

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 ^{*}

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. (+) ^{*}

	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

⋮

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

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

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

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

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

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

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

	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

Student _
<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
Goals and Objectives	Students need to identify the goal to start working on their writing tasks.			
Rules	Students can effectively complete the writing assignments by following the rules of the gamified learning itinerary.			
Narrative	Students benefit from the narrative because it contextualizes their writing assignment.			
Freedom of choice	Students can decide the order in which they would like to work, and it does not interfere with a successful completion of writing tasks.			
Freedom to make mistakes	Students can try as many times as possible until they successfully complete their writing assignment.			
Rewards	Students keep up their good work after receiving rewards until they have finished all the learning itinerary's activities.			
Surprises	Students are more likely to complete their writing assignments ahead of schedule when given surprises.			
Feedback	Students are able to move from task to task only if they receive feedback.			

Visible Status	Students finish all the writing tasks in the allotted time if they see their visible status.			
Cooperation	Students can move from one task to other only if they cooperate with their classmates.			
Competition	Students complete a task effectively when they experience competition as a challenge.			
Time Constraints	Students' task completion depends on a specific time.			
Progress	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

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

Surprises	Students seem motivated when given surprises for performing outstandingly among their peers.			
Feedback	Students value the different types of feedback within their progress in the writing task of the learning itinerary.			
Visible Status	Students seem to be encouraged by having an indicator of their visible status.			
Cooperation	Students seem to feel comfortable cooperating with their classmates with the aim of achieving a specific writing task.			
Competition	Students seem to be thrilled when competing against their classmates with the aim of completing specific tasks.			
Time Constraints	Students appear to be challenged and more attentive when having time constraints.			
Progress	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	¿Qué entiendes por escritura académica? ¿Crees que existe una diferencia entre escritura y escritura académica? ¿Hay una más difícil que la otra?
Impact of A.W	¿Cuál es el impacto que tiene la escritura académica en tu vida personal y profesional? ¿Cómo crees que la escritura te ayudará en tu futuro rol como docente?
Concept of Gamification	¿Qué entiendes por gamificación? ¿Por qué crees que tu profesora utilizo la gamificación para mediar el proceso de escritura académica?
Gamification elements that contributed to high performance (Students perceptions)	¿Cuáles crees que fueron los elementos de juego o procedimiento de clase que contribuyeron positivamente en tu proceso de construcción del texto escrito?
Gamification elements that contributed to low performance (Students Perceptions).	¿Cuáles crees que fueron los elementos de juego o procedimientos de clase que contribuyeron negativamente en tu proceso de construcción del texto escrito?
Gamification elements that contributed to negative or positive attitudes towards writing (Students perceptions).	¿Qué sentimientos positivos o negativos afloraron en ti mientras participaste en los diferentes itinerarios gamificados? ¿Puedes dar ejemplos? ¿Cuál fue el momento que más disfrutaste participando de los itinerarios gamificados? ¿Cuál fue el momento que menos disfrutaste participando de los itinerarios gamificados?
Students' comprehension of the genre process approach to the teaching of writing.	¿Qué entiendes por proceso de escritura? ¿Cómo crees que se debe enseñar la escritura académica? ¿Qué aprendiste tras haber participado en 6 itinerarios gamificados?
Students' comprehension of the academic writing practices.	¿Cuál es la práctica o actividad más importante que cualquier persona debería tener en cuenta a la hora de escribir? ¿Crees que faltó incluir algo en los itinerarios gamificados frente a la enseñanza de la escritura?

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: _____

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

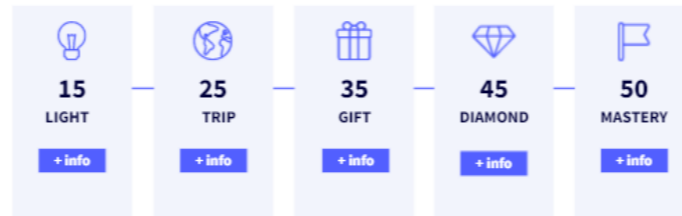
	<ul style="list-style-type: none"> ● Combine personal experiences, gained knowledge and research discoveries to describe the qualities that make a great English teacher in the 21st century. ● Sustain opinions about teaching English as a Foreign Language using different research sources from authoritative figures. ● Produce a clear, smoothly flowing, well-structured text, showing controlled use of organizational patterns, connectors and cohesive devices. ● Recognize the significance of writing as a social practice that enables people to express their emotions and become immersed in cultural dynamics. <p>OPERATIONAL COMPETENCES</p> <ul style="list-style-type: none"> ● Read, reflect and discuss different materials about teaching English in the 21st century. ● Analyze the validity and significance of research sources. ● Organize the information using different techniques such as mind-maps, sketches, infographics, audiovisuals. ● Write clear, well-structured expositions of ideas around effective teaching practices in the Global world. ● Self-assess and Co-assess writing texts using different rubrics and/or checklists. ● Draft, edit and change a text considering the potential reader. <p>ATTITUDINAL COMPETENCES</p> <ul style="list-style-type: none"> ● Express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/s concerned. ● Gain others' confidence by acting with integrity and following through on commitments, while sharing own perspective. ● Treat others and their ideas with respect, and support them in the face of challenges. ● Assume responsibility and accountability for successful completion of assignments or tasks. ● Work effectively with individuals of diverse cultures, interpersonal styles, abilities, motivations, or backgrounds. ● Listen actively to others while working in group activities. ● Responds positively to constructive suggestions.
<p>Estrategias y actividades Didácticas</p>	<p>Gamification Elements as a Didactic Strategy 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>
Recursos didácticos	<ul style="list-style-type: none"> ● Learning Management System: Schoology. ● Gamification Platforms: Genially, Kahoot, Booklet, Bamboozle, Plickers. ● Online Programs: Google Docs, Canva, Google Slides, Pixton, Quillbot, Writing.com, Scribd. ● Technological devices: Cellphones, Computers. ● Others: Board, audio system.
Bibliografía Webgrafía	<ul style="list-style-type: none"> ● A toolkit for higher Education: Teaching Academic Writing (Coffin et al., 2002) ● How to teach writing (Harmer, 2004, 2007) ● A process genre approach by Badger and White (2000). ● Actionable Gamification (Chou, 2015) ● Gamification (Edu Trends Observatorio Tecnológico de Monterrey, 2016).

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



- Explain to Ss that by completing all the activities/tasks in some of the stations they get some points as follows:
Station 2:
 - 4 points: If the task was completed successfully.
 - 2 points: If the task was partially completed.
 - 0 points: If the task was not completed.
 Station 3:
 - 4 points: If 5 articles were properly searched and evaluated.
 - 2 points: If 3 articles were properly searched and evaluated.
 - 1 point: If 1 article was properly searched and evaluated.
 - 0 points: If no articles were searched or evaluated.

- Mention to Students that the addition of the points may contribute to a badge they can redeem in later sessions.
<https://view.genial.ly/63a9c490007b6000129cf869/interactive-content-timeline-formas-basico>



Gamification Elements:

- **Goals and Objectives:** Why to follow the itinerary? Socialization of learning outcomes.
- **Rules:** How to proceed, How to get points, How not to get points.
- **Rewards:** Points after completing some tasks/activities.
- **Surprise:** Gifts by being on the first three places of the leaderboard.
- **Visible Status:** Leaderboards, record of points, progress in the stations of the itinerary.
- **Progress:** Monitoring of performance. Task completion to move from station to station.
- **Cooperation:** Work in groups.
- **Competence:** Participation in a Quizziz Questionnaire.

<p>Momentos de aprendizaje (TAD)</p>	<p style="text-align: center;">GAMIFIED LEARNING ITINERARY # 1</p>  <p>Actividades de apertura</p> <p>STATION 1: Let 's Start!</p> 	<p style="text-align: center;">EVALUACIÓN</p> <p>Have Ss answer the following Questions:</p> <ol style="list-style-type: none"> (1) Name one of the most important things you learned in this Unit. (2) How do you think this unit could be improved? <p>Additionally, have Ss confirm the number of points they got in Station 2, and 3. https://forms.gle/ctk4yZNBTDvM54X38</p>
---	--	---

- 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 [menti](https://www.menti.com/algwbf9kdz) 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>STATION 4: Let's read and analyze! PART A.</p>  <ul style="list-style-type: none"> • Have Ss read the information they search on the web. • Ask Ss to start summarizing information whether in Spanish or English. • Tell Students that in this STATION they do not get points. <p>Actividades de cierre</p> <p>STATION 4: Let's read and analyze! PART B.</p> <ul style="list-style-type: none"> • Have Ss search and read extra sources that may contribute to solving the rhetorical question. • Have Ss continue filling the Excel grid, so that they can organize, and classify the information. 	
<p>Momentos de aprendizaje (TI)</p>	<p>ASSIGNMENT 1: The more information, the better!</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>Recursos</p>	<ul style="list-style-type: none"> • LMS: Schoology. 	

