THE USE OF ANIME AND VIDEOGAMES AS MOTIVATIONAL STRATEGIES TO

ENHANCE WRITING SKILLS IN THE EFL ADOLESCENT POPULATION IN

COLOMBIA: *ZANKYOU NO TERROR: FROM FICTION TO REALITY*

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Acceptance Note

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DEDICATION

Nicole Romero:

This project is dedicated to my brother who always reminds me that anime is the representation of our daily life. Watching anime means watching our human nature. I hope this project can help you someday in some way, little brother.

"This is all I have. To help you studying, to be a beautiful friend, a demanding father and to give you this starry sky. This is all I have. This is all I can offer you."

- Hitagi Senjougahara (Bakemonogatari)

Eduardo Ayala:

This project is dedicated for my parents who bought me the first videogame system when I was 4 years old. That is why the recognition is for them, because probably I would have written the research project about a boring and repetitive topic.

"Thank you Mario! But our princess is in another castle!"

-Super Mario Bros

Abstract

Over the years, anime has been known as a visual reproduction that addresses issues and elements of the society. This animation alternative is based on life values and vivid lessons that are broadcasted to new generations. Likewise, the use of videogames can be a possibility to increase the capacity of different cognitive processes such as memory, critical thinking and learning. For this reason, this research project aims to establish the relationship between anime and videogames through the writing modality named fanfiction. The main goal of this idea, is to include, motivate and enhance students' writing skills; especially for those who have been stereotyped due to their likings.

Resumen

A través de los años, el anime se ha concebido como una reproducción visual que involucra los diferentes elementos y problemáticas de la sociedad. Este tipo de animación se basa en los valores y experiencias de la vida diaria, las cuales son transmitidas a las nuevas generaciones. Así mismo, el uso de los videojuegos, puede ser una posibilidad para incrementar la capacidad de diferentes procesos cognitivos talles como el aprendizaje, la memoria, y el pensamiento crítico. Por esta razón, este proyecto de investigación busca establecer una relación entre el anime y los videojuegos, a través de una herramienta de escritura llamada "fanfiction". La meta principal de esta idea, es incluir, motivar y mejorar las habilidades de escritura de los estudiantes; especialmente a aquellos que han sido estereotipados por sus gustos.

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Chapter 1: Introduction

It is well known that writing should be considered as one of the most difficult communicative skills in English. Thus, educators have tried to find out strategies and methodologies for applying in their daily instruction with the purpose of getting better language results in students. Nonetheless, it is a wheel of fortune that each learner of a language class becomes engaged and shows significant and gratifying scholars' learning outcomes. So, it is essential that teachers attempt to change or modify their activities for new ones that allow students to enhance their writing abilities.

Watching anime in class sounds like a crazy idea, but it might be a strong tool for being used in class due to the current topics and problematics that could be shown and studied with learners. Likewise, videogames designing could be a successful tool to develop cognitive process because of the interdisciplinarity required; subjects as math, computing knowledge, English, editing and some other, are used at the same time when the videogame is being designed.

It is important to highlight that the researchers, Nicole Romero and Eduardo Ayala, taught a course called "Media Fortalecida" at "Liceo Femenino Mercedes Nariño" during two semesters. Through this course, researchers could realize that students had a good English proficiency level for the four communicative skills, but the most difficult and weakest one was the writing. For this reason, the educators decided to help scholars to improve their writing skills by inviting tenth grade students to join a focal, in order to get customized English classes to learn and acquire new strategies and styles to write in a better

way. It should be pointed out that the convening was only for tenth grade to work with them in eleventh year as well.

Particularly, the focal group had an extra benefit which consisted on taking the target group to the "Antonio Nariño University", for having a private room with electronic devices to have a more significant learning experience to enhance their writing skill. The idea of using rooms of the college has two main goals: one of them, developed during the first part of the research project, was to watch the anime and write down the fanfiction. And the second, built up during the second part, was designing a videogame, based on the fanfiction written before, through a free software named Renpy. Moreover, it was essential to design hand sheets that allowed teachers to design their lectures to explain specific topics and tools. This helped students to transcribe their ideas from their minds to their stories, and create the fanfiction and the videogame.

1.1 Justification

This project was created from the research group "EDUPPAZ" (Educación y pedagogías para la paz). In this group, Nicole Romero and Eduardo Ayala have been working to generate a research proposal that will be consolidated in the monographic work to get the bachelor's degree of Antonio Nariño University. The idea is to establish the relationship between anime and videogames through the writing modality named fanfiction to motivate and enhance the writing skills of "I.E.D. Liceo Femenino Mercedes Nariño" tenth grade students.

During the last years, new technological tendencies have been developed in massive scale due the creation of social media like television, internet, radio and so forth. Furo (n.d)

and Alshawi (2016) highlighted that two of these tendencies are anime and videogames which are going to be the central topic of this document and at the same time will be part of the motivational tools to enhance students' English writing skills.

It is important to say that videogames are a great socializing tool due to the fact that people usually meet to play videogames. In that time, they forget all their differences and problems like ideologist, beliefs, stereotypes; they join a place where the most important thing is feeling the same passion and taste for this type of leisure (Garcia, 2009). In most of the cases where a group of people play videogames, they create conversation groups to exchange information of videogames, cheats, strategies and advice to complete some missions, all these activities allow the social interaction (Garcia, 2009). When gamers are having that conversation, they can feel free to express what they think about videogames without receiving criticisms.

Also, videogames might help adolescents to develop cognitive and personal skills. Garcia (2009) pointed out that the use of videogames allowed adolescents to develop some cognitive and psychomotor skills to exercise their minds; Additionally, videogames satisfy their intrinsic needs while they are playing and simultaneously achieving specific goals, enhancing their English skills and making new friends. The use of videogames can be a possibility to increase the capacity of different cognitive processes such as memory, thinking and learning; for this reason, it is necessary to implement this resource at schools (Garcia, 2009)

Furthermore, videogames can be used in educational contexts to discuss and promote values which allow students to reflect the story of videogames and the teacher and

students might classify behaviors that are appropriate and inappropriate to follow (Garcia, 2009). It means that videogames will be used for educational purposes and to change the stereotypes of videogames in the society

On the other hand, the anime is known as an animation from Japan. As Maldonado (2015) said it is a visual style that has been spread all over the world in order to accept expressions from other cultures and the contemporary society. The anime is a visual reproduction that addresses issues and elements of the society to turn them into animations filled with values and lessons that are broadcasted to the general public. (Maldonado, 2015) This will help the students' creativity and imagination to generate new ideas when they are writing.

Moreover, the anime not only can be considered like a mass media, but also it can be included in different disciplines like art, music, painting, and so on. There have been literature books that have been brought to the animation and digitalization. (Maldonado, 2015). It is important to clarify that the anime was not created with educational purposes but it can be used at schools as authentic material.

The research project sets out an English didactic proposal that may enhance the writing skills through anime and the writing tool; fanfiction. To achieve this, the anime "Zankyou no terror" was selected for many reasons. Some critics allow that this anime shows one of the phenomena that has been accepted today; the technology. Even though it does not appear explicitly, all the story revolves around this important topic due the importance that has been given to the variety of tools and technological artefacts in the

world as television, radio, computer, among others. Nowadays, adolescents use technology all the time; for this reason, the anime might be linked to students' lives (Furo, nd).

Afterward, there is the literature, the big facade to distract the enemy and achieve the objectives that the main characters of the anime show. Some parts of the anime cite some classic literature books like Oedipus the King which is reformulated and became in riddles to police investigators. They have to solve them to save hundreds of people. Likewise, there are the historical events being an implicit factor of the anime that can become quite deep. These key points allow the anime to have some spaces to analyze and let the students share their points of view and give critical opinions about the anime´s thematic. Once the analyzing process is over the students will write their fanfiction. This is one of the most important steps of the research because students will express their ideas through the writing.

It is important to know the meaning of fanfiction. Diaz (2009) said that in this writing modality, the fan has the possibility to change a story not affecting all the events, but creating a whole world with their own story. It is a free narrative based on books, series, videogames, soap operas, so forth, and it can be modified by the reader (Diaz, 2009). One of the most representative characteristics of the fanfiction is that the fanfiction promoted the creation of texts involving hypertextuality, which will generate not only a capacity for creation and production of ideas but also the possibility of connecting different worlds and putting them into a single work (Diaz, 2009).

Now then, it is important to point out about the importance of the fanfiction in the research due to the fact that it is the part where students will create their story. The role of

the fanfiction in the research is to enhance the students writing considering that sometimes it was difficult to motivate students to write or think more than the explicit information (Graham and Perin, 2007).

In the same way, it is important to explain the last phase of the research that consists of the creation of a videogame. It is planned to use a free software named Renpy to create the videogame. The software allows people to create their own videogames without having enough experience, the easy manageability will help students to involve in the program due it brings you an introduction to use the main commands to develop the game. Of course, this videogame will be about the fanfiction written.

Finally, it is important to emphasize that the idea of the investigation was generated through the researchers' experience with the anime and videogames. Moreover, Garcia (2009) pointed out that this is a thematic that is not disconnected from the current situation of adolescents, allowing the development of writing skills through an innovative strategy like the fanfiction avoiding traditional activities such as dictation, guides, work books, and so on.

1.2 Research question and objectives

1.2.1 Research question

Nowadays educators continue believing that English writing should be taught as long time ago when they received their lectures, using traditional teaching models where they should memorize and repeat what teachers said, to write down properly. Nevertheless, the new generation of children and youngers might consider boring and unmotivating these methodologies. So, the question this research project sets is the following one: What is the

efficacy of writing strategies like anime and videogames to be used by effective English teachers to motivate and enhance students´ writing skills in the EFL Population in Colombia?

1.2.2 Overall and specific objectives

1.2.2.1 Main Goal

To enhance writing skills through motivational strategies such as anime and videogames.

1.2.2.2 *Specific objectives*

1) To show the way that anime and videogames can be used in an educational environment.

2) To enhance writing through the creation of fanfictions based on the anime named "Zankyou no terror".

3) To involve the technology and its tools to create a videogame based on the fanfictions written.

Chapter 2: Theoretical Framework

2.1 Introduction

Particularly, anime has been viewed as a Japanese cartoon which involves history, culture, traditions and social problems of the country. Coundry (2013) commented that anime has extended thanks to the commercial and cultural activities that engaged a lot of viewers around the world. Usually, anime is shown on T.V., but people could find it on the internet as well. The anime throughout the years has become an important part of Japanese culture since government used it to transmit information during the "Second World War" and people could learn about the social situations. Then, the anime started to be recognized not only in Japan but also around the world.

Adapting anime into the classroom with suitable and applicable activities, is a way to promote some skills in the learners like: observation, analysis, thinking and so on (Solanki and Shyamlee, 2012). Thereby, teachers will provide enough tools to make easier the acquisition of those cognitive skills through technology and new electronic devices. Solanki and Shyamlee (2012) explained that multimedia teachings enrich teaching content and make the best of class time and break the "teacher centered" to improve class efficacy.

2.2 Cognitive development in the adolescent population

When teachers and parents talk about teenagers' changes, the first impression is that adolescents are frequently portrayed as a negative stage of life, a period of storm and stress to be survived or endured in their lives (American Psychological Association, 2002). The American Psychological Association (2002) explained that the psychological development

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of Youngers is influenced by the family and the community where teenagers lived due to there can be found problems like violence, drugs and alcohol abuse in homes that can affect and transform adolescents' attitudes in a good or bad way. When adolescent students watch anime or play videogames, parents should know about them to guide their sons; if they consider this type of leisure inappropriate, they will give advice to avoid future problems (Sallehuddin & Faradillah, 2011).

Whereas, the importance of language and psychology in adolescent population should be concern as the ability to talk about their psychological world where they can say their intentions, desires, requests and goals for interacting with others (Carpendale & Lewis, 2004). Moreover, Carpendale and Lewis (2004) explained that learners should assimilate the word and its meaning at the same time because they should understand and comprehend that, the expressions which they use during their speeches, might reflect their context, behaviors and inner experiences such as sensations, emotions, thinking, remembering, imagining which could affect receptors' feelings.

