp; Evaluating:</b></p> <p>(Ss) Re-organization of ideas in prose about what makes a great English teacher in the 21st century.</p> <p>(S-S)(S-T) Peer-assessment of the opinion essay about what makes a great English teacher in the 21st century.</p> <p>(Ss) Arrangement of stylistic details such as margins, font, APA 7th ed references, and punctuation.</p>	<p>Reviewing some Basic Punctuation Rules.</p> <p>Using APA 7th ed guide to follow the presentation norms of an opinion academic essay.</p> <p>Using APA references to quote the works of others and avoid Plagiarism.</p> <p>Revising the text using different online writing support tools such as Grammarly, word tune, writer.com and LanguageTool.</p> <p>Peer-assessing an essay in terms of content, intelligibility, grammar, lexis, structure and impact.</p>

All the six units were completed in 46-guided hours from mid-October (2022) until mid-February (2023). As evident in Table 2, the didactic intervention began with the driving question's socialization in unit 1 and concluded with an academic essay providing an answer. Every unit, as previously mentioned, played a part in the final result. Hence, in Unit 1, 2 and 3, students were given instruction to start researching academic sources, to identify their potential readers, write a draft of the thesis statement and to organize their ideas using a brainstorming technique. What is more, they were also exposed to the difference among facts, opinions and bias within statements. In terms of gamification, all three of these units shared the following game elements: goals and objectives, rules, rewards, cooperation, competition, and progress, which were included in the various activities.

In unit 4,5 and 6, with the assistance of the teacher, students began writing collaboratively a paragraph about one of the characteristics that could be attributed to effective language teachers in the 21st century. As students were expected to write academically, they were requested to support their texts using the techniques of summary, citation, paraphrasing and exemplification. After that, student-writers were petitioned to start their journey in solitude. Although they could rely on their classmates, and teacher, every single one of them had to produce a unique piece of writing in prose. Once students had achieved visible progress, they were asked to perform self-assessment and co-assessment through rubrics, which ended up being practices that enabled student-writers to conceive the importance of intelligibility. At the same time, students were exposed to the importance of APA 7th edition norms, and consequently encouraged to include them before submitting a draft for publication. Finally, students posted their written products on an online website, so they could be seen by a large number of people interested in EFL language teaching, pedagogy, or didactics. Regarding the inclusion of gamification, the most relevant game elements were feedback, cooperation, and rewards. Those were present in most of the activities, and to a certain extent they were intertwined.

All in all, academic writing practices were combined with gamification with the aim of improving students' academic writing performance. For this reason, it is worth-describing how game elements played their role within the six units. First and foremost, students were given a set of rules (aka instructions) in every single unit or gamified learning itinerary. Those rules, besides giving procedural instructions, also included an explanation on how to get points by completing some writing activities revolving around the driving question. Students were told that having points would help them buy some badges and receive some benefits. The badges were basically hints or aids, as in games (See <https://view.genial.ly/badges>) that could be collected from Unit 4 until Unit 6. If students had 15 points, for example, they could collect the badge called light and receive personalized feedback (See Figure 6)

## Figure 6

### *Description of Badge Light*

Would you like this badge?  
Have you won enough points to collect this one?  
If you ask for this badge, you will receive the following benefits:

- 1) You can upload an assignment **10 hours late** and your score won't be affected.
- 2) You can ask your teacher to give you **personalized feedback** regarding one of the artifacts of the writing process e.g. graphic organizer, body paragraphs, introduction, conclusion, references.
- 3) You'll **get back 10 points**, which you can use to collect other badges, by recording a short video telling your classmates what has been your favorite part of the gamified learning itineraries. You'll post the video on Schoology (Go to Light Badge FORUM on Schoology).

**PS: All the benefits must be collected and used once.**

However, other game elements were also present throughout the units. Students were given goals and objectives in the form of learning quests. That is, they were supposed to

complete a series of tasks to progress. In some cases, they were put in context through narrative, which had connection to the visual element of the gamified learning itineraries. However, this element was the least frequent. In addition to that, students were asked to collaborate with others by working in groups to achieve specific learning goals, e.g., writing a paragraph, or discussing the coherence and cohesion of a sample text. As there was collaboration, there was also competition. Students were asked to join some gamified learning questionnaires on web pages like *Booklet* or *Nearpod*. The purpose of such an element was to evaluate students' intake around the theoretical part of what writing an essay entails, so students answered questions about the parts of an essay, or the different ways to support a paragraph and the like. Through competition, students activated schemata and linked it with the acquired knowledge in class. To praise the ones on the top level of the leaderboards, the teacher gave students some surprises in the form of partial answer-keys of some class exercises, which were given to them prior to starting their assignments. Some of the reading activities that required scanning and skimming of information had the element of time restriction. The online tool to execute this game element is called race-timers of the website [online-stopwatch.com](http://online-stopwatch.com) (See Figure 7).

**Figure 7**

*Collection of Race Timers*



*Note:* Each race timer has four characters, and they compete in the time set by the teacher. The teacher-researcher of this project put some of them on the board through a video projector.

To add to what has been said, feedback was also present and quite relevant, particularly in the activities of unit 5 and 6. It should be clarified that this game element is also a class procedure and an activity done by teachers immersed or not in gamification. In this didactic unit, students were given the chance to redeem free coupons on a specific day and hour, or to buy badges to receive explicit feedback from the teacher. Students also carried out co-assessment using rubrics, which were handed out to them once they had written in prose at least the thesis statement and two body paragraphs. With that in mind, progress and visible status were ongoing game elements in various moments of the didactic sequence. For instance, students were solicited not to erase their draft so that they could see how it was that they were making progress. They were also given reassurance through messages in the gamified learning itineraries about their visible status (See Figure 8).

**Figure 8**

*Message after Completing Station 2*



*Note:* This picture is a screenshot taken from the gamified learning itinerary 3, which was organized around the stage of planning according to the PGA.

To summarize, students were presented with six gamified learning itineraries that were previously planned and structured by the teacher-researcher in the didactic sequence format adapted from Tobón et al., (2010). Instead of writing multiple essays, learners worked on just one so that they could experience at first hand, writing as a contextualized process. Gamification elements were present with the objective of giving visual enhancement, and motivating students as academic writing is a demanding, overwhelming activity (See Whitsett, 2019; Rijlaarsdam at al.,2012).

## 5. Results

### 5.1 Analysis process of the Data collection instruments

Although this study is conducted under the rationale of a qualitative approach and an action-research design that follows Whitehead's cycle (1991), *coding and categorizing*, an analysis tool used in phenomenological studies or grounded theory methodologies, showed every sign of being appropriate. This form of analysis is divided into three forms of coding: Open, Axial, and Selective (Merriam & Greiner, 2019). The first one "focuses on identifying emergent themes" the second one "refines, aligns, and categorizes the themes" (Williams & Moser, 2019, p.50), and the third one "continues the axial coding at a higher level of

abstraction [...] formulation of the story of the case (Flick, 2009 as cited in Williams & Moser, 2019, p. 52).

To analyze if the research objectives were achieved, the researcher/educator of this paper implemented in most of the action-research phases the coding strategy (See Table 3). Notwithstanding, the data obtained in the pre-test and post-test was not only analyzed descriptively, but also numerically using the non-parametric Wilcoxon Signed Rank Test considering that the population was small, and the purpose was not to prove an already established hypothesis but describe in the lights of the results. According to Verma and Abdel-Salam (2019) the Wilcoxon Signed-Rank test can be used to test how effective an intervention was by asking the same paired sample of subjects before and after. However, the main purpose of such a test in this study was “to avoid the counting pitfalls of verbal counting, over counting, misleading counting, [or] acontextual counting” (Sandelowski, 2001, p.230) when discussing students’ improvement before and after gamification.

It should be noted that, as established before in the methodology section, numbers cannot be the first criteria to determine whether a study complies with quantitative research standards. As a matter of fact, qualitative studies can integrate numbers as long as they serve as a supplement to the description rather than as a means of eliciting answers. In the words of Sandelowski (2001), aside from helping to build meaning from qualitative data and demonstrate the effort and complexity of qualitative work, numbers can also be used to support, validate, and test the conclusions or interpretations of researchers. All things considered, numbers in the form of a non-parametric test were used to see in a more concrete way the incidence of gamification in students’ written performance, without making this study a mixed-method one.

### **Table 3**

*Analysis Route and/or Procedures*

<b>Action Research Phase</b>	<b>Research Activity</b>	<b>Instrument</b>	<b>Objective</b>	<b>Analysis Route</b>
<i>Experiencing or noticing a problem.</i>	Identification of students' attitudes towards A.W.	Dally Miller Apprehension Writing Test	1	Open Axial Selective
	Exploration of students' performance when composing academic texts before Gamification.	Pre-test TOEFL (Independent Writing Task) (+) Feedback Protocol.	1	Open Axial Selective
<i>Visualizing a plausible solution to the problem.</i>	Design of a didactic sequence using digital gamification tools to improve	Observation form.	2	Axial Open Selective
		(+)		
<i>Putting into practice the plausible solution.</i>	Implementation of the didactic sequence.	Assessment form (Didactic sequence).	3	
<i>Evaluating the outcomes of the intervention.</i>	Assessment of students' writing performance after being exposed to gamification.	Post-Test TOEFL (Independent Writing Task) (+) Feedback protocol.	3	Open Axial Selective
		Exploration of students' attitudes, and perceived performance.	Semi-structured Interview Script	(+) Non-parametric Wilcoxon Signed Rank Test
	Reflection of the teaching process/approach implemented (i.e.PGA).		3	Axial Open Selective
<i>Modifying the plausible solution in light of the outcomes.</i>	Report on the impact and limitations of the role of gamification when used as a didactic resource to mediate writing practices.	N.A	3	N.A

*Note:* (1) To explore the attitudes and written performance of fourth-semester pre-service English teachers at UIS regarding academic writing. (2) To design and implement a didactic intervention that focuses on the different academic writing practices used when composing a text. (3) To describe the incidence of gamification on both students' attitudes towards EFL academic writing and their writing performance.

## 5.2 Interpretation of the data

### 5.2.1 Attitudes towards EFL academic writing before Gamification

The researcher used the Daly Miller Writing Apprehension Test (WAT) to examine the attitudes that fourth-semester pre-service English teachers held regarding EFL academic writing before they were subjected to explicit teaching and gamification. As described in the section of Data Collection Instruments, the WAT is a Likert-scaled instrument to analyze the level of fear or anxiety students experience when being requested to write. It has been employed by several scholars whose interest has been to identify, lessen or discuss the implications of anxiety in writing within and beyond the class (See e.g., Yavuz Erkan & Iflazoglu Saban, 2011; Kara, 2013; Jabali, 2018).

To carry out such an instrument, the teacher-researcher created a Google Form, with the 26 statements (See Annex 4), and posted the link on the Schoology platform. Students were instructed to answer truthfully and were assured that the information would only be used for educational purposes.

Once data was gathered, the researcher started to analyze information following the criteria explained by Daly & Miller (1975). The first thing done was the addition of all the positive statements (PSV) as well as the negative ones (NSV) (See Figure 9) of each participant.

#### Figure 9

*Positive and Negative Statements of the WAT*

PSV questions = 1; 4; 5; 7; 8; 13; 16; 18; 21; 22; 24; 25; 26  
 NSV questions = 2; 3; 6; 9; 10; 11; 12; 14; 15; 17; 19; 20; 23

Then, the formula  $WA = 78 + PSV - NSV$  was used to determine the level of apprehension of the students. According to Daly and Miller (1975) scores on the WAT range from 26 to 130, being 26 the result of a high apprehensive individual, and 130 the number

obtained by someone with low apprehension levels. However, to consider numbers in between, Smith (1984) proposes a different classification as follows: Getting a result of 26-59 means that the student-writer conceives themselves as self-doubting when it comes to writing. The situation changes if the student scores between 97-130, which represents a person who exhibits low levels of anxiety and enjoys writing tasks. Thus, having a result from 60 to 96 indicates normal or non-unusual levels of apprehension, understanding the term as "behaviors in, and attitudes about writing situations" (Daly & Wilson, 1983, p.328).

In this study, most students ranked between 60 and 96, as can be seen in Table 4. There was only one student with high levels of apprehension, and four of them with low levels.

**Table 4**

*Scores Obtained by Students in the WAT*

	<b>PSV</b>	<b>NSV</b>	<b>78+PSV-NSV</b>	<b>Level of apprehension</b>
S2	26	49	55	High
S1	<b>28</b>	<b>35</b>	71	Not unusual
S13	<b>40</b>	<b>36</b>	82	Not unusual
S4	<b>41</b>	<b>32</b>	87	Not unusual
S5	<b>46</b>	<b>39</b>	85	Not unusual
S6	<b>35</b>	<b>38</b>	75	Not unusual
S9	<b>61</b>	<b>26</b>	113	Low
S16	<b>59</b>	<b>26</b>	111	Low
S11	<b>38</b>	<b>38</b>	78	Not unusual
S3	<b>26</b>	<b>38</b>	66	Not unusual
S8	<b>43</b>	<b>36</b>	85	Not unusual
S10	<b>47</b>	<b>39</b>	86	Not unusual
S15	<b>57</b>	<b>37</b>	98	Low
S7	<b>43</b>	<b>33</b>	88	Not unusual
S14	<b>57</b>	<b>21</b>	114	Low
S12	<b>43</b>	<b>28</b>	93	Not unusual
S17	<b>38</b>	<b>33</b>	83	Not unusual
<b>Average</b>	<b>43</b>	<b>34</b>	<b>86</b>	Not unusual

Seemingly, the findings suggest that fourth-semester pre-service English teachers displayed a not unusual level of apprehension or a mixture of negative and positive attitudes towards writing before being exposed to the merge of academic writing practices and gamification. Indeed, their reported levels of apprehension were the ones any person could experience when asked to compose a text according to the interpretation of the WAT. The learners' average score of 86 may be understood by acknowledging the fact that when students were asked to answer the WAT they had not been exposed to the complexity and overwhelming nature of EFL academic writing conventions. Hence, their attitudes towards writing were probably determined by writing experiences in high school, and first years of tertiary education where writing is generally conceived as way to check grammar, vocabulary and knowledge.

To sum up, most students did not show signs of high apprehension levels, yet they did not score anywhere near 130, which is the mark a low apprehensive person would receive. In this line of thought, it was crucial to examine a few of the 26 WAT statements to see which parts were triggering students' feelings of confidence or anxiety towards writing (See Annex 8). Only then could a purposeful gamified didactic sequence be designed.

**5.2.1.1 Causes of positive and negative attitudes towards writing.** The fear or anxiety associated with writing can have a negative impact on students' attitudes and performance. In the words of Daly and Wilson (1983) having high levels of apprehension can make students conceive writing as “unrewarding ...[or] punishing”; hence, they feel reluctant to enroll in activities that require writing, e.g., organizing a research report. In contrast, experiencing low levels of apprehension can lead students to feelings of enjoyment and satisfaction regardless of the inherent complexity of writing. However, as previously established, data revealed that fourth-semester pre-service English teachers fall in the middle of the apprehension spectrum, experiencing both negative and positive attitudes towards

writing being *evaluation*, and *self-perception* two of the most prominent causes for students to feel in such a way.

Before moving to the explanation part, it should be clarified that data was subcategorized to optimize analysis and interpretation. Therefore, to better understand the results of the WAT, it is highly recommendable to refer to the 26-bar graphs found in Annex 8.

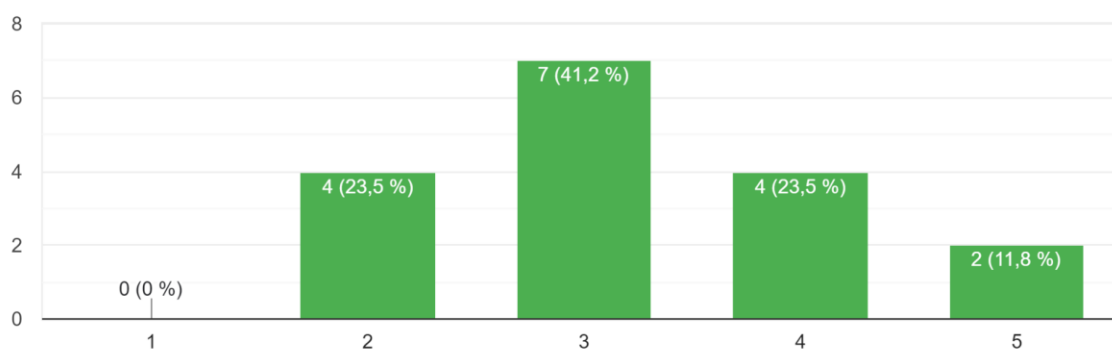
**5.2.1.1.1 Perceptions of writing.** First and foremost, it should be noted that in statement 23, 41.2% of pre-service teachers in their fourth semester claimed to being unsure whether writing was an easy task, 35.3% to having hindrances composing texts, and only 23.5% to being able to manage the complexity of the task (See Figure 10).

**Figure 10**

*Students' Response Statement 23 in the WAT.*

(23) It's easy for me to write good compositions. (-)

17 respuestas



Despite their alleged uncertainty about the difficulty of writing compositions, the majority of students still confirmed in statements 3,10 and 15 not to necessarily avoid writing as a task (See Table 5).

**Table 5***Results of Statements 3, 10 and 15 in the WAT*

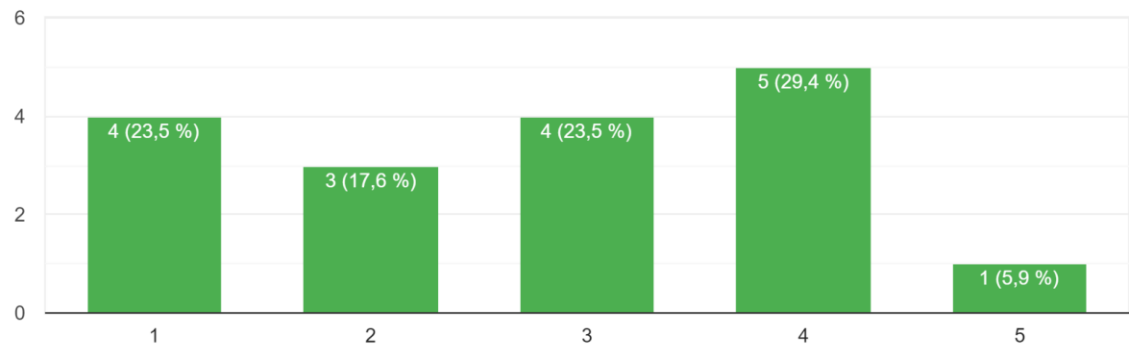
<b>Statement 3</b>	<i>I look forward to writing down my ideas.</i>	<b>64.7%</b> 41.7% totally agree. 23.5% agree.
<b>Statement 10</b>	<i>I like to write down my ideas.</i>	<b>82.3%</b> 29.4% totally agree. 52.9% agree.
<b>Statement 15</b>	<i>I enjoy writing</i>	<b>53%</b> 11.8% Totally agree. 41.2% agree.

*Note:* To get a graphic representation of the statements see Annex 8.

As shown in Table 5, more than 50% of students expressed their interest and enjoyment in writing down their ideas. They also manifested, in statement 9, to being willing to endure the process of writing compositions to eventually have them published in Scholarly Journals (See Figure 11). To all appearances, writing had an important role in students' personal and professional lives. They, in fact, seemed to have clarity on the importance of writing as a way of being recognized by colleagues and having the means to share intellectual discoveries (See Sánchez-Upegui, 2011; Rushidi, 2012; Fang, 2021).

**Figure 11***Students' Response Statement 9 in the WAT*

(9) I would enjoy submitting my writing to magazines for evaluation and publication. (-)  
17 respuestas



*Note:* Percentages of Strongly agree (23.5%) and agree (17.6%) were added to obtain the 41,1%

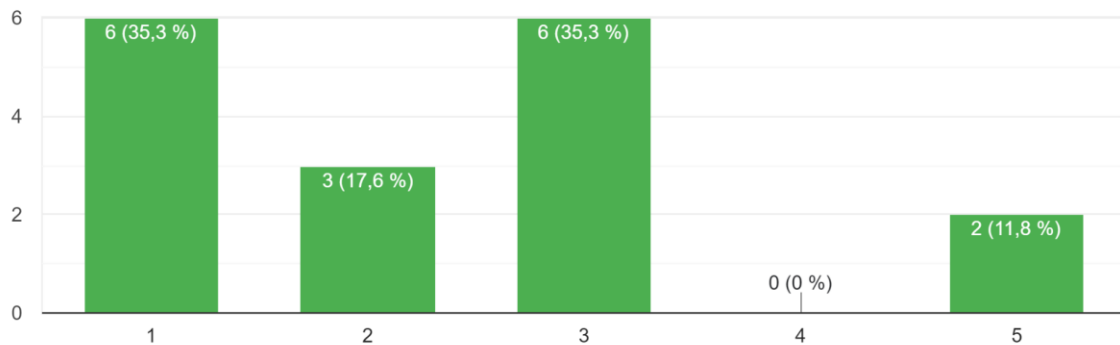
However, regardless of their willingness to write or have their text divulged, when students were asked in statement 13 if they felt nervous about writing, 70.6% of them answered *Strongly agree*, and *Agree*. Being nervous in writing could be a trigger to awaken negative feelings, or experience episodes of uncontrollable stress as stated by Blasco (2016) and Jabali (2018). In the WAT, a cause for nervousness could be connected to statement 7, which is related to the notion of not having concrete ideas when starting a text. Indeed, more than 50% of the students manifested having their minds go blank when starting a composition (See Figure 12). This scenario might be a frustrating beginning of the text, impairing students' motivation to carry on or approach the writing task with a growth-mindset.

### **Figure 12**

*Students' response Statement 7 in the WAT*

(7) My mind seems to go blank when I start to work on my composition. (+)

17 respuestas



Note: Items 1 and 2 were added to get a result of 52.9%.

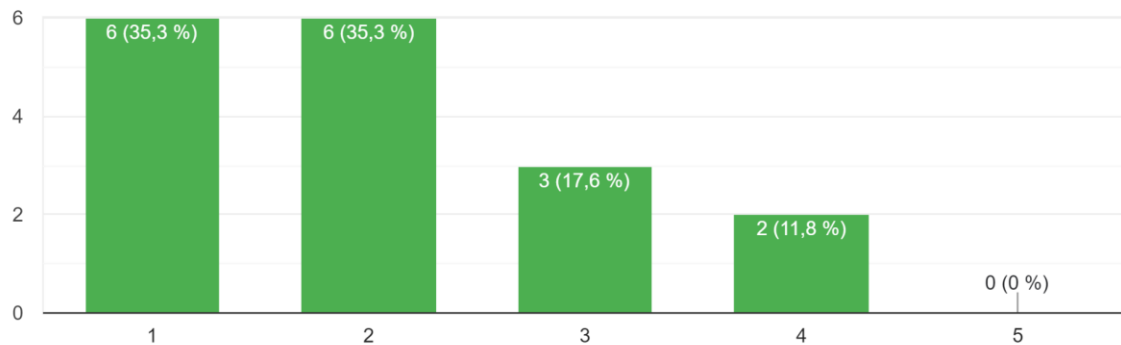
**5.2.1.1.2 Writing and Evaluation.** By analyzing some other statements, it was found that students' attitudes regarding writing were evidently conflicted when it came to evaluation. On the one hand, nearly half of the participants agreed, in statement 2, to feel afraid of their writing being evaluated, and 70.6% revealed, in statement 4, feeling vulnerable when knowing their essay will be evaluated (See Figure 13). On the other hand, 76.5% of them declared in statement 12 to like to have their friends read their texts, and 58.5% to enjoy discussing their writing with others.

### Figure 13

*Students' Response Statement 4 in the WAT*

(4) I am afraid of writing essays when I know they will be evaluated. (+)

17 respuestas



*Note:* Items 1 and 2 were added to obtain 70.6%

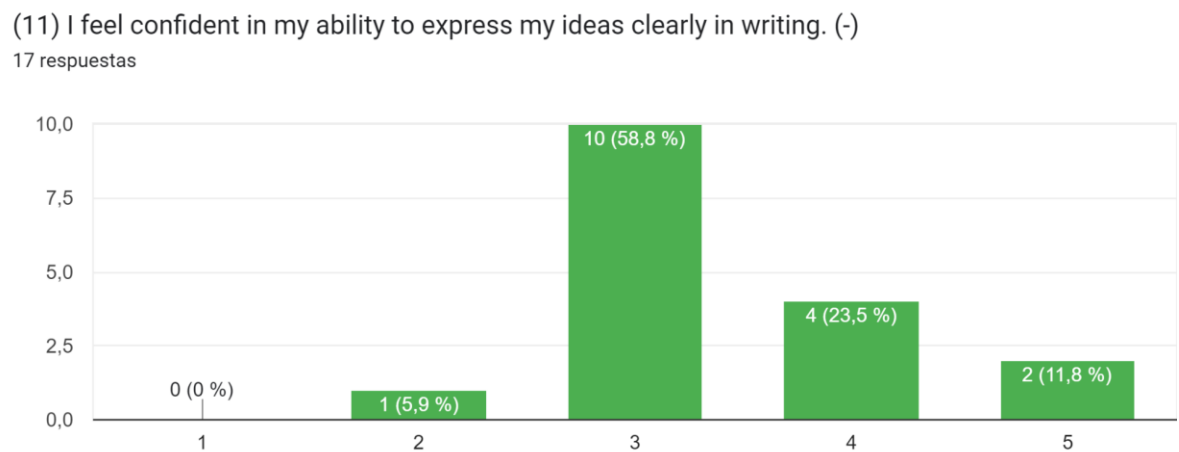
As can be seen, students' fear was linked with the writing and evaluation of essays, which, according to the literature, is one of the most frequent ways to determine whether students' intake of disciplinary knowledge was successful or not (Turley, 2015; Fitrinada et al., 2018, Manzo & Venegas-Ramos, 2020). When writing is mediated from a product-oriented perspective, students are evaluated by their final submissions, rather than by the whole process they endure to arrive at their final product. Besides, the teacher is not a present figure that could aid students by providing feedback or guidance, but a figure whose purpose is to judge. Consequently, students are likely to value writing negatively, mainly because they do not want to be perceived by the teachers as incompetents. It is worth-pointing out that the problem is not with being assessed but with the academic figure in charge of it and its approaches to the teaching and/or assessment of writing. Hereby, when students discuss their writing, and have their friends critique their texts, they feel that making mistakes is allowed, causing a leaning towards positive attitudes.

**5.2.1.1.3 Self-perception and Writing.** In addition to what has been said, self-perception was also a parameter that displayed traces of optimistic and pessimistic responses

towards writing. The survey results of statement 22 revealed that 70.5% of the students believed they would not do poorly when handing out a composition, suggesting a generally positive outlook towards their writing abilities. However, when asked about the clarity of their texts in statement 11, a significant proportion of the students (i.e. 58.8%) reported feeling insecure, indicating a lack of confidence in their competency to write with intelligibility (See Figure 14). Similarly, when asked in statement 14 if people would enjoy reading their written pieces, 64.7% of the students expressed doubts about their writing's appeal to the audience.

### Figure 14

#### *Students' Response Statement 11 in the WAT*

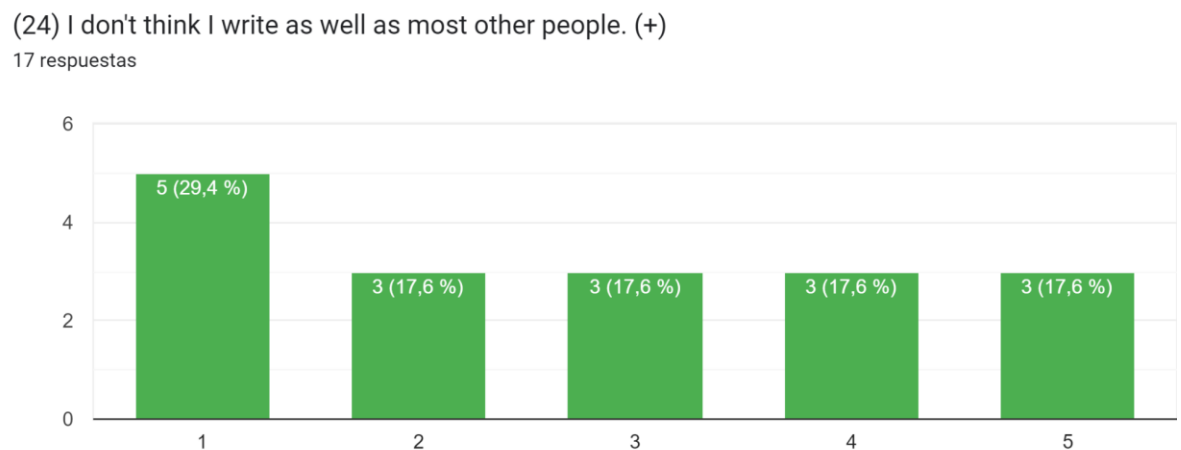


To restate, while students felt they could end up submitting a sound academic text, they still lacked self-assurance in specific areas, such as writing clarity and audience appeal. One of the reasons could be the fact that they perceived themselves as novice writers whose writing is not as good as the writing of “experienced individuals” (See Figure 15). As noted by Quintero (2008), this may be due to an educational system that does not prioritize writing as a major concern. As a result, learners often assume writing as a task best left to the experts or those with specialized training. What students miss acknowledging is that “even the most

experienced writers might feel a kind of panic in front of that blank sheet of paper” (Quintero, 2008, p. 10).

### Figure 15

*Students' Response Statement 24 in the WAT*



It should be mentioned that the role of self-perception in students' willingness to engage in writing tasks has been highlighted in various studies, including those conducted by Sabti et al. (2019). Writing goes hand in hand with motivation; on that account, students who believe they are low achievers are more likely to demonstrate resistance to writing tasks. Indeed, they do not make the necessary effort to finish them successfully, having a negative incidence on their overall performance (See Rosdiana, 2019). Although unfavorable self-perception is one of the underlying causes for negative attitudes towards writing, variables such as trauma from previous writing evaluation experiences could also affect.