	<ul style="list-style-type: none"> • Gamified Itinerary: Genially https://view.genial.ly/633b59985e55ce00137b24d6/interactive-image-imagen-interactiva • Group Organizer: https://www.randomlists.com/team-generator • Wordcloud: Mentimeter. https://www.menti.com/alxgwbfd9kdz • Collaborative Board: Padlet https://padlet.com/solsmithmadiluis/30pgz1k3wle2z4ss
Bibliografía	<ul style="list-style-type: none"> • 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 https://www.youtube.com/watch?v=orEa61QYiQg • <i>Henry Buhl Library: Evaluating Resources & Information: Home</i>. (s. f.). Retrieved October 3rd 2022 from https://hbl.gcc.libguides.com/c.php?g=339674 • <i>Henry Buhl Library: Research Basics: Home</i>. (s. f.). Retrieved October 3rd 2022 from https://hbl.gcc.libguides.com/c.php?g=958069 • Walker, R.J. (2010). Twelve Characteristics of an Effective Teacher. <i>Educational Horizons</i>,61-68. Retrieved from http://files.eric.ed.gov/fulltext/EJ815372.pdf • MindToolsVideos. (2018, 13 agosto). <i>6 Ways to Find What You Want on the Internet</i> [Vídeo]. YouTube. Retrieved October 3rd 2022 from https://www.youtube.com/watch?v=CRGpG1c8AI&t=67s

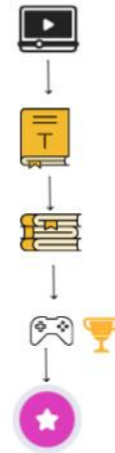
UNIT 2
Modeling

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

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

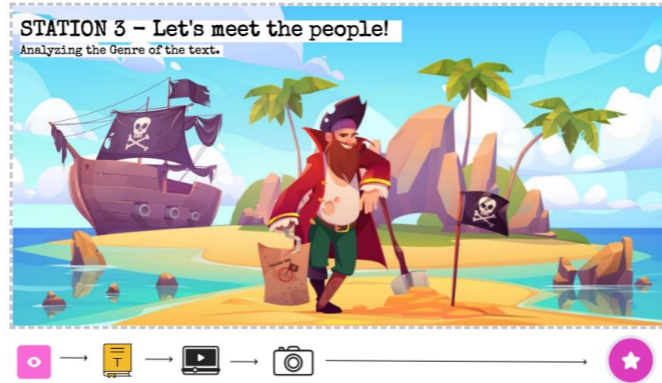
	<p>Gamification Elements: Goals and Objectives: Why and How to follow the itinerary. Socialization of learning outcomes. Rules: How to proceed, how to get points, how not to get points. Narrative: Exploring information about opinion essays as pirates. Freedom of choice: Possibility of accessing information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

	<ul style="list-style-type: none"> • Have Ss watch a video called: 'Everyone has an opinion, but not everyone's opinion is of equal value.' What is your view? https://www.youtube.com/watch?v=Ozwb-i-pRN8 • 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. • Explain to Ss the difference there exists about the following terms: Facts, Opinions and Bias. https://www.summitlearning.org/docs/60535 • 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. https://padlet.com/solsmithmadiluis/hbrszujuf6w9qsbp <p>Actividades de desarrollo STATION 2: <i>Which is the genre of my text?</i></p>	
--	---	--



- 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!

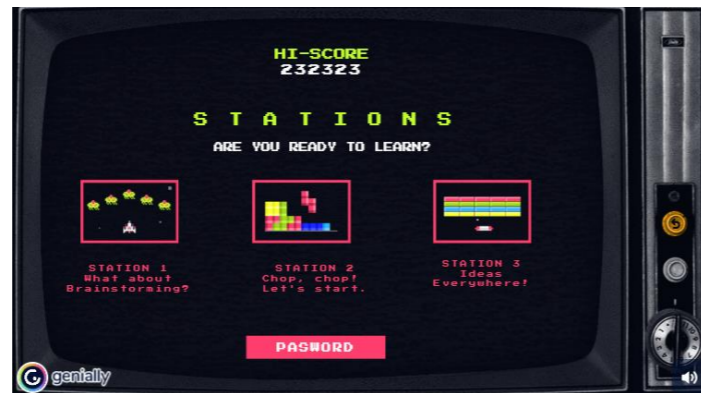
	 <ul style="list-style-type: none"> • Give students a worksheet responding to the essay task they completed in the pre-test. Have them analyze the structure, and the potential target audience the writer was aiming at. Have Ss decide and argue through writing if they think the text is an opinion essay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

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

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

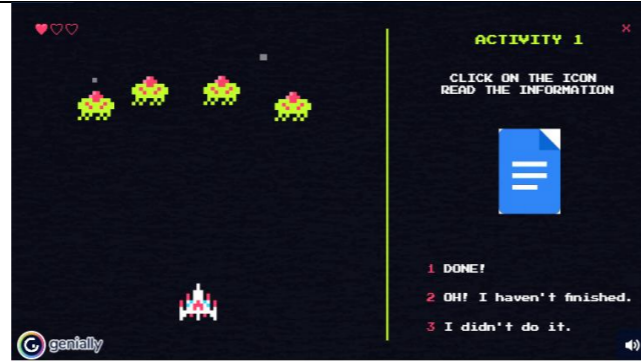
	<ul style="list-style-type: none"> • Treat others and their ideas with respect, and support them in the face of challenges. • Assume responsibility and accountability for successful completion of assignments or tasks. 	
Contenidos	Brainstorming techniques. Thesis Statement.	
Gamification Integration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

		<p>2. Outline/Graphic organizer Submission on Schoology.</p>
--	---	--



Actividades de Apertura

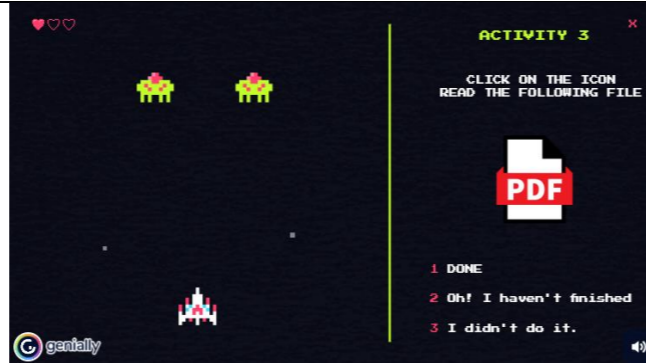
Station 1: Uhh! What about Brainstorming?



- 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](#).




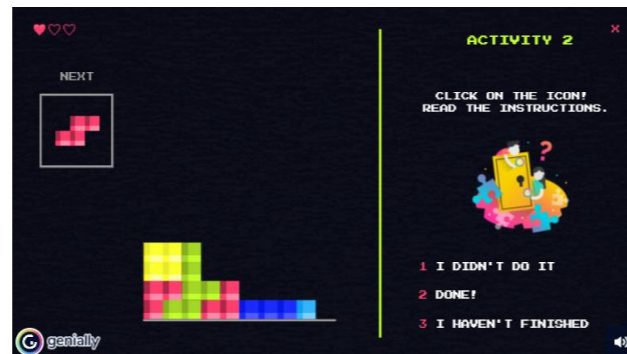
- Have Ss participate in a Blooket Questionnaire to check their comprehension <https://dashboard.blooket.com/set/637a9obb6bcd44d9455885cb>

Actividades de Desarrollo

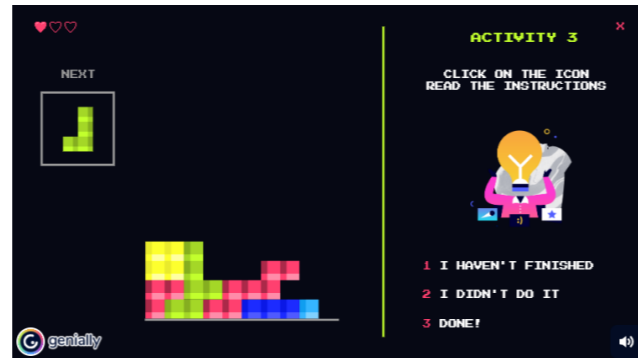
Station 2: Chop, chop! Let's start.



- 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.

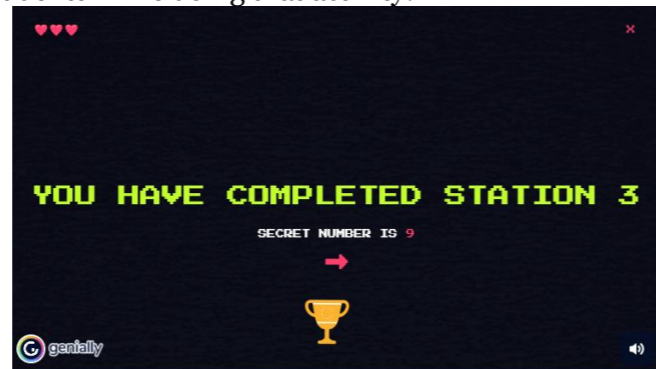


- Give Ss a format to self-assess their performance while writing the outline/graphic organizer. Explain the format. Have Ss create a copy of

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).