On the other hand, The American Psychological Association (2002) argued that in the adolescent period, youth might almost develop the ensuing cognitive process such as reasoning, problem solving and abstract thinking which should reflect the difficult decisions to make during the future to face and challenge them through the daily life. Moreover, girls felt more confident about their reading and social skills than boys, but boys got more confident in athletic and mathematics abilities, these were stereotypes that affected the cognitive younger process because teenagers might believe them and they might feel frustrated (APA, 2002). However, those phenomena could be worked by teachers in the class finding strategies and new methodologies that allow youngers to

understand and learn whatever thing, for example the writing skill through anime and games.

In fact, reasoning could be considered as the logical process of thinking to understand difficult situations and topics in a logical way for making conclusions and judgements (Sherafat, 2015). Nevertheless, Sherafat (2015) explained that reasoning as an ability should be the highest part of critical thinking that could show a general knowledge perspective of people. Moreover, critical thinking might entail to make rational decisions or rational conclusions to be included in learning techniques such as collaborative learning, while it should enhance student's reasoning as a personal and academic achieve (Sherafat, 2015).

At the same time, problem solving allows youngers to be prepared for the stark reality of decision-making which could include ambiguity, risk taking and flexibility, those situations should be presented during adolescent development and might be a barrier for themselves to take choices to face difficult situations (Regional Prevention Service, 2013). Moreover, The RPS (2013) argued that problem solving could be affected by physical health; youngers environment, adult imitation and established challenges, but educators should help their learners keeping in mind their feelings to provide them accurate information to be contrasted with real life situation, to recognize their weakness and strengthens, thus they could be critical to solve their problems.

Similarly, it is remarkable to say that youngers should have appropriate life experiences in a well-prepared environment with adults and teachers, they could stablish adolescents' freedom and limits, allowing youth' minds to understand information,

experiences and knowledge to acquire an abstract thinking (Hoekstra- de Roos, 2016). However, it could be almost impossible if youngers do not have opportunities to grow as abstract thinker with the appropriate opportunities at the right age level which should be provided by their educators, but it just could be possible while adolescents build up an understanding of the real world by means of real experiences (Hoekstra- de Roos, 2016).

On the contrary, adolescents prefer to confer with their parents or trust other adults in making important decisions such as things as attending college, finding a job or handing finances. Adults might bear in mind that recognizing state should be considered as an opportunity to model effective decision making or to guide adolescents as they dealt with difficult decisions (APA, 2002). If the person that teenagers trusted were a teacher, he or she should take the best options to help students because a little mistake could ruin their life. For that reason, teachers would not avoid needy students, but it does not mean that teacher just help students in their personal development considering that prepare them academically and cognitively to affront future challenges is also important (Giroux, 1988).

It is important to say that cognitive process for learning and acquisition of a second language is essential during adolescents' mental process like: reasoning, thinking, creativity and so on. When the acquisition of a language is mentioned, theorist like Krashen (1982) explained that second language acquisition theory should be viewed as a part of theoretical linguistics, but also it was the metacognitive process that students did in their minds to organize the information of the second language with the mother tongue. Also, there is the second language learning where the students learn and understand the grammatical rules and linguistic aspect of the language. On this matter, the learning should be the theoretical part and the acquisition the practical one (Krashen, 1982).

Notwithstanding, the learning and acquisition of a second language help the teaching of languages when students are beginners and do not understand and comprehend so well the language input. Besides, they cannot practice outside the class because learners do not have available resources to review what they have learnt during the lecture or they live in country that the target language is not their mother tongue (Krashen, 1982). However, the answer for this learning situation may be explained in neuro linguistic programming and its branch of science to clarify this phenomenon.

Likewise, neuro linguistic programming allowed students to become successful by decreasing their anxieties to lead their learning improvement (Lashkarian & Sayadian 2015). Consequently, Lashkarian & Sayadian (2015) proposed that "Reframing" should be used as a class tool to relate to personal experiences and make it concrete and tangible for learners. Moreover, it could be adapted for creating artificial contexts to be used in the classroom and provide scholars a wide array of learning opportunities without the need to look for material to support it (Lashkarian & Sayadian, 2015).

Concurrently, Anchoring is the neuro linguistic programming technique which people made associations among what they might feel, see, hear and the emotional states that could be formed by sensory experiences to know the personal story of every individual learner (Lashkarian & Sayadain, 2015). Besides, language teaching might be taught by means of multisensory which allowed learners to link students' stimuli with languages, and thus auditory anchors, should be the most suitable in a normal class interaction among scholars and educators (Lashkarian & Sayadian, 2015).

Eventually, "Rapport" should be considered as the nucleus of healthy classrooms where learners' willingness have an important role in their participations during tasks, but it should be designed in community to be notorious when educators leant towards rapport influence to motivate and able scholar to learn easily (Lashkarian & Sayadian, 2015). Moreover, educators should establish or reestablish a rapport situation in the beginning of the course, class and specific activities because, learners could have lack of information, get bored and tired or when students could be problematic to obtain positive learning results (Lashkarian & Sayadian, 2015).

2.2.1 *Multiple intelligences*

It is crucial to relate the cognitive process with the intelligence, for that, the most important author that talked about this process was Gardner (1989) who said that there were seven intelligences that people might have and those were: The logical-mathematical, linguistic, musical, spatial, bodily- kinesthetic, interpersonal and intrapersonal. Those intelligences were according to people capacities and the way that they used to learn. Now, it is important to explain each intelligence to keep in mind the possible ones that students would have in the classroom.

Logical-mathematical	Capacity to discern, logical Mathematician or numerical patterns; ability to handle long chains of reasoning.
Linguistic	Sensitivity to the sounds, rhythms, and Journalist meanings of words; sensitivity to the different functions of language.
Musical	Abilities to produce and appreciate rhythm, Violinist pitch, and timbre; appreciation of the forms of musical expressiveness.

Spatial	Capacities to perceive the visual-spatial Sculptor world accurately and to perform transformations on one's initial perceptions.
Bodily-kinesthetic	Abilities to control one's body movements Athlete and to handle objects skillfully.
Interpersonal	Capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people.
Intrapersonal	Access to one's own feelings and the ability detailed, to discriminate among them and draw accurate upon them to guide behavior; knowledge self-knowledge of one's own strengths, weaknesses, desires, and intelligences.

- Gardner, H. (1989). Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences. *American Educational Research Association,* 18(8), pp. 4-9.

Besides, when teachers want to identify the strengths and weakness of students, it is necessary that educators keep in mind that intelligences might not be related but learners might have some of them at the same time to plan their classes according the needs and what they found in their analysis (Gardner, 1982). If teachers use the multiple intelligences in their lesson plans, it should be necessary that they create an assessment based on students' experiences and culture, it might be a little bit difficult for the teachers due it would create some strategies to achieve the goal stablished by teachers. (Gardner, 1982).

2.3 Writing difficulties

2.3.1 Why students do not like writing?

Academic writing in English for beginner, middle and advanced levels could be a challenge even for the most of native English speakers. Nevertheless, it might be more difficult for English as a second language students due to the proficiency that they should achieve in grammar, mechanics, vocabulary and other aspects of English element compositions (Al Fadda, 2012). Besides, another factor that prevented learner to use this communicative ability were motivation and intrinsic aspects which may affect learners' quality products (Annab, 2016). But, aspects like vocabulary, idioms and cultural knowledge might interfere in the students' learning process because they could get block at the moment to write if they did not have enough knowledge (Annab, 2016).

Nonetheless, motivation has an important role during the writing process, but it might be affected by other factors like personal purposes because students do not consider it important in their daily lives, or for their future plans. For this reason, is necessary to turn those negatives thoughts into significant learning experiences (Adas & Bakir, 2013). Moreover, teachers should be conscious about the population that they were working with the skill their learners' need to improve. Teachers should look for strategies and activities to facilitate the learning of the target language (Adas & Bakir, 2013).

Eventually, when educators have had clear the target ability to teach, they should focus on the exercises and activities to facilitate students learning process by means of a topic that educators could employ it to engage students for doing and participating actively during the activity (Adas & Bakir, 2013). When students are engaged in the activity proposed by teachers, it is necessary to change or find the way to improve the class environment to make them feel comfortable and be free to be themselves. On the other hand, learners should avoid using their mother tongue isolated from the second language

because at times, students tend to translate their ideas in the first language to the second one and it could affect the whole writing process. For that reason, educators should try to find appropriate strategies to give advice and guide scholars about doing everything in English (Adas & Bakir, 2013).

2.3.2 Academic English

Academic English has been evolved during the last years due to the internalization and new interest of the students. However, the scholars' writing process used to be an imitation of their educators, but those situations should not be the best ones for the new generation of children and youngers because, they do not develop their own writing style and it could lead to the lack of the imagination and ideas to write a text (Brimley, 2018). Besides, teachers should take advantage of new tendencies like fanfiction or videogames for motivating students to start or improve students' learning process writing.

Nevertheless, Academic English was not the common way that people used to write every day, otherwise, it had some rule and styles that people should follow to create better products. Brimley (2018) gave some advices to non-native writers to acquire a good academic writing and number it in 5 steps to follow them.

| *Never translate* | Use your own language to take notes and write outlines. But word-for word translation into English means that anyone's mother tongue causes interference. This will damage your English grammar and your vocabulary. I find that some Finns can rapidly write letters and stories in correct, charming English, but when they write a text first in Finnish and then translate it, the result is awkward, unclear, and full |

	of errors.
Accept total responsibility for being clear	Any sentence of yours requires an intelligent reader to re-read it, the Anglo-American attitude is not to blame the reader, but to blame you, the writer. This may contrast with the practice of directing blame in your own culture. Only consider: Who has the time to re-read sentences? On a phone while crossing a street? Bad idea! Moreover, careful editing will shorten your texts, making them thus more publishable.
The worst sin is ambiguity	Being ambiguous means accidentally expressing more than one meaning in a phrase or line.
Trust your ear	English grammar rules include endless exceptions. At your language level, in Finland, depend instead on what you have heard from TV and films in English when growing up—idioms especially. Your ear will tell you when an odd-looking phrase sounding right is indeed right ("aim to survive," "aim at success"). My long experience shows that Finns' trained ears are trustworthy. Read all your written texts aloud to yourself.
English is not logical.	The most logical choice of words is often not what a native speaker would say. (Which is logical: "hang up," "ring off," or "close the phone"? How about "For the 20 last years" versus "for the last 20 years"?) In English, the most nearly logical system is punctuation, but even punctuation differs considerably from Finnish punctuation.

- Brimley, C. (2018). Academic writing in English. University of Helsinki. Helsinki, Finland.

The recommendations were a reflection of the mistakes that people made when they were learning a new language. It happened because leaners believed doing one of the situations mentioned by the author which explained in her advices would learn the idiom, but it could be a long- term problem for the writer.

Similarly, students who want to develop an academic writing in other language, they should be able to read. Thereby, if they did not know anything about the target language, they might learn the words' sound with vocabulary, after that they would acquire text comprehension and fluency to begin with writing process (Short, 2017).

Eventually, when students acquired a basic literacy skill, they should start using writing strategies like: paraphrasing, inferring, brainstorming, drafting and editing to enhance this skill (Short, 2017). On the other part, Short (2017) has found that teenagers' literacy processes were improved when their teachers have used strategies and approaches to engage them in real life and academic writing and reading.

2.4 Strategies for writing

When teachers talk about creative writing, they just thought that students wrote what they imagine, but it was not enough because creative writing involved personal and social activities with the intention of producing art and communication (Harper, 2010). It meant that writers, in this case students, wrote based on their experiences and daily actives like: to take a bath, have lunch, go to the school and so forth. This writing process

happened to transmit something and it could be a feeling, a problem, a dream to transmit it to the reader (Harper, 2010).