#### **5.2.2 Writing Performance before Gamification**

The teacher-researcher of this study administered a pre-test to explore students' academic writing abilities using a prompt adapted from the Independent Writing Task of the TOEFL exam. Accordingly, in mid-October, students were instructed to write about the

importance of a teacher's ability to establish a positive rapport with students compared to their knowledge of the subject being taught (See Figure 16).

**Figure 16**

*Statement Writing Task in the Pre-Test*

A teacher's ability to relate well  
with students is more important  
than excellent knowledge of the  
subject being taught.

*Note:* This task was selected because the fourth-semester pre-service teachers' undergraduate program focus areas are teaching and learning processes.

To complete the writing task, students were asked to create a Google Docs file and submit the link in editor mode in a Google form. This ensured that the students' work was easily accessible and could be easily tracked by the teacher-researcher. It should be clarified that pre-test instructions did not include expectations of length, jargon, or text structure to avoid having an influence on students' response. The exam lasted approximately one hour.

Once data was collected, the teacher-researcher started the analysis of the students' writing samples using a range of assessment tools, such as the rubrics of TOEFL and the online program Write and Improve by Cambridge. This program assigns a CEFR level to written work based on the complexity and development of ideas. In addition to that, the teacher-researcher employed a feedback protocol form to provide comprehensive feedback to the students on their writing, including aspects such as grammar, vocabulary, punctuation, cohesion, coherence, and academic writing practices.

As illustrated in Table 6, findings in the pre-test indicate that most students ranked at the B1 level in accordance with the Write and Improve program by Cambridge. To all

appearances, students were not meeting the expectations contemplated in the class syllabus of Advanced English I. That is, they did not have a B2 level according to CEFR. It follows that they were not showing signs of being able to “produce clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources” (CEFR, p. 66).

**Table 6***Pre-test Results*

<b>PRE TEST ANALYSIS</b>			
	<b># words</b>	<b>TOEFL Score</b>	<b>CEFR score</b>
<b>S1</b>	145	3	B2
<b>S2</b>	100	3	B1
<b>S3</b>	97	3	B1
<b>S4</b>	183	3	B1
<b>S5</b>	123	2	A2
<b>S6</b>	136	4	B1
<b>S7</b>	121	3	B1
<b>S8</b>	117	3	B1
<b>S9</b>	160	3	B1
<b>S10</b>	119	3	B1
<b>S11</b>	155	4	B1
<b>S12</b>	117	3	B1
<b>S13</b>	161	4	B1
<b>S14</b>	271	4	C1
<b>S15</b>	194	4	B1
<b>S16</b>	320	4	C1
<b>S17</b>	281	2	B1
	<b>165</b>	<b>3</b>	

Table 6 also showcases that student wrote down an average of 165 words and scored 3 according to the descriptors of the rubric of TOEFL independent tasks. Scoring 3 according to TOEFL is an indicator that the student' response is rather limited and may show some flaws

in terms of text organization and content development. However, there is evidence of task completion, unity, progression, and coherence, and some limited but accurate lexical and grammatical structure (Educational Testing Service, n.d).

Students' written outcomes seem concerning at first glance, yet it is worth noting that these students had not yet been exposed to academic writing practices under the view of PGA and gamification. Their previous writing experiences may not have afforded them sufficient opportunities to develop the skills necessary for producing effective argumentative or academic-like texts, particularly in a foreign language such as English. At least in Colombia, the panorama reveals that during high school, writing processes are mostly neglected because the goal is to enhance students' comprehension reading skills to succeed in the national standardized test called "Prueba Saber 11" Unfortunately, this leaves many students ill-prepared to handle the rigors of university-level writing. For that reason, remedial courses on how to write effectively in their mother tongue become a top-priority within tertiary education (González, 2009). Regarding English, the first approximations to writing are done in language courses whose main concern is to encourage communication under the idea that a proficient user is someone who speaks the language rather than someone who writes in it.

**5.2.2.1 Common patterns of writing.** Having access to the TOEFL score or the results according to the algorithm of Write and Improve was the first step towards understanding the writing performance of students. Nonetheless, to gain a comprehensive, and more accurate panorama of their writing capabilities, as well as to identify common patterns of writing, it was essential to conduct a depth analysis of students' texts. Only by doing so could the teacher-researcher design a meaningful didactic sequence since strong and problematic areas of students' writing were labeled. In the light of the results obtained, it was found that fourth-semester pre-service teachers' patterns could be classified in four different categories: Register, Punctuation, Grammar and Vocabulary, Coherence and Cohesion.

**5.2.2.1.1 Register.** One of the most prominent aspects to highlight from students' written artifacts is that their register was not formal. Their writing was riddled with contractions, or colloquial and/or every-day expressions (See Figure 17).

**Figure 17**

*Text written with Contractions by Student 14 in the Pre-Test*

To start off, **it's** very clear that teachers make a big impact on their students' lives by being their second role models as a whole, they influence the learners in more aspects that we could admit and understand, and this is why their authority **it's** very important and also, clearly controversial. Many would think a teacher **is just in charge of teaching some stuff**, leaving homework and correcting academical mistakes, very superficial you'd say, **a lot of them would assume it's a very plain job and something simple to do.** Some of these professionals have believed in these words and have applied those methodologies in their classes (it is obvious there are a lot of types of teachers around the globe), but is it working for them?

Analyzing this statement **a lot of** things came to my mind, **I started reviewing my past experiences with the teachers I had and the results that came with it, there was certainly a pattern.** Alongside that kind of analysis, being a student of a bachelor who's certainly going to become a teacher later on and having a lot of pedagogic classes in where there was a lot of well-studied theory that backed up the importance of the relationship between this two parts, I came to the conclusion that's it goes hand to hand, it's equally important.

It's definitely necessary to have knowledge on the topic that is going to be taught, but the main quality of a teacher is to have the capability of teaching in a way they can connect and provide the information in an appealing way. **That's** what it is about.

*Note:* This is an extract taken from student 14. As evident, there are different sections in which the student uses informal language as well as contractions e.g., *it's that's, stuff*.

On the authority of Bailey (2011) informality can be a writing tendency of EFL/International students that should be avoided because it makes the writer appear unprofessional when structuring under the rules of the academy. However, this is common to happen when students have not been exposed to receiving input through peer-reviewed academic articles. Consequently, they are likely to mimic how things are written on blogs, tweets, and even TikTok. To put that differently, their writing is likely to lack the necessary structure and formality required by disciplinary communities.

**5.2.2.1.2 Punctuation.** Data also revealed that students' written texts lacked proper punctuation. Specifically, students failed to use period and commas correctly, often omitting them where they were needed or placing them incorrectly within sentences. As a consequence, texts had long sentences that obscured intelligibility (See Figure 18).

### Figure 18

*Text Written with Long Sentences by Student 5 in the Pre-Test*

I think that I am agree because even is the knowledge is the main topic of the class it can be found easily in the internet but if the teacher has a good relationship with the students they are going to feel confortables and develop confidence so they have more probabilities to understand the topics that the teacher is explaining but also I think that it is important to take in mind that everything has a limit so being good is not the same to lose the control of the class or their leadership role. In conclusion, it is good to try to develop a connection with the students but at the same time it is good to establish limits in the class.

*Note:* This is an extract taken from student 5. The student wrote 95 words without putting a period or comma.

Evidently, students were exhibiting traces of mother tongue influence, particularly regarding sentence structure. This is not uncommon among Spanish-speakers who are also EFL writers. Spanish syntax tends to be more complex and uses more subordinate clauses to convey rich and subtle ideas than the English language (Zagona, 2001). While in Spanish longer sentences are not necessarily a hindrance to comprehension, in English academic writing shorter sentences are preferred. They are often easier to understand and more successful in conveying complicated ideas concisely.

**5.2.2.1.3 Grammar and Vocabulary.** Students' texts also unveiled some grammar and vocabulary miscalculations. Students 1, 7, and 17, for instance, put an indefinite article before an uncountable noun. Because in Spanish, you can say "un conocimiento" they wrote "a clear knowledge" "a great knowledge" and "a knowledge" respectively. However, it

should be clarified that more than an error is a mistake that students can easily fix when being introduced to the fact that in the English language, knowledge is a noun that cannot be pluralized or used with an indefinite article like “a” or “an”.

Student 5, and 17 conjugated the verb agree incorrectly as they added the auxiliary of the verb to be writing “*I am agree*” and “*I am completely agree*”. Once again, mother tongue negative transfer is quite evident. Whereas in Spanish, the verb *ser/estar* (i.e. to be) is used to express temporary states or conditions (e.g. *Yo estoy de acuerdo, Yo estoy feliz*), in English the verb “*agree*” does not require an auxiliary to convey agreement. In fact, agree can stand on its own as a transitive verb, which means it can take a direct object without the need for a linking verb (Walden University Writing Center, n.d)

Other particularities from students’ texts were using “that” instead of “who” when referring to people (e.g. *they have a professor that considers, S8*). Although the use of “that” is allowed within clauses to refer to people, “who” is a much more preferable option as it makes clear that the writer is discussing a human being with agency and individuality.

As you can see, it is evident that the students made occasional grammatical errors that were not present in every single text. That somehow is proof that those students had previously been exposed to grammar rules, so they had a control over language structures. On this account, the mistakes in their texts suggest that they may have taken for granted the importance of revising their grammar, as they felt confident in their language proficiency. In the words of Thornbury (1999) they were careless and that is what led them to make those witless mistakes.

Regarding vocabulary, S7 and S9 used Spanish expressions to continue with the flow of their ideas without having to pause and search for an appropriate English equivalent (See Figure 19).

**Figure 19**

*Texts written with Spanish Words by Student 7 and Student 9 in the Pre-Test*

I do think that it is **important** the teacher's ability to relate well with students because it leads them to participate and interact with the classes, helping them to learn in a way that they don't feel so overwhelmed with the class and its topics, there could be an excellent teacher with great knowledge but if the teacher is unable to teach in a way that their students "**se abran a aprender**", they could just do the barely minimum to pass the subjects and **that will be fine**. Nevertheless it is still important to have **a great knowledge** of the subject. If not, the students **won't** be learning as much or as properly as they should do in the academic plan.

To analyze the **statement** let's consider both alternatives. It is undeniable that it is **extremely important** that the teachers have clear and **deep knowledge** on the subject they teach. However, if a teacher that has a good relationship with students **gets to make a mistake** it is something that can be discussed in the class, so it can become a tool students and teacher can use to understand and appropriate the knowledge better. On the other hand, a teacher with **deep knowledge** but little relation with students can present the content easily and **de manera amplia** but nothing guarantees it will be learned, since the students may not feel connected nor comfortable in the classroom. That's why, in my opinion, it is more important that the teacher creates a healthy and interactive **environment** in the classroom rather than having excellent knowledge. Nevertheless, **ideally** teachers should be highly prepared in both aspects, the knowledge they teach and how they teach it.

*Note:* As can be seen, student 7 used the phrase " *se abran a aprender*", and student 9 wrote "*de manera amplia*".

There are two plausible reasons why students submitted their texts with such expressions in Spanish. The first one is that they ran out of words in English as they were not completely familiar with the jargon required to write the text. This can happen when students' English proficiency levels do not match the complexity of the task, or when students do not have enough practice on how to approach the task. The second one is that they used Spanish intentionally with the desire of coming across as more genuine. As stated by Nishanthi (2020), "Mother tongue is vital in framing the thinking and emotions of people". Accordingly, when student-writers are trying to unveil their emotions within the text, their mother tongue is their primary choice. It is, in fact, the choice that may make them feel authentic. However, it should

be remarked that code-switching between English and Spanish can make the text difficult to read for the potential reader as it would require them to be somewhat proficient in both English and Spanish language.

What is more, there was evidence of students repeating the word “important” more than once within the text (See Figure 20). This was particularly evident in the texts written by students 3 and 15. They did not use synonyms to avoid repetition of words, probably because they had not taken explicit instruction on academic writing where educators explain that repetition can make a text monotonous, and unclear.

### Figure 20

*Text Written with Repetition of Words by Student 3 in the Pre-Test*

In my opinion, both aspects are equally as important, but somehow the good relationship with students could help to develop better the subject taught, even if the knowledge of the professor isn't top tier. I think, the motivation of the students will be higher to improve their knowledge autonomously and could even enhance student's compromise or skills with the subject in question. And at the end of the day, as social species, it is more important to create good relationships with the ones we admire, this helps even to take care and -or- increase our general knowledge.

Furthermore, data suggests that some students confused words and use them incorrectly within their texts. Student 1 wrote the word “*familiarized*” trying to use the collocation “*familiar with*”. There was no clarity over the meaning and the usage of the word within a sentence. Student 6 wrote “*escale*” instead of the word “*scale*”. It appears that L1 negative transfer in terms of spelling was the cause, which led the student to add the vocalic sound /e/ before the consonant /s/. Student 17 wrote “*integral people*” rather than “*well-rounded people*”. The word *integral* is somehow problematic as it is a term widely used in calculus. To refer to people whose values are highly regarded, the idiomatic expression *well-rounded* is preferable.

**5.2.2.1.4 Coherence and Cohesion.** As previously mentioned, students' texts exhibited a lack of proper punctuation, with several sentences exceeding 40 words in length (See Figure 21). That is why the teacher-researcher suggested paraphrasing several ideas because the texts were unreadable.

### Figure 21

#### *Suggestions Given to Written Text of Student 17 in the Pre-Test*

I think that successful of people dont be only related to the knowledge or the intelligence that these could possess. For this reason, we have to take care of forming **integral people** in all aspects, capable of feeling empathy for others and of recognizing themselves as members of a community and know that in any moment they **could be face with** problems whose solution will go further than a simple knowledge learned and exactly **in this moment** we will appreciate other things that we thought like less important as keep good relations with other people, listen to tips, etc.

**I'm completely agree** in which teacher's job should further that share a knowledge with his students, **for realize** this he must keep a good relation with every of his students for they could talk sincerely about the problems that they could have in the subject and didn't feel criticized by the teacher or his classmates, we as a future teachers also have to learn about the different behavior that can show the students in the process of learning and could understand that sometimes they could be loaded with several problems inside their minds and only need a person who can listen to them and give them littles advice to resolve some of them that could affect the process of learning.

In conclusion, thanks to these, the student could develop abilities that will be very useful in the future to achieve his success. Finally I think that a good relationship with the students can improve the learning of the subject and change the environment to make it a place in which you could escape from all the problems that every learner could have.

Suggestions:

**I think that successful of people are not only defined by the knowledge or the intelligence they could possess.** We have to educate people to be **well-rounded** in all aspects, capable of feeling empathy for others and of recognizing themselves as members of a community. They should be able to know that at any moment they **could be faced** with problems whose solution will not depend on knowledge but other things, such as having good relations with other people, and listening to others.

**I entirely agree that a teacher's job should go beyond the sharing of knowledge with their students. That is, the teacher must keep a good relationship with every student, allowing them to manifest their learning issues without feeling criticized.**

As future teachers, it is **imperative** to learn about the different behaviors the students show in the process of learning. That way, we know that sometimes students' performance is affected because they have problems, and before asking them to do better, what they need is to be listened to and helped.

**In conclusion, I believe that a good relationship with the students can improve the learning process and create an environment in which everyone can escape from the problems that every learner could face.**

*Note:* The first part of the image corresponds to the text written by student 17 whose lack of proper punctuation made some sections of their composition intelligible. The second part is taken from the feedback protocol, and it showcases the suggestions given by the teacher-researcher with the aim of fixing the text without changing the essence of what the student had tried to convey.

Evidently, students prioritized communicating their ideas over the editing and revision process. They somehow assumed that as long as their views were conveyed, the quality of the writing was less important. According to Sommers (1980) “[Student-writers ...] rely on their own internalized sense of good writing and [...] see their writing with their own eyes” (p.387). This tendency can lead to texts that lack coherence, organization, and clarity, which can make it difficult for readers to follow the writer’s intended message.

Another issue observed in some of the students' texts was the absence of proper transition words or conjunctions. For example, student 6 wrote a text in which some transition words would have helped in proving a point with more accuracy (See Figure 22). Specifically, as there was repetition of ideas within the first paragraph, the suggestion given was to use a connector such as “in other words”, and since the student wanted to conclude and bring their argument to a close, the connector “at the end” was recommended.

**Figure 22**

*Suggestions Given to Written Text of Student 6 in the Pre-Test*

Student's response

Even if I consider that both have a huge importance in the teaching process and teachers should have both abilities, for me, the ability to relate well with students weighs more if we were to compare them on a scale, so I highly agree with this statement.

As a fact, I believe that a good relationship between teacher-students has more influence when learning. This is because students tend to feel more comfortable and tend to comprehend better when there's an actual good connection with the person that's teaching them and when that person is trying to understand them. So, even if a teacher is well-prepared but their strategies don't fit or are not well-received by the students, at the end, it's probable that neither the teacher or the students are going to obtain the expected results.

Suggestions:

I think that teachers should have both abilities, but if we were to compare them, the ability to relate well with students is more important. In other words, I believe that a good relationship between the teacher and the students has a positive influence when learning. This is because students tend to feel more comfortable and to comprehend better when there is an actual good connection with the person who is teaching them. At the end, even if a teacher is well-prepared, but their strategies don't fit the students, it's likely that neither the teacher nor the students will get the results they want.

Without discursive tools, readers are prone to encounter difficulties following the flow of the text and understanding how ideas relate to each other. Namely, without transition words, paragraphs can look somehow incoherent to the eyes of the reader even when they make sense to the writer.

**5.2.2.1.5 Text structure and academic writing practices.** According to the data analysis, some students were able to write a sentence that resembled a thesis statement, but they failed to provide adequate support for their argument in the body of their writing. Instead, they tended to over-explain ideas that they had already mentioned using different words. There was no evidence of an introduction, body paragraphs or conclusion. As a matter of fact, most texts looked like a paragraph rather than an essay. Support through paraphrasing,

direct quotation, exemplification, or APA norms were not even present, which caused the teacher-researcher to evaluate their texts as partially academic.

When students are asked to write academically, but they lack sufficient knowledge on how to perform successfully, they are prone to struggle with organizing their ideas, finding appropriate sources, or even understanding the requirements and expectations of the assignment (Irvin, 2010). When fourth-semester pre-service teachers were asked to write about the statement of the TOEFL task, they had not received instruction on the parts of an essay, the difference between day-to day writing and academic writing, and the importance of normative conventions such as APA. Accordingly, their text was an attempt to answer using their very own “linguistic repertoire” that is their own experiences and vision of how writing should be done.

### ***5.2.3 Attitudes and Performance when being exposed to Gamification***

The teacher-researcher designed an observation format to capture data on how students performed and behaved when being exposed to gamification within the didactic sequence. To do so, the observation format grid was created as a checklist with 26 statements to describe how *achievement/progression*, *social* and *immersion* affordances (aka game elements) had repercussion on the performance and attitudes of fourth-semester pre-service learners when being guided under the PGA (See Annex 5). According to the categorization proposed by Majuri et al. (2018), the game elements associated with achievement/progression affordances include a range of factors that contribute to a more structured and goal-oriented learning experience. These elements comprise goals and objectives, rules that govern behavior and performance, the freedom to make choices and mistakes, rewards for successful completion of tasks, unexpected events that add excitement to the learning experience, visible status indicators to track progress, and time constraints to add urgency to tasks. The social affordances of gamification involve elements that encourage social interaction and cooperation among students. These include feedback mechanisms that facilitate continuous

improvement and the provision of helpful guidance, opportunities for collaboration and competition with peers, and a sense of community among learners. Immersion affordances, refer to the use of elements such as narrative to create a more engaging and immersive learning experience.

It should be clarified that the teacher-researcher decided to apply the instrument in the form of a checklist considering that observation and teaching were taking place simultaneously and having an open-ended format would be more strenuous. Yet, a space for comments and other observations was contemplated to allow the teacher-educator to note down particularities beyond the pre-established criteria. Lastly, as there were six units within the didactic sequence, six formats were completed and analyzed.

**5.2.3.1 Game elements, performance, and attitudes.** Upon initial analysis, it appears that gamification, specifically the use of achievement/progression and social affordances such as rules, rewards, feedback, cooperation, and competition, had a positive impact on students' attitudes and performance towards academic writing. The teacher-researcher noted that throughout all six units, students demonstrated a willingness to complete tasks and exhibited characteristics of a motivated learner when presented with instructions, points, suggestions, and opportunities to work and compete with their peers. Immersion elements like narrative did not seem to have a significant impact on how successfully students completed their tasks, or on how they activated steady feelings of engagement.

To all appearances, gamification did not have a strong negative impact on students' performance or attitudes; but in order to avoid bias or generalizations the teacher-researcher decided to compare the pre-established criteria and to complement the analysis with the information from the comment sections.

**5.2.3.1.1 Achievement/progression affordances.** Observation formats reveal that when students were exposed to the element of “*goals and objectives*”, there was no major

incidence on students’ performance, but rather on their own attitudes. Students did not necessarily require a clear identification of the goal to begin working on a writing task, but they seemed to highly value an explicit description of the goal (See Figure 23). This finding is consistent with the work of Clark (2013), who argues that although students may be able to infer the goal from contextual cues of the task itself, they still value an explicit description. Doing that, it provides students with a sense of direction and a clear understanding of the expected learning outcomes, which somehow empowers them to begin the task with confidence and motivation. Moreover, an explicit description of the goal can also help students to reduce their feelings of uncertainty, and anxiety and increase their chances of success.

**Figure 23**

*Teacher-researcher’s Comments in Unit 3 about Goals and Objectives*

GE	Descriptors	YES	NO	Comments
Goals and Objectives	Students value the explicit description of goals and objectives in the learning itinerary.	X		<ul style="list-style-type: none"> <li>The format was appealing to the eye, and they were using phrases like “wow”. They seemed attentive while one of their classmates was reading the learning outcome/goal of the gamified itinerary #3.</li> </ul>

*Note:* Their comments of amazement indicate that the presentation of the objective was particularly effective in capturing their attention and keeping them engaged in the task.

It was also found that students were able to successfully complete every writing activity as long as they adhered to the rules or instructions within the gamified learning itineraries. This added a sense of purpose to the tasks, which motivated students to stay engaged and committed to the task. As it happened with the element of goals and objectives, students hold in high regard the clarity of instructions (See Figure 23). On the one hand, it allowed them to earn points and exchange them for benefits from the badges. This loyalty to the points was evident, especially in unit 5 because students could buy badges to aid their writing in prose. They needed at least 15 points to have access to the benefits (See Figure 24).

**Figure 24**

*Teacher-Researcher’s Comments in Unit 5 about Rules*

<b>Rules</b>	Students can effectively complete the writing assignments by following the rules of the gamified learning itinerary.	x		<ul style="list-style-type: none"> <li>• In this particular case, following the rules brought benefits such as points. Students tried to be as loyal as possible to the instructions given.</li> </ul>
<b>Rules</b>	Students value the explicit description of rules so that they can proceed with the writing tasks of the learning itinerary.	x		<ul style="list-style-type: none"> <li>• When students were given the rules, or instructions on how to proceed, they increased their levels of confidence and started working on the tasks proposed immediately.</li> </ul>

On the other hand, it reduced confusion so that student-writers could perform to the best of their ability. Even if they had doubts, listening to instructions one more time helped them keep on track. In the view of Dweck (2006) giving precise and intelligible instructions can help students develop a growth-mindset since they will have a clear picture of the challenges they will face and will be guided to complete the work in spite of any obstacles. Evidently, as in games, rules can ensure a learner has a consistent learning experience leading to successful fulfillment of the task and high levels of confidence.

It should be stated that among the progression affordances, “rewards” was one of the most influential elements that guaranteed students’ willingness to work. In every single one of the six units, it was observed that students continued their good work after being rewarded with points, and seemed engaged and motivated, particularly at the end of the learning itineraries. As stated by Gorham et al., (2016) getting points can stimulate the reward centers in the brain and cause the release of dopamine, a chemical linked to pleasure and uplifting emotions. What is more, as in games, it gives the learner a sense of accomplishment, validation and recognition of their effort. All in all, rewards kept students encouraged while writing, and despite the pressure this activity entails, as they knew they would receive points, their attitudes turned out to be favorable.

With regard to surprises, the teacher-researcher noticed that during unit 1 and 2, this element proved to be an effective tool to push students to demonstrate a high performance. In these two first units, students were given a partial-answer key for some activities, which would

reduce their time and effort spent on an activity and would enable them to move faster than their classmates. However, in unit 4 the case was different. As the researcher claimed - “*Students were not surprised by the surprise*” (See Figure 25). Consequently, their engagement was not as high as expected, and their attitudes were ambiguous. This suggests that the effectiveness of surprise as a game element may depend on its novelty and unpredictability. When surprises become too routine or expected, they may lose their impact and fail to motivate students in the same way.

**Figure 25**

*Teacher-Researcher’s Comments in Unit 4 about Surprises*

<p><b>Surprises</b></p>	<p>Students are more likely to complete their writing assignments ahead of schedule when given surprises.</p>	<p>x</p>	<ul style="list-style-type: none"> <li>• Unlike the results I obtained in other gamified learning itineraries regarding surprises, this time, students were not surprised by the surprise. So, I decided to modify the reward and I gave them a Chocorramo. The surprise that I had prepared was 30% of the A.K of the worksheet about paragraphs, but as students did not seem engaged, I gave the key to the whole class. With, or without, surprise, students could have completed their worksheet.</li> </ul>
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In addition to what has been discussed, observations allowed the teacher-researcher to realize that students did not feel pressure when making mistakes. In terms of performance, they could attempt the writing activities multiple times without the fear of punishment from the teacher or their peers. Within the learning itineraries the freedom to make mistakes was present in the form of buttons with words such as “try again”. Students could move on to the next activity and come back to complete the one in which they had had trouble with. As a result of this supportive environment, their chances to develop a growth-mindset were high. That is, they could embrace failure as a learning opportunity and instead of causing the episodes of stress or anxiety, it made them feel willing to try over and over (See Figure 26).

**Figure 26**

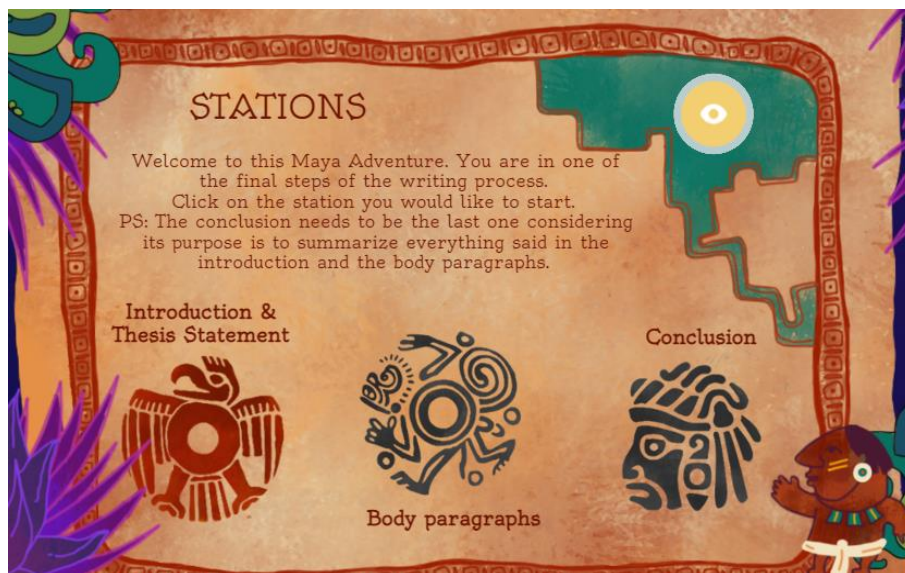
*Teacher-Researcher’s Comments in Unit 3 about Freedom to Make Mistakes*

Freedom to make mistakes	Students show a growth-mindset when making mistakes in a writing tasks.	X	<ul style="list-style-type: none"> <li>I helped some students with their graphic organizers, and although I suggested making huge changes to some of them, they were willing to listen to what I had to say.</li> </ul>
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It was also perceived that students gave signs of feeling empowered by taking ownership of their learning when being exposed to “*freedom of choice*”. In unit 2, students had the chance to read information about the structure of an opinion essay in the order they wanted by clicking on the pictures of a choice board. In unit 5, they could carry out the learning itinerary in the order they wished (See Figure 27). When students are provided with opportunities to make choices, they are more likely to take accountability for their learning outcomes and become more self-directed learners (Beymer & Thomson, 2015)

**Figure 27**

*Stations of Gamified Learning Itinerary 5*



The game element of progress, defined as concrete evidence of successful task completion, can be a motivating factor for students in their learning process. In units 1, 2, 3, 5, and 6, it was perceived that progress served as an important element for maintaining student commitment towards completing tasks. This positive effect is likely due to the fact that

students were able to see tangible evidence of their learning and improvement as they progressed through these units.

However, in unit 4, a conflicting effect was observed. This unit involved collaborative writing, which was perceived by students as a less meaningful exercise compared to working on their own individual essays. This may be because students did not see the immediate benefit of joint writing in terms of aiding their own essay writing. By that very fact, they were eager to move on to unit 5, where they could work on their individual essays and see the structure of their work come together.

When students finally received the tasks for unit 5, progress once again became a key element in maintaining student motivation. By instructing students not to erase their drafts during the editing process, they were able to see their progress and compare how they had started to how they were proceeding (See Figure 28). This affordance helped students to see how far they had come and provided them with a sense of accomplishment and motivation to continue working on their essays.

**Figure 28**

*Teacher-Researcher’s Comments in Unit 5 about Progress*

<b>Progress</b>	Students can see their progress and that motivates them to keep on the good work, or improve.	x		<ul style="list-style-type: none"> <li>• Being able to see their progress in the form of multiple drafts, helped students to continue working until they had something they would like. Ss wanted to have a whole text rather than random ideas.</li> <li>• Students could see their progress by making comparisons on the way they started and the progress they were making class after class.</li> </ul>
<b>Progress</b>	Students value knowing about their progress along the completion of different tasks in the learning itinerary.	x		<ul style="list-style-type: none"> <li>• Students manifested to their classmates things like: “You see, my writing has potential” after I read their texts and tell them whether they were doing a good job or not.</li> </ul>

Finally, “*time constraints*” was added as an element to aid and abet students move from one task to another. While this element was not originally planned for unit 2, 5 or 6, its inclusion had an impact on students’ behaviors according to the observations made (See

Figure 29). That is, when presented with restricted spans of time to complete a task, some students were more attentive and committed, which ended up helping students to simulate real-world scenarios where deadlines and time management are important skills.