Momentos de aprendizaje (TI)	<p>ASSIGNMENT 3: Presentation time!</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>
Recursos	<p>Genially: https://view.genial.ly/6378ea8a91973c001325ea1c/interactive-content-unit-3 Blooket: https://dashboard.blooket.com/set/637a90bb6bcd44d9455885cb WORDSEARCH online: https://thewordsearch.com/puzzle/4332413/brainstorming/ G Suite: QUORA ENTRIES; HELP CARDS!SELF -ASSESSMENT GRAPHIC ORGANIZER/Outline Thesis Statement Unit 3</p>
Bibliografía	<p>Scribbr. (2020, 10 enero). <i>How to Write a STRONG Thesis Statement</i> Scribbr [Video]. YouTube. https://www.youtube.com/watch?v=DFp1uGTx04Q EBSCO: Thesis Statements: The Bad and the Better https://www.ebsco.com/sites/g/files/nabnos191/files/acquiadam-assets/Thesis-Statements-Handout.pdf Brainstorming Techniques(n.d) https://drive.google.com/file/d/1kdGooviZSzhqhr1cNM_amAmBxfZe59wT/view</p>

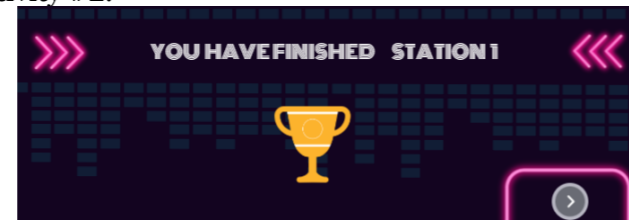
UNIT 4 Joint Construction	
Fecha	January 27, 30, 31 (7 hours)
Competencia(s) a desarrollar	<p>Cognitive competences</p> <ul style="list-style-type: none"> ● Identify the structure of a paragraph. ● Discuss quoting, paraphrasing and summarizing as forms of writing academic supporting sentences. ● Demonstrate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

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

	<ul style="list-style-type: none"> ● Competence: Participation in a BLOOKET questionnaire. ● Time restriction: Restriction of time when completing some of the activities.
<p>Momentos de aprendizaje (TAD)</p>	<p style="text-align: center;">GAMIFIED LEARNING ITINERARY #4</p> <p style="text-align: center;">Actividades de apertura STATION # 1- What about paragraphs?</p> <div data-bbox="787 492 1236 740" style="text-align: center;"> </div> <ul style="list-style-type: none"> ● 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: https://learnhip.com/scramble/sentence.php?w=1a13f50b <div data-bbox="749 904 1274 1195" style="text-align: center;"> </div> <ul style="list-style-type: none"> ● Ask Ss to read some information about PARAGRAPHS from different WRITING centers and/or TEXTS books about academic writing ALL ABOUT PARAGRAPHS Have Ss read the information with a classmate. Give Ss a restriction of 25 minutes https://www.online-stopwatch.com/countdown-clock/full-screen/ <div data-bbox="1572 813 2099 878" style="text-align: center;"> <p>EVALUACIÓN https://forms.gle/fVpeZuW3qfp9hRhs7</p> </div>



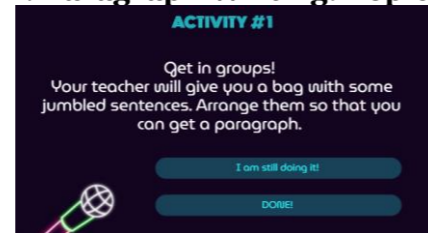
- Have Ss participate in a Gamified Questionnaire on BLOOKET called “Crazy Kingdom” to verify their comprehension of the information they read in Activity #2.



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

Actividades de desarrollo

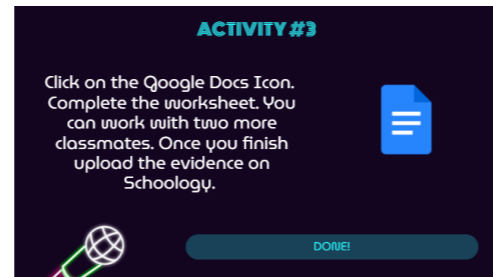
Station 2: Paragraph Writing: Topic Sentence.



- 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.

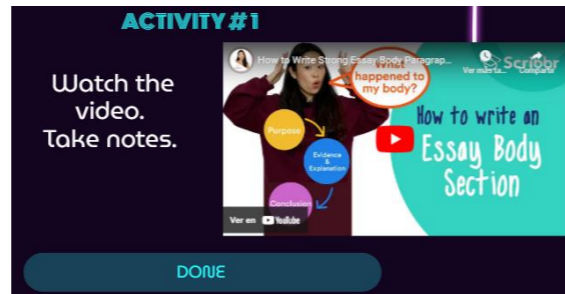


- Have Ss solve in groups of three the following worksheet [WORKSHEET UNIT 4 JOINT CONSTRUCTION OPINION PARAGRAPH](#) about ESSAY paragraphs and TOPIC sentences. Monitor Ss while working and give them feedback on their progress.

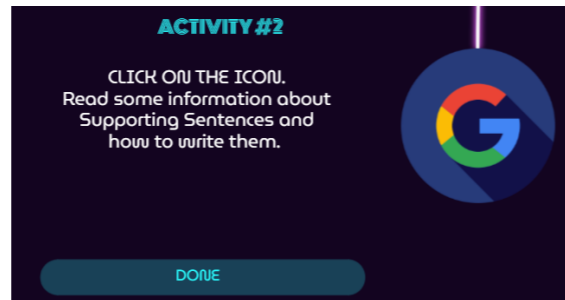


- Give Ss points after completing all the activities of Station #2.

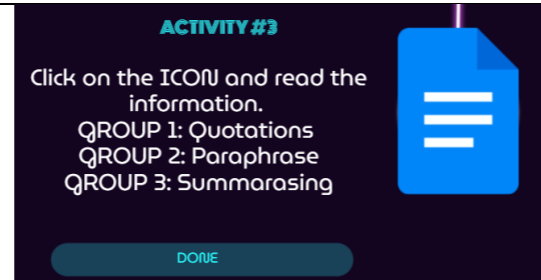
Station 3: Writing Paragraphs: Supporting sentences.



- 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.

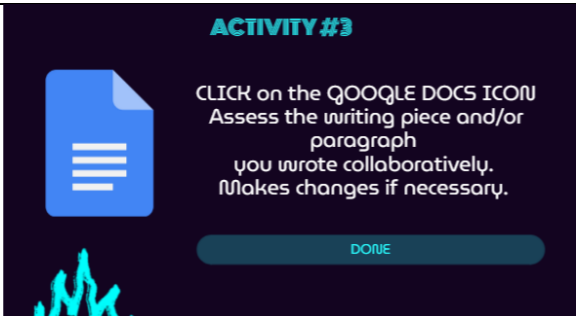
RANDOM EVENT: Get a point for dancing: Butter from BTS.
[Butter by BTS | Just Dance 2021 | Fanmade by Redoo](#)




- 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"> • Have Ss read two paragraphs that include a Topic sentence, evidence, analysis and a conclusion. <div data-bbox="720 594 1298 899" data-label="Image"> </div> <ul style="list-style-type: none"> • 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. 	
--	--	--

	 <ul style="list-style-type: none"> • Have Ss assess their paragraph by using a CHECKLIST SELF-ASSESSMENT CHECKLIST (PARAGRAPH PRACTICE) • Give Ss points once they finish writing their paragraphs. 	
Momentos de aprendizaje (TI)	<p>HOMEWORK Read information about transition words and/or sentences to include within essay paragraphs.</p>	
Recursos	<p>Schoology: Learning Management System. Genially: https://view.genial.ly/63aa22c74c57f9001988d055/interactive-content-joint-construction G-suite: ALL ABOUT PARAGRAPHSTO ORGANIZE _ PARAGRAPHWORKSHEET _ UNIT 4 _ JOINT CONSTRUCTION _ ESSAY PARAGRAPHSELF-ASSESSMENT CHECKLIST (PARAGRAPH PRACTICE) Other websites: LearnHip.com; Blooket.com</p>	
Bibliografía	<p>Scribbr. (2020b, febrero 3). <i>How to Write a Topic Sentence</i> Scribbr □ [Video]. YouTube. https://www.youtube.com/watch?v=2R-9T9TgGnE</p> <p>Scribbr. (2021, 26 enero). <i>How to Write Strong Essay Body Paragraphs – with REAL Example</i> Scribbr □ [Video]. YouTube. https://www.youtube.com/watch?v=IoSMvLu2D1Y</p> <p>Supporting Sentence. (2019, 10 marzo). Literary Terms. https://literaryterms.net/supporting-sentence/</p> <p>The learning center (n.d). Quoting, summarizing and paraphrasing techniques. https://www.jcu.edu.au/_data/assets/pdf_file/0004/1188877/Summarising,-Paraphrasing-and-Quoting.pdf</p>	