Now, Harper (2010) explained that the most important features that a creative writer should have; are the perception, the memory and action because the perception allowed to stablish and connect what the writer perceived with his prior knowledge. Then, the memory allowed learners to save the most important characteristics of what the writer saw or felt. Finally, the writer applied those information or sensations in a physical result that could be a final draft of a story and a completed work or physical object that would be a published novel, poem, shooting script such as fanfictions based on an anime.

Moreover, when English teachers try to enhance and apply the creative writing in their classes, sometimes is so difficult because they give strategies and techniques to students for putting them in practice according students' writing style. The teacher wants that the students create texts as they like it, but some of them do not agree and even more, they do not use their imagination frequently (Swander, Leahy & Cantrell, 2007). However, it is essential to highlight that Swander, Leahy & Cantrell (2007) argued that creative writing could not be taught, they proceeded on the assumption that the talent for writing should be develop in class through the help and the monitoring. That is the reason that teachers should help students to develop their own writing style and avoid giving them a lot of information.

Additionally, Swander, Leahy & Cantrell (2007) proposed to use the approach named "Romantic Myth" which allowed students to define himself or herself as an active participant in a large dynamic writing process. This view of creativity consider the

individual writer as important as the culture or the community to support the concept of the multi-vocal and workshop-based classroom. Moreover, this approach helps students to understand what should be important to keep in mind such as the contexts and culture of the readers because they might write for a population with a specific criterion. However, writers do not lay aside their creativity and believes.

Therefore, Swander, Leahy and Cantrell in words of The AWP Directors' Handbook (2007) recommended that a workshop teacher should led groups no more than fifteen students to work with the creative writing. Unfortunately in a normal workshop group, more than twenty students are in a classroom and teachers should include peer oral critiques of poems, stories, chapter of novels, or plays.

After saying that, fanfiction should be considered as a tool to enhance the learners' writing skill. Thence, the fanfiction could be considered as a creative writing strategy as well because the writers, in this case students, will create a story based on a book, a movie, an anime, a videogame, so forth. The writers as fans could create stories considering some aspects of the chosen narrative to create their own stories putting some characters, places or time narration (Diaz, 2009). Nonetheless, Swander, Leahy and Cantrell (2007) explained that teacher should keep in mind that the schemata of narrative is embedded in the students' brains through the interaction with television and videogames, this allowed to develop the children or younger imagination,

Finally, writing for adolescents allows educators to think and feel again as a younger to recognize the anxieties, exhilarations, disillusionment, wild hopes, passions, frustrations, yearnings, insecurities, soaring ambitions and an acute sense of injustice of the

actual teenager's problem; this helps to motivate students to write because they could feel comfortable to write down (Newbery, 2007). Moreover, adolescents might be in a process of constant changes of their behaviors and attitudes and they started to be independent, so they acquired some habits such as being alone, practicing a hobby and so on. Causing that creative writing should be an activity that permitted students to express how they felt (Newbery, 2007).

2.4.1 Writing strategies through the fanfiction

Teaching writing skills at school could be important because students might have the opportunity to enhance several thinking skills at the moment to write due to the fact that it allows students to process their thoughts for analyzing their thinking by means of the writing as well (Caswell & Mahler, 2004). Caswell & Mahler (2004) explained that teachers should take risks when they would teach writing; no matter if students make mistakes considering that the most important thing should be learners' engagement for learning to write and be conscious of their errors to avoid them again (2004).

In the same way, it should be necessary that teachers plan strategies and provide tools to help students for avoiding the fearsome against writing because the problem could be that students did not progress in that communicative ability as educators wanted (Caswell & Mahler, 2004). Nonetheless, Caswell and Mahler (2004) argued that teachers should give students a path which they should follow to know what they knew and what they might learn to achieve a creative and academic writing. Now, some writing strategies that would be implemented them through the fanfiction in the researching project should be explained.

Plan or organize	The teachers will be able to set writing goal and content sequence that allow students to create a mental idea about what they should include in the fanfiction according teachers' instructions.
Monitor and identify problems	After the activity begins, the teacher will monitor the students' fanfiction while they are writing it to notice if they have errors to provide them some tips to avoid them in a future occasion. However, if the problem is in the whole course, the teachers should design a strategy to help students to solve it.
Cooperative writing	In some activities, students will work in group (Maximum 2 people) to write some parts of their fanfiction due among students might provide some ideas to include them in the fanfiction. This is great because the learning should be more significant and effectively for students.
Peer editing	In groups, students will exchange their advances of the fanfiction to check it, give the good things and aspects to improve, provide some tips to write and show the mistakes to be corrected.
Summarizing	In some classes, students will share some advances of their fanfiction, but they will be able to take the most relevant parts of the story to adapt them in their own words to be

	comprehend by their partners. Moreover, the summarizing allows students to express their ideas in an easy way when they will write.
Sentence combining	Which involves teaching students to construct more complex, sophisticated sentences to give to the fanfiction a better narrative support.

- Caswell, R., Mahler, B. (2004). Strategies for teaching writing: An ASCD action tool. Association for Supervision and Curriculum Development. Alexandria, United States.

Finally, when teachers help students to improve their writing skills, it has social implications far beyond the class due they learnt to write clearly, logically and coherently about ideas, knowledge and views that allowed them to have a high possibility to access to the high education and participate as a citizen of a literate society (Graham and Perin, 2007).

2.5 Planning

When teachers talk about Lesson planning, the first perception might be that it is used for keeping in mind the steps to follow in a regular class, it could be informal or formal depending on the teacher's approach and class methodology style (Celce-Murcia, 2001). However, in some cases, the lesson plan could be considered like a class assignment which it should be delivered to a supervisor who would check it and give some recommendation for following the next time, this document might be formal with some steps (Motivation, Guidance and practice) and detailed (Celce-Murcia, 2001).

In the same way, it is important that teachers should design lesson plans for each class because it could be considered as a tool that serves like a combination guide, resource, a historical document reflecting the teaching philosophy, student population, textbooks and the goal that students would achieve (Celce-Murcia, 2001). Moreover, Celce-Murcia (2001) mentioned that the lesson plan can be considered as a record of what teachers do in class. That record would serve as a value resource for planning assessment such as quizzes, midterm and final exams.

On the other hand, when teachers would plan their lesson plans, they should follow three steps to create the activities for the class. The first step is the motivation or the warm up, then, the guidance or topic explanation and finally the practice or assessment. For this purpose, the British Columbia Institute of Technology (BCIT) (2010) explained three steps for making a lesson plan and it said:

Motivation or warm up	This is the first part of the class which the teacher motivated and stimulated the students' prior knowledge through the see, hear, taste, smell because there was a high probably that students remembered what they did in that part of the class. This step was the first stage of the learning due teacher might include the topic of the lesson plan.
Guidance or topic explanation	The guidance stage was where most of the learning happens. The information that is received by the teacher is linked with the information that students already knew and usually they did activities with the information repetitively. Students adapted the

	information according to their learning style.
Practice or assessment	In this step, students applied the information that they learnt in an activity designed by the teacher. This was the most important part because students store the information in the long-term memory as connecting with the prior knowledge and the teacher should check and analyze the students' advances.

- The British Columbia Institute of Technology. (2010). Preparing lesson plans. BCTI Learning and teaching centre. Burnaby, Canada.

Finally, teachers had an important role in the application of the lesson plan, when students were doing the planned activities. Thereby, the BCIT (2010) proposed three stages that teachers should follow during the application of the lesson plan and it might be: The beginning stage, the middle stage and the end stage.

Beginning stage	Teachers as instructor should motivate students to make them to learn the new material. It happened through the socialization of the class outcome and how they can use it in their lives. It was important to keep in mind that students only learnt one thing at time, so teacher should make sure that students were concentrated on what they would learn.
Middle stage	The teacher had the role to help students to relate the new information with their prior knowledge because some of them considered difficult to connect their prior knowledge with the new one. The material and activities that the teacher used should

	be clear and ordered logically for an easier learning. Finally, the teacher should provide opportunities to students to use the information and then gave them the feedback.
End stage	The teacher as an instructor, it was up to him or her to provide a variety of ways for the students to recall or practice with the information and give the feedback with the good aspects and elements to improve.

British Columbia Institute of Technology. (2010). Preparing lesson plans. BCTI Learning and teaching centre. Burnaby, Canada.

2.6 The use of Japanese cartoons in educational setting: Anime

2.6.1 Anime for educational purposes

Anime, which is an abbreviation of the English word "animation", is considered as a type of professional animated drawings which have been accepted around the world because it could be considered like a representative of Japanese contemporary culture worldwide. It should be remarkable to say that children aged less than 12 years old, who have not entered to high school, started to watch anime (Yamamura, 2013). Moreover, incorporating popular culture and media as anime in classroom might link students to encourage possible connections with others based on their interest outside of school for engaging them to participate actively on learning sessions (Yee Han & Wong Ngan, 2017).

Added that using material which students have already been interested on it, language teachers should expect that their students may enhance and improve their communicative competencies easily and in an interesting way (Yee Han and Wong Ngan,

2017). Besides, various interactive activities might be derived from anime as a teaching tool for making the classroom more dynamic such as the case to write a fanfiction based on an anime for designing a videogame (Yee Han & Wong Ngan, 2017).

On the other hand, anime has been recognized for its benefits to increase language learners' motivation because this kind of cartoons provided variations to the brain such as visual information which allowed them to improve their holistic, creative and artistic side (Yee Han & Wong Ngan, 2017). Besides, Animation could be served as a tool for creativity and variety of cognitive process while keeping the learners getting bored (Yee Han & Wong Ngan, 2017).

Finally, some teachers should consider anime could not belong to educational systems because it just tried to entertained learners without getting positive results, but it is wrong because it could be nice or bad according educator usages and intentions to address and explained whatever topic they wanted (Yee Han & Ngan). Alison on words of Berliner and Biddle (2017) explained that anime could be included in classes through "productive leisure" which tried to include cultural explorations and how those historical and social aspect might be address in a real class.

2.7 The use of technology: Videogames

2.7.1 Fanfiction with videogames

To teach writing skill in a second language as English at school could be a difficult task for teachers and boring for students because some traditional strategies and activities to improve and develop this communicative skill in academic spaces were used almost all the time. However, writing would have different perspectives from audio-visual

communication or challenge the importance of the written word in a variety of realms (Warschauer, 2007). Those fields could be the fanfiction to enhance the writing skill and videogames to represent the audio-visual communication due students had to adapt their story to represent it in a visual novel.

Furthermore, computers and other electronic devices would be used in English classes to teach writing through new and current tendencies. Besides, it was important to keep in mind the emerging writing tendencies in the online era because they fulfilled the needs of this generation and probably the next one (Warschauer, 2007). Thereby, fanfiction could be considered as a part of the emerging writing tendencies because youngers write and upload their stories in platforms like the online platform to share and read stories named "Wattpad".

In addition, Warshauer (2007) argued that it should be important to mark text production and interpretation in computer-mediated realms due to it has been referred as electronic literacy, this writing tendency included 4 important components that would be explained:

Computer literacy	Comfort and fluency in using hardware and software
Information literacy	The ability to find, analyze and critique information available online.
Multimedia literacy	To interpret and produce documents combining texts, sounds, graphics and videos.
Computer-	The mastery of the pragmatics of synchronous and asynchronous

mediated communication literacy	CMC[1]

- Warschauer, M. (2007). Technology and writing. In C. Davison & J. Cummins (Eds.), The International Handbook of English Language Teaching (pp. 907-912). Norwell, MA: Springer.

Eventually, Warschauer (2007) proposed an approach based on the electronic literacy which could allow to focus on writing communication, construction research and autonomous learning. Nonetheless, the continued growth of electronic communication for writing in second language learning would allow to find and write electronic text easily and made comparisons among different categories of L2 learners like: ascents, learning process, instructional methods and so on (Warschauer, 2007).

2.7.2 Videogame designing

During the past 10 years, the field of educational videogames has been growing dramatically. Now, educational games were not just a simple genre of videogames to delay people, but a unique and emerging field of this type of leisure through intersection of videogame designers, learning designers, subject matter experts, developers, educators and researchers, who were collaborating to show and provide innovative and powerfully engaging learning experiences (Groff, Clark-Midura, Owen, Rosenheck & Beall 2015).".