### Figure 29

*Other observations made by the Teacher-Researcher*

Other observations:

This time, students had to cooperate with someone they did not talk to that much (See Station 1); however, they were not willing to search for someone, so I had to organize the groups. Time constraint was not contemplated at the beginning, yet I applied that after noticing students were taking too much time on some activities, e.g. reading about communities of practice and doing the collage.

**5.2.3.1.2 Social affordances.** By scrutinizing all the observations, and comments made in the format, it was found that *cooperation*, *competition*, and *feedback* had a noteworthy influence on students' task completion and their attitudes towards writing tasks.

Firstly, Cooperation was integrated as a game element so that students could work together towards a common goal. In fact, cooperation was present throughout all six units of the gamified learning itineraries, with a particular emphasis on activities that required reading or revision of drafts. These activities often involved group discussions where students were encouraged to share their perspectives, ideas, and opinions. By working in this way, students gained a more in-depth understanding of the texts and concepts being studied within the didactic sequence. They also managed to support one another in their writing process. In short, cooperation as a social affordance proved to be effective in enhancing students' writing skills and promoting a more collaborative learning environment.

Something worth-mentioning revolving around cooperation is that most of the students knew each other and had been sharing classes for over two years, which helped them assume a positive attitude when requested to complete a writing activity with someone from the class (See Figure 30). In the words of Shao and Kang (2022), having strong bonds is a key

component when working collaboratively to achieve a particular outcome. That is why, fourth-semester students were able to cooperate and successfully complete tasks since their relationships revolved around familiarity and friendship.

**Figure 30**

*Teacher-Researcher’s Comments in Unit 6 about Cooperation*

<b>Cooperation</b>	Students seem to feel comfortable cooperating with their classmates with the aim of achieving a specific writing task.	x		<ul style="list-style-type: none"> <li>• Ss have been sharing an academic space for about 4 semesters. Most of them get along with each other. They were comfortable working on activities such as the one about the Zombies to review APA norms.</li> </ul>
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Secondly, as there was cooperation, there was also competition within the gamified learning itineraries. This element worked as a motivational boost on students' attitudes, encouraging them to commit to projects. In other words, the presence of competition in the learning itinerary created a sense of accountability, as students were not only competing against each other but also against themselves. This encouraged them to take ownership of their learning and strive to improve their performance with each task (See Figure 31)

**Figure 31**

*Teacher-Researcher’s Comments in Unit 1 about Competition*

<b>Competition</b>	Students complete a task effectively when they experience competition as a challenge.	✓		<ul style="list-style-type: none"> <li>• They tried to do their best while participating in a Quizzz competition that aimed at verifying students' comprehension regarding the information reported on where, and how to search and evaluate sources.</li> </ul>
<b>Competition</b>	Students seem to be thrilled when competing against their classmates with the aim of completing specific tasks.			<ul style="list-style-type: none"> <li>• Yes, their attitude changed when I told them there would be a competition. They were waiting for the moment; hence, they were attentive.</li> </ul>

An interesting turn of events was observed in unit 4. Although students were competing, they were doing so cooperatively. With that in mind, the term “*coopetition*” was evident in the way they worked together. This phenomenon can be viewed as a unique hybrid of competition and cooperation, where individuals or groups work together towards a common goal while simultaneously competing to achieve the best possible outcome. The teacher-researcher wrote:

*When some students failed in the BLOOKET activity, they started helping their friends. They encouraged their friends to be the winners, even when they knew they would not receive anything in return. The BLOOKET activity was CRAZY KINGDOM. Students had to answer questions about paragraphs to get the chance to make decisions as rulers of the town. Their decisions could affect positively or negatively happiness, resources, # of population and money” (Observation format \_ Unit 4 \_ Other comments).*

Clearly, cooperation and competition go hand in hand to foster meaningful and enjoyable gamified learning scenarios (Dindar et al., 2020). At least in unit 5, the interconnection of both elements strengthened students’ bonds and encouraged them to do their best when being assessed about important aspects of paragraph structure and writing.

Thirdly, feedback was offered to the students as a game element in Units 3, 5, and 6 in the form of hints on how to proceed or progress on specific writing tasks. Observations indicate that it was in Unit 5 and 6 that students’ performance and their attitudes were indisputably influenced mainly because they were struggling with aspects of cohesion and coherence of their texts (See Figure 32). Students manifested gratitude when receiving help from the teacher and were constantly searching for an approval concept on what they were doing. This is something common with novice writers whose levels of self-efficacy are low. In the words of McCarthy et al. (1985) “Individuals with strong efficacy expectations evaluate themselves as capable, while individuals with weak efficacy expectations evaluate themselves as less capable of effective performance” (p.466)

**Figure 32**

*Teacher-Researcher’s Comments in Unit 5 about Feedback*

<b>Feedback</b>	Students are able to move from task to task only if they receive feedback.	x		<ul style="list-style-type: none"> <li>Students valued feedback (in the form of hints). Some of them were stuck at first on how to start or on how to organize ideas. The free feedback event gave most of them ideas on how to structure the whole BODY of the essay. They were constantly searching for my validation. They would ask questions such as: teacher, would you mind checking if my text has got potential?</li> </ul>
<b>Feedback</b>	Students value the different types of feedback within their progress in the writing task of the learning itinerary.	x		<ul style="list-style-type: none"> <li>They used words of appreciations e.g. thank you teacher, I was lost. I couldn't have started without your help. You are right. I hadn't noticed what you said.</li> </ul>

In Unit 3, students were tasked with creating a graphic organizer with preliminary ideas on how to structure an essay. While the feedback they received from the teacher-researcher did not directly aid in task completion, it had a positive impact on their attitudes towards self-assurance. Students sought out the teacher-researcher for clarification and further development of their ideas, indicating a desire for support and guidance in their writing process. Evidently, as students were familiar with the idea of organizing information graphically, feedback only served the purpose of giving them self-assurance.

**5.2.3.1.3 Other observations.** In unit 1, it was observed that students' digital literacy skills were in the process of development. Some students did not have expertise on how to create a copy of a file, for instance. However, as gamified learning itineraries requested students to do most of their task by engaging on online platforms, it was evidenced that they started acquiring some basic knowledge to deal with computer-based writing tasks. With that in mind, gamification could help learners be competent when it comes to literacy and ICT (See Desnenko et al., 2021).

Even though music was not contemplated within the observation format as an ongoing game element within the itineraries, it was present in unit 3. It appeared to positively reinforce students' behaviors. Some students even joked around with the idea that they were the new experiment of PAVLOV, but they seemed to enjoy working with background ambiance. Indeed, they requested to listen to music while working on their graphic organizers and increased the volume of the bar when clicking the buttons to go from one activity to the other.

Students seemed also fascinated by the idea of random events, which were no more than warmers, or active pauses within the tasks, particularly, the ones that required students to put all their concentration. These random events can be especially helpful in providing a mental break and preventing burnout considering that writing could awaken such sensations. Samples of events were singing karaoke "We are in this together" to encourage students in

their writing, and let them know that they had the support of the teacher-researcher and their peers (See Figure 33)

**Figure 33**

*Random Event Sample*



*Note:* Students were in the laboratory room working on their essays. Some of them were feeling overwhelmed, so this activity was proposed by the teacher-researcher who knew beforehand that students enjoyed singing.

**5.2.4 Writing performance after Gamification**

To investigate the potential impact of gamification on student writing performance, a post-test was administered in March. The post-test mirrored the pre-test format. That is, students were tasked with creating a Google Doc file and composing an essay that addressed the statement regarding the role of the teacher in relation to knowledge and rapport. However, unlike the pre-test, students were provided with the option to incorporate some elements of their initial attempt into the post-test assignment, allowing them to refine their writing, and apply the knowledge acquired in relation to academic writing practices. Not only was the teacher-researcher assessing students' performance, but also their intake of the different academic writing practices taught under the PGA view.

Once students submitted their essays, the teacher-researcher started classifying students' performance using the tool of Write and Improve by Cambridge and the TOEFL rubrics, and compared the difference of pre-test and post-test results (See Table 7)

**Table 7**

*Students' Results in the Pre- and Post-Test*

	PRE TEST ANALYSIS			POST TEST ANALYSIS		
	<i># words</i>	<i>TOEFL Score</i>	<i>CEFR score</i>	<i># words</i>	<i>TOEFL score</i>	<i>CEFR score</i>
<b>S1</b>	145	3	B2	227	5	C1
<b>S2</b>	100	3	B1	232	4	C1
<b>S3</b>	97	3	B1	219	4	C1
<b>S4</b>	183	3	B1	176	5	C1
<b>S5</b>	123	2	A2	274	3	B1
<b>S6</b>	136	4	B1	236	5	C2
<b>S7</b>	121	3	B1	210	5	C1
<b>S8</b>	117	3	B1	286	5	C2
<b>S9</b>	160	3	B1	169	4	C1
<b>S10</b>	119	3	B1	305	5	C2
<b>S11</b>	155	4	B1	284	5	C2
<b>S12</b>	117	3	B1	273	4	C2
<b>S13</b>	161	4	B1	197	4	B2
<b>S14</b>	271	4	C1	302	5	C1
<b>S15</b>	194	4	B1	266	4	C1
<b>S16</b>	320	4	C1	197	4	C1
<b>S17</b>	281	2	B1	249	4	C2
	<b>165</b>	<b>3</b>		<b>241</b>	<b>4</b>	

As it can be seen from the previous table, there was a marked improvement in the written performance of fourth-semester pre-service English teachers. Data suggest that students were able to demonstrate a B2-C2 level of proficiency according to the algorithm of

Write and Improve. Evidently, students’ text had been written with a more advanced lexical and grammatical structure than in the pre-test. Regarding TOEFL criteria, almost 50% of the students ranked in 5, the highest score in the rubric. In that order of ideas, students’ texts had effectively addressed the topic with sufficient support, cohesion, and coherence.

Presumably, gamification in combination with PGA had a significant influence on student’ written performance. Nevertheless, to ensure the accuracy of the descriptive analysis of the enhancement students showed in the post-test in comparison with the pre-test, the teacher-researcher utilized the non-parametric *Wilcoxon-Signed Ranked Test*. The results of the non-parametric test indicated that the hypothesis of evident improvement after being exposed to gamification was 95% reliable. That is, the obtained W was Less than or equal to the critical value (See Table 8).

**Table 8**

*Wilcoxon- Signed Rank Test operation*

Summary of the Hypothesis Testing			
Null hypothesis	Test	Sig	Decision
The median of the differences between condition 1 (Before gamification) and condition 2 (after gamification) is equal to 0.	Wilcoxon Signed-Ranked-Test	Significance level of .05 i.e. 95% of accuracy.	Reject the null hypothesis. Accept the alternative hypothesis. That is, there was improvement after the intervention.

*Note:* This table was adapted from the one given by the program SPSS.

**5.2.4.1 Common patterns of writing.** Besides proving statistically, the impact of the gamified didactic sequence, the teacher-researcher also filled a feedback protocol form to describe students’ artifacts in terms of Register, Punctuation, Grammar and Vocabulary, Coherence and cohesion, and Text-structure. This format enabled a more detailed evaluation of students' writing abilities, allowing for a comprehensive assessment of the effectiveness of

gamification as a didactic resource to teach under the PGA view. It should be mentioned that the use of the feedback protocol form played a critical role in ensuring the validity of the data analysis process and the reliability of the conclusions drawn from the data.

**5.2.4.1.1 Register.** While in the pre-test an informal register was evident in most of the students' texts, the case was different in the post-test. Students were able to adapt their writing style and use more appropriate language based on the context and purpose of the task. To illustrate this, it is worth-analyzing Figure 34, which is the text written by student 8. The vocabulary used belongs to the jargon of the English language teaching community, indicating that the student developed a level of proficiency in this area. Additionally, it is notable that the use of contractions is entirely absent from the text, denoting a conscious effort on the part of the student to use a more formal register. Moreover, the use of transition words goes beyond the simple coordinate conjunctions. This aspect suggests that the student managed to develop a more sophisticated understanding of how to connect and structure ideas within a written text to avoid sounding simplistic.

### **Figure 34**

*Text written by Student 8 in the Post-Test*

**“A teacher’s ability to relate well with students is more important than excellent knowledge of the subject being taught”**

Since every teacher is different, multiple views can be taken regarding this statement. In my opinion, establishing rapport and being knowledgeable in the subject you are teaching are equally important.

On the one hand, taking into account the diverse personalities and background contexts of your students can be useful to improve your methodology and build a comfortable environment for learning. A study realized by Estep & Roberts (2017) concluded that “professor/student rapport was the greatest contributor to the relationships with motivation and engagement” (p. 161). In this way, establishing a space of learning where students’ needs are heard is a necessary element for successful teaching.

On the other hand, being versed in the subject will provide the students with concise answers from the teacher and a smooth lesson. As stated by Van Canh & Renandya (2017), “[...] teachers’ general language proficiency seems to play an important role in providing good models of language use to the students, helping the teachers become more confident, and in enhancing the student participation in classroom tasks” (p. 78). Therefore, knowledge of the subject is a relevant ability for teachers as well that can contribute to students’ learning process. Instead of focusing on only one of them, both can be used to make a proper classroom condition.

Incorporating these two aspects into your teaching practices can cause the students to associate the class with a more didactic and comfortable environment. Therefore, this is something that can increase the possibility of them participating willingly and enjoying the process of learning, in an environment where their needs are considered by the teacher. To sum up, teachers should apply rapport and provide competent knowledge in their lessons to enhance students’ performance and attitude towards the class.

#### References

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According to several authors, reading academic texts represents an opportunity to increase students’ writing skills (See e.g., Emak & Ismail, 2021; Atayeva et al., 2019; Habibi, et al., 2015). In fact, it provides students with accurate information and broadens their understanding of a specific subject-matter. In addition to that, it helps them recognize the conventions of academic writing and to develop a more formal writing style (Zwiers, 2014). Seemingly, fourth-semester pre-service teachers’ exposure to academic sources around the idea of language teaching served as a role model to write academically.

**5.2.4.1.2 Punctuation.** In terms of punctuation, the findings indicate that in the post-test, in comparison with the pre-test, the frequency of punctuation issues decreased. Although some students continued writing long sentences (See Figure 35), most of them were able to write down periods and commas to enhance the cohesion of the text.

**Figure 35***Text Written with Long Sentences by Student 12 in the Post-Test*

From my point of view, I think that knowledge and good relationships between students and teachers are important. **The first teacher** should be very knowledgeable about the subject; in order to teach all students in accordance with today's standards, teachers must have a solid grasp of their subject matter and the flexibility to link one concept to another and resolve misconceptions. Teachers must understand how concepts relate to other disciplines and to daily life (*Teacher's In-Depth Content Knowledge | InTime, s.f.*). Obviously, teachers must have a good basis for using different strategies for teaching so that students can understand.

On the other hand, as for the teacher having a relationship with his or her students, this is something **really important** that every teacher should have, since a good relationship can make the classroom a safe place for each student, where they can participate, give their opinion, collaborate with each other, etc. "A student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners everyday" (Vanner, 2022).

In conclusion, students must have the certainty that the teacher has the two things we have mentioned before, that they can trust that the teacher will solve their doubts about the subject, but we also need a teacher who is close to his students to achieve a good relationship between student and teacher, where if the student has questions about the subject, he has the freedom and confidence to ask his teacher.

The explicit instruction on the usage of punctuation, along with a focus on common writing errors in units 5 and 6, may have contributed to this improvement. The findings suggest that students were able to transfer the knowledge and skills they acquired during the intervention to their writing, resulting in a more careful use of punctuation in the post-test.

**5.2.4.1.3 Grammar and Vocabulary.** Only two grammar mistakes, both relating to prepositions, were discovered after analyzing the papers that the students submitted for the post-test. Specifically, student 3 wrote the preposition "in" instead of "as", and student 13 wrote the preposition "in" to collocate with the verb contribute (See Table 9)

**Table 9***Sentence Correction of the Written Texts of S3 and S13*

	<b>Students' sample sentence</b>	<b>Correction</b>
<b>S<sub>3</sub></b>	“ [...] this practice backs up the importance of communication and learning from others <u>in</u> the way of building our own knowledge”	“ [...] this practice backs up the importance of communication and learning from others <u>as</u> the way of building our own knowledge”
<b>S<sub>13</sub></b>	“ Establishing a connection with students contributes positively <u>in</u> the relationship teacher-learner”	“ Establishing a connection with students contributes positively <u>to</u> the relationship teacher-learner”

In stark contrast to the pre-test, fourth-semester students demonstrated language accuracy of a C1 user. That is, they demonstrated a "high degree of grammatical accuracy" with errors that were "difficult to spot" (Council of Europe, 2020, p. 132). This was somewhat predicted given that students were not only a part of the didactic sequence project but also in Advanced English I class, whose curriculum is structured to support students in achieving a C1 level of competency.

Regarding vocabulary, student-writers did not make any noticeable errors such as incorrect word usage in terms of meaning, placement, or frequency. However, the teacher-researcher identified some areas where the students could further enhance their vocabulary and level up their writing. Take for example the text of student 10 (See Figure 36). Although the sentences the student wrote are completely intelligible, the teacher researcher-suggested changing the part “*and not criticize and punish them*” with “*rather than criticizing and punishing them*”. Similarly, the expression "talk about" was deemed less formal, and the teacher-researcher recommended using more elevated vocabulary such as "converse about," "discuss," or "exchange views about."

### **Figure 36**

*Text written by Student 10 in the Post-Test*

This statement is something I concur with. In my opinion, the most crucial factor in the classroom is how teachers connect with their students. A master's or even a Ph.D. is not nearly as valuable as actions like paying attention to the student's sentiments, emotions, attitudes, the mood of the day, etc. **It is important to create a good learning environment where students can learn well without pressures or judgments from a person who is supposed to support the process of teaching students and not criticize or punish them.** However, I truly reckon that although the human part of teachers is increasing nowadays, it's not enough, and we as future professors must start to work on it.

I consider that entities in charge of educating and hiring teachers, such as universities and the state, should significantly prepare teachers with soft skills. Authorities must take this factor into account when deciding **who** to hire, since sometimes teachers only speak about the content of the subject, ignoring what is happening in their real context. It is so bad because the purpose of a teacher is not just to **talk about** specific topics and give a lot of knowledge that could not function in their daily life, but to break into the bubble and develop critical thinking in their students. To support what I was saying, Domingo L. (2011) states that Education is more than knowledge's transmission, more than the formation of the person, more than the internalization of values, and more than the training in social skills. It is all of these simultaneously and with an enormous synergistic effect.

To sum up, I reiterate the idea that while subject-matter expertise is crucial, it should not be a teacher's primary goal. Instead, it is preferable for teachers to possess soft skills like rapport-building when interacting with students.

#### References

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Unlike the pre-test, students were not displaying traces of mother tongue influence. They were, in fact, exhibiting a sophisticated and nuanced command of the English language, using specialized jargon with fluency. This evident advancement in terms of vocabulary can be attributed to the fact that students were asked to read authentic materials (e.g. research articles, academic blogs, dissertation papers, conferences etc.) whose vocabulary fit into the academic category. As Pellicer-Sánchez (2020) argues, “The large amounts of reading that EAP students engage with become an excellent source for vocabulary growth” (p. 134).

**5.2.4.1.4 Coherence and Cohesion.** Given the important role that coherence and cohesion play in making a text or discourse intelligible, the teacher-researcher carefully examined the writing of the students to identify areas where the meaning may have been obscured. In fact, suggestions to paraphrase, or change the transition word were given to

students 3, 10, 12, 5, 17, that is, to only 23.5% of students. The rest of them did not display issues with unity or clarity.

Different from what it was found on the pre-test, students were writing not just for themselves, but they were considering the potential reader. Clearly, information about communities of practice within unit 2 was acquired successfully. Students got in mind that when the text may be read by someone else, it is the responsibility of the writer to be as clear as possible (Hyland, 2003).

**5.2.4.1.5 Text structure and academic writing practices.** While on the pre-test students struggled writing a thesis statement, on the post-test, they did remarkably well. Indeed, they wrote clear and debatable statements that could be supported. For example, student 16 wrote an argumentative thesis statement considering both knowledge and rapport as crucial elements (See Figure 37). The voice of the author was established by using the expression “*In my opinion*” and the way the statement was written gave room to develop an argument.

### **Figure 37**

#### *Thesis Statement Written by Student 16 in the Post-Test*

It should be noted that, for most people, the background information teachers have is more significant than their capacity to transfer that knowledge through rapport. For others, the knowledge of the subject being taught is not sufficient to ensure an effective learning process. Nonetheless, **I believe that being able to relate well with students is as important as being knowledgeable about the subject being taught.** |

What is more, the structure and organization of students' body paragraphs improved after gamification and PGA. First, the content of the body was strictly linked to the thesis statement as a way of explaining the reason why in their opinion, both rapport and knowledge were important or just one of those. Second, the students managed to avoid bias by backing their claims with examples, paraphrasing and/or direct quotations using APA norms 7th

edition. Third, they tried to conclude by summarizing or reflecting upon the things said along the essay (See Figure 38).

### Figure 38

#### *Use of academic Support within the Text written by Student 11 in the Post-Test*

Due to the importance of both factors for the development of a class, there are a variety of ideas surrounding this statement. The classroom learning process must, in my opinion, be supported by teachers who have a good rapport with their students and who also, are knowledgeable about the material being taught.

On the one hand, with rapport, teachers will be able to connect with their students and enhance the learning process. However, "a significant number of teachers negatively view the notion of rapport with students due to concerns that these students may take advantage of friendly teachers", according to Remedi (as cited in Sherif, 2020), which is a factor that can end up decreasing students' motivation. Even if teachers are extremely competent at their subject, they must have the capacity to create bonds with students to understand their needs and provide the proper strategies.

On the other hand, a teacher's competence boosts their self-efficacy and confidence when they are teaching. According to a study by Gibson and Dembo (as cited in Chacón, 2005), "High efficacious teachers [...], were more effective in guiding students to correct answers through their questioning. Low efficacy teachers, on the other hand, spent more time in nonacademic activities and made use of less effective techniques to guide students to correct responses." Since the teacher is proficient, the lesson flows better, and students learn in a meaningful way.]

In conclusion, while building rapport helps teachers connect with their students and create a positive learning environment, having strong knowledge of the subject matter is equally important as it enables teachers to provide accurate and relevant information to their students. Therefore, both should be implemented in teachers' methodologies to improve learners' performance.

#### References

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Seemingly, fourth-semester students gained a more profound understanding of the structure of an opinion-argumentative essay after the didactic sequence implementation. Yet, there is still work to be done. To illustrate the aforementioned, only a few students tried to write an introduction before presenting the thesis statement, some of the conclusion sentences were too short, and the body paragraphs could include the counterargument as a resource to strengthen the claim in the thesis.

### ***5.2.5 Incidence of Gamification in Academic Writing Performance and Attitudes***

In this study, the impact of gamification on students' attitudes and performance, as well as their familiarity with academic writing practices, was explored using semi-structured interviews with two focus groups. The first group had students whose performance and behaviors remained consistent throughout the instruction process, while the other group had students who exhibited more variability in attitudes and task completion.

Although students were categorized in different groups, the interview questions were the same. In fact, they consisted of a series of open-ended inquiries about several key topics related to academic writing and gamification. These topics included the importance of academic writing in personal and professional life, the concept of gamification and its potential positive or negative impact on performance and attitudes, and students' understanding of the genre-process approach along with its academic writing practices. Students were recorded and then what they said was transcribed into a document for further analysis.

Not only did the teacher scrutinize the discourse of the students to gain valuable insights into the students' perceptions and experiences with academic writing, gamification, and writing instruction, but they also found an opportunity to reflect upon their own role in the implementation of the gamified didactic sequence, and to better understand how their actions and decisions might have influenced the results of the study.

Based on the initial data collected, there are indications that the use of gamification in conjunction with the Process-Genre Approach (PGA) had a positive impact on students' attitudes and performance. Moreover, it appears that students gained a better understanding of what academic writing entails and its importance. These preliminary findings are promising, but it is important to avoid generalizing; therefore, it is essential to delve into the details of why students hold these views, and to examine the underlying factors contributing to these outcomes.

**5.2.5.1 Concept of academic writing and its impact.** By asking students about the concept of academic writing and its relevance, the teacher-researcher was able to ascertain whether the explicit teaching of PGA and gamification had led students to have a positive or unfavorable view of academic writing.

In accordance with students' discourse, particularly student 9 and 1, academic writing can be defined as the complex, difficult and structured activity in which the writer uses technical language, and adheres to specific norms and structures.

*"... yo siento tipo lo que usted escriba mientras tenga sentido está bien, pero luego en escritura académica hay que pensar en muchos otros factores que, o sea, no sólo está en que sea entendibles, sino que ... tenga sentido, que cumpla con los otros requerimientos, entonces por eso me parece más difícil" (Interview excerpt\_ S9)*

*"En lo otro [refiriéndose al ejercicio escritor en la academia] tengo que buscar palabras técnicas para poder expresar lo que quiero decir ... También en la escritura académica hay que ir al punto, digamos que cuando es algo como más creativo andamos en lo redundante e incluso tratamos de hacer contrastes más filosóficos; en cambio, en la escritura académica no podemos hacer eso, tenemos que ir al punto como a lo que es y ya" (Interview excerpt \_ S1)*

They also consider that to develop such a skill, a great variety of formal lexicon and grammatical structures as well as research skills must be learned. In fact, student 10 manifested that without preliminary research and reading, writing could not take place appropriately.

*"Yo creo que también aplica la parte que uno para escribir académicamente primero debe investigar porque uno no puede escribir sin antes saber de lo que va a escribir. No es como en una escritura informal donde escribimos lo que se nos viene a la mente y ya, sino que tiene un propósito, deberemos orientarla desde el principio" (Interview excerpt\_ S10)*

It is crystal clear that the definition given by the students shows certain concerns and reservation instead of solely negative attitudes. Students' choice of words rather than

describing the exercise of writing academically as a fulfilling endeavor, it was depicted as something that requires significant effort and thought. This last claim is particularly evident in the discourse of student 14, who stated in the interview that every-day writing, unlike academic writing, was a more narcissistic exercise.

*“Pues para empezar, por ejemplo, cuando yo solía escribir como blogs y algo así, cuando era más pequeña, no lo hacía de una manera tan estructurada ni considerando que todo fuera así ... como que siguiera un flow o un orden exacto, un orden lógico, sino era más como lo que me fluía, lo que me salía en el momento ... de esa manera como que no tomaba en consideración cosas tan rigurosas ni tan técnicas sino simplemente me dejaba ser y ya .... La primera [refiriéndose a escritura] es como más narcisista, como que uno escribe para uno mismo y no piensa en el lector”*  
(Interview excerpt \_ S14)

It is worth noting that, although students acknowledged academic writing as demanding, they also recognized its significance and value. In fact, they expressed that developing academic writing skills could make them better teachers by enabling them to expand their vocabulary, improve their research practice, and deliver more engaging and informative lessons to their future pupils. By learning how to write academically, students felt that they could effectively communicate complex ideas, analyze information critically, and contribute to the advancement of their field of study. Not least importantly, they also manifested that it could help them receive validation from more experienced people.

All the things said by the students may have been influenced by certain conversations, activities and/or class discussions done in some units of the gamified didactic sequence. They were not only exposed to writing in the cognitive domain, but there was also time to discuss *the why* and *the how* to write academically thanks to the PGA rationale. As a matter of fact, students were taught that writing is more than the writing part, as asserted by Irvin (2010), and that it can have an impact on others, particularly on members of the same communities of practice. The aforementioned may have led students to configure the idea that writing is

vital to their professional life, and it can help them get visibility within disciplinary communities (Manzo & Venegas-Ramos, 2020).

**5.2.5.2 Concept and perceptions of gamification.** Gathering data about students' understanding of gamification aided the teacher-researcher to establish the how and why students' performance and attitudes towards writing were positively or negatively affected. Additionally, students' perceptions towards gamified activities or class procedures enabled the researcher to engage in a reflective process to evaluate if their decisions of integrating specific game elements into particular learning moments had been wise.

According to the analysis done to the interview scripts collected in the focus groups, students conceptualized gamification as an alternative, meaningful and engaging approach to the teaching, and assessment of writing. For them, gamification represented an opportunity to have fun while learning. Indeed, they manifested that gamification was somehow an equivalent of games. Student 2, for instance, asserted that gamification was *“uso de juegos dentro del aula de clase para explicar o practicar”* (Interview excerpt \_ S2)

It would appear that their intake of gamification as a concept was somehow reinforced by the fact that gamification contains within its root the word game. Student 10 made such an association saying: *“... y al final de cuentas también viene la palabra gamificación, no sé si venga de la parte de la cuestión de games, sí es como obvio, pero algunas personas no lo captan”*(Interview excerpt \_S10). As can be seen, this concept of gamification is problematic and ambiguous because it straddles the line between games and non-games. While it is not a game itself, it uses game mechanics and dynamics to create engaging and motivating experiences in non-game contexts (Chou, 2019) e.g. badges, points, leaderboards etc. When asked about the reason why the teacher-researcher had combined gamification and academic writing, student 5, and 7 agreed on the idea that it was to reduce the overwhelming nature of writing, which is generally amplified in traditional regular class setting.