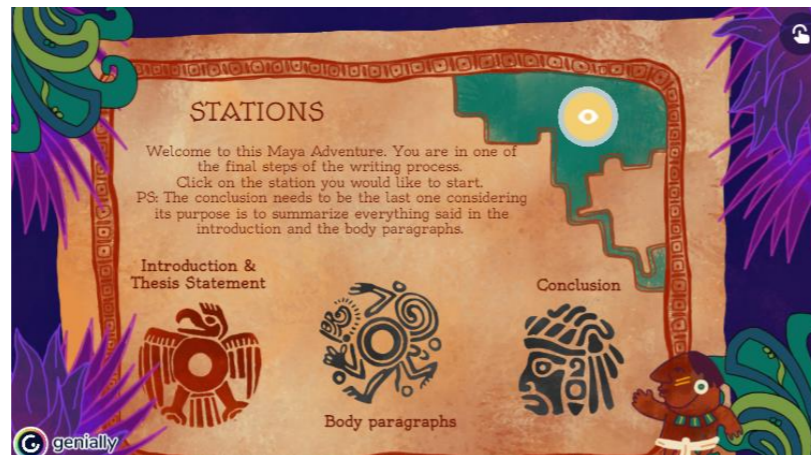
UNIT 5 Independent Construction	
Fecha	February 1, 2, 3, 6, 7, 8, 9, 10, 13 (23 hours)
Competencia(s) a desarrollar	<p>Cognitive Competences:</p> <ul style="list-style-type: none"> ● Identify some of the most common writing problems when using academic register. ● Understand the role of attention grabbers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

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

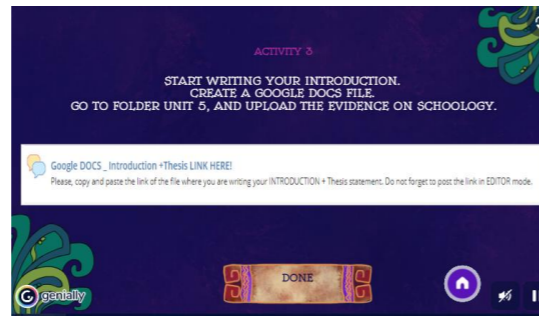
Station 1: Intro + Thesis



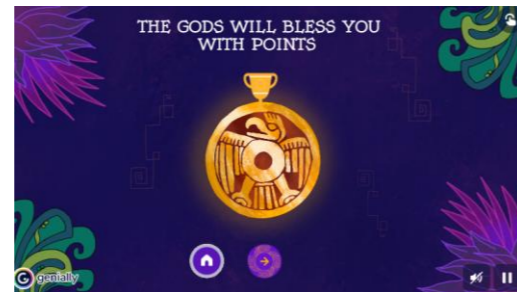
- Have Ss watch the following video [How to Write an Eye-Catching Essay Introduction | Scribbr](#)



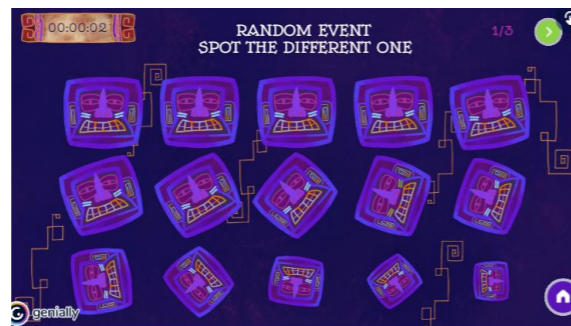
- Have Ss read the following information about hooks and attention grabbers
https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc/_documents/hooks_and_attention_grabbers.pdf Then, have Ss pick one of those hooks or attention grabbers to start writing their introduction.



- 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.

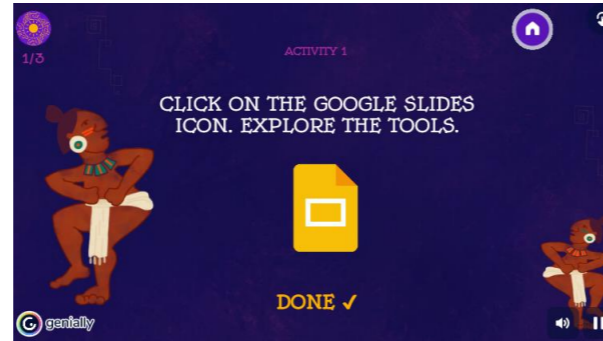


- Give Ss some points after completing all the activities of Station #1.



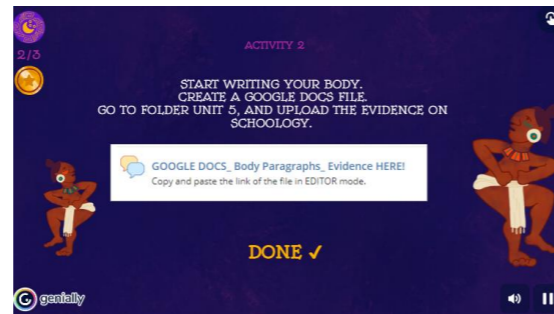
RANDOM EVENT # 1: Spot the different one.

Station 2: Body Paragraphs.

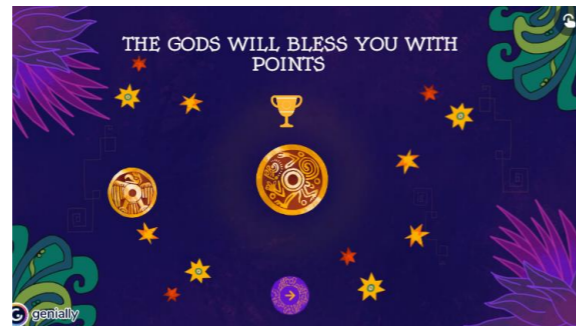


- Have Ss explore some websites, extensions and/or online tools like dictionaries and/or thesaurus, and online writing assistants.

[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.



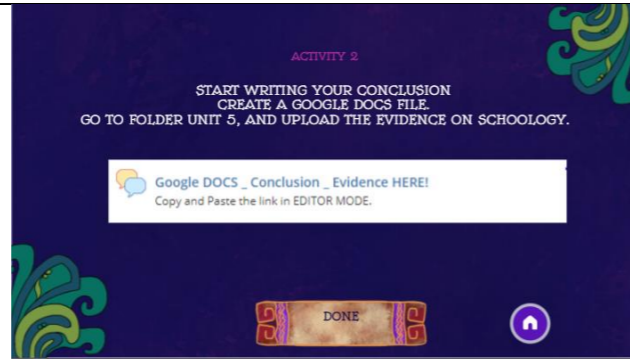
RANDOM EVENT#2: Have Ss spot the difference.

Actividades de cierre

Station 3: Conclusion & Self-assessment.



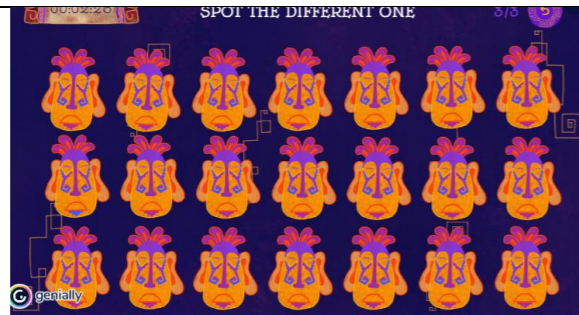
- Have Ss watch the following video [How to Write a Strong Essay Conclusion | Scribbr](#) about writing essay conclusions.



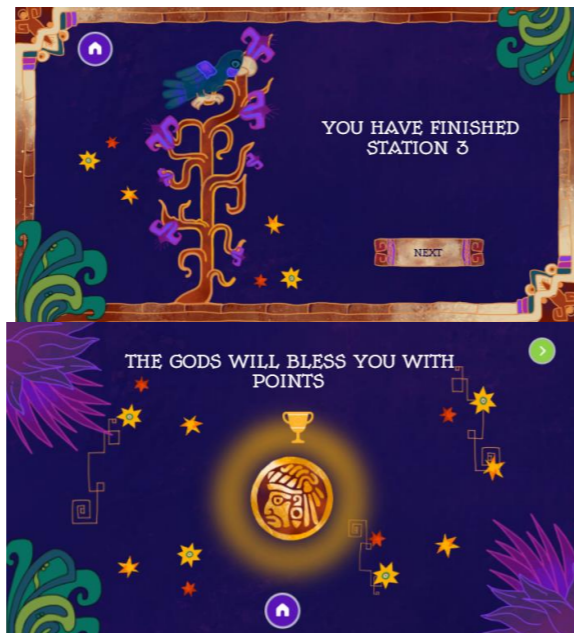
- Have Ss write the conclusion. Ask them to create a GOOGLE DOCS file and post the evidence on Schoology.



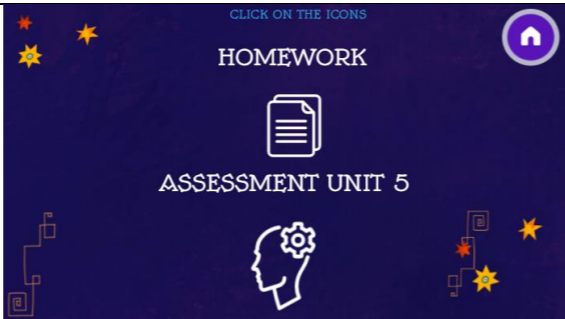
- Have Ss self-assess the first draft of their essay using the following format [ESSAY_SELF ASSESSMENT_WORKSHEET PDF.pdf](#) Have Ss make the necessary changes by creating a second draft.