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[1] CMC: Computer-mediated communication.

It should be essential to explain something about software which could be used to create videogames as the case of "Renpy". According to Tom Rothamel (2018) the creator of this free software, the reasons to use Renpy are the following:

"Ren'Py is a visual novel engine – used by thousands of creators from around the world – that helps you use words, images, and sounds to tell interactive stories that run on computers and mobile devices. These can be both visual novels and life simulation games. The easy to learn script language allows anyone to efficiently write large visual novels, while its Python scripting is enough for complex simulation games".

Similarly, Renpy has adjusted to the goals and objectives for the creation of the videogame due to the visual novel genre that Rothanhel (2018) explained like computer-based stories that was told through words, images, sounds, and music. Many visual novels also presented the player with menu choices that allowed the player to control how the story was told. Nevertheless, it only should be done through people's imagination and capacity to comprehend the implicit tools like the simple scripting language and knowledge about picture editing to avoid future inconvenient (Rothanhel, 2018).

Another aspect to highlight was the adolescent learning through games. Youngers could be a difficult population to engage in writing activities because they might consider it a boring and difficult skill, but videogames allowed teachers to have a huge range of possibilities to change that perspective through the impact that they might demonstrate in their classes. Those situations should include the interest, innovation and challenge for

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students and thus learners may have a significant and gratefully game learning (Groff, Clark-Midura, Owen, Rosenheck & Beall, 2015).

Therefore, the simple scripting language should have an important role in videogames designing, but it could be a little bit difficult to understand due to the huge array of knowledge which learners might know to create the videogame like programming, math, computer science and so forth. Moreover, Renpy used a string type scripting language or known colloquially as simple scripting language that represented characters, a word, a sentence, a paragraph or a complete book (Haller, 2017).

Although, people who wanted to create a videogame using string type scripting language should keep in mind these recommendations. To write an idea should not be necessary to use fonts, point size, bold or italic because the programmer would not recognize what you wanted to write down. Instead of putting punctuation marks with an exception of the period and comma, it was better to enclose the paragraph among double quotation marks; one at the beginning and the other at the end (Haller, 2017). Renpy had the same scripting language and the editor that the software used and recommended was "Editra" that could be found in internet freely.

"Hello, it is me"

"The man who were wearing a long brown coat and black hat, in the party three days ago."

"Yeah, I remember you."

Example about simple scripting language

Eventually, if teachers wanted to use videogames in their classes like English, it was important to keep in mind the assessment due it was an essential part of game learning process otherwise it is just played for getting fun. Currently, the merger among videogames and class assessment had the potential to move those field forward the engaging and transformative play experience as a learning process (Groff, Clark-Midura, Owen, Rosenheck & Beall, 2015). Nonetheless, the authors proposed some principles that game learning should adopt to be effective in the class' assessment.

1) Stay true to learning sciences principles, not just game design principles
2) Include continuous in-game assessment, including assessing its own effectiveness for all learners.
3) Optimize engagement and learning transfer simultaneously and avoid creating an uninteresting game or one with little learning.
4) Be optimized for multiple learning audiences: teachers and students in classrooms, parent-child learning, peer play and individual play.
5) Continuously improve over time—the initial design of a game cannot be permanent.

Those elements allow teachers to adapt their classes according game's topic and provided tools for students to create the videogame. That process could be a continuous and reflective work where teachers and learners might work together to enhance students' strengthens and aspects for improving by means of the game learning's objectives and goals in current and future activities.

2.7.3 Content and language integrated learning (CLIL)

Recent years the CLIL has been developed to adapt it in the globalize world for responding the needs and learning of second languages, this approach tried to include contents in the teaching of knowledge areas in a L2 (Solano, 2015). It might be fair to explain that CLIL was known for the communicative method, but it did not mean that reading, writing, listening even vocabulary could not be worked in this approach through content activities (Salvador, Chiva and Fazio, 2016).

Furthermore, for teachers who wants to apply content and language integrated learning in their classes it should be crucial to keep in mind three elements to include them in the class designing: the reasons for possible benefits to use it in class, to adapt the English level according the population and they could be able to contain linguistics aspects in knowledge areas naturally (Salvador, Chiva and Fazio, 2016).

Finally, it was important to say the essential role of content and language integrating learning and teaching of languages because communicative and linguistic aspects were developing at the same time (Salvador, Chiva and Fazio, 2016). Nonetheless, it can be integrated in content areas' curriculum to transform the mother tongue knowledge classes in a L2 to attribute a significant process of this approach (Salvador, Chiva and Fazio, 2016). Those situations should be based in 5 basic elements to be accurate for choosing topics.

| **Culture** | To understand the culture from other places. |
| **Context** | To be closed for a school |

	internationalization
Linguistic	To improve the linguistic and communicational competences of a second and a mother tongue language
Conceptualizing	Based on the content studies through other perspectives.
Pedagogy	The introduction of programs variety and methods to achieve the efficiency.

- Salvador, C., Chiva O., Fazio, A. (2016). Features of Integrated Learning Contents of Physical Education and Foreign Language. Sistema de Información Científica Redalyc; Red de Revistas Científicas de América Latina y el Caribe, España y Portugal. Retrieved from: http://www.redalyc.org/articulo.oa?id=345743464024.

2.7.4 Content and language integrated learning through videogames

In the current education system, videogames could be an alternative for responding the students' needs because through this kind of leisure learners might feel motivated to learn by themselves. However, it was necessary the teachers' guidance to provide them good activities and strategies to learn the right usages of videogames due the diversity of games that the educator could use to teach content knowledge in a second language (Casañ, 2017). On the other hand, when teachers know about the game which they would like to apply in class, they should stablish some objectives or purposes to play. That situation was

known as "gamification" which involve motivational affordances for invoking gameful experiences to solve problems and acquire new information (Casañ, 2017).

Eventually, gamification does not stablish objectives to play videogames without educational or learning intentions. This process should have a structure to think about the purposes which educators would like to set class's goals (Casañ, 2017). Besides, the parts of the gamification are three; the mechanic, dynamic and emotion that Casañ (2017) explained them like:

Mechanic	Setup mechanics	Where it is to be played, what objects are needed for it, and how these are distributed
	Rule mechanics	Shape the goals of the gamified experience.
	Progression mechanics	Define the type of standings and rewards the player receives along the game such as badges, trophies, or winnings, amongst others.
Dynamics	It configures the behavior of the players that participate in the experience.	
Emotion	The mental affective states and reactions evoked among individual players. Emotions provide the player with curiosity, competitiveness, frustration, or happiness, among other sensations. As result, players feel themselves emotionally engaged with the game and get involved in the story in the same	

	way books or films do with their audience.

- Casañ, R. (2017). Gamifying content and language integrated learning with serious videogames. Universitat Jaume I. Castellon, España, (3), 107-1144. Retrieved from: https://blog.ufes.br/kyriafinardi/files/2017/10/Gamifying-Content-and-Language-Integrated-Learning-with-Serious-Videogames-2017.pdf

2.8 Conclusion

Nowadays, teaching English has changed a lot because teachers have noticed that traditional strategies, methodologies and approaches were not the best to use and not all the time were the correct ones to put on practice due to the different variety of students' learning styles (The British Columbia Institute of Technology, 2010). For that reason, it was necessary to contribute on English teaching material and in this case writing activities that might help students to enhance the learners' level proficiency. That was why this researching project has been born for showing Colombian teachers and educator in general that the answer for some problems of the education were so closer than they thought and they have never imagined.

Owing to new generations of children and youngers demand new needs to face the current society and its problems and governments should look for solutions to improve those situations. That happened with the education, teachers should search new methodologies to fulfill students desires because they did not learn as same as 20 years ago, so traditional English activity and approaches might not be interesting for them

As a result of this researching, fanfiction and anime might permit that students should love to write and read because there is a huge variety of anime that students can chose to watch it for creating their own fanfiction, but this process should watch out by educators to establish parameters to write the story based on the cartoon. Besides, teacher will be attentive to help and guide students to solve their doubts and make them know when they committed a mistake to learn about them.

Finally, the archetype about writing should be just on paper and the board might be broken because there is a lot alternative to enhance it as anime and fanfiction, but in this case is going to be videogames designing. Videogame designing allowed learners to enhance their knowledge in technology, multimedia, simple language scripting, writing and whatever that teachers want to teach students. It is just necessary to have good ideas to apply them. However, "Renpy" may do it what educators try to explain in a better and funny way, moreover, this software permits that learners be autonomous and reflexive about their learning process.

**Chapter Three: From Fiction to Reality**

3.1 Fanfiction creation

The first part of the research project consisted on enhancing Liceo Mercedes Nariño students' writing skills by means of motivational strategies such as anime and fanfiction for improving that communicative skill. During three months, students learnt what a fanfiction is, strategies to improve their writing and some writing techniques. Also, the teachers designed some guides to go along with the process and make it more understandable. Coming up next, the process will be shown step by step.

Nevertheless, it could be important to highlight that students of the focal group demonstrated a high level of writing proficiency during our practicum in "Media Fortalecida", for that reason, we took the decision to work with that group of learners. Besides, a clear sample of the quality of their writing compositions could be the exercises showed in this chapter and chapter four which we compared a paragraph from the first draft and one from the last deliver of a student that showed significant advances using anime and videogames as a strategy to enhance the writing skill at schools.

On the other hand, the university had mandatory rules and regulations that students, teachers and workers should follow to enter people from outside. The ones who wanted to enter someone from the outside, they had to ask a special permission from the university security director. You had to tell her what you were about to do inside the college and then she would take decision according some parameters you show obey for avoiding future problems. Finally, the request which was delivered to the security director was accepted and it was possible to enter the focal group to the university.

3.1.1 Watching the anime

At the beginning of the process, students were invited to watch the anime "Zankyou no Terror". It was explained that for creating the fanfiction, it was necessary to watch the anime firstly. The teachers decided to make it in this way in order to create an expectation-surprise feeling. Students agreed and all of them watched the anime.
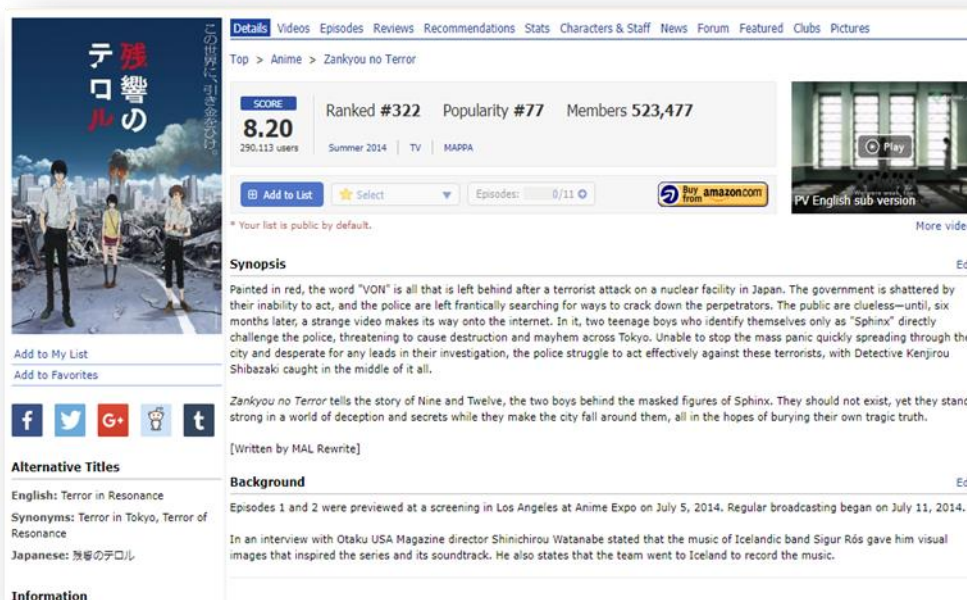
Information about Zankyou no Terror. Page: MyAnimeList

3.1.2 Guides application

As it was said before, some guides were designed and applied during the process to make more understandable the information. In total seven guides were created to help students during their writing process. It is important to clarify that these guides were just tools for both teachers and students since inside the classes, the writing process was checked all the time by the teachers.