*“ ... pues para hacerlo de una manera más dinámica por decirlo y así pues uno se siente más interesado por ese tipo de actividades como lo son los juegos ... eh no sé,*

*otras actividades como música ... como que uno se siente como más sugestionado hacía eso, a uno le parece más atractivo eso” (Interview excerpt\_ S5).*

*“Como la escritura académica es un tema tan pesado, tan denso y que a muchos los aburre pues es muy pesado ... es algo [a] lo que no estamos acostumbrados, los juegos al ser tan dinámico nos ayuda a captar eso más y aparte que usamos todos los different learning styles porque es Kinestésico, auditivo, visual, entonces hace que uno aprende de una u otra manera porque si comparábamos con la otra clase de escritura académica que teníamos, aquí era más fácil aprender ... tipo ahí nos dan las bases pero uno quedaba estancado, pero aquí era como iah ok, es por eso!” (Interview excerpt \_S7)*

Moreover, student 16 said the combination was intentionally used to engage them and tricked their brains so that they felt they were playing a game, and progressing levels.

*“Desde mi punto de vista, es por lo que genera en el cerebro, si? Lo que uno relaciona con juegos, con contenido entonces, ¿Cómo puedo yo mezclar eso y hacer como un balance? Si? ... uno escucha escritura académica y no como que cierra los ojos y le da sueño ... como que ya le da pereza solamente con escuchar ... pero ya al estudiante ver como el contenido entonces cuando uno ve la palabra < play> vamos a jugar y no estamos entre comillas aprendiendo, entonces estamos jugando y poquito a poquito vamos avanzando ... los juegos tienen como etapas ... niveles, y yo voy por un nivel y a pasar a otro y pues uno quiere llegar al último nivel” (Interview excerpt \_ S16)*

As can be seen, students' comprehension of gamification made them believe it was the actual action of play rather than game-elements into their learning process. They felt motivated by the way it was combined with academic writing. In other words, they did not grasp the concept theoretically speaking, yet they got motivated. That is, gamification served one of its main purposes, which is to engage learners (Kapp, 2014).

### **5.2.5.3 Game elements that affected students' performance and attitudes.**

It is worth-stating that student-writers were not consciously aware of the specific game elements that were present in their writing activities since their integration was only explicitly

described in the didactic sequence for the teacher-researcher to follow. However, their performance and attitudes were still influenced by these elements. In fact, during the interview, students tried to verbalize the impact they felt through different words or descriptions that were connected to the underlying game mechanics.

**5.2.5.3.1 Points.** Fourth-semester pre-service teachers said that points gave them a sense of progress. Obtaining points for them was an indicator that they were getting closer to the final product for publication.

*“Me encantan los puntos, los amo ¡vivan los puntos!, a mí el sistema de puntos me gusta mucho ... pues yo realmente participo bastante siempre, pero no sé, cómo que saber que luego esos puntos me iban a servir para el mismo proceso de escritura y que al estar participando era porque también estaba aprendiendo lo que me estaban diciendo en este momento, o sea siento, que es muy ... rewarding” (Interview excerpt \_S9).*

Besides that, students also claimed that points made them feel motivated, an aspect that according to Brown (2001) can be crucial when it comes to effective learning. That motivation was not only expressed with students having a positive attitude towards the writing activity and/or practice, but also in their willingness to complete tasks effectively and efficiently. To illustrate this, student 16 said:

*“Yo creo que el rol de los puntos es: ¿Cómo puedo motivar a los estudiantes en algo tan pesado, o sea tan aburrido para ellos? ... Yo digo, voy a escribir el párrafo rápido para que la profesora me dé los puntos, entonces creo que era como el rol de los puntos, para motivar” (Interview excerpt \_S16)*

Having points enabled students to get the benefits of the badges, whose purpose was to give students some hints. Student 7 explained that badges helped them to reduce apprehension and feel that writing was not necessarily a process done in solitude.

*“Yo diría que las badges, porque tipo uno se queda en un punto medio estancado, o sea tipo con el contenido y todo lo que quería hacer, pero había momentos en que uno se quedaba estancado y era como ¿Será que eso está bien, o no? Entonces los badges como que a uno lo tranquilizaba, porque OK, puedo tener ayuda que me ayude a arreglar el texto y no estoy solo por mi propia cuenta” (Interview excerpt \_ S7)*

Even though students were appreciative of the role that points played in their learning process, they also recognized the connection between this practice and the oft-criticized behaviorist theory of learning. However, they came to the realization that these points were used intentionally and strategically, and that the broader sequence of instruction did not solely revolve around them.

**5.2.5.3.2 Feedback.** According to Hyland (2003) “many students see ... feedback as crucial to their improvement as writers” (p.178). This was something also manifested by the student-writers in this study who asserted that feedback gave them chances of increasing their self-efficacy. In other words, by having a favorable concept of the teacher and classmates, regarding their writing practices, students could continue or progress with a sense of security.

This idea was especially noticeable in the interviews when they commented that it was thanks to the assistance they received from the badges that they stopped feeling stuck, or when they said that the teacher's and their peers' assessment helped them to have a new perspective on the text.

Allegedly, feedback was an element regarded by the students as beneficial within the didactic sequence as it was done during the different stages of the PGA. As Hyland (2003) explains, students' perceptions towards feedback may be conceived as something worthy only if it is given from early drafts instead of the final ones. It is during the process that students appear to be willing to make substantial modifications.

**5.2.5.3.3 Cooperation.** The concept of cooperation was reported as both a meaningful practice and a chance of experiencing writing apprehension. On the one hand, having this element present within their activities made students feel that the complexity of the task could be reduced. This aforementioned claim can be sustained with the words of student 2, who stated that:

*“... las lecturas y las actividades que hicimos en clase fueron como muy fáciles de hacer ... sobre todo cuando estaba con los dibujitos y juegos ... era divertido, es muy*

*entretenido y no sé, me ayudó bastante también a entender los temas y aprender a que se me queden en la cabeza” (Interview excerpt \_ S2)*

On the other hand, during unit 4, students felt that the element of cooperation reduced their chances of having a task completed with coherence and cohesion; hence, they felt stressed and overwhelmed. This was something commented by student 10 who narrated the experience they had when working on the construction of a paragraph in groups revolving around the driving question.

*“Una vez nos tocó hacer un escrito en grupo y fue muy difícil como estar de acuerdo, porque yo quería escribir una cosa, y él quería escribir otra, entonces ya aparte que ese día tenía dolor de cabeza, me sentía mal ... un momento así es complicado ... Puede ser que una parte lo haga como por hacerlo, no ponga cuidado y entonces no se va a lograr el objetivo con esa actividad, con esa tarea en específico” (Interview excerpt \_ S10)*

Apparently, fourth-semester pre-service teachers only conceived collaborative writing as a worthwhile activity when it involved practices such as reading, researching, or editing. However, when they were asked to collaborate on composing in prose, their attitudes towards the tasks were more likely to be negative. This lack of enthusiasm may stem from the fact that students are not able to reach a consensus with their peers. In other words, they have not been taught how to manage conflict, discussion and disagreement of ideas around a writing task. In conformity with Rosales et al. (2020) “conflict management should be taught and monitored if the goal is to help improve collaborative work and turn it into a benefit for learners, as it may have a negative effect on performance if left unattended” (p. 311).

**5.2.5.3.4 Competition.** According to the information collected in the focus groups, students acknowledged that competition could play a beneficial role in their learning process. Nonetheless, it is important to note that some students expressed ambivalent feelings towards this game element. For example, while student 8 indicated that they did not identify as a

particularly competitive person, student 14 stated that competition made them feel fulfilled and empowered.

*“Si, o sea, pues obviamente no significa que la actividad esté mal o algo así, porque tipo hay distintas personas, ... distintos gustos. Por ejemplo, no soy una persona competitiva, así que tal vez por eso no me gustan esas actividades, pero eso no significa que no vayan a funcionar ...” (Interview excerpt\_ Student 8)*

*“... Ok, y también porque somos personas naturalmente muy competitivas, entonces como que si ganamos me siento completa, llena, espectacular” (Interview excerpt Student 14)*

These divergent perspectives suggest that the role of competition in education may be complex, having different effects on individual students depending on their personalities, motivations, and goals. For some students, having competition within their learning is a way of boosting their intrinsic motivation (See Malone and Lepper, 1987 as cited in Vandercruysse et al.,2013). On the contrary, as noted by Deci et al., (1999), for other individuals it is the chance of being exposed, and not having control over the pace of their learning (as cited in Vandercruysse et al.,2013).

**5.2.5.3.5 Time restrictions.** Data analysis also brought to light that the imposition of time constraints during writing activities was instrumental in supporting students in their writing process. As indicated by Student 14, the notion of being aware that certain writing tasks had a predetermined time limit served as a motivating factor, stimulating increased efficiency and efficacy.

*“ ... La reducción de tiempo, yo creo que también nos ayuda mucho porque, por ejemplo, en mi caso soy una persona que se distrae, que empieza a pajarear, hablar con todo el mundo, como a interactuar mucho, entonces como esos tiempos así específicos era como que: - tengo que trabajar, no puedo gastar el tiempo hablando .... Entonces sí, siento que es una herramienta muy significativa porque, pues, nos ayuda como a enfocarnos a centrarnos más en nuestros deberes” (Interview excerpt\_ S14)*

All in all, students were able to work under the pressure of time restriction, and it did not increase their levels of stress or anxiety. Indeed, the introduction of time restrictions helped students to improve their focus and concentration, enabling them to complete tasks within the stipulated time frame and make progress within the gamified learning journey.

**5.2.5.3.6 Other factors beyond game elements.** During the interviews, some aspects were brought up by the students, including the teacher's role in the classroom, the impact of random events, the timing of the didactic sequence, the instructional setting, the visual design of the itineraries, and the approach used to teach writing. While these aspects could not be necessarily categorized as "game elements," they were still important considerations when using gamification as a didactic resource to improve academic writing practices.

Students manifested that the role of the teacher, precisely their growth-mindset discourse, was something that helped them achieve tasks and reduce episodes of writing apprehension. In the words of student 13 the teacher was a moral support who helped to maintain motivation high.

*“Para mí más que todo fueron las palabras de motivación de la profesora de que los pequeños esfuerzos también son valiosos, de que cada baby steps es valioso, y eso me ayudó mucho a no desmotivarse que para mí era fundamental al momento de escribir”. (Interview excerpt \_ S13)*

Undeniably, the process of teaching writing was not reduced to a set of steps or stages; it was a complex and dynamic process of discovery that required the teacher-researcher to take on the role of facilitator, both in terms of academic instruction and student encouragement. Encouraging students was possible when using PGA as the approach to teaching writing. This approach, proposed by Badger and White (2000), emphasizes that writing is a recursive process that involves multiple drafts and revisions. It recognizes that writing can be a challenging process, especially for students who feel anxious or overwhelmed by the prospect

of producing a perfect piece of writing on the first try. Therefore, it is necessary for educators to display a growth-mindset discourse to help students become more confident and resilient writers.

What is more, students also discussed the idea of being positively impacted by the random events proposed by the teacher in different writing moments. Student 9 said that thanks to the random events (e.g. karaoke, just dance etc.) their writing apprehension was lessened.

*“Bueno, además de lo que ya mencionaron, no lo voy a repetir, pero que facilitó el proceso de aprendizaje de teoría, también siento que las actividades que hicimos cuando ya estábamos escribiendo que era como para OK, no sé “ random events” como para distensionarnos y así ... siento que a mí me ayudó mucho porque yo me frustró mucho en el proceso, o sea, llega un momento que yo estoy escribiendo y yo digo: - No sé escribir nada, no, no sé nada, no, no me miren, no me hablen, no me toquen porque ¡Igg! Pero tener esas actividades entremedio era como OK, respira, mira a otro lado, suelta energía y vuelve” (Interview excerpt \_ S9)*

Clearly, the idea of writing being a complex endeavor is experienced by every single writer. In the words of Singer (2004), writing is overwhelming as it requires a combination of “various cognitive, memory, linguistic, motor, and affective systems, each of which makes its own unique contribution to the writing process and the text that gets written” (as cited in Jabali, 2018, p. 2). With that in mind, it is incumbent upon educators to assist students in adopting effective strategies to deal with the inherent challenging characteristic of writing. One strategy is to encourage students to take breaks from writing tasks in order to facilitate mental organization, engage in cognitive distraction, and ultimately enhance the efficacy of their writing. By providing students with those opportunities through activities such as mindfulness, leisure, or physical exercise, teachers can facilitate stress reduction, improve mental clarity, and promote focused and purposeful writing.

In addition, students agreed on the idea that the timing of the didactic sequence, particularly, units 5, and 6 increased their levels of tension. Units 5 and 6 were carried out

during February, the month in which the academic semester was about to end. That is, students were not only working on the essay about the characteristics of effective language teachers in the 21st century, they were also writing final essays, or taking final exams as part of the assessment criteria of other subjects from the fourth-semester level. On the same vein, students concurred that the classroom assigned for Tuesdays generated a feeling of stress as they felt that not having computers delayed their task completion. Student 13 claimed the aforementioned by saying:

*“Lo que menos me gusto, yo creo que fueron los días en que estábamos en salones sin computación, entonces cuando no teníamos la herramienta base para seguir y seguir escribiendo y avanzar y avanzar entonces me frustraba mucho” (Interview excerpt \_ S13).*

It would appear that the effectiveness of any didactic resource or teaching strategy cannot be considered in isolation, as it is influenced by a range of external factors that can impact student learning and engagement. With that in mind, it is also worth-mentioning that students affirmed that the visual design of the gamified learning itineraries positively influenced their mood while learning. Student 9 said that, visually speaking, the itineraries were aesthetic and connected to the content of the activities. Student 7 supported adding that the visual elements served as boosters of curiosity. Student 10 claimed it was one of the best things encountered along the didactic sequence experience.

*“Lindos, o sea y aja, y me gustaba que por unidades temática teníamos como temática diferente. De alguna manera las actividades también conectaban con esa estética” (Interview excerpt\_ S9)*

*“ Lo hacía como variado y entretenido, interactivo, como Ok ¿Cual va a ser la siguiente temática? Por ejemplo, los piratas, el internet, los mayas” (Interview excerpt\_ S7)*

*“Creo que lo mejor que veo fue en la parte visual” (Interview excerpt\_ S10).*

Finally, it should be noted that some students, who had been taking academic writing classes with a professor whose approach was genre-oriented, reported experiencing confusion

and stress when exposed to PGA. Students found it challenging to adapt to the different approaches to the teaching of writing and struggled to reconcile conflicting ideas about how best to approach writing. Student 1 said that not having clarity on what strategies to use when writing was an aspect that generated uncertainty, for instance.

*“Negativamente que a veces me confundía .... como que tiendo a confundirme, no voy a saber si seguir los consejos de mi profesora de escritura o de esta clase, o lo que yo quiero escribir, entonces como que tengo los cables mezclados” (Interview excerpt \_S1)*

Even though there is not a better approach to the teaching of writing, focusing only on aspects of accuracy can lead to students writing formulaic texts. Hence, students may come to view writing as a mechanical exercise of organizing and composing sentences in a rigid and prescribed way, rather than as a dynamic, contextualized and creative act of self-expression as defended by Badger and White (2000).

**5.2.5.4 Intake of PGA and its academic writing practices.** The purpose of the teacher-researcher when mediating practices through PGA was to give students a wider comprehension of the term of writing and its practices. Specifically, their main intention was to help students get rid of the idea that writing remains only as a cognitive activity which is done mainly in prose. Students were, in fact, expected to grasp that writing is “a means of producing, codifying, transmitting, evaluating, renovating, teaching and learning knowledge and ideology in academic disciplines” (Fang, 2021, p.3).

During the interviews, students’ responses revealed solid traces of comprehension of what writing academically is and entails. They described writing as a process that starts with thinking and seems to finish until having a draft for publication. For student 15, writing requires a thinking and mechanical process to be effectively done.

*“Yo creo que para mí el proceso de escritura tiene que ver con todo, desde que empezamos a pensar que vamos a escribir ... luego, como se va a escribir, qué transiciones se pueden usar para conectar los diferentes párrafos. O sea, yo siento*

*que tiene que ver con todo, desde que empezamos a pensar hasta que terminamos ...”*  
(Interview excerpt \_ S15)

For students 1 and 7, writing is a never-ending activity, yet it was student 1 who explained that there is no such a thing as finitude when it comes to writing different types of texts. In the words of Student 1:

*“De igual manera, nunca existe como un producto final, nunca. Incluso los autores que publican las novelas, los cuentos terminan editándolos siempre al final porque uno siempre trata como de buscar llegar la perfección, pero eso nunca se logra, entonces siempre se retoma lo que se había escrito y uno vuelve otra vez y lo edita, entonces es un proceso constante”* (Interview excerpt \_ S1)

All in all, students seem to have understood that writing is as a continuous process of discovery (See Murray, 1972) within contextual frames. Such comprehension could be attributed to the metacognitive analysis learners did when exposed to the merge of PGA and Gamification in the didactic sequence. As a way of explanation, fourth-semester students had chances to reflect upon each stage of the writing process since they were requested to write an opinion-argumentative essay step-by-step. They may have concluded that even after publication of a text, there is still room for improvement.

Over and above that, students showed in their discourse a comprehension of some of the practices required when it comes to composing text in the academic field. Actually, they listed devoting time to the written piece, brainstorming ideas, planning a draft, organizing information on a grid, researching and learning about APA norms as some of the most important proceedings.

To illustrate the aforementioned, let us consider the words of students 3, and 9, who put particular emphasis on devoting time when structuring a text so that its final version results in something meaningful.

*“Y también dedicar ciertos tiempos, no como que toda la actividad sacarla en una semana, sino ... alargar el tiempo para que no sea tan afanoso el último texto”*  
(Interview excerpt \_ S3).

*“... una hora para un proceso mecánico, pero si yo realmente busco decir algo con mi texto, pues hay que dedicarlo mucho más tiempo” (Interview excerpt\_ S9).*

Moreover, Student 11 brought to light the idea that brainstorming, and drafting could be considered the most essential practices of writing a text since they give writers a sense of reassuring.

*“El brainstorming creo que es lo más importante, al menos al inicio, porque ... hay muchas veces que uno se bloquea .... lleva el texto a otro lugar que nada que ver, entonces, luego dice: - Pero bueno, ¿Qué fue con lo que yo quería empezar primero? Entonces yo puedo ir a ver qué fue lo que yo quería al principio ¿Qué puedo tomar? ¿Qué no puedo tomar? ¿Hacia dónde voy a llevar mi texto? ... también siento que es muy importante lo de los drafts, porque así uno puede ver como, no sus errores, sino como va llevando uno el texto” (Interview excerpt \_ S11)*

Adding to what has been said, student 1 and 9 claimed to consider grids useful not just for opinion-argumentative essays but for other genres. In fact, student 9 claimed: *“ Ay, el grid super”* Student 1 replied *“beneficioso para la escritura, para las referencias también lo fue”*(Interview excerpt \_S1) and Student 9 concluded saying: *“para escritura academica, la narrativa (refiriendose a un ensayo autoetnografico)”* (Interview excerpt \_ S9).

To stay the course, student 2 emphasized that when it comes to instrumental aspects, research is the element that sustains writing.

*“Pues, el proceso de investigación es como lo que yo veo más importante porque usted puede tener una muy buena idea, una muy buena pregunta que usted quiere responder, pero si usted no ha leído toda la literatura que existe en torno a ese tema usted puede terminar plagiando a alguien sin querer o respondiendo cosas que son incorrectas porque ya alguien las probó incorrectas defendiendo un punto que al fin es el equivocado” (Interview excerpt \_ S2)*

In drawing things to a close, student 15 mentioned the role of APA norms as something useful considering it is one of the formal requirements when publishing academic texts.

*“Lo de las normas APA ... la profesora nos enseñó como buscar, como citar, y eso nos ayuda a poder planificar y hacer correctamente el ensayo” (Interview excerpt \_ S15)*

As can be interpreted, students took advantage of their practical experience writing a text under the rationale of the PGA and started to make sense of the writing process and its practices. Within the itineraries, they were instilled with the idea that writing is not merely reduced to grammatical or lexical aspects; consequently, in their discourses they expressed that writing was an opportunity to systematize, categorize, brainstorm, draft, edit and revise. In short, students verbalized theoretically speaking their practical experience writing an essay about the characteristics of effective language teachers in the 21st century.

## **6. Discussion**

To understand the results of this study it is necessary to begin by recalling the premise that attitudes towards writing and performance are concepts that correlate. The higher the performance, the more favorable the attitudes and vice versa (See Rosdiana, 2019; Wagiyo, 2021). However, this relation of apparent causality is not as simplistic as it seems. As a matter of fact, it was unveiled in this study that students can constantly move in the spectrum of attitudes and performance, and its placement depends entirely upon certain internal or external factors.

Before the use of gamification as a didactic resource and its combination with PGA to mediate writing practices, the panorama in terms of attitudes and performance was characterized by a mixture of highs and lows.

In terms of attitudes, it was found that students could be affected positively and negatively when being evaluated on their texts as well as when engaging in self-evaluation of their written performance. The analysis led to the conclusion that students are likely to experience positive feelings when their texts are assessed by peers as well as when they have solid levels of self-confidence to successfully complete a task. Conversely, they may encounter

apprehension if their writing is evaluated by authority figures or if their compositions are not precisely intelligible for a potential target audience.

All of the aspects aforementioned are consistent with some of the findings reported in the literature review. Jabali (2018), for instance, posits that self-confidence is a variable that can facilitate the comprehension of the complexity writing entails. If students develop such skill, it is likely for them to have a more positive outlook of writing tasks, possibly leading to better outcomes. In like manner, Sagre (2008) asserts that peer-correction can increase students' positive views of writing. Furthermore, they can gain a new perspective of the way their texts are looking, and they can realize that it is pivotal to embrace evaluation even when it comes from a figure of alleged superiority such as the teacher. In her exact words, "... by using peer-correction [students] realize that it is not only the teacher who considers that they make mistakes but also another person .... [hence] students understand they should be open-minded to the corrections the teacher is highlighting" (p.88).

However, fear of being evaluated is something that prevails even after being exposed to self-correction by peers, generating feelings of writing apprehension and conceivably low performance. Indeed, writing as an equivalent of assessment has been pointed out by several authors as a trigger of classroom anxiety (e.g. Coffin et al., 2003; Turley; 2015). In the words of Turley (2015), written assignments are now a popular form of evaluation in higher education, and students find this approach challenging to cope with. That difficulty has its source in the cultural belief that evaluation is a form of punishment or academic judgment rather than an opportunity to acknowledge progress. Also, it stems from students' lack of knowledge on how to write, and to a certain extent the responsibility relies on the figure of the teacher. That is, when teachers only give a score to the students, they fail at explaining to them that writing is a "knowledge in the making activity" (See Estrem, 2015), a socio-cognitive activity (Hyland, 2003) or a process full of different practices (See Irvin, 2010) that is supposed to be mediated by the teacher (Lozano et al., 2015).

In terms of performance, before being exposed to writing instruction and gamification, students struggled to maintain a formal register. The coherence and cohesion of their texts was obscured by poor punctuation usage. What is more, they had a limited understanding of the appropriate structure for an opinion-argumentative essay. Students were neither showing signs of critical literacy practices such as use of jargon (Carroll n.d as cited in Irvin, 2010) nor comprehension of the essay genre.

All the writing issues previously mentioned were also pointed out by Pabón (2019) who noted that pre-service English teachers arrived to fifth semester of their undergraduate program without knowing the formalities of writing a text under academic domains. Pabón hypothesized that students were not finding the writing tasks meaningful enough, and to address the issue, she decided to integrate to her curricular practice the community-based learning approach. She concluded that this approach helped the student with meaning-making and increased their performance mainly in terms of cohesion and coherence.

Still, it should be established that there is no one-size-fits-all approach when it comes to mediating writing. While Pabón's (2019) study yielded successful outcomes through community-based learning, this does not necessarily imply that it is the sole effective approach for addressing students' writing difficulties and reducing their potential high apprehension levels. In fact, numerous studies, including this one, have explored alternative methods like gamification to facilitate writing practices and change students' attitudes, reporting promising outcomes (See Gallego-Aguilar & Agredo-Ramos, 2016; El Tawani et al., 2018; Bal, 2019).

As a matter of fact, the results of this study indicate that when being exposed to gamification, students were willing to complete different writing tasks around the composition of one opinion-argumentative essay. It was concluded that elements such as *rewards, surprises, freedom to make mistakes, freedom of choice, progress, and time-constraints* (aka achievement/progression affordances according to Majuri et al., 2018) can lessen students' anxiety when writing academically, and give them a sense of empowerment and ownership of the writing process. Not only were students' efforts acknowledged through points validation,

but they also developed skills to concentrate and improve their academic writing abilities without fear of failure. Furthermore, the study revealed that students' exposure to social affordances, including cooperation, competition, and feedback, helped them increase their levels of self-efficacy and self-assurance, build resilience, and appreciate the social nature of writing, which requires input and assessment from various sources.

It was interesting to find out that the factors that could cause ambivalent feelings in students while being active participants of the didactic sequence were not necessarily linked to gamification. As a matter of fact, during the interview, students claimed that the bad timing of the instruction, and the lack of technological resources generated feelings of stress while experiencing the writing process. Students were asked to write in a period in which the academic workload was demanding, and once a week they had to continue a digital-based writing task using their phones in a room where there were no computers available for each student.

Evidently, gamification achieved its primary goal of motivating students in their learning process (Kapp, 2014). This motivation, in turn, helped students reduce their feelings of writing apprehension and improve their writing performance. However, it is worth noting that while gamification played an essential role in the didactic sequence, it was not a standalone approach. Indeed, the Process-Genre Approach (PGA) was the core teaching methodology used to mediate writing, and gamification served as a didactic resource. To rephrase, while gamification was a significant factor in the students' improved performance, its incidence should be considered in conjunction with the PGA, rather than independently.

The impact of PGA on the writing performance of students is sustained by Bin-Hady et al., (2020), who analyzed the effectiveness of PGA in the quality of students' texts. They concluded that PGA can help students improve performance mainly in the areas of writing well-constructed arguments and refutations, and can motivate them since they feel the teacher, and peers are constant figures of support. As it is widely explained by Badger and White (2000), PGA combines the benefits of WPA and the genre-based approach, providing

students with explicit instructions to view writing as a contextual, communicative task in which the teacher, students, and other forms of input interact. As a result, students can gain a more profound understanding of the writing process, develop their writing skills, and become pertinent writers within their communities of practice.

Considering the above-mentioned, after being exposed to gamification and PGA, data showcased that students' performance complied with the standards given by the CEFR for a C1 -C2 user of the language. Students were able to write texts in which the register was written formally, supported by scholarly sources, formatted with APA norms, and structured according to the essay-genre. They also showed signs of being aware of the importance of drafts, as they kept them along the process. In relation to attitudes, data disclosed that students appreciated being taught with gamification as they felt more engaged and committed while writing their essays.

All in all, students managed to deal and acquire the different practices of academic writing thanks to the explicit instruction of PGA and the alleged fun component of the gamification. For students, gamification represented a way of playing while learning about academic writing, and they made such an assertion in the interview. However, as established by Fatta et al., (2019), gamification does not equal game-based learning as there is no use of fully fledged game forms. Students could have learned and improved with or without gamification, yet gamification engaged them. In accordance with Buckley and Doyle (2016) and Kapp (2014), the purpose of gamification is nothing but to motivate students to perform to the best of their ability, which in this study was quite apparent.

## **7. Conclusions**

The focus of this action-research project was to investigate the potential of gamification as a didactic resource to enhance the academic writing skills of fourth-semester pre-service English teachers at UIS. Through extensive data analysis, interpretation, and discussion, the

results of the study demonstrate that gamification is a highly effective resource for implementing didactic transposition in the context of academic writing instruction.

Findings indicate that gamification when intertwined with the Process-Genre approach (PGA), can provide a motivating and engaging learning experience that promotes active student participation and helps them acknowledge important writing practices, such as research, organization, planning, cooperation, feedback, and edition. What is more, it can also guide students to realize the importance of being pertinent and intelligible. Not only are there specific normative parameters according to the genre being written, but there are also aspects to consider such as the potential target audience to whom the text is meant to be written (Irvin, 2010, Sánchez-Upegui, 2011). In other words, having the combination of game elements and the different stages of the PGA can aid students gain both theoretical and practical aspects of what writing academically entails, modifying their attitudes and enhancing their performance.

Overall, this study highlights the potential of gamification as a didactic resource for enhancing academic writing practices among pre-service English teachers and offers valuable insights into how gamification can be effectively integrated in writing tasks. In particular, it showcases that gamification definitely goes beyond the common claim of just being "points, badges, and leaderboards"(Chou, 2019). As a matter of fact, elements such as cooperation, competition, and feedback are highly appreciated and, in most cases, serve as a bridge for students to successfully complete a written task. What is more, other aspects such as time restrictions and the visual aspect of the learning itineraries can generate in students a simultaneous sense of challenge, and engagement. While they feel the urge to write efficiently in their writing task because of time limitations, they do not experience the overwhelming nature of the writing task as they are visually engaged. Indeed, students feel they are being part of a game even though they are just doing an academic activity whose main purpose revolves around learning rather than fun.

It is worth-mentioning that this study was an avenue for academic development, benefiting both the students and the teacher-researcher. Through gamification, the students

learned about academic writing in a way that is expected to have a long-lasting impact on their future careers, where writing is the most accepted means for effective communication. The experience has equipped students with the necessary skills and mindset to approach future writing tasks with confidence, responsibility, and enthusiasm. Additionally, this action-research project provided an opportunity for the teacher researcher to comprehend that writing can be taught in terms of quality over quantity, particularly when students are beginners in the world of EFL academic writing conventions. Also, it helped the teacher-researcher with their own process of writing. While teaching about academic writing, the teacher-researcher also improved their academic writing proficiency and became more receptive to the idea of being resilient when it comes to appreciating all the efforts done around the completion of a written task. Lastly, the integration of gamification reinforced their ideas that game elements are not exclusive to a specific age or learning environment.