RANDOM EVENT #3: Spot the different one




- Give Ss some points for completing all the activities.

	
<p>Momentos de aprendizaje (TI)</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>Recursos</p>	<p>Genially: https://view.genial.ly/63b44e104c57f900198d2370/interactive-content-escape-room-maya G-Suite: C WRITING PROBLEMS Sheet Information WRITING TOOLS FOR ACADEMIC WRITERSHINTS LMS System: Schoology.</p>
<p>Bibliografía</p>	<p>Scribbr. (2021a, enero 20). <i>How to Write an Eye-Catching Essay Introduction</i> Scribbr [Video]. YouTube. https://www.youtube.com/watch?v=msaynBwwxkA Educational Resources. George Brown College (n.d). Hooks and attention grabbers. https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc_documents/hooks_and_attention_grabbers.pdf Scribbr. (2021c, febrero 8). <i>How to Write a Strong Essay Conclusion</i> Scribbr [Video]. YouTube. https://www.youtube.com/watch?v=2UElC_YZoEo Oshima, A. & Hogue, A. (2016). <i>Longman Academic Writing Series 4: Essays, with Essential Online Resources</i> (5th ed.). Pearson Education ESL.</p>

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

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

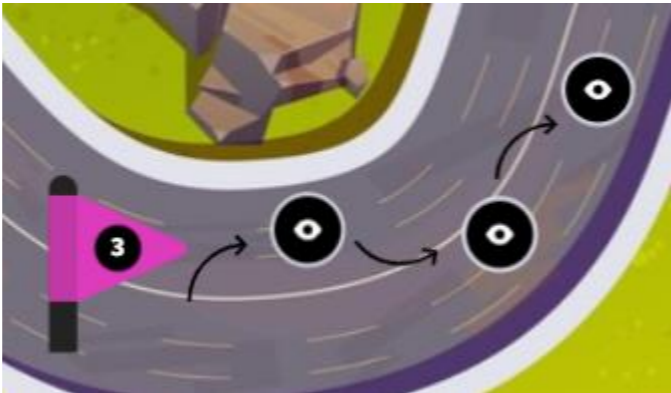
<p>(TAD)</p>	<p>Station 1: About Punctuation and APA 7th ed norms.</p>  <ul style="list-style-type: none"> • Have Ss play Fun Factory - Punctuation and Capitalization https://www.abcya.com/games/fun-factory-punctuation-capitalization to check their background knowledge regarding punctuation. • Have Ss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

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 APA can cure the Zombies.

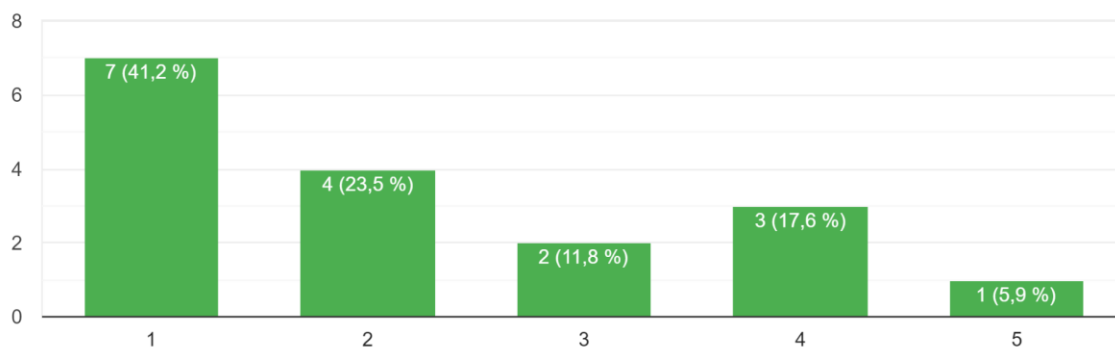
	<ul style="list-style-type: none"> • Give Ss some points after completing all the activities of Station # 2. <p>Actividades de cierre</p>  <ul style="list-style-type: none"> • Organize Ss in groups of two or three. Give them a co-assessment format so that they can provide feedback to each other about draft #3. Ask them to fill in this format PEER-EDITING FORMAT.pdf. Have Ss post their evidence on Schoology. • 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. • Have Ss create the reference APA list. Tell Ss they can use the following website to get citation https://www.scribbr.es/citar/generador/ without having to write everything from scratch. 	
<p>Momentos de aprendizaje (TI)</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. Have them post the evidence on Schoology.</p>	

Recursos	Genially: https://view.genial.ly/63b8cd3a52052200180f6f4b/interactive-image-imagen-interactiva G-suite:
Bibliografía	<p><i>ABCya! • Educational Computer Games and Apps for Kids.</i> (s. f.). https://www.abcya.com/games/fun-factory-punctuation-capitalization</p> <p>Basic Punctuation Rules. (n.d). https://www.apu.edu/live_data/files/288/basic_punctuation_rules.pdf frit19659078vard</p> <p>Seneca Libraries. (2020, 18 agosto). <i>APA: What is APA? (7th edition)</i> [Video]. YouTube. https://www.youtube.com/watch?v=HbPV72S49pM</p> <p>Zuluaga, D. (2020). Guía Interactiva sobre citación y referenciación estilo APA. Universidad del Rosario. https://repository.urosario.edu.co/bitstream/handle/10336/30583/Guia-interactiva-APA.pdf?sequence=7</p> <p><i>APA Game.</i> (n. d.). https://library.hodges.edu/ld.php?content_id=22059312</p> <p>Oshima, A. & 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: https://www.scribbr.es/citar/generador/ (Accessed: January 10, 2023).</p>

Annex 8

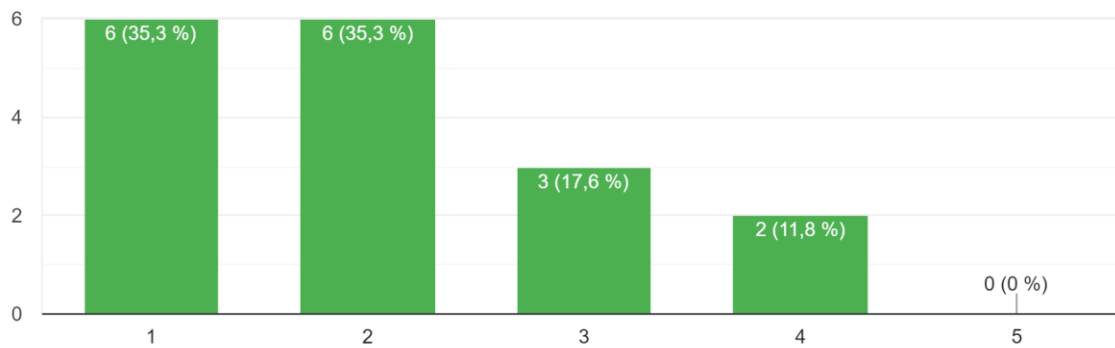
(3) I look forward to writing down my ideas. (-)

17 respuestas



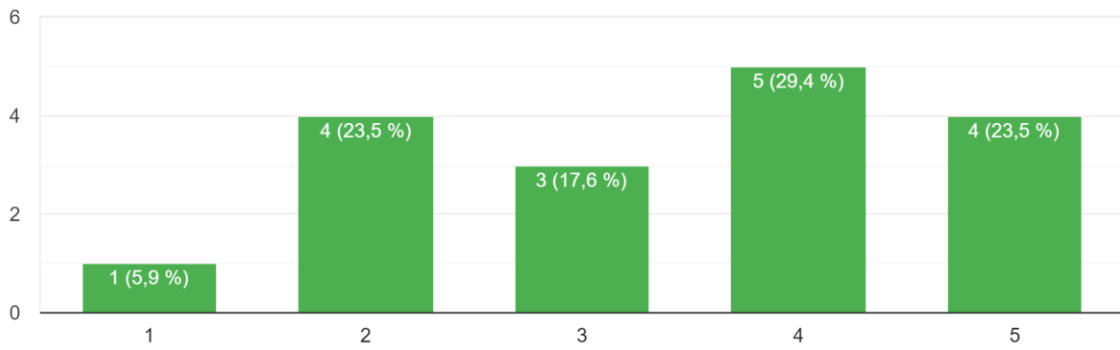
(4) I am afraid of writing essays when I know they will be evaluated. (+)