-First Guide: Brief introduction to fanfiction
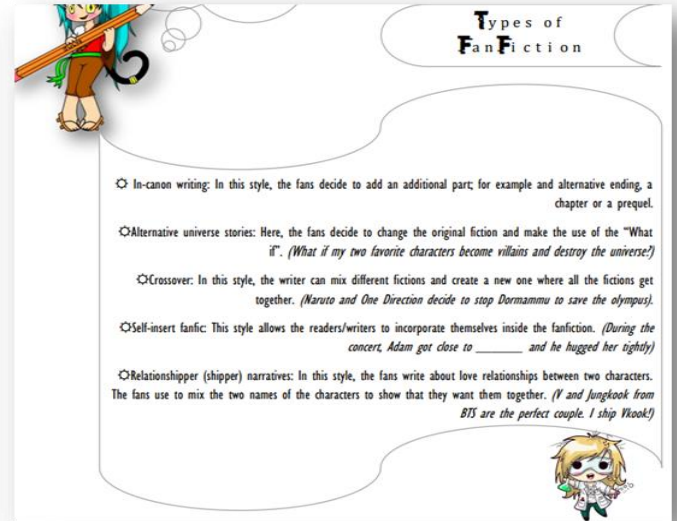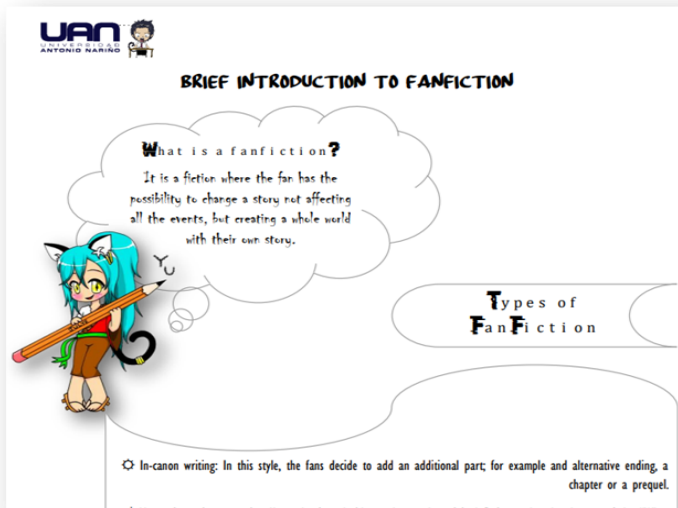
Considering that all students watched the anime, the first guide applied was a brief introduction to fanfiction. The guide was designed to explain what fanfiction is, and which types of fanfiction are the common ones. The teachers explained the guide to students in class, giving examples and solving doubts. This guide helped the students to choose which type of fanfiction they were going to write. It is important to highlight that the most important feature that a creative writer should have was the perception because, perception allowed to stablish and connect what the writer perceived with his prior knowledge (Harper, 2010). That was why students had to think about the type of fanfiction to express their ideas to write their own story based on "Zankyou no terror".

-Second guide: Drabble
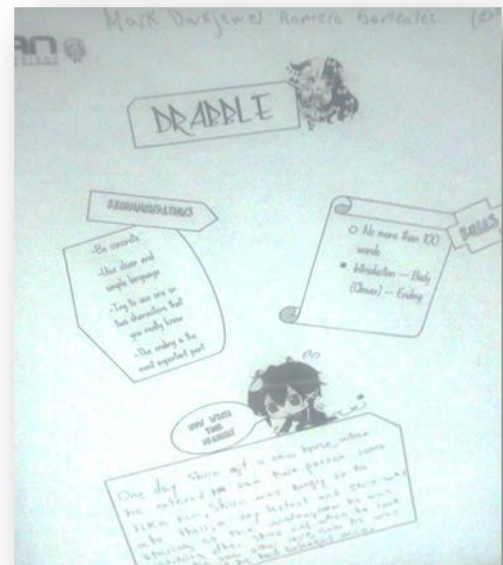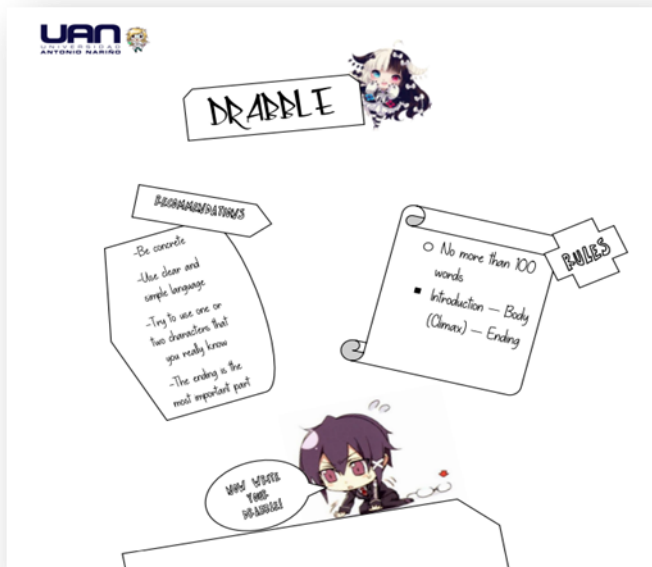
This guide was designed to introduce the students in the writing process. The guide is a kind of activity that allows students to think creatively and fast. The teacher explained the guide dynamic; they had to write a drabble, which is a short tale that cannot exceed one hundred words. The idea of this guide was letting the students think about a short story that could work later on their fanfiction. Thanks to this, the teachers could make a kind of probe of the student's writing skill current status. It is considerable to say that creative writing cannot be taught, it is developed in class through the help and the monitoring (Swander, Leahy & Cantrell, 2007). This is one of the reasons why teachers decided to apply this guide.

-**Third Guide: Fanfiction Chart**

The teachers designed this guide to help the students to make clearer all the ideas that they had about their fanfictions. Each component was explained carefully. Students could clear their minds and know what they really wanted to write about. Most of the

students didn't have trouble on filling the chart, but some of them were confused. After finishing the chart, the teachers realized that all the students were satisfied on what they wrote in the chart; they were saying that their stories were going to be amazing. From this point, the students already know what they wanted to write about. For this reason, they started to write their first draft.

-**Fourth Guide: Iceberg Technique**

The guide was designed to help students with their confidence when they were writing. The guide consisted on explaining the iceberg technique, which says that if the writer knows enough about what they are writing, the reader will be able to feel touched by the story. It also says that is not necessary to give all the information to the reader because, if it is deep enough, the reader will get to infer this information (Hemingway, 1990).

This allowed students to understand that they had to be sure about what they were writing and therefore, they would have a great story. After this, students got excited and some of them started to search up about such things as medicine, law, supernatural, and mythology.

-Fifth Guide: Types of sentences
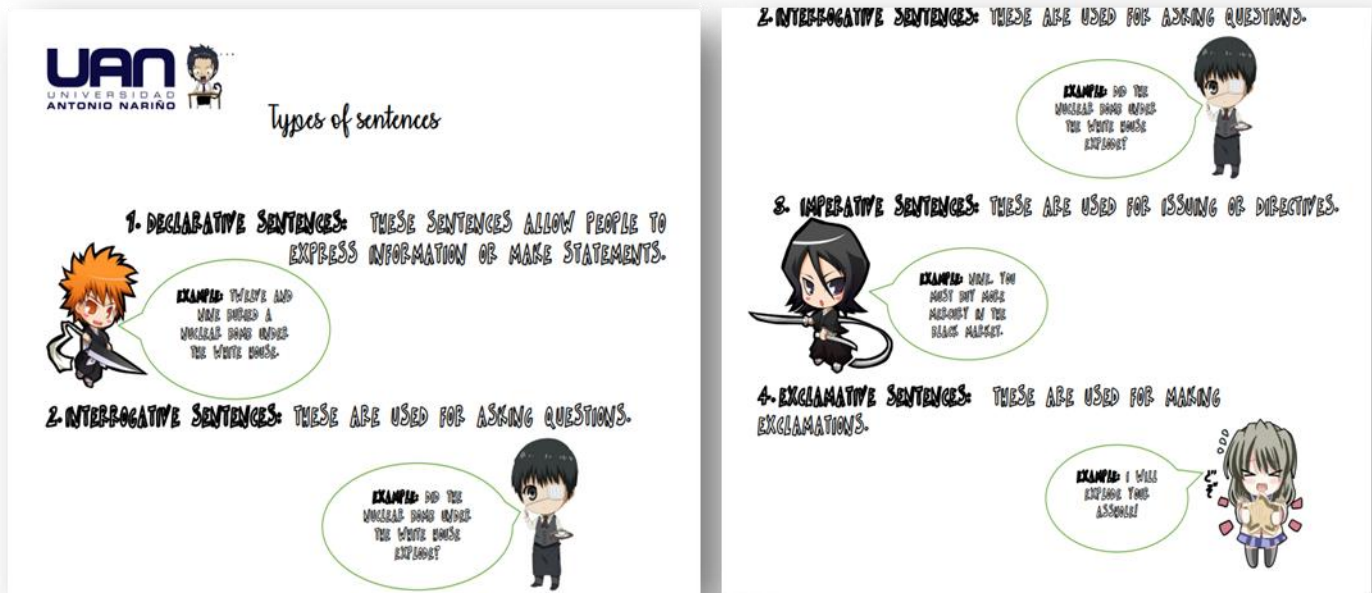
In order to let the students know what they were writing, the teachers designed a guide where the type of sentences were shown. The teachers clarified that the guide was presented to allow students to have more information about writing. Because of this, students could understand that each sentence has a specific quality that makes it different from others. Moreover, sentence combining could be a tool which involves teaching students to construct more complex, sophisticated sentences to give to the fanfiction a better narrative support (Caswell & Mahler, 2004).

-Sixth Guide: Transition or Connectives

Transition or Connectives

*To support, add or continue an idea: Besides, further, furthermore, also, likewise, moreover, in a like manner, in addition, in the same way, similarly, equally important, as well as, additionally

*Contrast an idea: But, although, though, in spite of, despite, however, nevertheless, nonetheless, on the other hand, by contrasts, instead of, while, whereas

*Sequence: First of all, first, second, third, later, after that, afterwards, then, next, finally, in the end, last

*Contrast an idea: But, although, though, in spite of, despite, however, nevertheless, nonetheless, on the other hand, by contrasts, instead of, while, whereas

*Sequence: First of all, first, second, third, later, after that, afterwards, then, next, finally, in the end, last

*Time: Once, after, meanwhile, in the meantime, prior to, whenever, while, as soon as, before, until, till, since, for, suddenly

*Result: As a result, therefore, for this/that reason, that is why, because, because of this, thus

*Cause: Owing to, due to, as a result of, thanks to, in view of, in the light of, therefore, hence, thereby

Following what was said before, the teachers designed a guide to ease and help the students in the writing process. In this case, some transitions words were given to enlarge student's vocabulary and show them how they had to connect their ideas when they were writing their fanfiction. Caswell & Mahler (2004) said that teachers should give students a path which they should follow to know what they knew and what they might learn to achieve a creative and academic writing. That was why learners learnt and understood the importance of the transitional words for writing a story, a fanfiction, an essay and so on.

-Seventh Guide: Punctuation Marks

PUNCTUATION MARKS

The Period (.): Use a period at the end of a **command.** Use a period at the end of an **indirect question.** Use a period with **abbreviations.**

The Question Mark (?): Put a question mark at the end of a sentence.

The Semicolon (;): Helps to classify a monster list (Bangor, Maine; Hartford, Connecticut; Boston, Massachusetts; and Newport, Rhode Island)

Exclamation Point (!): Use an exclamation point at the end of an emphatic declaration, interjection (exclamation), or command

The Colon (:): Use a colon before a list or an explanation that is

Exclamation Point (!): Use an exclamation point at the end of an emphatic declaration, interjection (exclamation), or command

The Colon (:): Use a colon before a list or an explanation that is preceded by a clause that can stand by itself.