Finally, it is liable to acknowledge that this study has one limitation that should be taken into account. Because of time, the didactic sequence focused on only one specific genre of writing, which could potentially limit the generalizability of the insights gained by the students regarding academic writing practices to solely argumentative-opinion essays. However, it is important to note that the skills and practices learned through gamification and the Process-Genre Approach in this study can be applied and adapted to other writing genres with proper instruction and guidance. Therefore, while there may be challenges in transitioning to new writing tasks in the domain of another genre, students can still utilize the strategies and techniques learned in this study to strengthen their writing in various academic contexts. Considering this, further research could be done to explore the potential of gamification in other genres of writing. By doing so, scholars will contribute to the growing literature of using gamification to mediate writing practices, which are allegedly expected to be taught under a traditional and/or formal setting of instruction.

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**Annex 1**

Sección 1 de 3

## The Daly-Miller Writing Apprehension Test (Questionnaire)

✕
⋮

There are no correct answers, only give your honest response to each item.  
**5** Strongly Disagree **4** Disagree **3** Uncertain **2** Agree **1** Strongly Agree

---

Correo <sup>\*</sup>

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Sección 2 de 3

### PURPOSE

✕
⋮

The purpose of this likert scale is to explore some of your attitudes about academic writing. The results will be filed under a code name so that they can not be traced back to you. The information collected for further analysis will be for academic purposes only.

(1) I avoid writing. (+) <sup>\*</sup>

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(2) I have no fear of my writing's being evaluated. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(3) I look forward to writing down my ideas. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(4) I am afraid of writing essays when I know they will be evaluated. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(5) Taking a composition course is a very frightening experience.(+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(6) Handing in a composition makes me feel good. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(7) My mind seems to go blank when I start to work on my composition. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(8) Expressing ideas through writing seems to be a waste of time. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(9) I would enjoy submitting my writing to magazines for evaluation and publication. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(10) I like to write down my ideas. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(11) I feel confident in my ability to express my ideas clearly in writing. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

⋮

(12) I like to have my friends read what I have written. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(13) I'm nervous about writing. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(14) People seem to enjoy what I write. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(15) I enjoy writing. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(16) I never seem to be able to write down my ideas clearly. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(17) Writing is a lot of fun.(-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree



(22) When I hand in a composition, I know I'm going to do poorly. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(23) It's easy for me to write good compositions. (-) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(24) I don't think I write as well as most other people. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(25) I don't like my compositions to be evaluated. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

(26) I'm not good at writing. (+) \*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

Sección 3 de 3

References



*Source: From John Daly and Michael Miller's, "The Empirical Development of an Instrument to Measure Writing Apprehension." Research in the Teaching of English 12 (1975): 242-49. Adapted by Michael W. Smith in Reducing Writing Apprehension (Urbana: NCTE, 1984).*

## Annex 2

Sección 1 de 4

## PRE-TEST

Universidad Industrial de Santander  
Escuela de Idiomas UIS  
Maestría en Didáctica de la Lengua.

Correo \*

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Sección 2 de 4

## PURPOSE

This data collection instrument aims at assessing your writing performance prior to being exposed to some gamification and/or game elements within the different practices around writing as a process. The information will be used solely for academic purposes. The results will be filed under a code name. This pre-test will not be assigned a score that may affect your progress in the study or in your Advanced English class.

Sección 3 de 4

## WRITING TASK

Read the question below. Take your time to plan, write and revise your text in a Google Doc.

Do you agree or disagree with the following statement?

**A teacher's ability to relate well with students is more important than excellent knowledge of the subject being taught.**

## Sección 1 de 4

## POST-TEST

Universidad Industrial de Santander  
Escuela de Idiomas UIS  
Maestría en Didáctica de la Lengua.

Correo \*

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

## Sección 2 de 4

### PURPOSE

This data collection instrument aims at assessing your writing performance after being exposed to some gamification and/or game elements within the different practices around writing as a process. The information will be used solely for academic purposes. The results will be filed under a code name. This post-test will not be assigned a score that may affect your progress in the study or in your Advanced English class.

## Sección 3 de 4

### WRITING TASK

Read the question below. Take your time to plan, write and revise your text in a Google Doc.

Do you agree or disagree with the following statement?

**A teacher's ability to relate well with students is more important than excellent knowledge of the subject being taught.**

**Annex 3**

<b>Student _</b>
<i>Students' response</i>
<i>Suggestions</i>
<i>TOEFL Score</i>
<i>Teacher's comments:</i>

**Annex 4**  
**OBSERVATION FORMAT**  
**Participatory Observation**

**“USE OF GAMIFICATION TO IMPROVE ACADEMIC WRITING PRACTICES OF FOURTH-SEMESTER PRE-SERVICE TEACHERS”**

**Purpose of the Observation format:**

- Determine in what way gamification components affect how well students do when they use specific academic writing practices while composing a text.
- Describe how students respond to academic writing practices that incorporate gamification.

<i>Date</i>	
<i>Lesson tittle</i>	
<i>Duration</i>	
<i>Learning Outcomes</i>	

*What are the gamification elements included in the gamified learning itinerary?*

Goals and Objectives	Rules	Narrative	Freedom of Choice	Freedom to make mistakes	Rewards	Surprise

Feedback	Visible Status	Cooperation	Competence	Time constraint	Progress	Others

*In what ways does gamification elements contribute to the completion of writing tasks?*

GE	Descriptors	YES	NO	Comments
<b>Goals and Objectives</b>	Students need to identify the goal to start working on their writing tasks.			
<b>Rules</b>	Students can effectively complete the writing assignments by following the rules of the gamified learning itinerary.			
<b>Narrative</b>	Students benefit from the narrative because it contextualizes their writing assignment.			
<b>Freedom of choice</b>	Students can decide the order in which they would like to work, and it does not interfere with a successful completion of writing tasks.			
<b>Freedom to make mistakes</b>	Students can try as many times as possible until they successfully complete their writing assignment.			
<b>Rewards</b>	Students keep up their good work after receiving rewards until they have finished all the learning itinerary's activities.			
<b>Surprises</b>	Students are more likely to complete their writing assignments ahead of schedule when given surprises.			
<b>Feedback</b>	Students are able to move from task to task only if they receive feedback.			

<b>Visible Status</b>	Students finish all the writing tasks in the allotted time if they see their visible status.			
<b>Cooperation</b>	Students can move from one task to other only if they cooperate with their classmates.			
<b>Competition</b>	Students complete a task effectively when they experience competition as a challenge.			
<b>Time Constraints</b>	Students' task completion depends on a specific time.			
<b>Progress</b>	Students can see their progress and that motivates them to keep on the good work, or improve.			

*During academic writing practices, what are students' reactions when exposed to some gamification elements*

<b>GE</b>	<b>Descriptors</b>	<b>YES</b>	<b>NO</b>	<b>Comments</b>
<b>Goals and Objectives</b>	Students value the explicit description of goals and objectives in the learning itinerary.			
<b>Rules</b>	Students value the explicit description of rules so that they can proceed with the writing tasks of the learning itinerary.			
<b>Narrative</b>	Students seem involved when given a background narrative to set the writing tasks.			
<b>Freedom of choice</b>	Students appreciate the fact of being given freedom to choose the order in which the writing task can be developed.			
<b>Freedom to make mistakes</b>	Students show a growth-mindset when making mistakes in a writing tasks.			
<b>Rewards</b>	Students seem motivated when given rewards by having an excellent performance in the writing tasks.			

<b>Surprises</b>	Students seem motivated when given surprises for performing outstandingly among their peers.			
<b>Feedback</b>	Students value the different types of feedback within their progress in the writing task of the learning itinerary.			
<b>Visible Status</b>	Students seem to be encouraged by having an indicator of their visible status.			
<b>Cooperation</b>	Students seem to feel comfortable cooperating with their classmates with the aim of achieving a specific writing task.			
<b>Competition</b>	Students seem to be thrilled when competing against their classmates with the aim of completing specific tasks.			
<b>Time Constraints</b>	Students appear to be challenged and more attentive when having time constraints.			
<b>Progress</b>	Students value knowing about their progress along the completion of different tasks in the learning itinerary.			

Other observations:

## Annex 5

Subcategories	Questions
Concept of Academic Writing	<p>¿Qué entiendes por escritura académica?</p> <p>¿Crees que existe una diferencia entre escritura y escritura académica?</p> <p>¿Hay una más difícil que la otra?</p>
Impact of A.W	<p>¿Cuál es el impacto que tiene la escritura académica en tu vida personal y profesional?</p> <p>¿Cómo crees que la escritura te ayudará en tu futuro rol como docente?</p>
Concept of Gamification	<p>¿Qué entiendes por gamificación?</p> <p>¿Por qué crees que tu profesora utilizo la gamificación para mediar el proceso de escritura académica?</p>
Gamification elements that contributed to high performance (Students perceptions)	<p>¿Cuáles crees que fueron los elementos de juego o procedimiento de clase que contribuyeron positivamente en tu proceso de construcción del texto escrito?</p>
Gamification elements that contributed to low performance (Students Perceptions).	<p>¿Cuáles crees que fueron los elementos de juego o procedimientos de clase que contribuyeron negativamente en tu proceso de construcción del texto escrito?</p>
Gamification elements that contributed to negative or positive attitudes towards writing (Students perceptions).	<p>¿Qué sentimientos positivos o negativos afloraron en ti mientras participaste en los diferentes itinerarios gamificados? ¿Puedes dar ejemplos?</p> <p>¿Cuál fue el momento que más disfrutaste participando de los itinerarios gamificados?</p> <p>¿Cuál fue el momento que menos disfrutaste participando de los itinerarios gamificados?</p>
Students' comprehension of the genre process approach to the teaching of writing.	<p>¿Qué entiendes por proceso de escritura?</p> <p>¿Cómo crees que se debe enseñar la escritura académica?</p> <p>¿Qué aprendiste tras haber participado en 6 itinerarios gamificados?</p>
Students' comprehension of the academic writing practices.	<p>¿Cuál es la práctica o actividad más importante que cualquier persona debería tener en cuenta a la hora de escribir?</p> <p>¿Crees que faltó incluir algo en los itinerarios gamificados frente a la enseñanza de la escritura?</p>

## **Annex 6**

### **Informed Consent Document**

For the research study:

#### ***Use of Gamification to Improve the Academic Writing Practices of Pre-service English teachers at Universidad Industrial de Santander***

This study is being conducted by **Sol Smith Fuentes Hernández**, a master 's student from the program Didáctica de la Lengua at Universidad Industrial de Santander.

Please read this form carefully - it tells you about your rights in this study. Ask questions if you want more information about this form or the study. If you decide to participate in this study you will sign this form - make sure you understand it completely before signing.

#### **Purpose of the study**

You are being invited to participate in an action-research project titled “*Use of Gamification to Improve the Academic Writing Practices of Pre-service English teachers at Universidad Industrial de Santander*”. You should be aware of the goals and procedures of this study before deciding whether or not to take part. Please take the time to thoroughly read the following information. If anything is unclear or if you require more information, kindly ask the researcher.

This study's main goal is to employ gamification as a teaching tool to help fourth-semester pre-service English teachers at Universidad Industrial de Santander enhance their academic writing habits.

As subsidiary aims, this study intends to explore the attitudes that fourth-semester pre-service English teachers at UIS have towards EFL writing in the academy; to design and implement a gamified didactic intervention that focuses on the different academic writing practices used when composing texts for academic purposes; and to assess the impact of gamification on both students' attitudes toward EFL academic writing and their writing performance.

#### **Study Procedures**

As this research project follows action-research protocols, you will be asked to participate in

three main stages (problem observation, solution, and evaluation & modification).

During the first stage, you will be asked to answer a Likert-Scale Survey called *The Daly Miller Writing Apprehension Questionnaire*.

For the second stage, you will be expected to take part in a variety of writing exercises and workshops that will be held in Advanced English I classes.

For the third stage, you will be required to undergo a semi-structured interview in addition to a pre- and post-test on writing. Please be aware that some exercises, workshop sessions, and interview sessions will be video and audio recorded. This research study will be conducted from October of 2022 until February 2023.

### **Benefits**

There will be no direct economic benefit to you for your participation in this study. However, as a potential outcome you are expected to:

Learn various techniques for academic writing that you can use when writing different types of essays and research reports as a Pre-service English teacher within the ELT community.

Gain some inspiration as a future instructor about how to implement gamification and academic writing techniques in an EFL classroom.

### **Confidentiality**

Your data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. Every effort will be made by the researcher to preserve your confidentiality including the following:

Assigning code names/numbers for participants that will be used on all research notes and documents such as survey forms, classroom observation formats, semi-structured interview transcripts and Pre-Tests and Post- tests.

Keeping notes, interview transcriptions, and any other identifying participant information in a database protected by a password.

### **Contact Information**

If you have questions at any time about this study, you may contact the researcher Sol Smith Fuentes Hernández.

If you have questions regarding your rights as a research participant, or if problems arise which

you do not feel you can discuss with the Primary Investigator, please contact the master program coordinator.

### **Voluntary Participation**

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

### **Subject Consent**

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature \_\_\_\_\_ Date: \_\_\_\_\_


Investigator's signature \_\_\_\_\_ Date: \_\_\_\_\_



<b>Annex 7</b>	
<b>TÍTULO DE LA SECUENCIA DIDÁCTICA</b> ENGLISH TEACHERS AS PROFESSIONALS <i>A Writing Exercise with gamification.</i>	
<b>Nivel educativo</b>	Educación superior
<b>Institución educativa</b>	Universidad Industrial de Santander
<b>Grado / semestre</b>	Fourth Semester
<b>Bachelor</b>	Licenciatura en Lenguas Extranjeras con énfasis en inglés.
<b>Asignatura</b>	Advanced English I
<b>Intensidad Horaria</b>	60 hours.
<b>Número de estudiantes</b>	17
<b>Problema / Situación</b>	What makes a great English teacher in the 21st century?
<b>Contenidos temáticos a abordar</b>	<p><b>Teachers as professionals:</b> Teaching as a profession. Characteristics of a great teacher. Effective teaching. Teaching the 21st century skills.</p> <p><b>Academic Writing Practices:</b> Reading academically. Searching for information in databases. Systematizing information. Identifying Bias, Opinions, and Facts. Structuring an essay. Referencing. Planning, editing, drafting. Self-edition and Peer-edition.</p>
<b>Competencias a desarrollar</b>	<p><b>COGNITIVE COMPETENCES</b></p> <ul style="list-style-type: none"> <li>Determine the teacher's role in a globalized world in which English is considered an International Language.</li> </ul>

	<ul style="list-style-type: none"> <li>• Combine personal experiences, gained knowledge and research discoveries to describe the qualities that make a great English teacher in the 21st century.</li> <li>• Sustain opinions about teaching English as a Foreign Language using different research sources from authoritative figures.</li> <li>• Produce a clear, smoothly flowing, well-structured text, showing controlled use of organizational patterns, connectors and cohesive devices.</li> <li>• Recognize the significance of writing as a social practice that enables people to express their emotions and become immersed in cultural dynamics.</li> </ul> <p><b>OPERATIONAL COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• Read, reflect and discuss different materials about teaching English in the 21st century.</li> <li>• Analyze the validity and significance of research sources.</li> <li>• Organize the information using different techniques such as mind-maps, sketches, infographics, audiovisuals.</li> <li>• Write clear, well-structured expositions of ideas around effective teaching practices in the Global world.</li> <li>• Self-assess and Co-assess writing texts using different rubrics and/or checklists.</li> <li>• Draft, edit and change a text considering the potential reader.</li> </ul> <p><b>ATTITUDINAL COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• Express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/s concerned.</li> <li>• Gain others' confidence by acting with integrity and following through on commitments, while sharing own perspective.</li> <li>• Treat others and their ideas with respect, and support them in the face of challenges.</li> <li>• Assume responsibility and accountability for successful completion of assignments or tasks.</li> <li>• Work effectively with individuals of diverse cultures, interpersonal styles, abilities, motivations, or backgrounds.</li> <li>• Listen actively to others while working in group activities.</li> <li>• Responds positively to constructive suggestions.</li> </ul>
<p><b>Estrategias y actividades Didácticas</b></p>	<p><b>Gamification Elements as a Didactic Strategy</b>          Gamification is the use of game elements (Dynamics, Mechanics and Aesthetics) in non-game contexts. It can help educators motivate students towards the completion of tasks such as writing, considering this one of the most neglected skills, as it represents an opportunity to trigger episodes of stress and anxiety in students. What is more, gamification represents a chance to integrate digital technologies within the classroom, to assess formatively, and to promote a growth-mindset.</p>

	This relatively new approach to education, according to Yukai-Chou,(2019) deals with 8 thematic cores such as <i>Empowerment, Accomplishment, Ownership, Social Influence, Meaning, Scarcity, unpredictability, and Avoidance.</i>
<b>Recursos didácticos</b>	<ul style="list-style-type: none"> <li>● Learning Management System: Schoology.</li> <li>● Gamification Platforms: Genially, Kahoot, Booklet, Bamboozle, Plickers.</li> <li>● Online Programs: Google Docs, Canva, Google Slides, Pixton, Quillbot, Writing.com, Scribd.</li> <li>● Technological devices: Cellphones, Computers.</li> <li>● Others: Board, audio system.</li> </ul>
<b>Bibliografía Webgrafía</b>	<ul style="list-style-type: none"> <li>● A toolkit for higher Education: Teaching Academic Writing (Coffin et al., 2002)</li> <li>● How to teach writing (Harmer, 2004, 2007)</li> <li>● A process genre approach by Badger and White (2000).</li> <li>● Actionable Gamification (Chou, 2015)</li> <li>● Gamification (Edu Trends Observatorio Tecnológico de Monterrey, 2016).</li> </ul>

<b>UNIT 1</b> <i>Preparation</i>	
<b>Fecha</b>	October 26, 27, 28 (6 hours)
<b>Competencia(s) a desarrollar</b>	<p><b>Cognitive Competences</b></p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of some characteristics or qualities that constitute an effective/meaningful teaching practice.</li> <li>• Classify non-academic from academic web search engines to search for information.</li> <li>• Evaluate the reliability of a source found on the web.</li> </ul> <p><b>Operational Competences</b></p> <ul style="list-style-type: none"> <li>• Draft information about some of the requirements, characteristics or qualities that make an English teacher great in the 21st century.</li> <li>• Watch some videos and read some information about where to search, how to search, and how to evaluate an academic source.</li> <li>• Organize the sources found in an Excel grid so that they can be categorized, analyzed and summarized.</li> <li>• Prepare a short presentation about the information found on the web.</li> </ul> <p><b>Attitudinal Competences</b></p> <ul style="list-style-type: none"> <li>• Express confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/s concerned.</li> <li>• Treat others and their ideas with respect, and support them in the face of challenges.</li> <li>• Assume responsibility and accountability for successful completion of assignments or tasks</li> </ul>
<b>Contenidos</b>	<p>Rhetorical Question: What makes a great English teacher in the 21st century skill?</p> <p>How to search academic information</p> <p>Where to search academic information</p> <p>How to evaluate information.</p>
<b>Gamification Integration: Procedures and Elements.</b>	<p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Post on Schoology the Gamified Learning Itinerary created on Genially.</li> <li>• Explain to Ss how to follow the itinerary. Clarify that the itinerary is divided into 4 different stations.</li> <li>• Make Sure Ss understand that they have to complete all the activities in Station 1, 3, and 4 unlike Station 2 where they will solve one activity + Gamified Questionnaire (Quizziz).</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain to Ss that by completing all the activities/tasks in some of the stations they get some points as follows: Station 2:             <ul style="list-style-type: none"> <li>○ 4 points: If the task was completed successfully.</li> <li>○ 2 points: If the task was partially completed.</li> <li>○ 0 points: If the task was not completed.</li> </ul>           Station 3:           <ul style="list-style-type: none"> <li>○ 4 points: If 5 articles were properly searched and evaluated.</li> <li>○ 2 points: If 3 articles were properly searched and evaluated.</li> <li>○ 1 point: If 1 article was properly searched and evaluated.</li> <li>○ 0 points: If no articles were searched or evaluated.</li> </ul> </li>   <li>● Mention to Students that the addition of the points may contribute to a badge they can redeem in later sessions.  <a href="https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico">https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico</a> </li> </ul> <div style="text-align: center; margin: 20px 0;">  </div> <p><b>Gamification Elements:</b></p> <ul style="list-style-type: none"> <li>● <b>Goals and Objectives:</b> Why to follow the itinerary? Socialization of learning outcomes.</li> <li>● <b>Rules:</b> How to proceed, How to get points, How not to get points.</li> <li>● <b>Rewards:</b> Points after completing some tasks/activities.</li> <li>● <b>Surprise:</b> Gifts by being on the first three places of the leaderboard.</li> <li>● <b>Visible Status:</b> Leaderboards, record of points, progress in the stations of the itinerary.</li> <li>● <b>Progress:</b> Monitoring of performance. Task completion to move from station to station.</li> <li>● <b>Cooperation:</b> Work in groups.</li> <li>● <b>Competence:</b> Participation in a Quizziz Questionnaire.</li> </ul>
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<p><b>Momentos de aprendizaje (TAD)</b></p>	<p style="text-align: center;"><b>GAMIFIED LEARNING ITINERARY # 1</b></p>  <p><b>Actividades de apertura</b></p> <p><b>STATION 1: Let 's Start!</b></p> 	<p style="text-align: center;"><b>EVALUACIÓN</b></p> <p>Have Ss answer the following Questions:</p> <ol style="list-style-type: none"> <li>(1) Name one of the most important things you learned in this Unit.</li> <li>(2) How do you think this unit could be improved?</li> </ol> <p>Additionally, have Ss confirm the number of points they got in Station 2, and 3.  <a href="https://forms.gle/ctk4yZNBTDvM54X38">https://forms.gle/ctk4yZNBTDvM54X38</a></p>
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- Have Ss participate on a Collaborative Board on PADLET. Ask them the following Question: Who is the best teacher you have ever had? Why? <https://padlet.com/solsmithmadiluis>
- Have Ss share their answers and discuss, contrast and compare their answers.
- Introduce the rhetorical Question to the Ss. Solve Ss doubts in case they have some.

**Actividades de desarrollo**

**STATION 2: Where to start? I guess, by searching!**



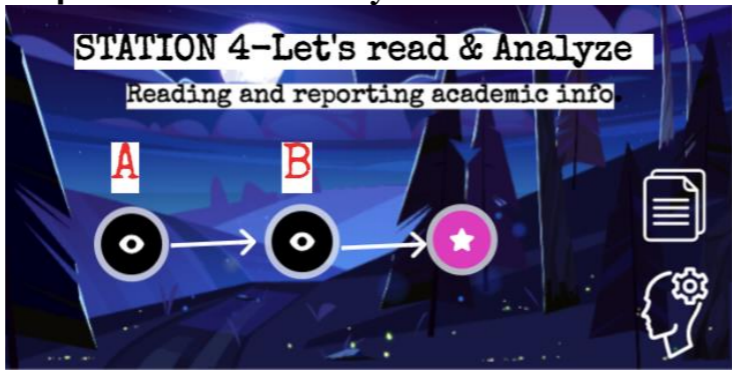
- Divide Ss in 3 groups by writing their names on a Random Group Generator <https://www.randomlists.com/team-generator>
- Have Group 1 watch a video about where to search academic information on the web (Different Academic Search Engines). Ask them to report orally to their classmates. <https://www.youtube.com/watch?v=orEa61QYiQg>
- Have Group 2 watch a video about how to search academic information on the web. Ask them to report orally to their classmates. <https://www.youtube.com/watch?v=CRGpGlc8AI>
- Have Group 3 read about how to evaluate if a source is credible or not. <https://hbl.gcc.libguides.com/c.php?g=339674>  
<https://hbl.gcc.libguides.com/c.php?g=958069&p=7934991>

- Give Ss some points for completing STATION 2.
- Have Ss play a Quizizz so that they can review and consolidate the information about Where, How to search, and evaluate academic information while writing a text.  
Give to the first three winners the name of one article that may contribute to answering the rhetorical question.  
<https://files.eric.ed.gov/fulltext/EJ815372.pdf>

**STATION 3: Let's discover!**



- Have Ss create a word cloud about their hypothesis to answer the rhetorical question. Use mentimeter.  
<https://www.menti.com/algwbf9kdz>
- Have Ss search for some information about the rhetorical Question. Remind them to put into practice the knowledge acquired in session 2. Monitor their progress and provide Immediate Feedback if necessary.
- Have Ss make a copy of an Excel grid where they can copy, paste, organize and classify what they search. [GRID ORGANIZING INFORMATION](#)
- Tell Ss that in order to get 4 points, they must search at least 5 reliable sources.
- Give Ss their corresponding points for solving STATION 3.







	<p><b>STATION 4: Let's read and analyze! PART A.</b></p>  <ul style="list-style-type: none"> <li>• Have Ss read the information they search on the web.</li> <li>• Ask Ss to start summarizing information whether in Spanish or English.</li> <li>• Tell Students that in this STATION they do not get points.</li> </ul> <p><b>Actividades de cierre</b></p> <p><b>STATION 4: Let's read and analyze! PART B.</b></p> <ul style="list-style-type: none"> <li>• Have Ss search and read extra sources that may contribute to solving the rhetorical question.</li> <li>• Have Ss continue filling the Excel grid, so that they can organize, and classify the information.</li> </ul>	
<p><b>Momentos de aprendizaje (TI)</b></p>	<p><b>ASSIGNMENT 1: The more information, the better!</b></p> <p>Have Ss prepare a short presentation on the information they found in relation to the rhetorical question. Explain to Ss they can decide how to do so i.e. They can create a video, an infographic, slides, a short talk, a mind-map, a graphic organizer, a collage etc.                  Estimated time per student: 3 min.                  Ask them to Upload their outcomes on Schoology.</p>	
<p><b>Recursos</b></p>	<ul style="list-style-type: none"> <li>• LMS: Schoology.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Gamified Itinerary: Genially <a href="https://view.genial.ly/633b59985e55ce00137b24d6/interactive-image-imagen-interactiva">https://view.genial.ly/633b59985e55ce00137b24d6/interactive-image-imagen-interactiva</a></li> <li>• Group Organizer: <a href="https://www.randomlists.com/team-generator">https://www.randomlists.com/team-generator</a></li> <li>• Wordcloud: Mentimeter. <a href="https://www.menti.com/alxgwbfd9kdz">https://www.menti.com/alxgwbfd9kdz</a></li> <li>• Collaborative Board: Padlet <a href="https://padlet.com/solsmithmadiluis/30pgz1k3wle2z4ss">https://padlet.com/solsmithmadiluis/30pgz1k3wle2z4ss</a></li> </ul>
<b>Bibliografía</b>	<ul style="list-style-type: none"> <li>• Dirección de Educación en Línea. (2019, 8 agosto). <i>Buscadores académicos y no académicos - Lenguaje y comunicación digital - Udl en línea</i> [Vídeo]. YouTube. Retrieved October 3rd 2022 from <a href="https://www.youtube.com/watch?v=orEa61QYiQg">https://www.youtube.com/watch?v=orEa61QYiQg</a></li> <li>• <i>Henry Buhl Library: Evaluating Resources &amp; Information: Home</i>. (s. f.). Retrieved October 3rd 2022 from <a href="https://hbl.gcc.libguides.com/c.php?g=339674">https://hbl.gcc.libguides.com/c.php?g=339674</a></li> <li>• <i>Henry Buhl Library: Research Basics: Home</i>. (s. f.). Retrieved October 3rd 2022 from <a href="https://hbl.gcc.libguides.com/c.php?g=958069">https://hbl.gcc.libguides.com/c.php?g=958069</a></li> <li>• Walker, R.J. (2010). Twelve Characteristics of an Effective Teacher. <i>Educational Horizons</i>,61-68. Retrieved from <a href="http://files.eric.ed.gov/fulltext/EJ815372.pdf">http://files.eric.ed.gov/fulltext/EJ815372.pdf</a></li> <li>• MindToolsVideos. (2018, 13 agosto). <i>6 Ways to Find What You Want on the Internet</i> [Vídeo]. YouTube. Retrieved October 3rd 2022 from <a href="https://www.youtube.com/watch?v=CRGpG1c8AI&amp;t=67s">https://www.youtube.com/watch?v=CRGpG1c8AI&amp;t=67s</a></li> </ul>

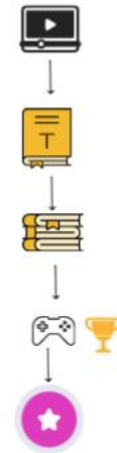
**UNIT 2**  
**Modeling**

<b>Fecha</b>	November 10, 11, 16. (6 hours)
<b>Competencia(s) a desarrollar</b>	<p><b>Cognitive competences:</b></p> <ul style="list-style-type: none"> <li>• Compare the difference there exists between opinions, facts and bias.</li> <li>• Grasp the general structure of an opinion argumentative.</li> <li>• Recognize the role of the potential target audience when writing a text.</li> </ul> <p><b>Operational Competences:</b></p> <ul style="list-style-type: none"> <li>• Organize the parts of an opinion essay by analyzing their purpose.</li> <li>• Analyze samples of opinion essays written by test takers of standard exams.</li> </ul>

	<ul style="list-style-type: none"> <li>List the potential target audiences that could read the final product about the rhetorical question presented in Week 1: What makes a great English teacher in the 21st century?</li> <li>Reflect about the validity of a text when it does not follow a specific structure.</li> </ul> <p><b>Attitudinal Competences:</b></p> <ul style="list-style-type: none"> <li>Express confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/s concerned.</li> <li>Treat others and their ideas with respect, and support them in the face of challenges.</li> <li>Assume responsibility and accountability for successful completion of assignments or tasks.</li> </ul>
<p><b>Contenidos</b></p>	<p>Facts, Opinions and Bias.                  Structure of an Opinion Essay.                  The communities of practice and their potential target audiences.</p>
<p><b>Gamification Integration: Procedures and Elements.</b></p>	<p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Post on Schoology the Gamified learning Itinerary # 2 created on Genially.</li> <li>Write down the learning outcomes of the lesson.</li> <li>Explain to Ss how to address the itinerary.</li> <li>Explain to Ss that by completing all the activities/tasks in some of the stations they get some points as follows:</li> </ul> <p>Station 2:                  2 points: If the task was completed successfully.                  1 points: If the task was partially completed.                  0 points: If the task was not completed.</p> <p>Station 4:                  4 points: If the task was completed successfully.                  2 points: If the task was partially completed.                  0 points: If the task was not completed.</p> <ul style="list-style-type: none"> <li>Mention to Students that the addition of the points may contribute to a badge they can redeem in later sessions.  <a href="https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico">https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico</a></li> </ul>