17 respuestas



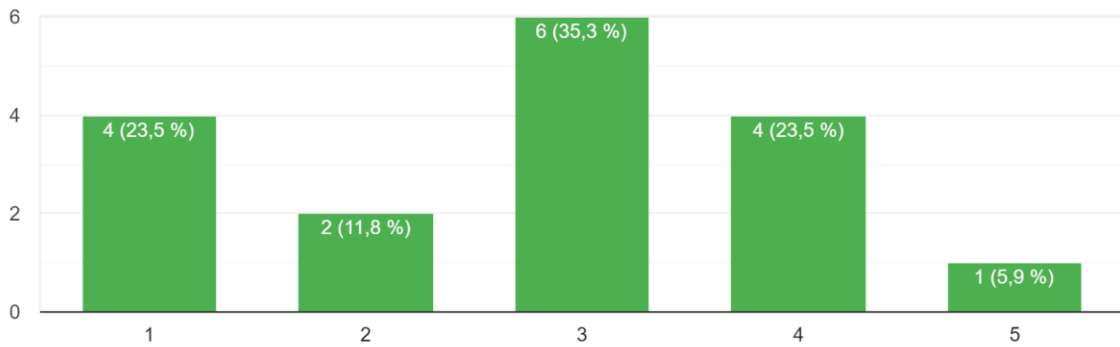
(5) Taking a composition course is a very frightening experience.(+)

17 respuestas



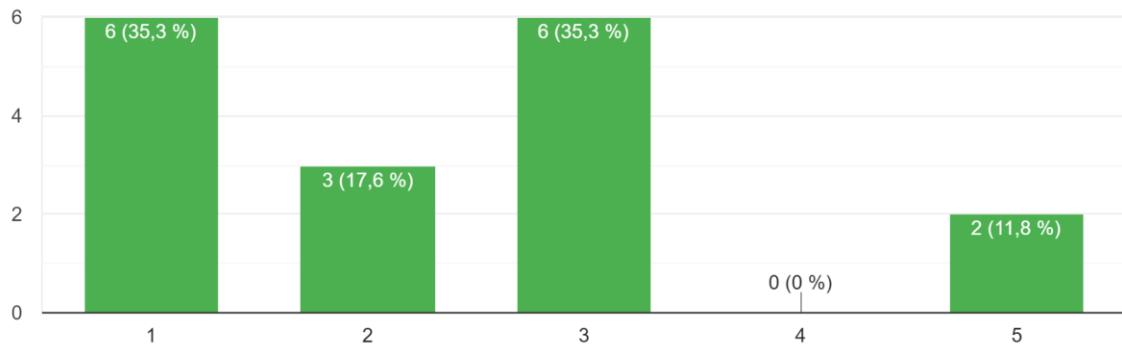
(6) Handing in a composition makes me feel good. (-)

17 respuestas



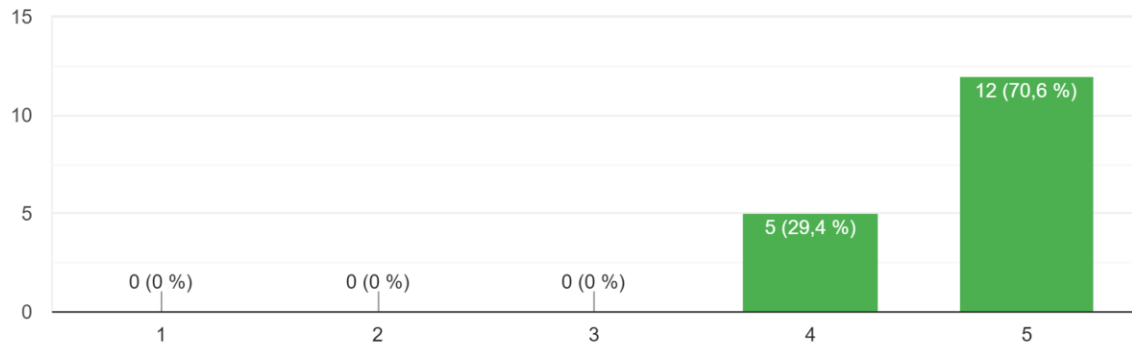
(7) My mind seems to go blank when I start to work on my composition. (+)

17 respuestas



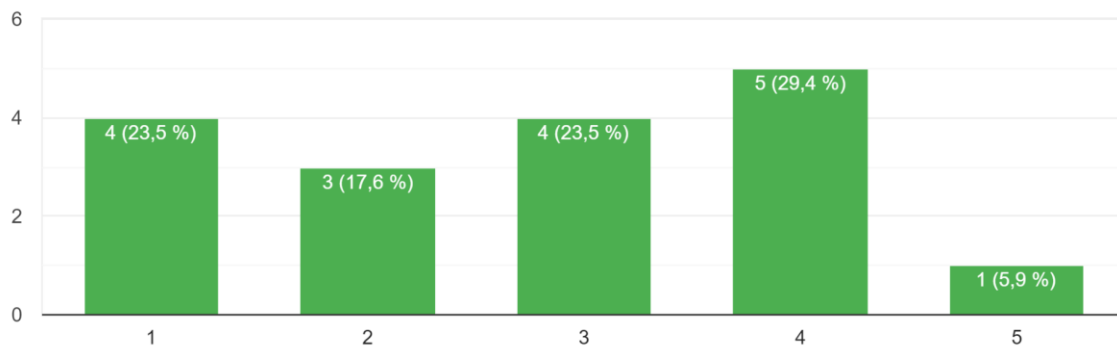
(8) Expressing ideas through writing seems to be a waste of time. (+)

17 respuestas



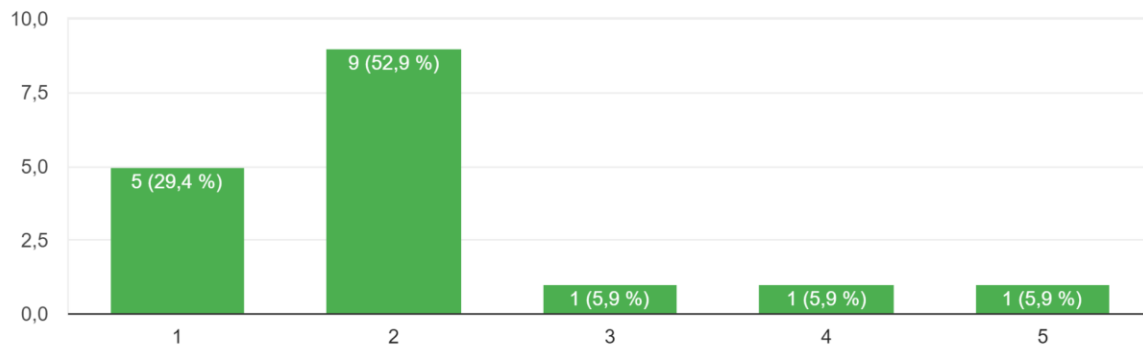
(9) I would enjoy submitting my writing to magazines for evaluation and publication. (-)

17 respuestas



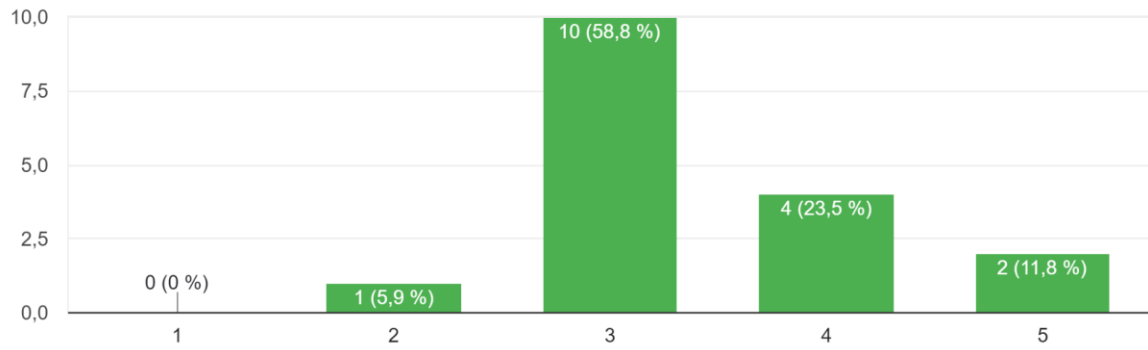
(10) I like to write down my ideas. (-)

17 respuestas



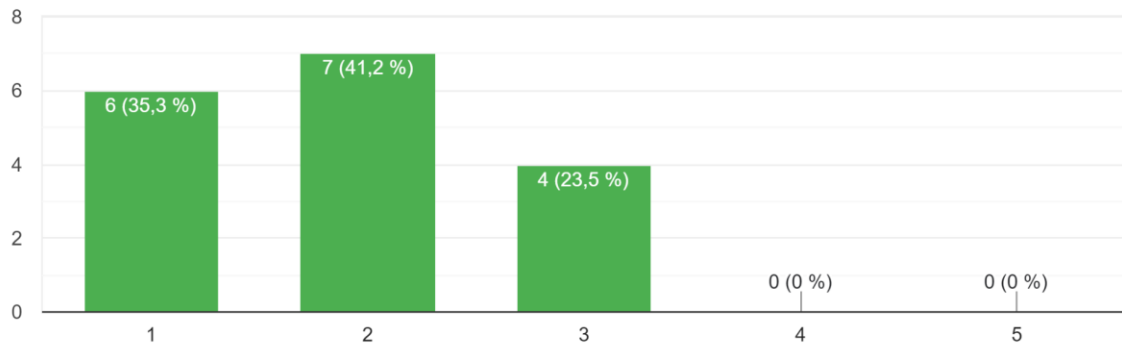
(11) I feel confident in my ability to express my ideas clearly in writing. (-)