The Hyphen (-): Help to identify a conversation in a text. Help to link words (well-known).

The Ellipsis (...): Use the ellipsis when you want to omit some words.

The Comma (,): Use a comma to separate the elements in series (three or more things). Use a comma after a little conjunction (and, but, for, nor, yet, or, so) to connect two independent clauses.

During the process, the teachers realized that students didn't know how to use some punctuation marks and even, some of them didn't use punctuation marks at all. Because of this, a guide about punctuation marks was designed to show students how to use them due to in English they're used in a different way from the Spanish. For that situation, it was necessary that teachers planned strategies and provided tools to help students to avoid the fearsome against the writing because that was one problem that does not allow them to progress in this skill (Caswell & Mahler, 2004).

3.1.3 Drafts in class

As it was mentioned on the last section, after the third guide the students started writing their first draft. Students showed the teachers the draft each class in order to make corrections and to clarify their minds about their stories. The teachers had the opportunity to know about students' stories more deeply and why some of them write what they wrote. Teachers never changed student's ideas, the corrections and suggestions were about the coherence and cohesion all the time. For this reason, the students felt comfortable and every doubt they had, they always asked to the teachers. As Caswell & Mahler (2004) said, the teacher can monitor the students' fanfiction while they are writing it to notice if they have made mistakes, and provide some tips to avoid those mistakes in a future occasion.

3.1.4 First Rough Draft

The first draft was delivered by e-mail due to the teachers time on the school finished. However, the students were motivated enough to kept writing their fanfiction at their home and send it to the teachers the due date. In this first draft, students had almost finished their stories; along with their stories, they wrote some doubts about their stories. These doubts were solved by the teachers.

3.1.5 Feedback

thought.

-Hi- He said

-Hi- Lotto and conn answered at the same time-

-We want to present you Suji. She´s a teacher from the school we used to go- Lotto spoke first

Comentario [NR5]: The expression is "introduce". "We want to introduce you"

- Hi, nice to meet you- I greeted him with my hand-

-Nice to meet you too. But may I ask, What brought you here, teacher? – He said

-Well, I want to give you my apologies about what happened yesterday-I answered

He just laughed, with a bit of irony on his eyes. – Oh, you don't have to worry about that, you´re not the culprit – He looked at Lotto and Conn- But they, they deserve this- I felt how something sharp nailed in my arm, then I felt down.

When I woke up I felt my head really heavy, the sweat was running down all my body; I couldn't feel none of my extremities. When I recovered all my senses I could saw everything. I was tied to a chair, in front of me there were Lotto and Conn, both of them was chained, with their arms spread out like the birds' wings. They have something on their chest like I couldn't recognize what it was. They were completely awake. Conn was crying and struggling, while Lotto was whispering something I couldn't hear.

The boy appeared when one of the doors opened. He just started talking

-I really didn't want to do this, but you gave me the chance.

Conn started to scream

Some comments

-**Sometimes** the dialogues are confusing, specially when more than two characters are talking. Be careful with that because the reader can get very confused and the information is not going to be received in a good way.

-Be careful with the verb tense. When you are describing the characters' actions, generally you use past but, **sometimes** you mix it with present. You can't do that. Choose one tense to describe their actions. (In my opinion, past tense is very accurate for describing actions, so the reader can understand it better).

-As I told you before, this is such a good story. The way you use the anime as a background is interesting. Even if you changed the main characters' name, a person that have watched the anime can identify the anime components in your story. The anime essence is there and that's the fanfiction point. I also liked that you used hard topics as medicine, it's pretty interesting. (I really liked you story, honto). You're talented. Keep writing.

The teachers checked all the fanfictions; they did some corrections about structure, tenses and misspelling. At the end of each document, the teachers wrote some comments in order to let the students know what was on the teachers' minds about their story. The teachers always tried to give positive comments as what they liked about the fanfiction or which part was their favorite one. The purpose of that was motivating the students on writing. As the British Columbia Institute of Technology (2010) said teachers as instructors, they have the chance to provide a variety of ways for the students to recall or practice with the information and give the feedback with the good aspects and elements to improve.

Camila Arevalo <arevalocamila24@gmail.com>
para mí

inglés ▼ > español ▼ Traducir mensaje   Desactivar para: inglés ✕

Hey, how are u ?
Sorry if I bother you with this, but I think I need some help, here´s the thing… Eduardo gave me the corrections like two weeks ago, I check the fan fiction so, to be honest I´m a mess in verb tense and all that, so I'm going to do my best to correct at time the history, but It would be a great help if you can tell me what parts do you consider have more problems about this verb tense, (I Hope it is not all the story haha) So, text me back if you can, once again Thank you so much and have a good night ^^

Libre de virus. www.avast.com

As it was expected, the students felt motivated with the comments and some of them even e-mailed back to clarify some things about the comments given. Alongside their feedback, the teachers set a new date for the final delivery, taking into account that all the stories were almost finished.

3.1.6 Final Delivery and Feedback

The final delivery, as the last one, was sent by e-mail the agreed date. It is worth noting that this final delivery was the result of student's work and effort during their vacation time; this showed to the teachers that all the students were motivated on writing their fanfiction. The teachers checked all the stories and they didn't have to do much corrections. The feedback given was short and most of it was comments about the interesting points of the story.

3.1.7 Results

The teachers finished the process of the first part of the research project by having all the fanfictions complete. It was a satisficing experience due to the teachers could actually be accompanying all the students' writing process and seeing how their writing skill was improving day by day. Nonetheless, this part was the main step of the researching project which would contribute in the second part about videogame designing that was the technological aspect to show that writing skill could be worked through anime and videogames at school.

Furthermore, students exhibited their fanfictions to their teachers from "Media Fortalecida" as the final course project since at the beginning of the research project "Nicole and Eduardo" and school educators reached an agreement which said that students

would show the fanfictions in the final socialization. Fortunately, teachers liked a lot of what students did because they could notice the effort and the commitment during the participation of the focal group.

Eventually, teacher Nicole and Eduardo showed the fanfictions written by the students of the focal group to the principal and academic coordinator for checking all the advances and the level that learners could achieve during the participation of the researching project. The teaching managers were so glad and enthusiastic when they started to see what students learnt and improved.

3.2 Videogame designing

In the second part of the researching project, the focal group of students from Mercedes Nariño School has designed a videogame through the free software named "Renpy" which students learned to use it during the first part of 2018. In that time, they analyzed and understand simple scripting language through codes that allowed them to create the games based on the fanfiction written in the first part. Some guides were designed to address them to comprehend the tools and the helps that the program provided as well for having a more significant learning process.

As the same as the first part of the researching project, it was necessary to go at school to look for the director and the academy coordinator to ask for the permission for take the students out from "Media Fortalecida" again to resume and continue working on learners' project. They have already known what students have created during the classes at Antonio Nariño university, so they did have any problem to allowed "Eduardo and Nicole"

guiding and applying activity and guide to improve students' writing proficiency, but this time would be through videogames designing.

Similarly, as the first part of the investigation project was essential to redact a letter to deliver it to the security direct for lending us a computing room to use Renpy to designed the videogame based on the fanfiction written, but was not as easy as the first time that they lent a room to work because there was a new security manager and she has almost gotten familiar with the university and she believed that the focal group were integrated by little kids, so it was necessary some meetings with her to clary everything and approved the permission to make use of the college special rooms.

3.2.1 Renpy

Renpy is a free software that everyone could download, you only need a computer and internet to create your own visual novel and Tom Rothamel (2018) said about his program:

> "Ren'Py is a visual novel engine – used by thousands of creators from around the world – that helps you use words, images, and sounds to tell interactive stories that run on computers and mobile devices. These can be both visual novels and life simulation games. The easy to learn script language allows anyone to efficiently write large visual novels, while its language scripting is enough for complex simulation games".

Rothamel tried to explain that everyone could design a videogame. However, in the researching project was essential the role of the teachers to address the students' process to

enhance the writing skills and provide English teachers more strategies and tools for using in their classes.

Fortunately, the students that belonged to the focal group were excited to create game and it was nice because they were predisposed to learnt how to use the program, so the videogame creation was a little bit easy until a point which students decided to find out some tutorial and information that allowed them to acquired more knowledge to present a high-quality project.

Nonetheless, it did not mean that English teachers were the only ones who could use the software because it might be used in the other knowledge areas like math, science, history and so on. The most important thing was the focus that teachers gave to the program, so those decisions were the ones that might engage students to pay attention and design a good project. Videogames could be a nice a teaching strategy no matter that students did not like it, it was the way that teachers convince and engage students to make it and it became in a challenge for teachers and students for getting significant and gratefully game learning (Groff, Clark-Midura, Owen, Rosenheck & Beall, 2015).

Eventually, the interdisciplinarity could be worked in class and a clear example was the researching project that English writing process, fanfiction, anime and videogames were mixed to create the videogame based on the fanfiction. The content and language integrated learning was the starting point to defend the researching project´s goal that found out the option of using fanfiction and videogames to enhance writing skills of the students as a L2, the four skills could be worked at the same time as well (Solano, 2015), but writing process

was the protagonist of the project and it was worked all the time, it could be proved through the students' fanfiction and videogames.

- Renpy launcher's start up screen.
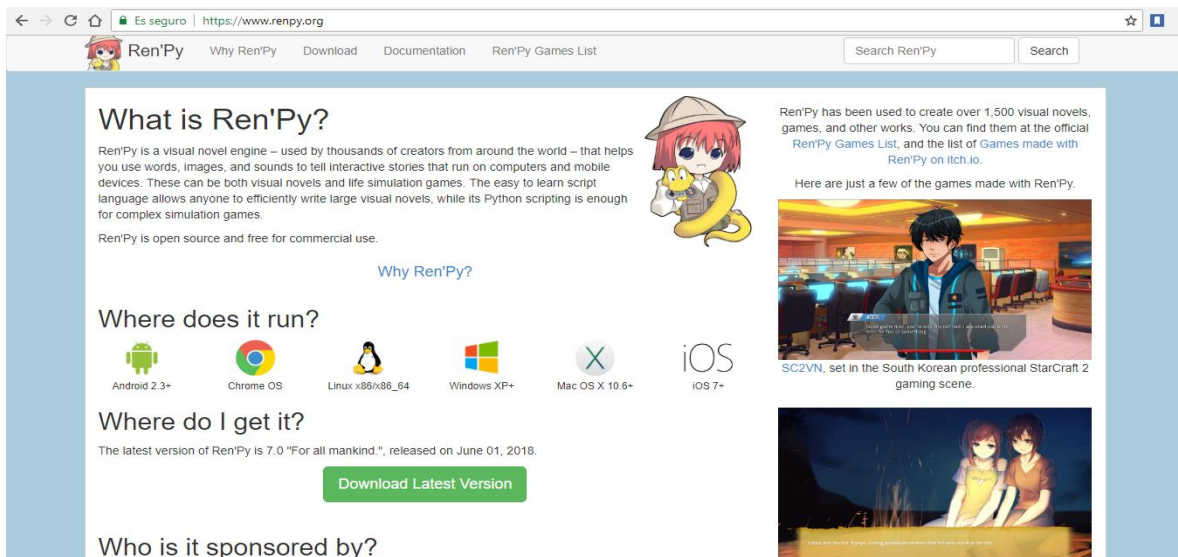
- Renpy's link download: https://www.renpy.org/