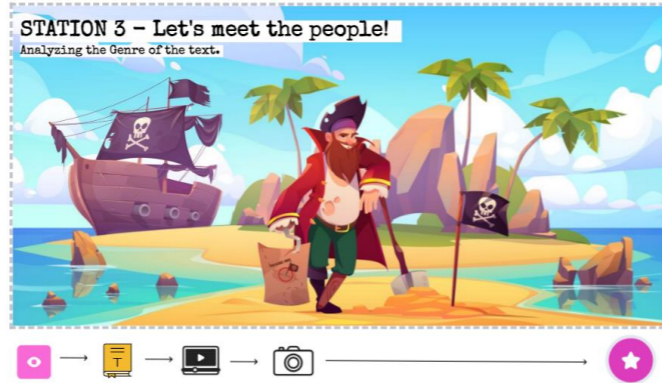
	<p><b>Gamification Elements:</b>  <b>Goals and Objectives:</b> Why and How to follow the itinerary. Socialization of learning outcomes.  <b>Rules:</b> How to proceed, how to get points, how not to get points.  <b>Narrative:</b> Exploring information about opinion essays as pirates.  <b>Freedom of choice:</b> Possibility of accessing information in different order (Choice board).  <b>Rewards:</b> Points after completing some tasks.  <b>Surprise:</b> Gifts given to some students for being within the first five positions of a leaderboard in a gamified questionnaire.  <b>Visible status:</b> Track of points, progress in the stations of the itinerary.  <b>Progress:</b> Monitoring (Self- monitoring) (Teacher-monitoring) of performance. Task completion to move from station to station.  <b>Cooperation:</b> Work in groups.  <b>Competence:</b> Participation in a Time to Climb Nearpod.</p>	
<p><b>Momentos de aprendizaje (TAD)</b></p>	<p style="text-align: center;"><b>GAMIFIED LEARNING ITINERARY # 2</b></p> <p><b>Actividades de apertura</b></p> <p><b>STATION 1: <i>What about opinions?</i></b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">      </div> </div>	<p style="text-align: center;"><b>EVALUACIÓN</b></p> <p style="text-align: center;">Checklist: Google Form:  <a href="https://forms.gle/rawxKJYoX4mreH29A">https://forms.gle/rawxKJYoX4mreH29A</a></p> <p style="text-align: center;">Worksheet Submission.</p>

	<ul style="list-style-type: none"> <li>• Have Ss watch a video called: 'Everyone has an opinion, but not everyone's opinion is of equal value.' What is your view? <a href="https://www.youtube.com/watch?v=Ozwb-i-pRN8">https://www.youtube.com/watch?v=Ozwb-i-pRN8</a></li> <li>• Have Ss text a friend on WhatsApp/Messenger/Instagram to ask the following question: What is your opinion about English teachers in Colombia? Have Ss socialize their ideas with some of their classmates. Mention to Ss that the information collected about the beliefs/opinions people have about teaching English in Colombia could be used as a way of giving context in the introduction of an essay.</li> <li>• Explain to Ss the difference there exists about the following terms: Facts, Opinions and Bias. <a href="https://www.summitlearning.org/docs/60535">https://www.summitlearning.org/docs/60535</a></li> <li>• Have Ss create a list of opinions that they have regarding the rhetorical Question: What makes a great English teacher in the 21st century? Have Ss Socialize them with someone they do not talk to that much in class. <a href="https://padlet.com/solsmithmadiluis/hbrszujuf6w9qsbp">https://padlet.com/solsmithmadiluis/hbrszujuf6w9qsbp</a></li> </ul> <p><b>Actividades de desarrollo</b> <b>STATION 2: <i>Which is the genre of my text?</i></b></p>	
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- Have Ss watch a video called “Ensayo de Opinion o ensayo Persuasivo” <https://www.youtube.com/watch?v=DqwzYoThUpg> to explain to Ss that the genre they are expected to follow to answer the rhetorical question (What makes a great English teacher in the 21st century?) is the opinion essay.
- Ask Ss to read some examples of an opinion essay. Analyze cooperatively the purpose of each part. [Example\\_ Opinion Essay](#)
- Have Ss read some information to strengthen their knowledge regarding Opinion essays. [Opinion Essay\\_ General Information\\_ Choice Board!](#)
- Measure Ss comprehension of the structure of an Opinion essay by dividing them into groups and asking them to participate in two activities in Nearpod (i.e. Fill in the blank, Time to Climb).  
As a surprise, give the first five students in the leaderboard of the Time to Climb, 50% of the answers of the worksheet they are expected to complete on Station 4. [Key Surprise\\_ Worksheet\\_ 1\\_ Unit 2\\_ Opinion Essay](#)
- Give Ss points according to their performance and task completion of Station 2.

**STATION 3: What about the audience?**



- Have Ss participate in a Random event - Which famous fictional teacher are you? BuzzFeed Quiz! Ask them to share, and socialize. <https://www.buzzfeed.com>
- Introduce to Ss the concept of Communities of Practice by asking Ss to Scan the following website: <https://www.wenger-trayner.com> Explain to Ss that as they are Pre-service English teachers, they belong to the ELT community.
- Ask Ss to watch the video called: Writing with your audience in mind. <https://www.youtube.com/watch?v=xyH79KQET5E> Explain to Ss the importance of taking on board the concept of audience or target readers.
- Have Ss create a collage about the people who are likely to be the readers of their texts. Ask them to socialize with their pals. Ask them to upload it on Schoology.

**Actividades de Cierre**

**STATION 4: Let's analyze more opinion essays!**

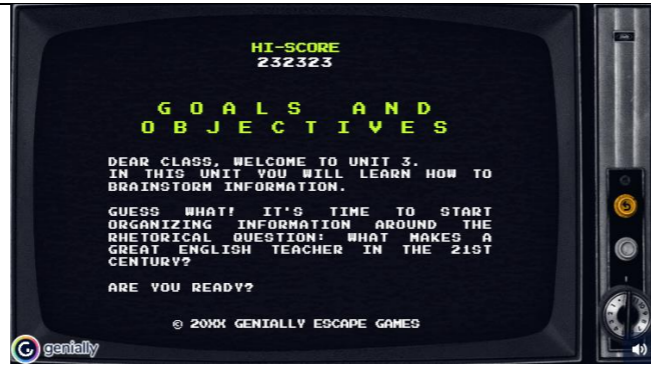
	 <ul style="list-style-type: none"> <li>• Give students a worksheet responding to the essay task they completed in the pre-test. Have them analyze the structure, and the potential target audience the writer was aiming at. Have Ss decide and argue through writing if they think the text is an opinion essay or not. <a href="#">Worksheet 1 Unit 2 Opinion Essay</a></li> <li>• Explain to Ss that although each genre of writing has an established structure, some writers do not follow them, yet the purpose of the genre is achieved, which at the end is what matters the most.</li> <li>• Collect their worksheets, and give Ss some points for completing the tasks in this station 4.</li> </ul>	
<p><b>Momentos de aprendizaje (TI)</b></p>	<p>ASSIGNMENT 2: <i>What part of the text should I write first?</i></p> <p>Have Ss search on the web: <b>What is a thesis statement? What is the relationship between a thesis statement and the introduction?</b></p>	
<p><b>Recursos</b></p>	<ul style="list-style-type: none"> <li>• LMS: Schoology.</li> <li>• Gamified Itinerary: Genially <a href="https://view.genial.ly/6361c3f0205bf300124bd8eo/interactive-content-modeling-stage-week-2">https://view.genial.ly/6361c3f0205bf300124bd8eo/interactive-content-modeling-stage-week-2</a></li> </ul>	

	<ul style="list-style-type: none"> <li>• Padlet: <a href="https://padlet.com/solsmithmadiluis/hbrszujuf6w9qsbp">https://padlet.com/solsmithmadiluis/hbrszujuf6w9qsbp</a></li> <li>• G- suite: <a href="#">Example Opinion Essay &amp; Opinion Essay General Information Choice Board! Worksheet 1 Unit 2 Opinion Essay</a></li> </ul>
<b>Bibliografía</b>	<ul style="list-style-type: none"> <li>• School of Thought. (2017, 2 junio). <i>‘Everyone has an opinion, but not everyone’s opinion is of equal value.’ What is your view?</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=ozwb-i-pRN8">https://www.youtube.com/watch?v=ozwb-i-pRN8</a></li> <li>• Summit Learning. (s. f.). <a href="https://www.summitlearning.org/docs/60535">https://www.summitlearning.org/docs/60535</a></li> <li>• Smrt English. (2012, 15 noviembre). <i>Opinion Essay or Persuasive Essay</i>. YouTube. <a href="https://www.youtube.com/watch?v=DqwzYoThUpg">https://www.youtube.com/watch?v=DqwzYoThUpg</a></li> <li>• <i>Which Famous Fictional Teacher Are You?</i> (2019, 26 marzo). BuzzFeed Community. <a href="https://www.buzzfeed.com/popularityexplained/which-popular-movie-teacher-are-you-ekxssj5an2">https://www.buzzfeed.com/popularityexplained/which-popular-movie-teacher-are-you-ekxssj5an2</a></li> <li>• WENGER-TRAYNER. (2022, 4 septiembre). <i>Introduction to communities of practice - wenger-trayner</i>. wenger-trayner - Social learning theorists and consultants. <a href="https://www.wenger-trayner.com/introduction-to-communities-of-practice">https://www.wenger-trayner.com/introduction-to-communities-of-practice</a></li> <li>• Tony DeFilippo. (2019, 21 febrero). <i>Writing With Your Audience in Mind</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=xyH79KQET5E">https://www.youtube.com/watch?v=xyH79KQET5E</a></li> </ul>

<b>UNIT 3 Planning</b>	
<b>Fecha</b>	November 23, 24 - December 09, 14 (8 hours)
<b>Competencia(s) a desarrollar</b>	<p><b>Cognitive competences:</b></p> <ul style="list-style-type: none"> <li>• Identify the different techniques to brainstorm information.</li> <li>• Comprehend the role of a thesis statement within an essay.</li> </ul> <p><b>Operational competences:</b></p> <ul style="list-style-type: none"> <li>• Organize information around the rhetorical question using a brainstorming technique.</li> <li>• Writes down a thesis statement in the graphic organizer.</li> <li>• Self-asses the organizer and the thesis statement.</li> </ul> <p><b>Attitudinal Competences:</b></p> <ul style="list-style-type: none"> <li>• Express confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/s concerned.</li> </ul>

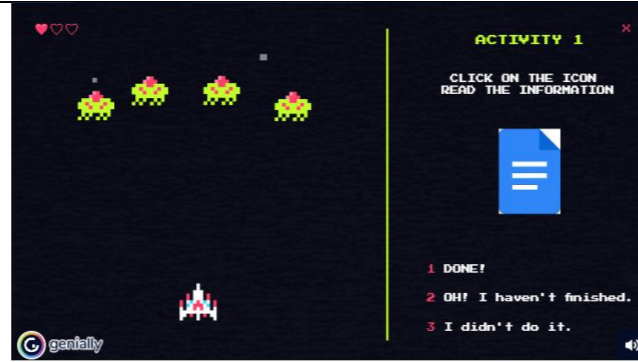
	<ul style="list-style-type: none"> <li>● Treat others and their ideas with respect, and support them in the face of challenges.</li> <li>● Assume responsibility and accountability for successful completion of assignments or tasks.</li> </ul>	
<b>Contenidos</b>	Brainstorming techniques. Thesis Statement.	
<b>Gamification Integration (Elements and Procedures)</b>	<p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>● Post on Schoology the Gamified learning Itinerary # 3 created on Genially.</li> <li>● Have Ss read the learning outcomes of the lesson (goals).</li> <li>● Explain to Ss how to address the itinerary.</li> <li>● Explain to Ss that by completing all the activities/tasks in some of the stations, they get some points as follows:</li> </ul> <p>Station 3: 6 points: If the task was completed successfully. 3 points: If the task was partially completed. 0 points: If the task was not completed.</p> <ul style="list-style-type: none"> <li>● Mention to Students that the addition of the points may contribute to a badge they can redeem in later sessions. <a href="https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico">https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico</a></li> <li>● <b>Goals and Objectives:</b> Why, and how to follow the learning itinerary.</li> <li>● <b>Rules:</b> How to get, and not to get points. How to ask for help (Coupon time).</li> <li>● <b>Progress:</b> Self-monitoring, teacher-monitoring.</li> <li>● <b>Cooperation:</b> Group work to complete an activity.</li> <li>● <b>Feedback:</b> Immediate/ personalized Feedback through coupons.</li> <li>● <b>Freedom to make mistakes:</b> Not getting penalized for making mistakes. Chance of doing over.</li> <li>● <b>Rewards:</b> Points</li> <li>● <b>Competence:</b> Hacking password on “blooket” and getting Bitcoins while answering questions.</li> <li>● <b>Narrative:</b> Being the Sharks of SHARK TANK Uis Version.</li> </ul>	
<b>Momentos de aprendizaje (TAD)</b>	<b>GAMIFIED LEARNING ITINERARY #3</b>	<b>EVALUACIÓN</b>  1. <a href="https://forms.gle/Gi6HLNiRHHPxnZk78">https://forms.gle/Gi6HLNiRHHPxnZk78</a> (Google Forms).

		<p>2. Outline/Graphic organizer Submission on Schoology.</p>
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**Actividades de Apertura**

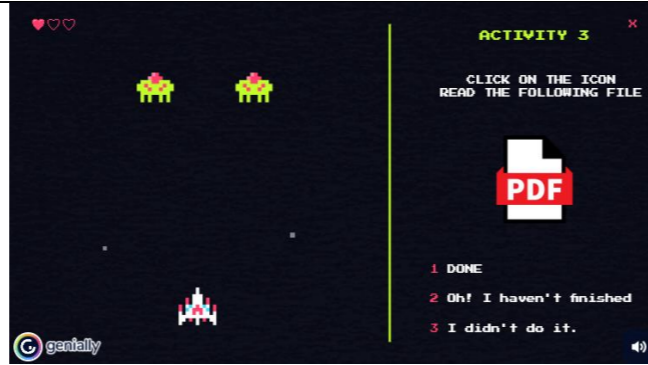
**Station 1: Uhh! What about Brainstorming?**



- Organize Ss in groups of four/five. Have Ss read some opinions people have posted on Quora regarding the following questions: *How do I write a thesis statement? What is a thesis statement? What is the best way to write essays? How can I write essays effectively?* [QUORA ENTRIES](#) Ask them to socialize if they agree or disagree with the entries.



- Have Ss search for some words related to brainstorming on a word search online.  
<https://thewordsearch.com/puzzle/4332413/brainstorming/>



- Ask Ss to read individually some of the techniques there are to brainstorm information. [brainstorming techniques.pdf](#).




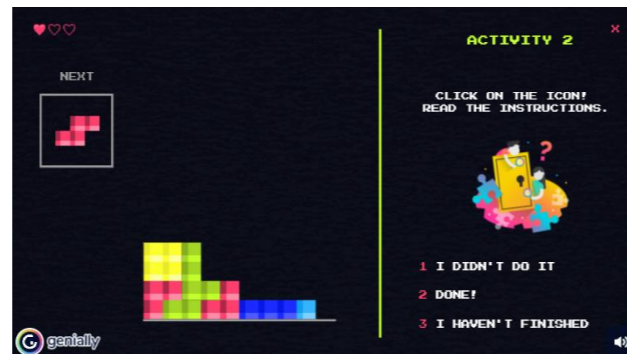
- Have Ss participate in a Blooket Questionnaire to check their comprehension <https://dashboard.blooket.com/set/637a9obb6bcd44d9455885cb>

**Actividades de Desarrollo**

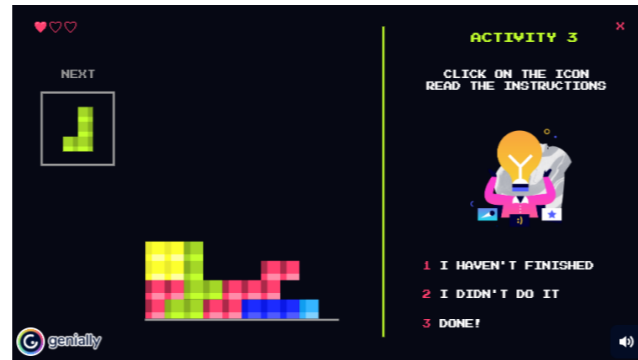
**Station 2: Chop, chop! Let's start.**



- Have Ss watch the following video: [How to Write a STRONG Thesis Statement | Scribbr](#)  Explain to them, that the thesis statement is the Soul of an Essay. One good thesis statement will allow them to have a great essay development. Discuss with the whole class examples of GOOD and BAD thesis statements using the following PDF file by EBSCO: <https://www.ebsco.com/sites/g/files/nabnos191/files/acquiadam-assets/Thesis-Statements-Handout.pdf>



- Have Ss select one of the brainstorming techniques they consider would be useful when drafting some preliminary ideas before starting to write in prose about the rhetorical question: What makes a great English teacher in the 21st-century? Ask them to explain why! Mention to them, they can work manually or use digital platforms such as Canva, Google Slides, etc.



- Have Ss start working on their outlines or graphic organizers. Monitor them constantly, and provide immediate feedback. Explain to Ss that they can ask for help by using some cards. Give students three cards: A yellow, a blue, or a green one. The yellow card means, Ss can ask the teacher for help. Not just to say if it is right or wrong. The blue card means, Ss can ask a friend (from the class or through WhatsApp) to help them. The green card means, they can ask everybody to stop what they are doing, and receive help from the whole class.

[HELP CARDS!](#)

**Actividades de Cierre**  
**Ideas everywhere!**



- Random event! Have Ss play Simon Says and command students to do the following activity:  
Ask Ss to take a selfie of them working on their graphic organizers. Have Ss post on a blog entry on Schoology and include with the picture one of the phrases from their graphic organizers/outlines. The class can engage in guessing and writing in the comment section if the phrase written by their classmates is a thesis statement, a supporting idea or part of the introduction/Conclusion.

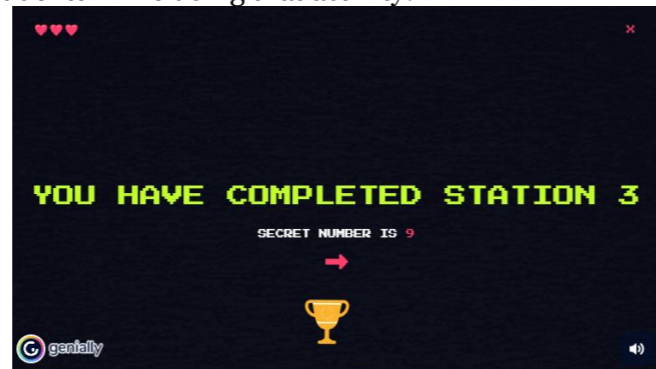


- Give Ss a format to self-assess their performance while writing the outline/graphic organizer. Explain the format. Have Ss create a copy of

the format and fill in the form. [SELF-ASSESSMENT GRAPHIC ORGANIZER/Outline Thesis Statement Unit 3](#)



- Have Ss make the necessary adjustments to their organizers. Monitor students while doing that activity.



- Give Ss points for completing this task. (6, 3 or 0).  
*6 points:* Successful completion of the task (The students create their organizers, self-assess their performance, and make the changes).  
*3 points:* Task Partially completed (The Students do not make changes in their graphic organizers/outlines).  
*0 points:* Unsuccessful completion of the task (Students do not finish the organizer and they do not self-assess their performance).

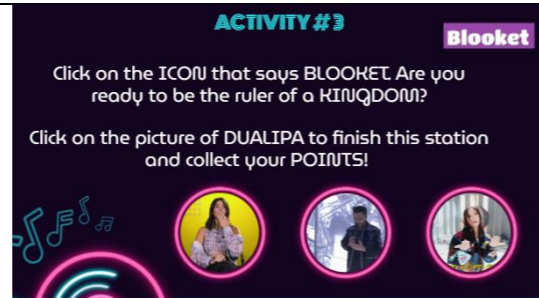
<b>Momentos de aprendizaje (TI)</b>	<p><b>ASSIGNMENT 3: Presentation time!</b></p> <p>Explain to Ss, they will participate in a new version of SHARK TANK!                  Ask them to prepare a short presentation using their graphic organizer/outline as a visual aid. Have them explain the way they plan to organize the essay (Suggest them to be ready to justify and answer questions). Tell them their purpose is to convince the jury.                  Be as creative as possible! Estimated time: 5 - 7 minutes.</p>
<b>Recursos</b>	<p>Genially: <a href="https://view.genial.ly/6378ea8a91973c001325ea1c/interactive-content-unit-3">https://view.genial.ly/6378ea8a91973c001325ea1c/interactive-content-unit-3</a>                  Blooket: <a href="https://dashboard.blooket.com/set/637a90bb6bcd44d9455885cb">https://dashboard.blooket.com/set/637a90bb6bcd44d9455885cb</a>                  WORDSEARCH online: <a href="https://thewordsearch.com/puzzle/4332413/brainstorming/">https://thewordsearch.com/puzzle/4332413/brainstorming/</a>                  G Suite: <a href="#">QUORA ENTRIES; HELP CARDS!SELF -ASSESSMENT GRAPHIC ORGANIZER/Outline Thesis Statement Unit 3</a></p>
<b>Bibliografía</b>	<p>Scribbr. (2020, 10 enero). <i>How to Write a STRONG Thesis Statement</i>   Scribbr [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=DFp1uGTXo4Q">https://www.youtube.com/watch?v=DFp1uGTXo4Q</a>                  EBSCO: Thesis Statements: The Bad and the Better <a href="https://www.ebsco.com/sites/g/files/nabnos191/files/acquiadam-assets/Thesis-Statements-Handout.pdf">https://www.ebsco.com/sites/g/files/nabnos191/files/acquiadam-assets/Thesis-Statements-Handout.pdf</a>                  Brainstorming Techniques(n.d) <a href="https://drive.google.com/file/d/1kdGooviZSzhqhr1cNM_amAmBxfZe59wT/view">https://drive.google.com/file/d/1kdGooviZSzhqhr1cNM_amAmBxfZe59wT/view</a></p>

<b>UNIT 4 Joint Construction</b>	
<b>Fecha</b>	January 27, 30, 31 (7 hours)
<b>Competencia(s) a desarrollar</b>	<p><b>Cognitive competences</b></p> <ul style="list-style-type: none"> <li>● Identify the structure of a paragraph.</li> <li>● Discuss quoting, paraphrasing and summarizing as forms of writing academic supporting sentences.</li> <li>● Demonstrate comprehension of some characteristics of a great English teacher in the 21st century.</li> <li>● Evaluate a paragraph, considering aspects of form and content.</li> </ul>

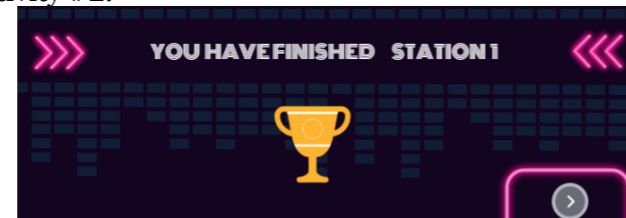
	<p><b>Operational competences</b></p> <ul style="list-style-type: none"> <li>• Read information about how to write effective essay paragraphs with topic, supporting and concluding sentence.</li> <li>• Identity suitable topic sentence-</li> <li>• Socialize information about how to quote, summarize and paraphrase.</li> <li>• Write a short paragraph about one of the characteristics of great English teachers in the 21st century.</li> <li>• Use a checklist to evaluate a paragraph.</li> </ul> <p><b>Attitudinal Competences</b></p> <ul style="list-style-type: none"> <li>• Express confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/s concerned.</li> <li>• Treat others and their ideas with respect, and support them in the face of challenges.</li> <li>• Assume responsibility and accountability for successful completion of assignments or tasks.</li> </ul>
<p><b>Contenidos</b></p>	<p>Structure of a paragraph. Writing a topic Sentence. Different ways of writing supporting sentences.</p>
<p><b>Gamification Integration: Procedures and Elements</b></p>	<ul style="list-style-type: none"> <li>• Post on Schoology the Gamified Learning Itinerary created on Genially.</li> <li>• Explain to Ss how to follow the itinerary. Clarify that the itinerary is divided into 4 different stations.</li> <li>• Make Sure Ss understand that they have to complete all the activities.</li> <li>• Explain to Ss that by completing all the activities/tasks in some of the stations, they get points as follows: Station 1, 2 &amp; 4 (Total of points: 15). 5 points: Task successfully completed. 3 points: Task partially completed. 0 points: Task not completed.</li> </ul> <ul style="list-style-type: none"> <li>• Mention to Students that the addition of the points may contribute to a badge they can redeem in later sessions. <a href="https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico">https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico</a></li> </ul> <p>Gamification Elements:</p> <ul style="list-style-type: none"> <li>• <b>Goals and Objectives:</b> Why to follow the itinerary? Socialization of learning outcomes.</li> <li>• <b>Rules:</b> How to proceed, How to get points, How not to get points, how to use the badges.</li> <li>• <b>Rewards:</b> Points after completing some tasks/activities.</li> <li>• <b>Surprise:</b> Gifts by being the first on a leaderboard organizing a paragraph.</li> <li>• <b>Progress:</b> Monitoring of performance. Task completion to move from station to station.</li> <li>• <b>Cooperation:</b> Work in groups e.g. writing the paragraph.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Competence:</b> Participation in a BLOOKET questionnaire.</li> <li>● <b>Time restriction:</b> Restriction of time when completing some of the activities.</li> </ul>
<p><b>Momentos de aprendizaje (TAD)</b></p>	<p style="text-align: center;"><b>GAMIFIED LEARNING ITINERARY #4</b></p> <p style="text-align: center;"><b>Actividades de apertura</b></p> <p><b>STATION # 1- What about paragraphs?</b></p> <div data-bbox="787 492 1236 740" style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>● Have Ss open their gamified learning itineraries and go to station 1. Ask them to click on activity # 1. Have Ss unscramble the following sentence “In this unit, you will learn by clicking on the following link: <a href="https://learnhip.com/scramble/sentence.php?w=1a13f50b">https://learnhip.com/scramble/sentence.php?w=1a13f50b</a></li> </ul> <div data-bbox="749 904 1274 1195" style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>● Ask Ss to read some information about PARAGRAPHS from different WRITING centers and/or TEXTS books about academic writing <a href="#">ALL ABOUT PARAGRAPHS</a> Have Ss read the information with a classmate. Give Ss a restriction of 25 minutes <a href="https://www.online-stopwatch.com/countdown-clock/full-screen/">https://www.online-stopwatch.com/countdown-clock/full-screen/</a></li> </ul>

**EVALUACIÓN**  
<https://forms.gle/fVpeZuW3qfp9hRhs7>



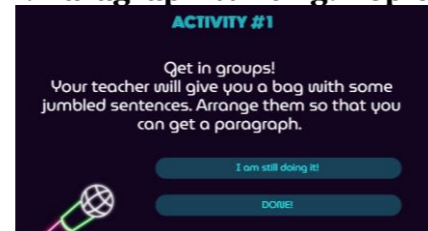
- Have Ss participate in a Gamified Questionnaire on BLOOKET called “Crazy Kingdom” to verify their comprehension of the information they read in Activity #2.



- Give Ss some points for collaborating in groups, reading the information and participating in the Gamified Questionnaire.

**Actividades de desarrollo**

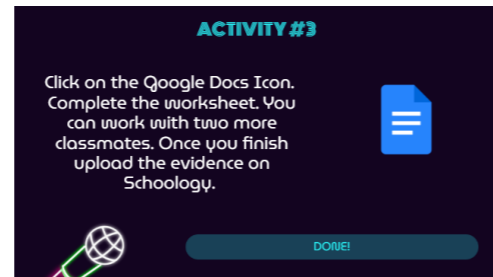
**Station 2: Paragraph Writing: Topic Sentece.**



- Organize Ss in groups of three. Give students a paragraph to unscramble [TO ORGANIZE PARAGRAPH](#). Ask Ss to organize in groups. The first group to finish will get a Surprise, which is some of the answers of the Worksheet about Essay paragraphs.



- Have Ss watch a video about TOPIC sentences [How to Write a Topic Sentence | Scribbr](#). Have socialize what they understood about topic sentences.

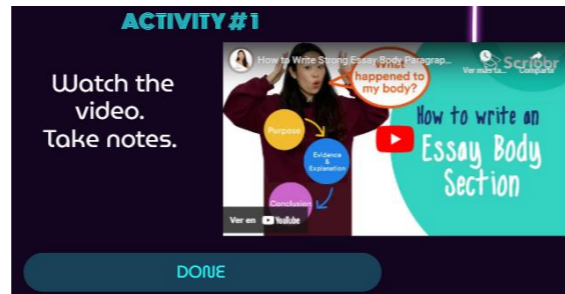


- Have Ss solve in groups of three the following worksheet [WORKSHEET UNIT 4 JOINT CONSTRUCTION OPINION PARAGRAPH](#) about ESSAY paragraphs and TOPIC sentences. Monitor Ss while working and give them feedback on their progress.

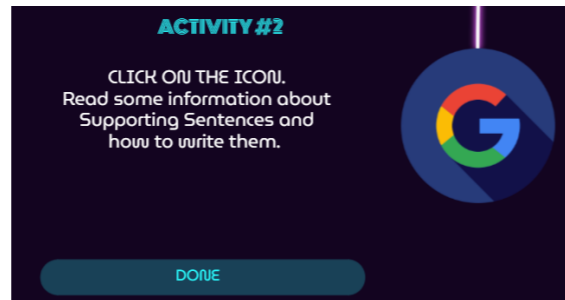


- Give Ss points after completing all the activities of Station #2.