17 respuestas



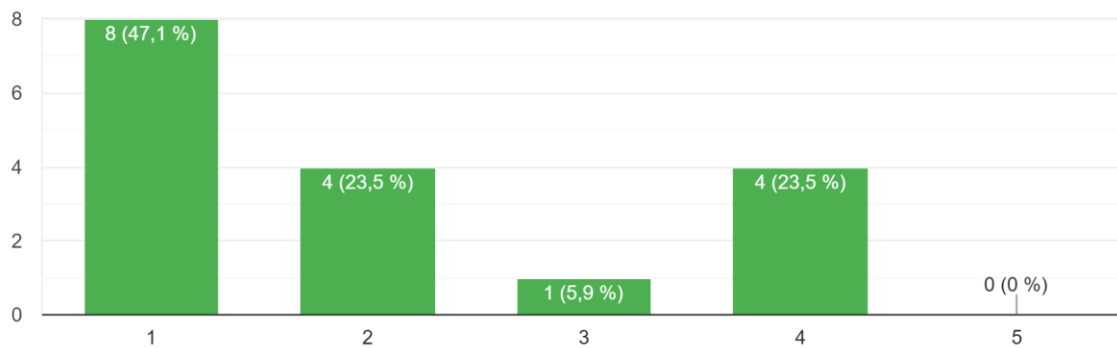
(12) I like to have my friends read what I have written. (-)

17 respuestas



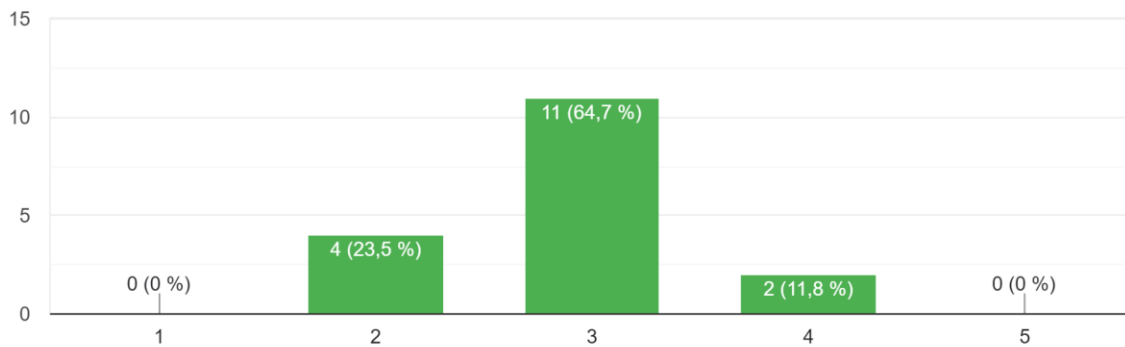
(13) I'm nervous about writing. (+)

17 respuestas



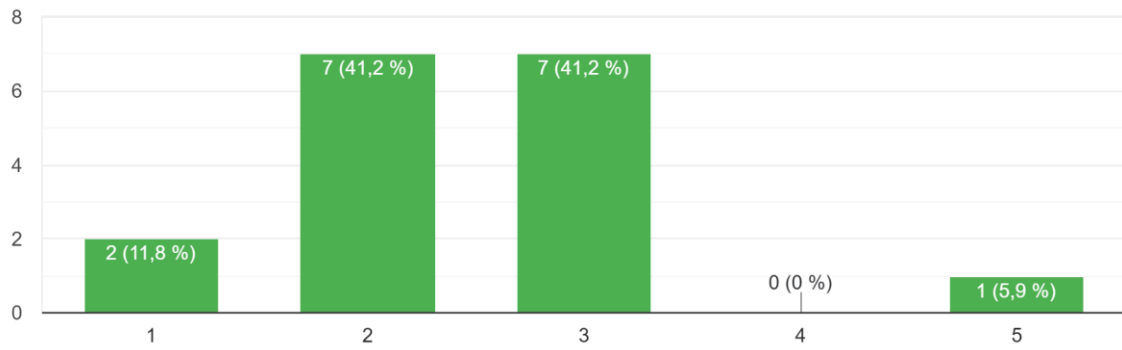
(14) People seem to enjoy what I write. (-)

17 respuestas



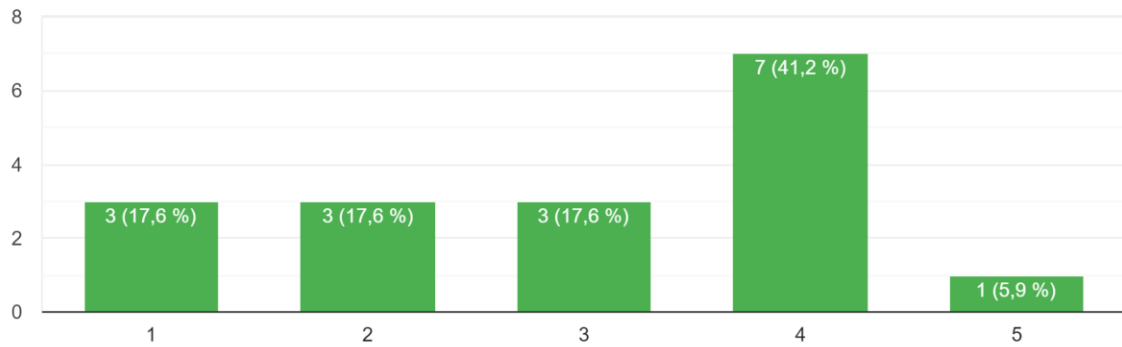
(15) I enjoy writing. (-)

17 respuestas



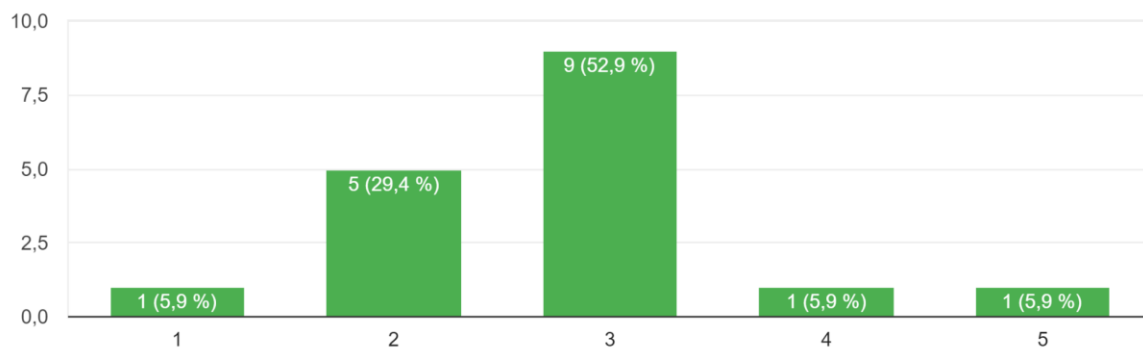
(16) I never seem to be able to write down my ideas clearly. (+)

17 respuestas



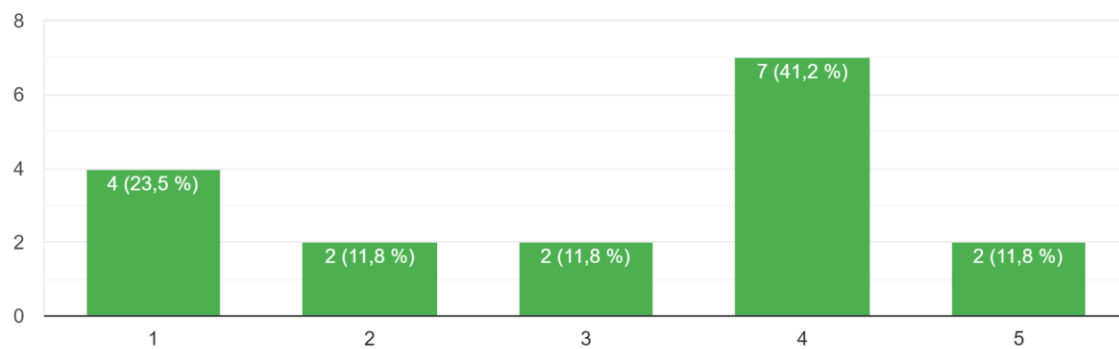
(17) Writing is a lot of fun.(-)