3.2.2 Simple scripting language

The simple scripting language was the main challenge that teachers have faced during the videogame designing process due the complexity to use the editor to write the codes for reflecting the main ideas and the essence of the fanfiction based on the anime.
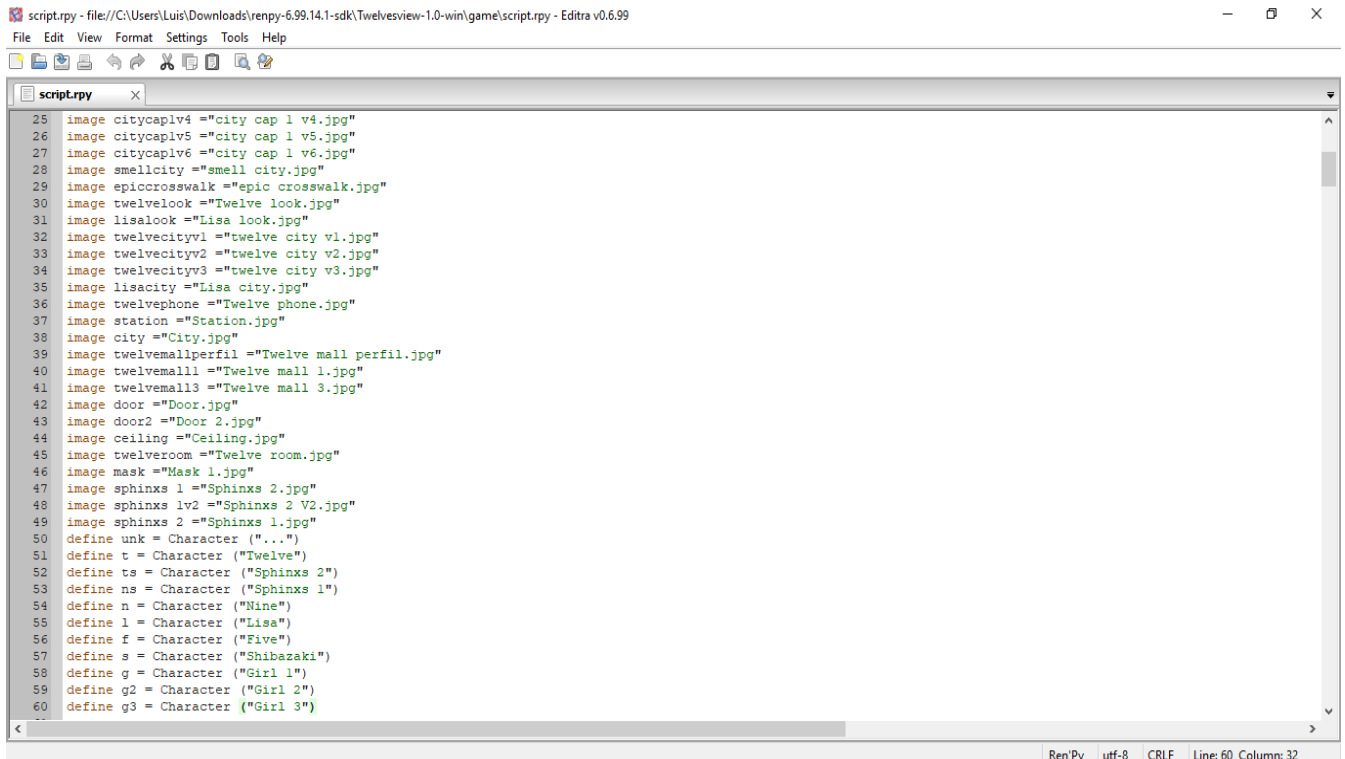
However, it could be possible because Nicole and Eduardo created some guides to explain the most important aspects of the software, besides, they have the enough time and some spaces to help students to clarify their ideas.
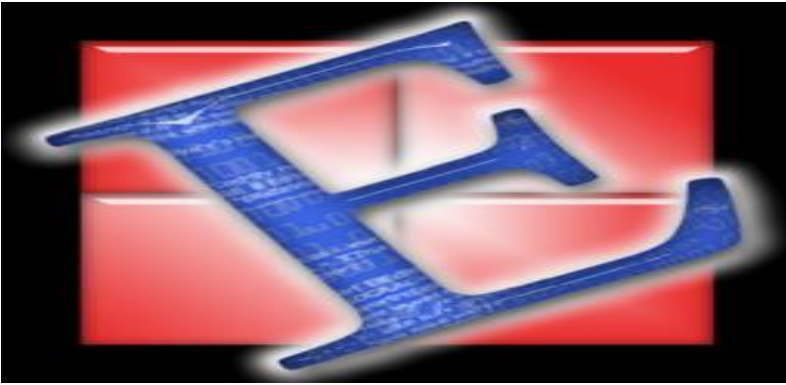
-Editra: it was the editor that students used during the videogame designing process to apply the simple scripting language.

- Editra's link download: http://editra.org/download

To emphasized the importance for knowing the principal codes to write the videogame's ideas, to put images, to play music and so on. That was the real use for simple scripting language for recognizing the characters and symbols which the software could recognize and the game could have a comfortable experience at the moment to play (Haller, 2017). The students have learned the structure to create the videogame through Renpy in the first part of 2018. To achieve this goal was necessary worked at university's system room where each student had their own computer to designed the videogame.

```
25  image citycaplv4 ="city cap 1 v4.jpg"
26  image citycaplv5 ="city cap 1 v5.jpg"
27  image citycaplv6 ="city cap 1 v6.jpg"
28  image smellcity ="smell city.jpg"
29  image epiccrosswalk ="epic crosswalk.jpg"
30  image twelvelook ="Twelve look.jpg"
31  image lisalook ="Lisa look.jpg"
32  image twelvecityv1 ="twelve city v1.jpg"
33  image twelvecityv2 ="twelve city v2.jpg"
34  image twelvecityv3 ="twelve city v3.jpg"
35  image lisacity ="Lisa city.jpg"
36  image twelvephone ="Twelve phone.jpg"
37  image station ="Station.jpg"
38  image city ="City.jpg"
39  image twelvemallperfil ="Twelve mall perfil.jpg"
40  image twelvemall1 ="Twelve mall 1.jpg"
41  image twelvemall3 ="Twelve mall 3.jpg"
42  image door ="Door.jpg"
43  image door2 ="Door 2.jpg"
44  image ceiling ="Ceiling.jpg"
45  image twelveroom ="Twelve room.jpg"
46  image mask ="Mask 1.jpg"
47  image sphinxs 1 ="Sphinxs 2.jpg"
48  image sphinxs 1v2 ="Sphinxs 2 V2.jpg"
49  image sphinxs 2 ="Sphinxs 1.jpg"
50  define unk = Character ("...")
51  define t = Character ("Twelve")
52  define ts = Character ("Sphinxs 2")
53  define ns = Character ("Sphinxs 1")
54  define n = Character ("Nine")
55  define l = Character ("Lisa")
56  define f = Character ("Five")
57  define s = Character ("Shibazaki")
58  define g = Character ("Girl 1")
59  define g2 = Character ("Girl 2")
60  define g3 = Character ("Girl 3")
```

- Main menu of Editra where the magic starts and an example about simple scripting language.

```
image ceiling ="Ceiling.jpg"
image twelveroom ="Twelve room.jpg"
image mask ="Mask 1.jpg"
image sphinxs 1 ="Sphinxs 2.jpg"
image sphinxs 1v2 ="Sphinxs 2 V2.jpg"
image sphinxs 2 ="Sphinxs 1.jpg"
define unk = Character ("...")
define t = Character ("Twelve")
define ts = Character ("Sphinxs 2")
define ns = Character ("Sphinxs 1")
```

- Simple scripting language to put images and the scenes of the videogames. It was important to keep in mind that format characters have to be ".jpg" and scenes have to be ".png"

```
t "Nine… Nine!!!  *I jump over him and I start to blow him hair* He hates that."
hide twelveface2
with fade
show nineface2 at left
n "Twelve, get away from me! I´m working in something important."
```

- The right way to write sentences of videogames using simple scripting language.

Twelve

Nine… Nine!!! *I jump over him and I start to blow him hair* He hates that.
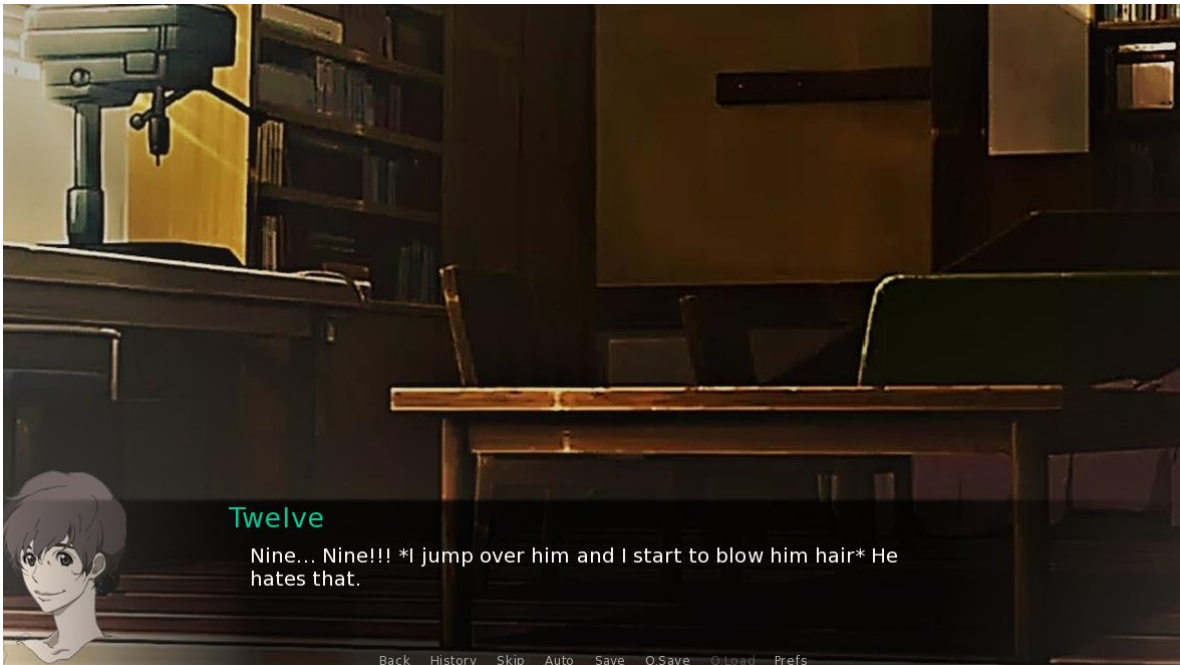
- This was the illustration and results of simple scripting language through Renpy and Editra.

Eventually, the results were significant so much for students and the teachers. Students noticed that improving their writing skill was not as boring as they imagine because there were countless possibilities to enhance this communicative skill like Renpy. Furthermore, teachers learnt that new strategies were responsibility of themselves because in real context allowed to identify the learner´s strengths and weakness for showing innovation and powerfully engaging learning experiences and their ideas for new teaching strategies (Groff, Clark-Midura, Owen, Rosenheck & Beall, 2015). It happened with this

researching project which permitted to proposed and designed a thought of a different perspective of writing teaching for L2 pupils through new world tendencies and electronic devices.

3.2.3 Renpy guides´ videogame designing

During the videogames designing some guides were developed to help students to learnt and understood the most important tools of Renpy and Editra. Those helps were divided in 5 hand sheets which each one had a different explanation to create the videogame as well. Furthermore, the classes were an important element due they gave the teachers some ideas to apply in the implementation of the guides for helping students to solve their dudes about the using of the software. Now, each document might be explained to clarify the manner how students acted against those guides.

The first document given to the students were the one that explained how to save images, sound, videos and music in the project file. That guide provided the step by step to put visual and auditory material to create the game and the way that they should to name each element to be accepted by Renpy. When students have looked for the visual and auditory material, that process can be considered as information literacy where learners had the ability to find, analyze and critique the information available online (Warschauer, 2007). That part was essential in the creation due it was the body and the physical aspect of the videogame.

SAVE IMAGES AND MUSIC AT YOUR PROJECT FILE

Important: All the images have to be saved in your project file

1) Open the program (Renpy)

2) Then, open the file named game

3) After that, pick the file named images

Open Open ry
name
base
images
gui

4) Remember to change the pictures' names to avoid problems with the program.

It is important to change the music name as well. And the music format has to be in .mp3

5) For the music, it may be saved on the main file.

To keep in mind:

Characters: PNG format.