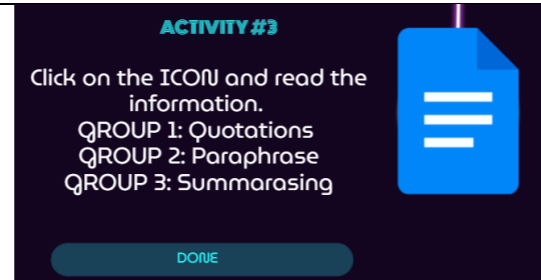
**Station 3: Writing Paragraphs: Supporting sentences.**



- Have Ss watch a video on hot to write Strong Body paragraph of an essay [How to Write Strong Essay Body Paragraphs – with REAL Example | Scribbr](#) □



- Have Ss read some information about supporting sentences by exploring the following Website <https://literaryterms.net/supporting-sentence/> Then, have Ss socialize what they learned.



- Divide the class in groups of three. Organize them using a Random Group generator:  
<https://www.classtools.net/random-group-generator/>  
 Group#1, will read about quoting, group#2 will read about paraphrasing and group # 3, about summarizing. Explain to Ss that quoting and paraphrasing may help them make their paragraph writing stronger and more academic.

*RANDOM EVENT: Get a point for dancing: Butter from BTS.*  
[Butter by BTS | Just Dance 2021 | Fanmade by Redoo](#)




- Give a point to the Ss who participate in the random event.

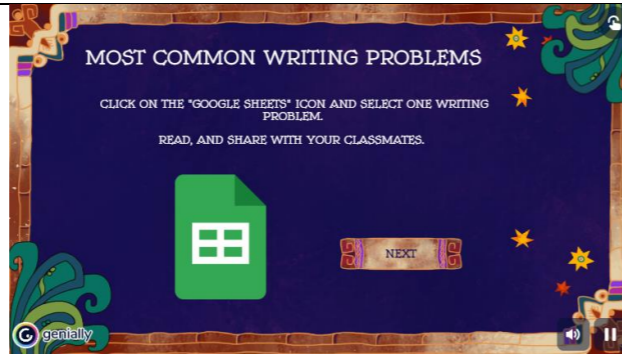
**Actividades de cierre**  
**Station 4: Paragraph writing practice.**

	<div data-bbox="747 258 1266 529" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• Have Ss read two paragraphs that include a Topic sentence, evidence, analysis and a conclusion.</li> </ul> <div data-bbox="720 594 1298 899" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• Write on a wheel of names different characteristics that make a great English teacher in the 21st century. Have Ss get in groups, spin the wheel and give each group a characteristic, which will be the topic. Have Ss write a paragraph in Joint Construction. Monitor Ss and work with them by giving ideas, editing and/or providing immediate feedback.</li> </ul>	
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	 <ul style="list-style-type: none"> <li>• Have Ss assess their paragraph by using a CHECKLIST <a href="#">SELF-ASSESSMENT CHECKLIST (PARAGRAPH PRACTICE)</a></li> <li>• Give Ss points once they finish writing their paragraphs.</li> </ul>	
<b>Momentos de aprendizaje (TI)</b>	<p>HOMEWORK Read information about transition words and/or sentences to include within essay paragraphs.</p>	
<b>Recursos</b>	<p>Schoology: Learning Management System. Genially: <a href="https://view.genial.ly/63aa22c74c57f9001988d055/interactive-content-joint-construction">https://view.genial.ly/63aa22c74c57f9001988d055/interactive-content-joint-construction</a> G-suite: <a href="#">ALL ABOUT PARAGRAPHSTO ORGANIZE _ PARAGRAPHWORKSHEET _ UNIT 4 _ JOINT CONSTRUCTION _ ESSAY PARAGRAPHSELF-ASSESSMENT CHECKLIST (PARAGRAPH PRACTICE)</a> Other websites: LearnHip.com; Blooket.com</p>	
<b>Bibliografía</b>	<p>Scribbr. (2020b, febrero 3). <i>How to Write a Topic Sentence</i>   Scribbr □ [Video]. YouTube. <a href="https://www.youtube.com/watch?v=2R-9T9TgGnE">https://www.youtube.com/watch?v=2R-9T9TgGnE</a></p> <p>Scribbr. (2021, 26 enero). <i>How to Write Strong Essay Body Paragraphs – with REAL Example</i>   Scribbr □ [Video]. YouTube. <a href="https://www.youtube.com/watch?v=IoSMvLu2D1Y">https://www.youtube.com/watch?v=IoSMvLu2D1Y</a></p> <p>Supporting Sentence. (2019, 10 marzo). Literary Terms. <a href="https://literaryterms.net/supporting-sentence/">https://literaryterms.net/supporting-sentence/</a></p> <p>The learning center (n.d). Quoting, summarizing and paraphrasing techniques. <a href="https://www.jcu.edu.au/_data/assets/pdf_file/0004/1188877/Summarising,-Paraphrasing-and-Quoting.pdf">https://www.jcu.edu.au/_data/assets/pdf_file/0004/1188877/Summarising,-Paraphrasing-and-Quoting.pdf</a></p>	

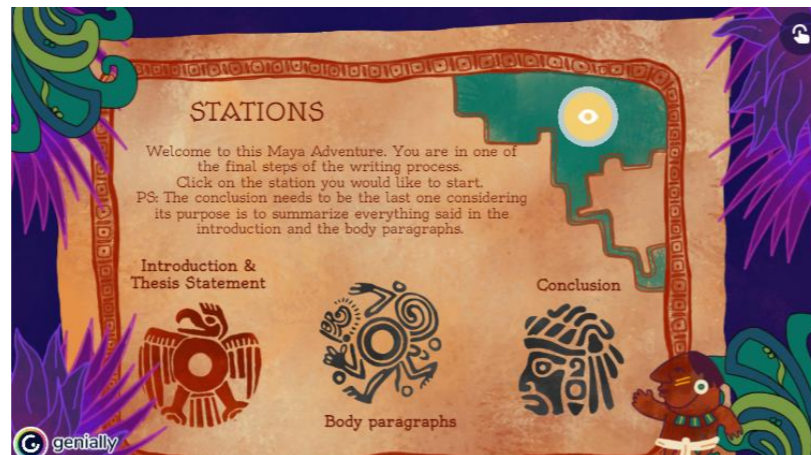
<b>UNIT 5 Independent Construction</b>	
<b>Fecha</b>	February 1, 2, 3, 6, 7, 8, 9, 10, 13 (23 hours)
<b>Competencia(s) a desarrollar</b>	<p><b>Cognitive Competences:</b></p> <ul style="list-style-type: none"> <li>• Identify some of the most common writing problems when using academic register.</li> <li>• Understand the role of attention grabbers and/or hooks in the introduction.</li> <li>• Recognize some writing online tools to strengthen the academic writing.</li> <li>• Evaluate the impact of an essay draft following a rubric format.</li> </ul> <p><b>Operational Competences:</b></p> <ul style="list-style-type: none"> <li>• Read information about common writing problems.</li> <li>• Draft an attention grabber and/or hook in the introduction paragraph.</li> <li>• Read information about some online tools that help writers improve their texts.</li> <li>• Draft body paragraphs with topic and supporting sentences.</li> <li>• Draft the conclusion.</li> <li>• Assess the first draft using a rubric taken from Longman Academic Writing Series.</li> </ul> <p><b>Attitudinal Competences:</b></p> <ul style="list-style-type: none"> <li>• Express confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/s concerned.</li> <li>• Treat others and their ideas with respect, and support them in the face of challenges.</li> <li>• Assume responsibility and accountability for successful completion of assignments or tasks.</li> </ul>
<b>Contenidos</b>	<p>Most common writing issues when writing academically</p> <p>Online tools to write academically</p> <p>Self assessing the writing in prose</p>
<b>Gamification</b>	<ul style="list-style-type: none"> <li>• Post on Schoology the Gamified Learning Itinerary created on Genially.</li> <li>• Explain to Ss how to follow the itinerary. Clarify that the itinerary is divided into 3 different stations.</li> <li>• Mention to Ss they can get points in each of the stations after completing all the activities.</li> <li>• Remind Ss they can use the Badges: <a href="https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico">https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico</a></li> </ul>

	<p><b>Gamification Elements:</b></p> <ul style="list-style-type: none"> <li>● <b>Goals and Objectives:</b> Why to follow the itinerary? Socialization of learning outcomes.</li> <li>● <b>Rules:</b> How to proceed, How to get points, How not to get points.</li> <li>● <b>Rewards:</b> Points after completing some tasks/activities.</li> <li>● <b>Progress:</b> Monitoring of performance. Task completion to move from station to station.</li> <li>● <b>Freedom of choice:</b> Selection of the stations in random order (It does not affect the outcome).</li> <li>● <b>Freedom to make mistakes:</b> Different drafts.</li> <li>● <b>Cooperation:</b> Group work.</li> <li>● <b>Feedback:</b> Give Ss some feedback in the form of hints (Clues to know what to do next)</li> </ul>	
<p><b>Momentos de aprendizaje</b> <b>(TAD)</b></p>	<p><b>Actividades de apertura</b></p>  <ul style="list-style-type: none"> <li>● Have Ss open the gamified learning itinerary. Ask them to read the goal of the unit before starting with the activities.</li> </ul>	<p><b>EVALUACIÓN</b></p> <p><a href="https://forms.gle/2XF6wFp93pSEVQEa9">https://forms.gle/2XF6wFp93pSEVQEa9</a></p>



- Have Ss open the following Google Sheet Document [C\\_WRITING PROBLEMS Sheet Information](#) Ask them to write their names in front of a writing problem, to read the information, and to present a summary to their classmates through the use of examples.

**Actividades de desarrollo**



- Give Ss some freedom to select the station (They can start writing in prose the Intro +thesis, or they can start writing the body paragraphs).

- Organize a session of feedback in the form of HINTS, when noticing that students are having problems organizing their text in prose (EYE ICONE). [HINTS](#)

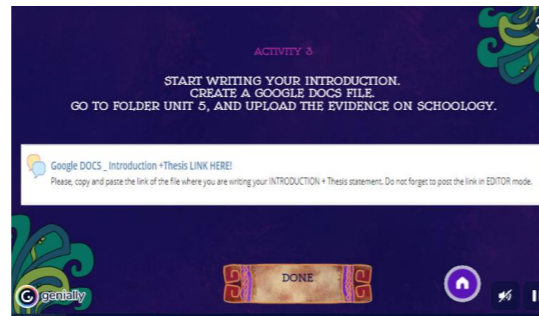
**Station 1: Intro + Thesis**



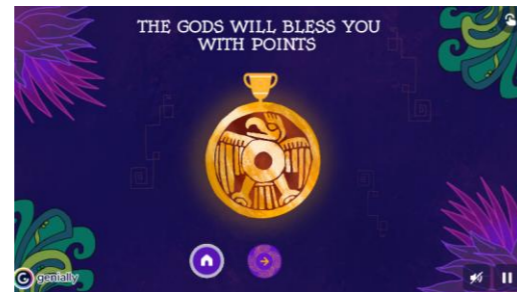
- Have Ss watch the following video [How to Write an Eye-Catching Essay Introduction | Scribbr](#) □



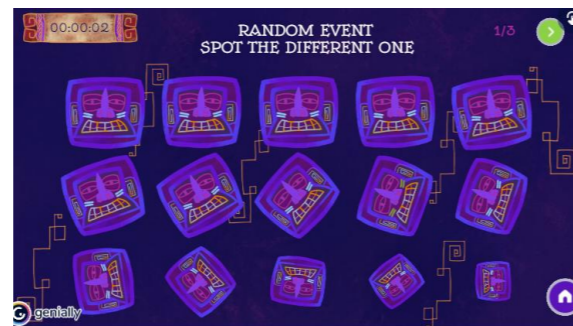
- Have Ss read the following information about hooks and attention grabbers  
[https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc/\\_documents/hooks\\_and\\_attention\\_grabbers.pdf](https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc/_documents/hooks_and_attention_grabbers.pdf) Then, have Ss pick one of those hooks or attention grabbers to start writing their introduction.



- Ask Ss to create a GOOGLE DOCS with the name of INTRODUCTION+THESIS \_ DRAFT 1. Have Ss upload the link of the file in EDITOR mode on Schoology.

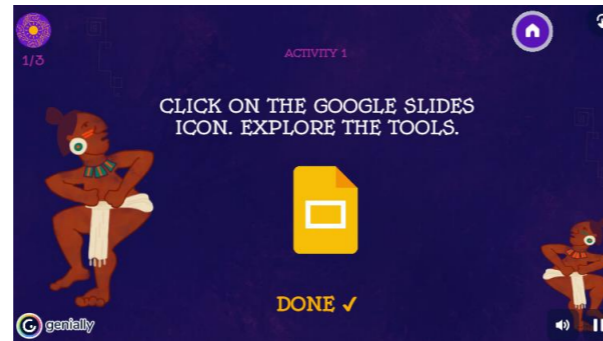


- Give Ss some points after completing all the activities of Station #1.



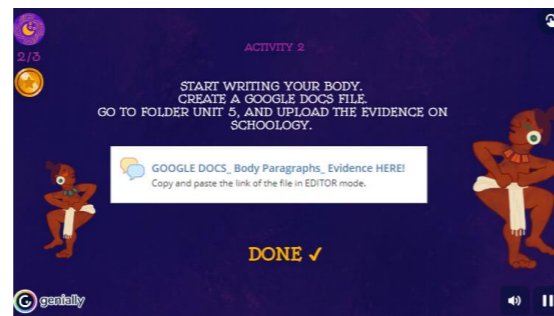
RANDOM EVENT # 1: Spot the different one.

**Station 2: Body Paragraphs.**

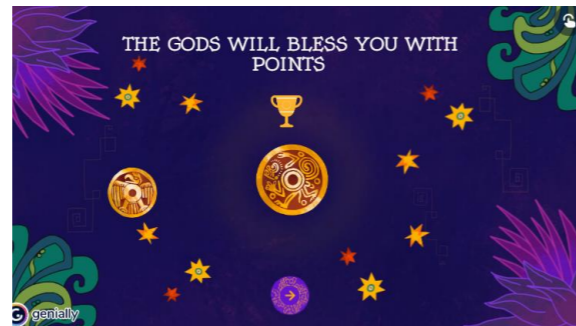


- Have Ss explore some websites, extensions and/or online tools like dictionaries and/or thesaurus, and online writing assistants.

[WRITING TOOLS FOR ACADEMIC WRITERS](#)



- Have Ss start writing their body paragraphs. Ask them to create a GOOGLE DOCS file, and to upload the evidence on Schoology on Folder Unit 5.



- Give Ss some points for task completion.



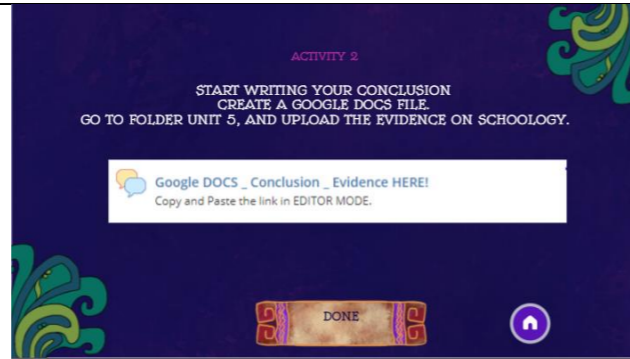
RANDOM EVENT#2: Have Ss spot the difference.

**Actividades de cierre**

**Station 3: Conclusion & Self-assessment.**



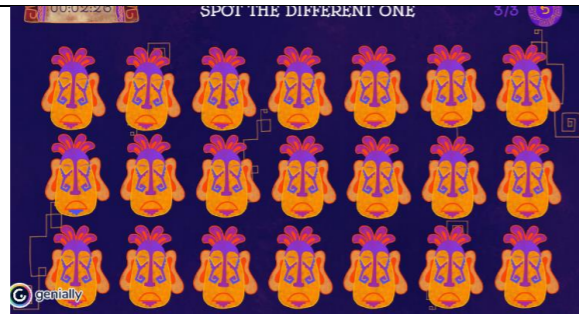
- Have Ss watch the following video [How to Write a Strong Essay Conclusion | Scribbr](#) about writing essay conclusions.



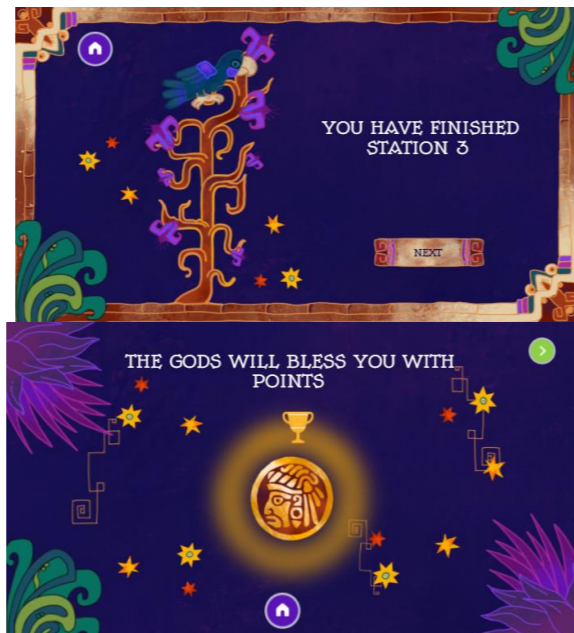
- Have Ss write the conclusion. Ask them to create a GOOGLE DOCS file and post the evidence on Schoology.



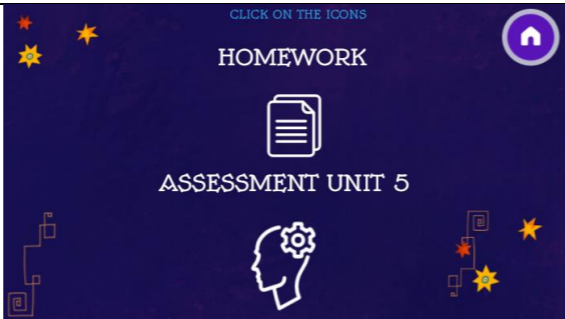
- Have Ss self-assess the first draft of their essay using the following format [ESSAY\\_SELF ASSESSMENT\\_WORKSHEET PDF.pdf](#) Have Ss make the necessary changes by creating a second draft.



RANDOM EVENT #3: Spot the different one




- Give Ss some points for completing all the activities.

	
<p><b>Momentos de aprendizaje (TI)</b></p>	<p>TAREA Finish draft #2 of your essay. Upload the evidence on Schoology. Show to some of your classmates your draft #2 about the essay. Read the draft aloud to see if some punctuation rules are not applied correctly.</p>
<p><b>Recursos</b></p>	<p>Genially: <a href="https://view.genial.ly/63b44e104c57f900198d2370/interactive-content-escape-room-maya">https://view.genial.ly/63b44e104c57f900198d2370/interactive-content-escape-room-maya</a> G-Suite: <a href="#">C WRITING PROBLEMS Sheet Information WRITING TOOLS FOR ACADEMIC WRITERSHINTS</a> LMS System: Schoology.</p>
<p><b>Bibliografía</b></p>	<p>Scribbr. (2021a, enero 20). <i>How to Write an Eye-Catching Essay Introduction</i>   Scribbr [Video]. YouTube. <a href="https://www.youtube.com/watch?v=msaynBwwxkA">https://www.youtube.com/watch?v=msaynBwwxkA</a> Educational Resources. George Brown College (n.d). Hooks and attention grabbers. <a href="https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc/documents/hooks_and_attention_grabbers.pdf">https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc/documents/hooks_and_attention_grabbers.pdf</a> Scribbr. (2021c, febrero 8). <i>How to Write a Strong Essay Conclusion</i>   Scribbr [Video]. YouTube. <a href="https://www.youtube.com/watch?v=2UElC_YZoEo">https://www.youtube.com/watch?v=2UElC_YZoEo</a> Oshima, A. &amp; Hogue, A. (2016). <i>Longman Academic Writing Series 4: Essays, with Essential Online Resources</i> (5th ed.). Pearson Education ESL.</p>

<p><b>UNIT 6</b> <b>Revising and Editing</b></p>	
<p><b>Fecha</b></p>	<p>February 13, 14, 15, 16 (10 hours)</p>
<p><b>Competencia(s) a desarrollar</b></p>	<p>Cognitive Competences</p> <ul style="list-style-type: none"> <li>● Display solid knowledge about the characteristics that make a great English teacher in the 21st century.</li> <li>● Recognize the importance and applicability of APA norms within the text.</li> <li>● Provide feedback about essay writing, considering aspects from a format.</li> </ul>

	<ul style="list-style-type: none"> <li>Identifies online tools to cite references in APA format.</li> </ul> <p>Operational Competences</p> <ul style="list-style-type: none"> <li>Read information about Basic Punctuation Rules.</li> <li>Reorganizes of the ideas about the driving question: What makes a great English teacher in the 21st century.</li> <li>Evaluate the essay of a classmate considering some aspects established in a format.</li> <li>Use APA norms to arrange the stylistics of the essay.</li> <li>Create a draft for publication online.</li> </ul> <p>Attitudinal Competences</p> <ul style="list-style-type: none"> <li>Express confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/s concerned.</li> <li>Treat others and their ideas with respect, and support them in the face of challenges.</li> <li>Assume responsibility and accountability for successful completion of assignments or tasks</li> </ul>	
<b>Contenidos</b>	<p>Basic Punctuation Rules.                  APA norms to publish a text.                  Edition and Revision.                  Peer-Assessment of a written text.</p>	
<b>Gamification (Procedures and Elements)</b>	<ul style="list-style-type: none"> <li>Post on Schoology the Gamified Learning Itinerary created on Genially.</li> <li>Explain to Ss how to follow the itinerary. Clarify that the itinerary is divided into 3 different stations.</li> <li>Mention to Ss they can get points in each of the stations after completing all the activities.</li> <li>Remind Ss they can use the Badges: <a href="https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico">https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico</a></li> </ul> <p><b>Gamification Elements:</b></p> <ul style="list-style-type: none"> <li><b>Goals and Objectives:</b> Why to follow the itinerary? Socialization of learning outcomes.</li> <li><b>Rules:</b> How to proceed, How to get points, How not to get points.</li> <li><b>Rewards:</b> Points after completing some tasks/activities. Possibility to collect BADGES.</li> <li><b>Progress:</b> Monitoring of performance. Task completion to move from station to station.</li> <li><b>Freedom to make mistakes:</b> Multiple drafts before selecting one for publication.</li> <li><b>Cooperation:</b> Help of other classmates in the form of co-assessment or peer-assessment.</li> <li><b>Feedback:</b> Peer-Assessment formats to give suggestions.</li> </ul>	
<b>Momentos de aprendizaje</b>	<b>Actividades de apertura</b>	<b>EVALUACIÓN</b>

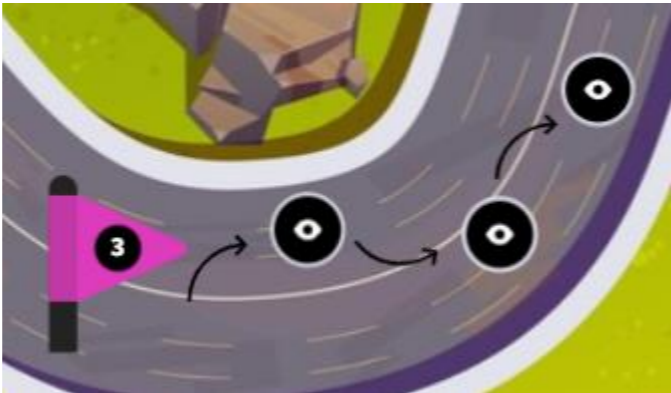
<p>(TAD)</p>	<p><b>Station 1: About Punctuation and APA 7th ed norms.</b></p>  <ul style="list-style-type: none"> <li>• Have Ss play Fun Factory - Punctuation and Capitalization <a href="https://www.abcya.com/games/fun-factory-punctuation-capitalization">https://www.abcya.com/games/fun-factory-punctuation-capitalization</a> to check their background knowledge regarding punctuation.</li> <li>• Have Ss read some information about Punctuation rules in English language by going to the following PDF file <a href="https://www.apu.edu/live_data/files/288/basic_punctuation_rules.pdf">https://www.apu.edu/live_data/files/288/basic_punctuation_rules.pdf</a> <a href="https://www.apu.edu/live_data/files/288/basic_punctuation_rules.pdf">brit19659078vard</a>. After that, have Ss check the punctuation of one of their paragraphs for about 5 minutes.</li> <li>• Ask Ss about APA. Have them guess what those letters stand for. Then, have Ss watch the following video <a href="#">APA: What is APA? (7th edition)</a></li> <li>• Ask Ss to form groups. Ask them to explore an interactive guide to APA norms created by Universidad del Rosario <a href="#">Guía interactiva APA.pdf</a>. Explain to Ss that although it is in Spanish, the rules apply to English. Ask Ss to focus mainly on Quotation and references.</li> </ul>	<p><a href="https://forms.gle/Zz2UL9LANRVqktov8">https://forms.gle/Zz2UL9LANRVqktov8</a></p>
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**Actividades de desarrollo**

Station 2: Draft and APA review.



- Have Ss create a copy of the introduction file, body paragraphs file, and conclusion file of draft #2. Ask them to name the file as draft #3. Have Ss work on some edition. Remind Ss, they can use some online programs to aid their edition process. Also, have Ss keep in mind APA norms 7th edition, particularly when it comes to IN-TEXT citations. Have Ss post their evidence on Schoology.
- PAUSE TIME: Have Ss consolidate their knowledge by playing [https://library.hodges.edu/ld.php?content\\_id=22059312](https://library.hodges.edu/ld.php?content_id=22059312) APA can cure the Zombies.