17 respuestas



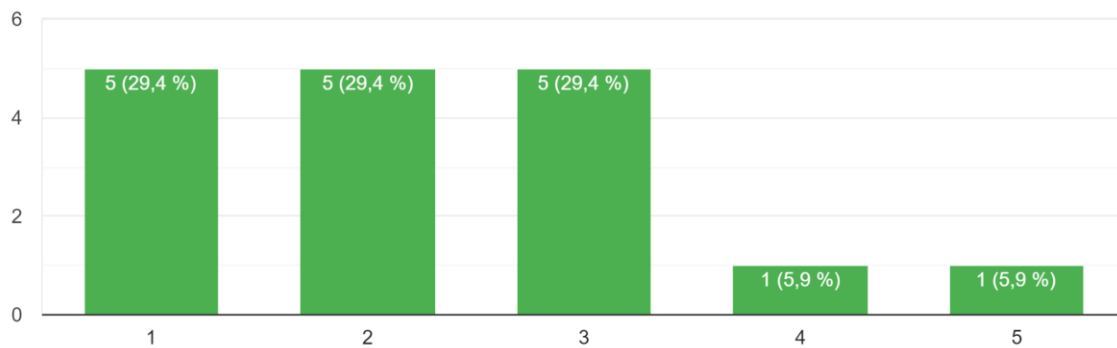
(18) I expect to do poorly in composition classes even before I enter them. (+)

17 respuestas



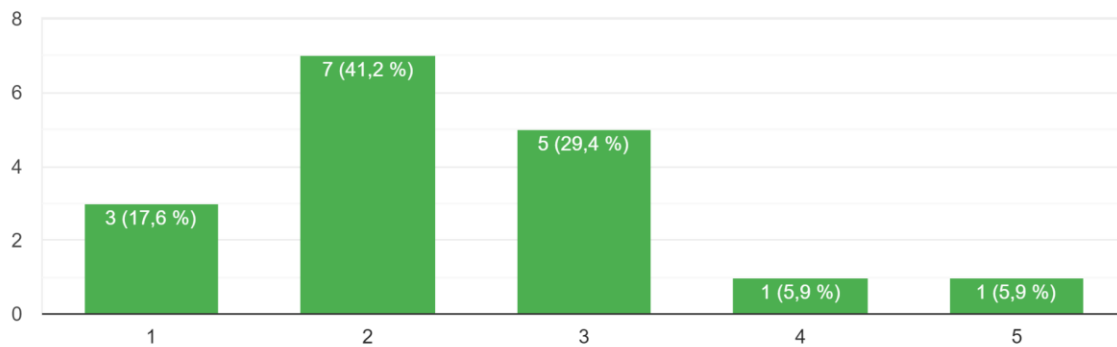
(19) I like seeing my thoughts on paper. (-)

17 respuestas



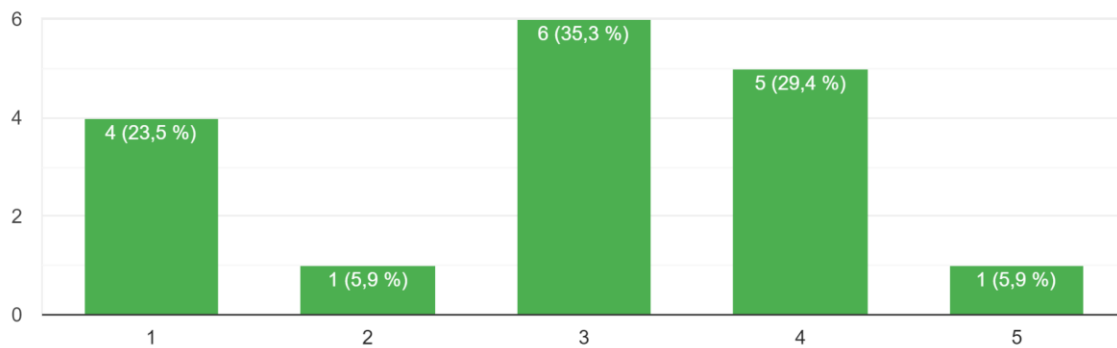
(20) Discussing my writing with others is enjoyable. (-)

17 respuestas



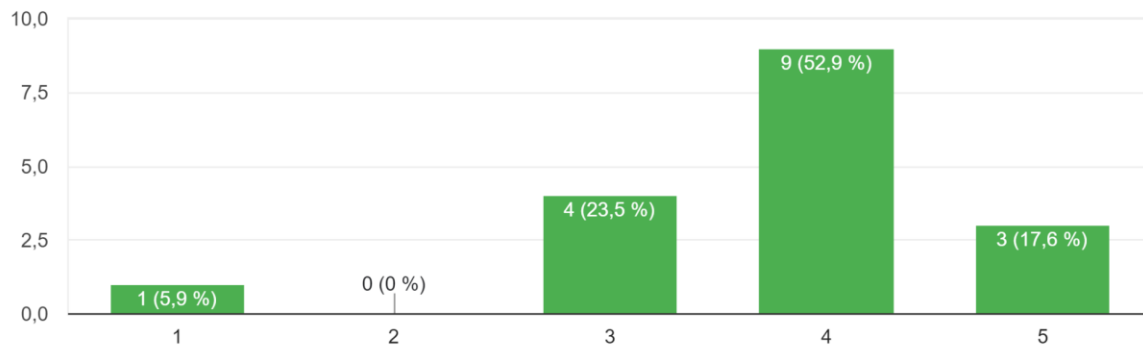
(21) I have a terrible time organizing my ideas in a composition course. (+)

17 respuestas



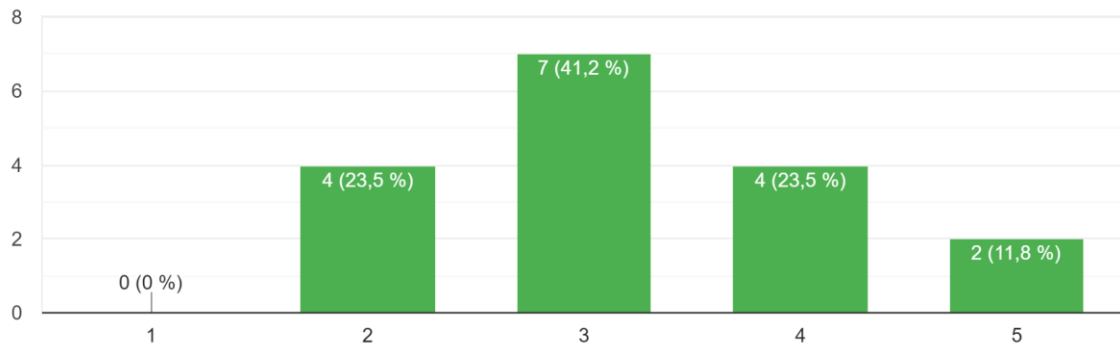
(22) When I hand in a composition, I know I'm going to do poorly. (+)

17 respuestas



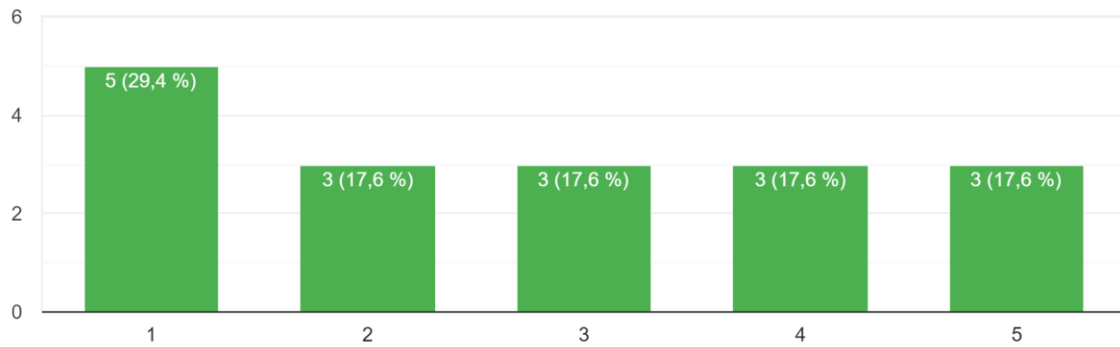
(23) It's easy for me to write good compositions. (-)

17 respuestas



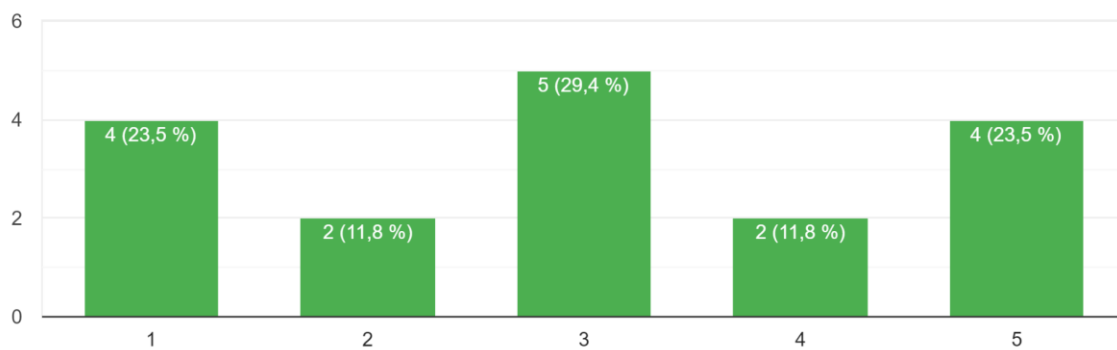
(24) I don't think I write as well as most other people. (+)

17 respuestas



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

17 respuestas



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

17 respuestas