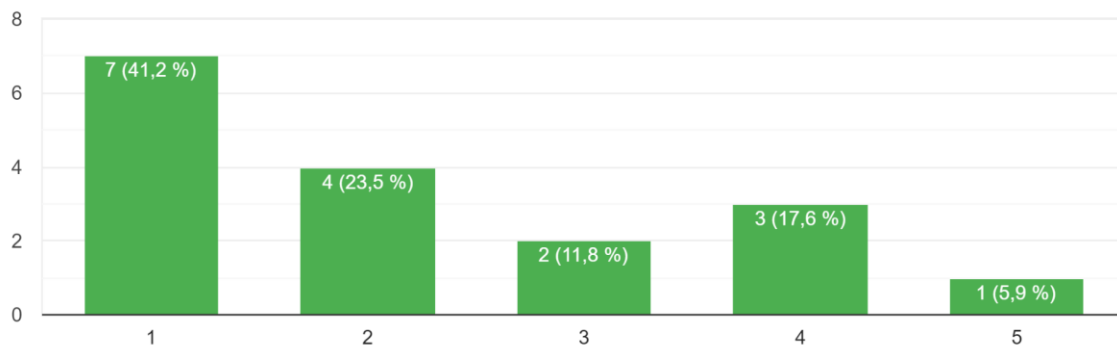
	<ul style="list-style-type: none"> <li>• Give Ss some points after completing all the activities of Station # 2.</li> </ul> <p><b>Actividades de cierre</b></p>  <ul style="list-style-type: none"> <li>• Organize Ss in groups of two or three. Give them a co-assessment format so that they can provide feedback to each other about draft #3. Ask them to fill in this format <a href="#">PEER-EDITING FORMAT.pdf</a>. Have Ss post their evidence on Schoology.</li> <li>• Ask Ss to create a new file and put as title Draft for Publication. Have Ss copy and paste all the sections of the essay they have been working on, i.e. introduction, body paragraphs, conclusion in that document. Have Ss make one final edition and/or revision. Ask them to post the link of the file as evidence on Schoology.</li> <li>• Have Ss create the reference APA list. Tell Ss they can use the following website to get citation <a href="https://www.scribbr.es/citar/generador/">https://www.scribbr.es/citar/generador/</a> without having to write everything from scratch.</li> </ul>	
<p><b>Momentos de aprendizaje (TI)</b></p>	<p>TAREA</p> <p>Have Ss create a blog using Blogger, wix o canva to post their essays online, as well as a video talking about their experience writing the essay. <b>Have them post the evidence on Schoology.</b></p>	

<b>Recursos</b>	Genially: <a href="https://view.genial.ly/63b8cd3a52052200180f6f4b/interactive-image-imagen-interactiva">https://view.genial.ly/63b8cd3a52052200180f6f4b/interactive-image-imagen-interactiva</a> G-suite:
<b>Bibliografía</b>	<p><i>ABCya! • Educational Computer Games and Apps for Kids.</i> (s. f.). <a href="https://www.abcya.com/games/fun-factory-punctuation-capitalization">https://www.abcya.com/games/fun-factory-punctuation-capitalization</a></p> <p>Basic Punctuation Rules. (n.d). <a href="https://www.apu.edu/live_data/files/288/basic_punctuation_rules.pdf">https://www.apu.edu/live_data/files/288/basic_punctuation_rules.pdf</a> frit19659078vard</p> <p>Seneca Libraries. (2020, 18 agosto). <i>APA: What is APA? (7th edition)</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=HbPV72S49pM">https://www.youtube.com/watch?v=HbPV72S49pM</a></p> <p>Zuluaga, D. (2020). Guía Interactiva sobre citación y referenciación estilo APA. Universidad del Rosario. <a href="https://repository.urosario.edu.co/bitstream/handle/10336/30583/Guia-interactiva-APA.pdf?sequence=7">https://repository.urosario.edu.co/bitstream/handle/10336/30583/Guia-interactiva-APA.pdf?sequence=7</a></p> <p><i>APA Game.</i> (n. d.). <a href="https://library.hodges.edu/ld.php?content_id=22059312">https://library.hodges.edu/ld.php?content_id=22059312</a></p> <p>Oshima, A. &amp; Hogue, A. (2016). <i>Longman Academic Writing Series 4: Essays, with Essential Online Resources</i> (5th ed.). Pearson Education ESL.</p> <p><i>Generador de citas</i> (2022) <i>Scribbr</i>. Available at: <a href="https://www.scribbr.es/citar/generador/">https://www.scribbr.es/citar/generador/</a> (Accessed: January 10, 2023).</p>

**Annex 8**

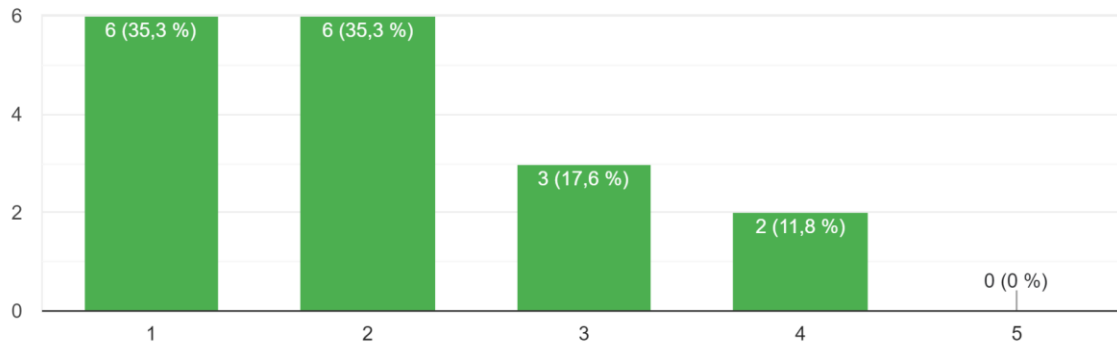
(3) I look forward to writing down my ideas. (-)

17 respuestas



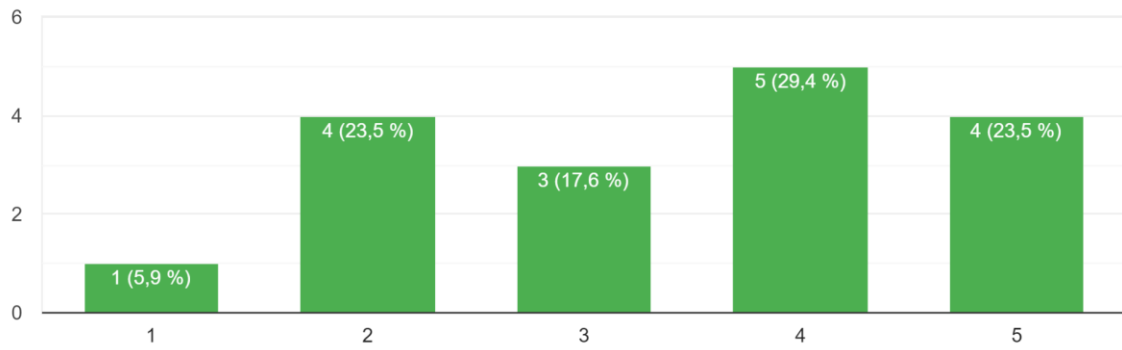
(4) I am afraid of writing essays when I know they will be evaluated. (+)

17 respuestas



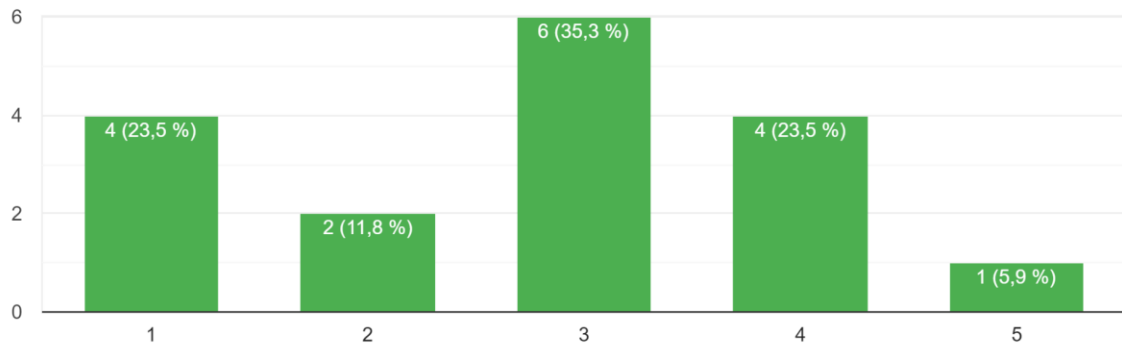
(5) Taking a composition course is a very frightening experience.(+)

17 respuestas



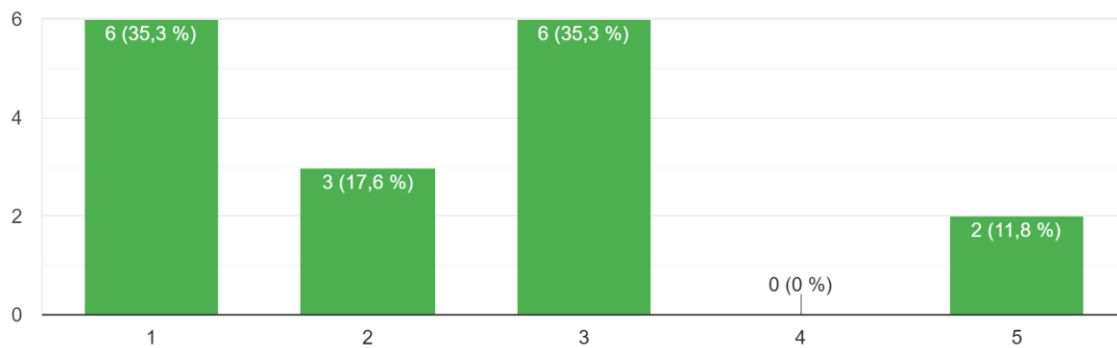
(6) Handing in a composition makes me feel good. (-)

17 respuestas



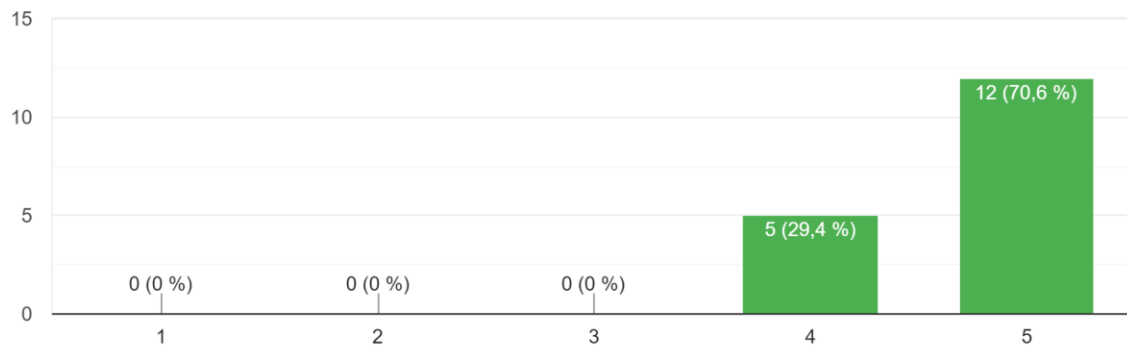
(7) My mind seems to go blank when I start to work on my composition. (+)

17 respuestas



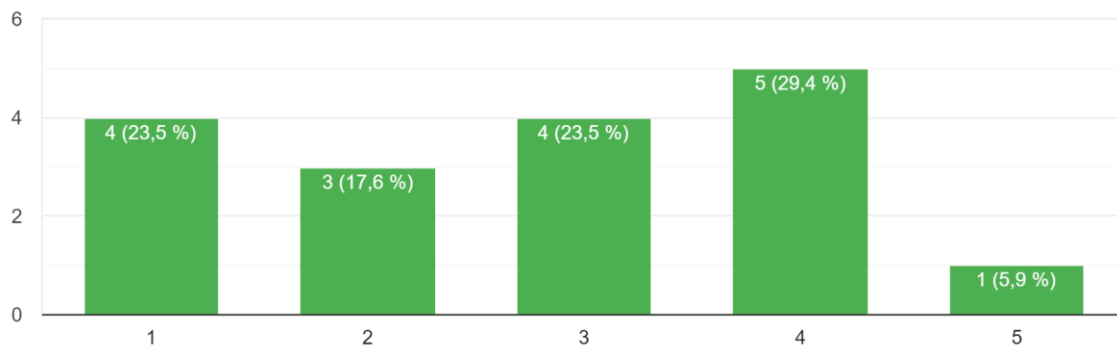
(8) Expressing ideas through writing seems to be a waste of time. (+)

17 respuestas



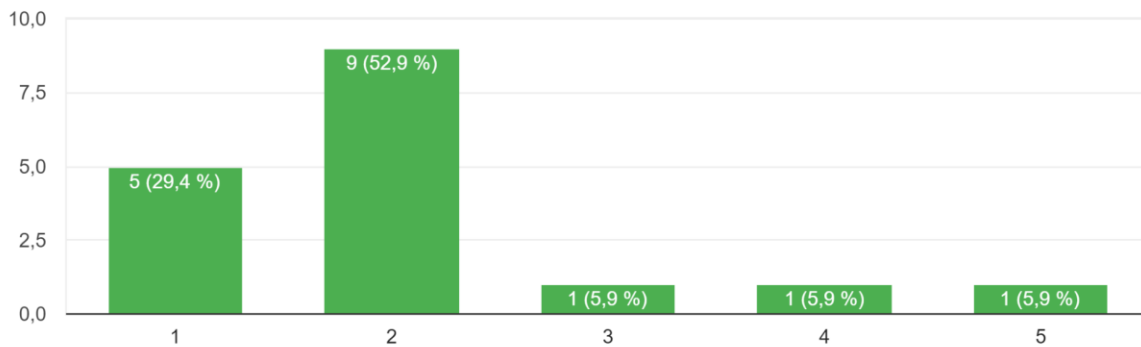
(9) I would enjoy submitting my writing to magazines for evaluation and publication. (-)

17 respuestas



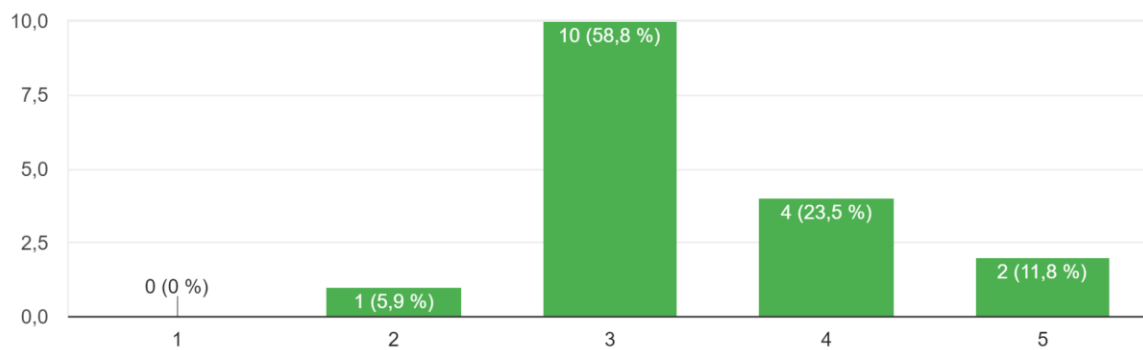
(10) I like to write down my ideas. (-)

17 respuestas



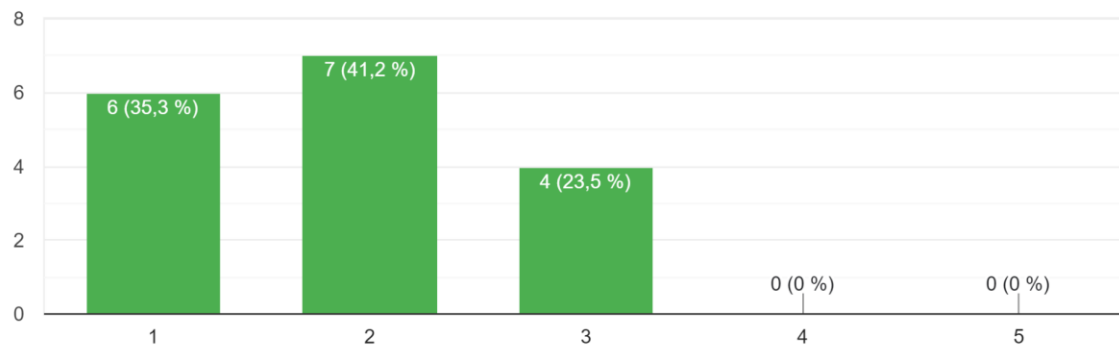
(11) I feel confident in my ability to express my ideas clearly in writing. (-)

17 respuestas



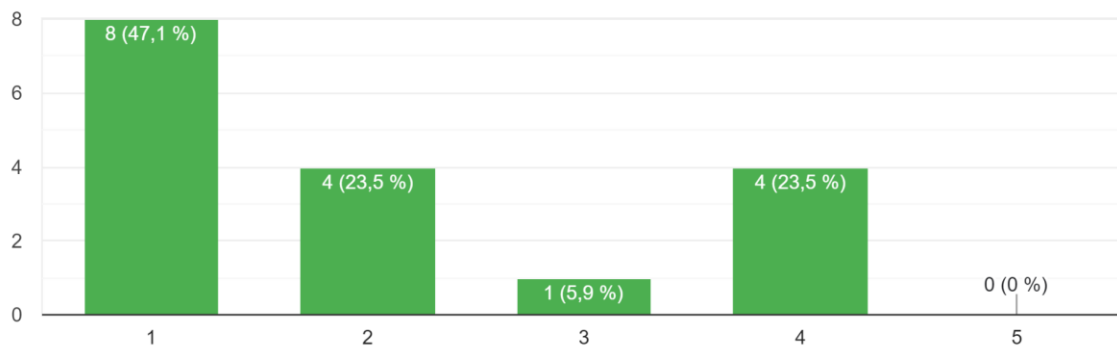
(12) I like to have my friends read what I have written. (-)

17 respuestas



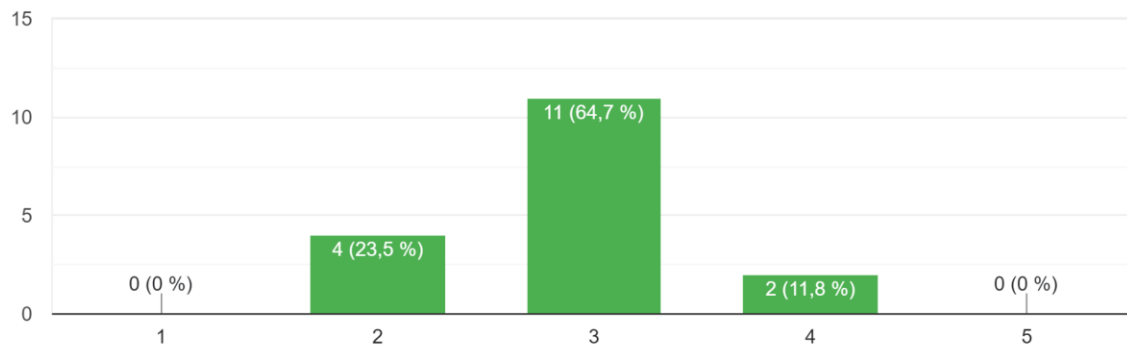
(13) I'm nervous about writing. (+)

17 respuestas



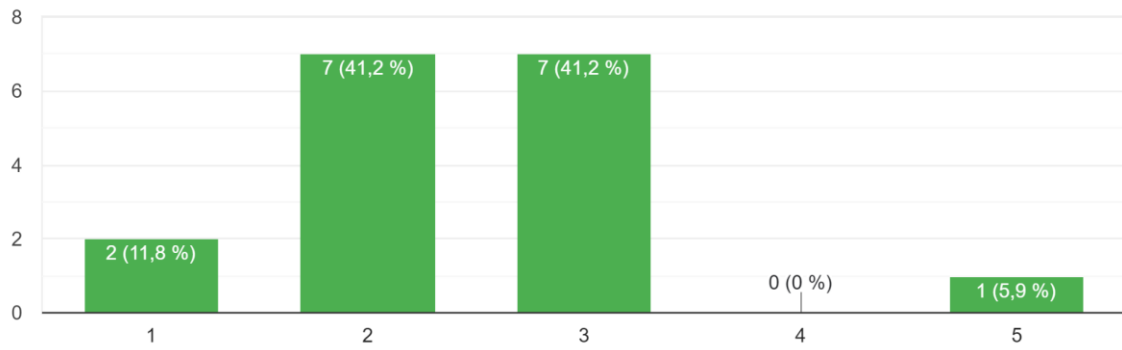
(14) People seem to enjoy what I write. (-)

17 respuestas



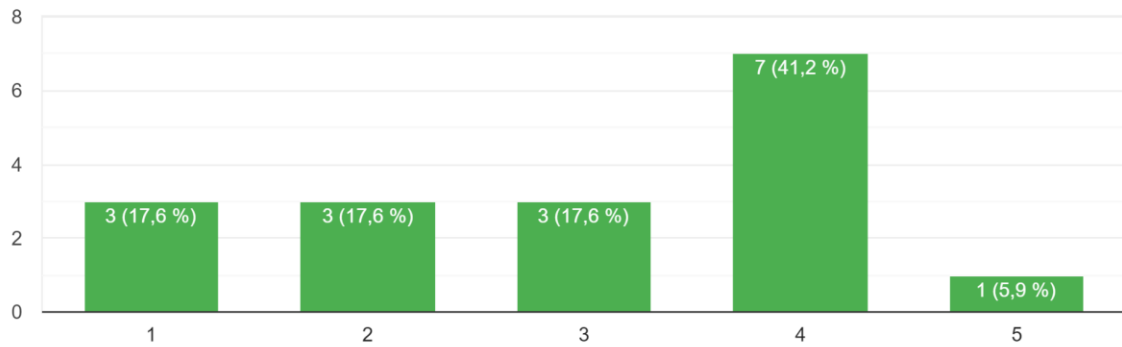
(15) I enjoy writing. (-)

17 respuestas



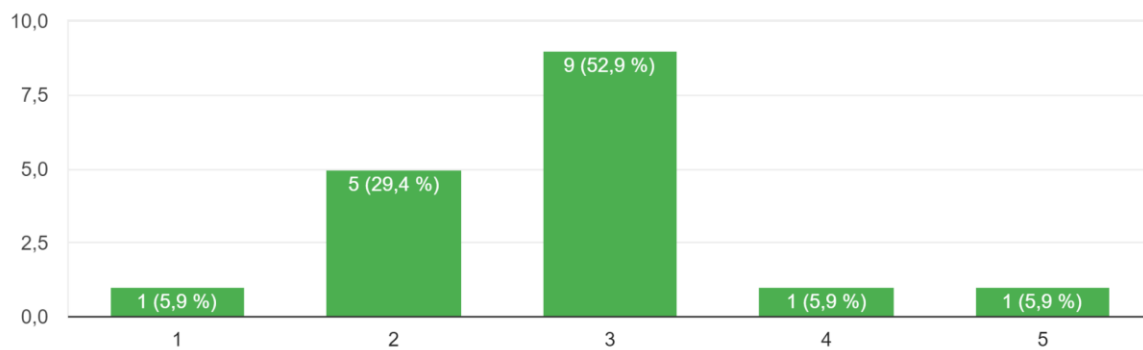
(16) I never seem to be able to write down my ideas clearly. (+)

17 respuestas



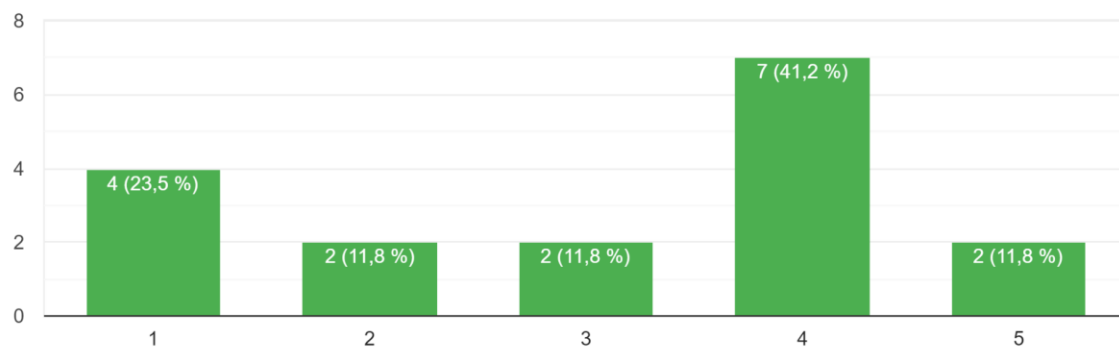
(17) Writing is a lot of fun.(-)

17 respuestas



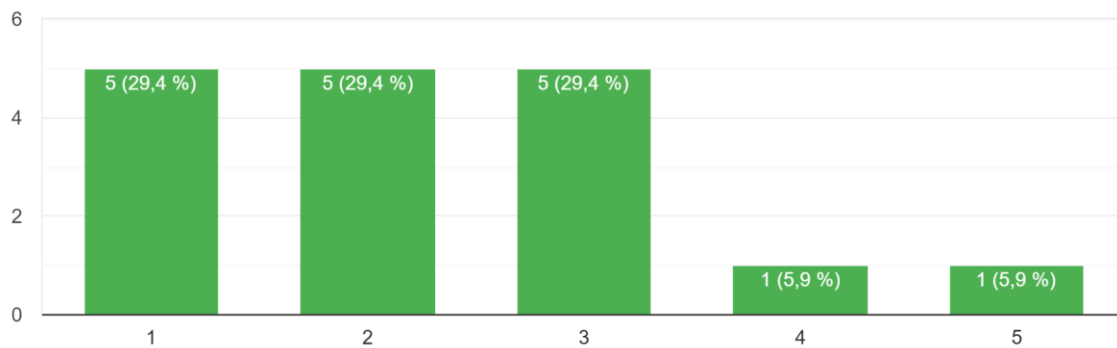
(18) I expect to do poorly in composition classes even before I enter them. (+)

17 respuestas



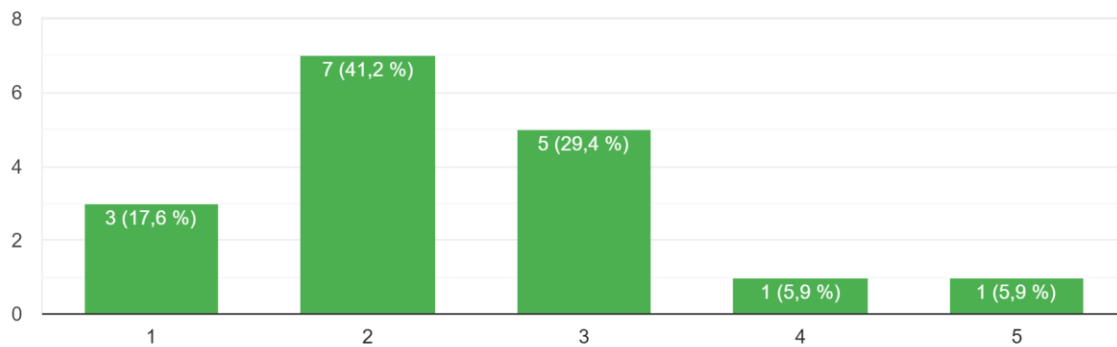
(19) I like seeing my thoughts on paper. (-)

17 respuestas



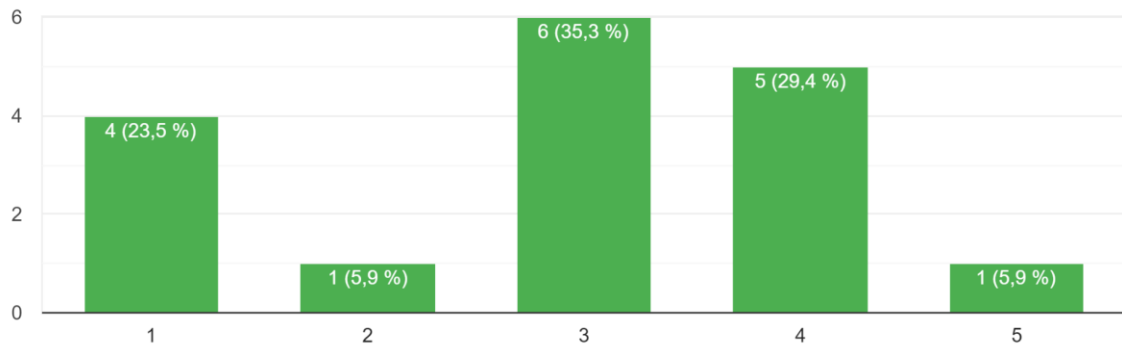
(20) Discussing my writing with others is enjoyable. (-)

17 respuestas



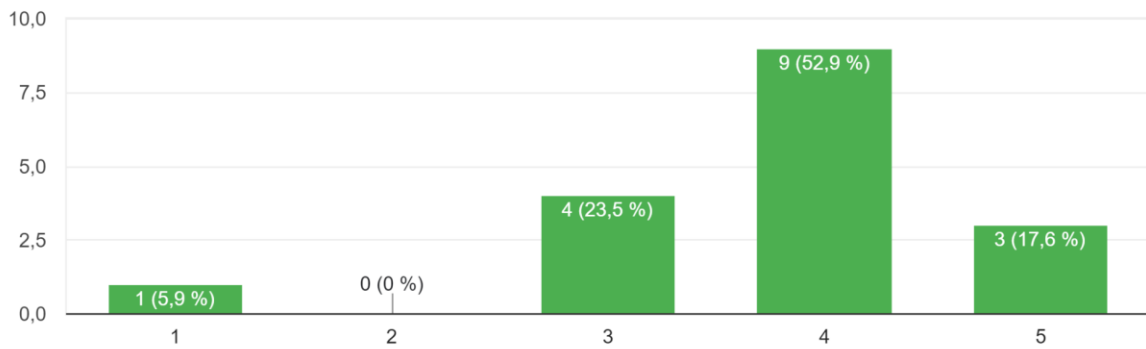
(21) I have a terrible time organizing my ideas in a composition course. (+)

17 respuestas



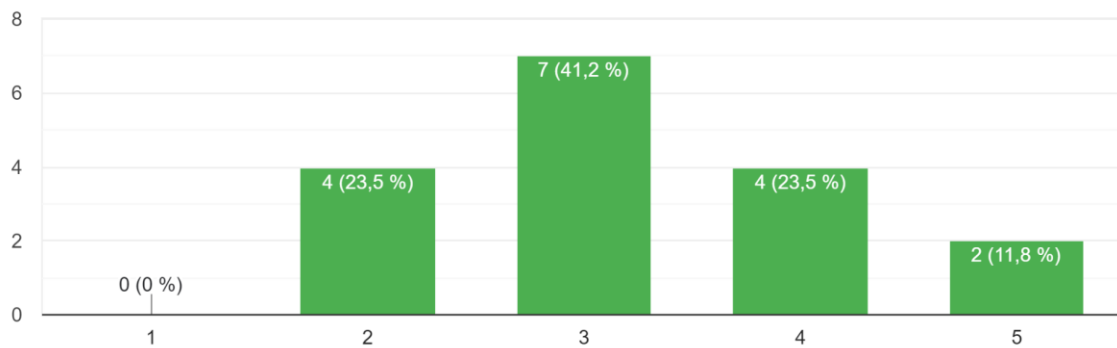
(22) When I hand in a composition, I know I'm going to do poorly. (+)

17 respuestas



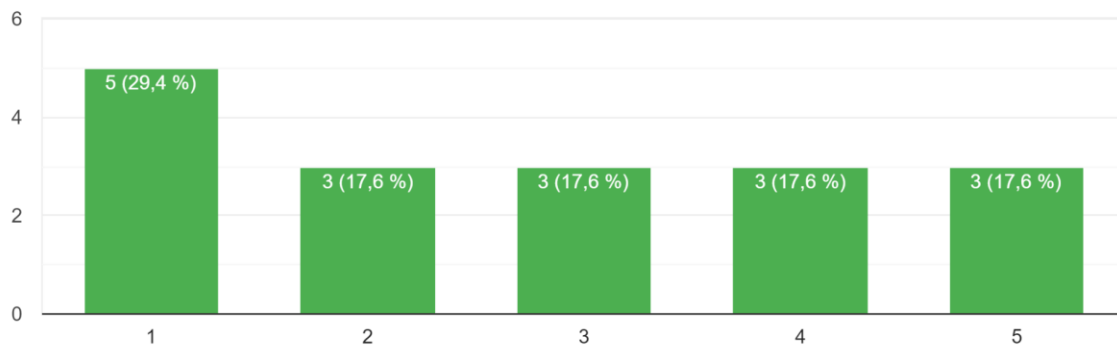
(23) It's easy for me to write good compositions. (-)

17 respuestas



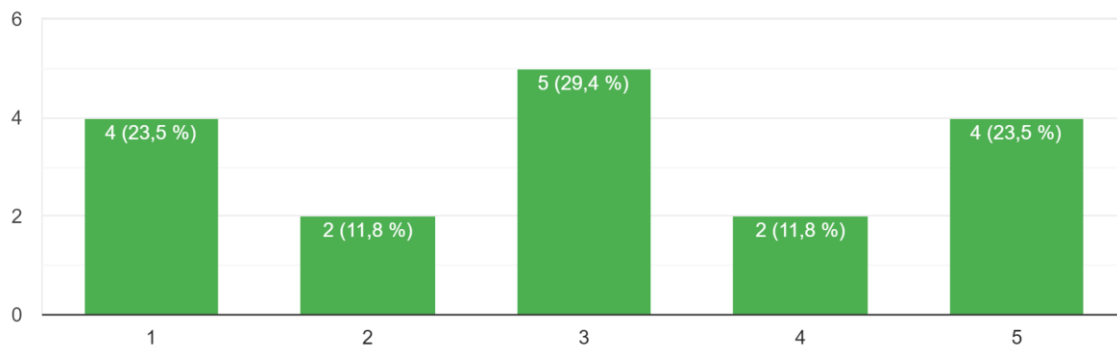
(24) I don't think I write as well as most other people. (+)

17 respuestas



(25) I don't like my compositions to be evaluated. (+)

17 respuestas



(26) I'm not good at writing. (+)

17 respuestas