Scenes: JPG format.

- Guide N°1 for explaining the step by step to save the pictures, sounds, videos and music.

Then, there was the most important codes that permitted students to put the music, videos, sounds and images saved at project file to start doing the videogame and writing the script of each character, but it was essential to recognize the codes to do it. In those parts, the way that learners understood and interpreted the documents and elements for combining texts, sounds, graphics and videos are crucial because they should assimilate the codes and learn to use the simple scripting language (Warschauer, 2007). This part is the part that students could improve their writing skills due they had to write all their stories.

THE MOST IMPORTANT CODES

1) **label start:** The option that allow you to begin creating your game

2) **define:** This option allows you to stablish the main characters.

Example: define z= Character('Zark', color="000033")

3). **image:** The code image allows the program to know the characters and places that will appear in the game.

Example: image tree= "tree.jpg" / image Zark="Zark.png"

4) **scene:** The places that the actions will happen.

Example: scene tree

5) **music:** This code allows you to play music while you are playing.

Example: play music "Final.mp3"

6) **show:** This option permits you to put characters in a scene.

Example: show Zark:

7) **menu (Multiple or simple answer questions):** This code allows gamers to interact with the game through questions.

Example:

m"Why do you decide to destroy the world?"

menu:

"When I was a child, a lot people were bad at me":

m"Not all are bad"

"I want to disappear the human race":

m"You are evil"

"I want to change the world":

m"That is a problem because there are good people"

"That is the current situation."

- Guide N°2 for helping students to understand the most important codes to use Renpy and Editra without problems.

Afterwards, the third guide created to help students for using Renpy was the character codes hand sheet because this tool allowed students to put their main and secondary figures of the fanfiction written and how they might name it to avoid future problems with the software. With the three guides explained at this moment, students might have comfort and fluency in using hardware and software as Renpy (Warschauer, 2007).

CHARACTER CODES

* **define:** This option allows the program to identify the game characters.
- define m =Character ('Meliodas', color"000033")

image: This code allows you to stablish a character in a scene.
-image Meliodas ="Meliodas.png"

* **images effects:** The code <u>with</u> allows to change a scene to other scene with an effect.
- dissolve
- fade

* **position:** This option permits you to put the character in a specific space of the scene.
Example:

```
show Zark:
      ypos 100 xpos 100
   with fade
```

- Left: ypos 100 xpos 100
- Right: ypos 100 xpos 500
- Center: ypos 100 xpos 270

- Guide N°3 for giving advises to use characters codes.

Meanwhile, the previous three guides tried to explain students how to use the simple scripting language and save images, music, videos and sounds. This hand sheet wanted to change and apply writing styles and fonts due students asked all the time that they could not utilize some punctuation marks or they wish to make use of bold and italic fonts. For that reason, the teachers decided to create this help to solve this type of dudes. Besides, it was important to say that teachers should provide writing strategies to learners for engaging the imagination at the moment of writing process (Swander, Leahy & Cantrell (2007).

TYPES OF FONT AND
WRITING EFFECTS

* Bold font: {b}text{/b}

–Example: {b}you will be the
next{/b}

* Italic font: {i}text{/i}

–Example: {i}you will be the
next{/i}

* Struck through effect: {s}text{/s}

–Example: {s}you will be the
next{/s}

* Underlined effect: {u}text{/u}

–Example: {u}you will be the
next{/u}

* Size letter effect: {size= +/-
12(the size that you
want)}text{/size}

– Example: { size= + 13}you will be
the next{/size}

* Pause effect: text {w} text

– Example: You will be the next
{w} but not today.

* Auto-advance effect: text {w=
N°3} (the number is the time that the
text stops to continue with the other
part)

– Example: you will be the next
{w=N°5}

* jumping the line effect: text {p}
text

– Example: you will be the next
{p} but not today.

° It is something like this:
You will be the next
but not today.

* Color effect: {color=0000CC} text
{/color}

–Example: {color=0000CC}you
will be the next{/color}

- Guide N°4 for using writing styles and fonts.

Finally, there was the last guide that allowed students to put the game cover. In this part, the step by step was given to help students to create or look for a picture that represented their videogame. This process was a little bit difficult than the other because students should find out and enter in Renpy's programing and replace an algorithm by the name of the photo that they selected.

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- Guide N°5 for putting the game cover.

- Student's game cover.

To conclude, the guides have helped students to understand in a better way the explanation of teachers about the use of Renpy and Editra. However, the motivation of student was important to complete this part of the researching project through the electronic literacy that permitted to enhance writing skill, the construction research and autonomous learning during the videogame designing which allowed students to improve their writing ability (Warschauer, 2007).

3.2.4 How was the videogame designing process?

The interventions with the focal group were approximately 10 classes, which the first three ones were about theoretical and explanation sessions to teach and explain the use of Renpy and Editra for creating the game. The others were practical ones which students downloaded the software and the editor to begin doing the game. The two last classes were for changing and correcting some aspects of the game. It was necessary to use the

university's system room to work on the videogame designing due Mercedes Nariño school could not lend us its electronics devices. The classes were two time per weekdays approximately two- or three-hours according school activities. The chosen days were: Wednesdays and Fridays during three months from March to May.

It was important to say that in the first classes apart from explaining the software and the editor, the students had to think about the scenes and chapters that they wanted to illustrate in the game, so they had to read again their fanfiction to select the parts to include them in the videogame. Warschauer (2007) proposed an approach based on the electronic literacy which could permit to focus on writing communication, construction research and autonomous learning. It meant what students have done during in those classes, it was the same thing that the author said because students autonomously looked for the actions which they wished to apply on the video game and after to start writing in the editor.

In addition, the role of the teacher was just guiding and helping students to solves their doubts or correct their mistakes during all the videogame process through the guides designed for that part of the researching project and the counsels that some students had. Sometimes, it was a little bit difficult to help students to understand the methodology of the software or taking ideas from their fanfiction, so the teacher kept in mind what Gardner (1982) said about the multiple intelligences and how can be applied in class, so teachers found out the student's weakness and strengths to create a strategy for each case which learners could not use the program.

アイリスの鳥

(THE IRIS BIRD)

(YOU MUST SEE DEATH TO BE REBORN)

Nicol Romero
If you are using "reborn" as a verb, there's no need to put "be"

PROLOGUE *I still remember that day, a terrible feeling goes through my whole body. That little and innocent body shouldn't have gone through something like that. It's terrifying just to remember the day that my sister looked me in the eyes and said her famous last words. Since that day, I became a different person, I made a promise in the same day that she died, and I'm pretty sure this time I'm going to make it happen. Probably when that happens people would look me like a freak, but would you think the same? I like birds, and soon you will know why.*

- Camila's fanfiction feedback.

When students had almost all their ideas form the fanfiction to illustrate them in their videogame, they started to write down in the editor which was a little bit difficult to utilize at the beginning because they did not get familiar with this type of software. It started to be easy for them at the moment they identified and understood the program's tools and the simple scripting language, they commenced to designed the games as if they were using their phones.

As a result of what happened during students get familiar with the software and its tools, Groff, Clark-Midura, Owen, Rosenheck and Beall (2015) explained that youngers could be a difficult population to engage in writing activities because they might consider it a boring and difficult skill, but videogames allowed teachers to have a huge range of possibilities to change that perspective through the impact that they might demonstrate in their classes, those situations should include the interest, innovation and challenge for

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students and thus learners may have a significant and gratefully game learning. That happened during the videogame designing part because learners considered it interesting and a real challenge to improve their writing skills.


```
An exception has occurred.

While running game code:
  File "game/script-ch30.rpy", line 636, in script
  Exception: Possible infinite loop.

Full traceback:
  File "game/script-ch30.rpy", line 636, in script
  File "C:\Program Files (x86)\Steam\steamapps\common\Doki Doki Literature Club\renpy\execution.py", line 56, in chec
    raise Exception("Possible infinite loop.")
  Exception: Possible infinite loop.

Windows-8-6.2.9200
Ren'Py 6.99.12.4.2187
Monika After Story 0.7.3




Ignore  Open  Copy                                              Quit
```

- Errors that might appear during the videogame designing process.

Afterwards, students begun with the labor to search the videogames' images for choosing the main scenes and characters of their games. This part sounded easy because students just to find out images to put them in the software but is was not like that due some of them want to continue with the linearity of the anime or the fanfiction. When they have almost selected all the photos, they should change the format; for scene had to be in .jpg and for characters were in .png. That part was related with multimedia literacy that is the way that people or in this case learners interpreted and produced documents combining texts, sounds, graphics and videos (Warschauer, 2007).
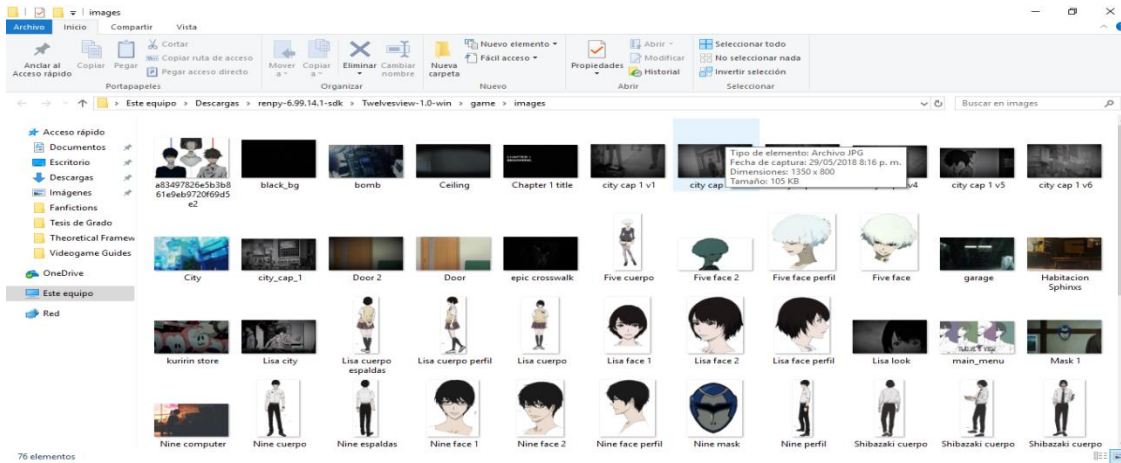
- Files which students have to save the pictures for the videogame.

Eventually, when students finished the videogame designing part, the teacher helped them to give some advice and recommendations to improve the videogame, but it did not mean that there were not feedback during the creation process. It happened in the course of the last two classes which students were so happy and glad to discover and learn other ways to improve their English level. Besides, they wanted to present the videogames as the final project of the "Media fortalecida" due the product done accomplished with the teachers' points that they had to follow.

3.2.5 Results

The experience through the videogame designing was so much significant and gratefully for the teachers and the students because in those spaces which learners tried to understand all the elements to create the game and the tutors have found out the way that the knowledge could be clear and easy to learn, they could exchange value teaching to continue growing as nice teachers and individual who had a nice English level for contributing in their contexts.

Besides, videogames allowed to show that existed a lot of ways to teach English and the traditional ones not always were the best due pupils had different needs and desires which could affected the learning process. Such as Giroux (1988) said; teachers would not avoid needy students, but it did not mean that teacher just helped students in their personal development due it was important to prepare them academically and cognitively to affront future challenges. One of the most important purposes of the researching project was helping students that liked videogames, anime and write to strengthen those likings to enhance the writing skill through technology and simple programing. Maybe, learners will decide to focus on those studies fields for their future professions.

Finally, videogames created by the students from the focal group wanted to use the games for a final school project which they should develop writing skills, so they exclaimed that they might to continue improving the game until the day when they would deliver and present the investigation process in front of their partners and teachers. Nonetheless, the videogame would be exposed to the school dean to be conscious that they investigation had an important influence in student's English writing process and he wished that the idea could be implemented in the whole school because the researching project could be worked the interdisciplinary.

Chapter 4: Data Analysis

4.1 Document Selection Criteria

For this study, a total of fifty-three documents were read and analyzed with the purpose of demonstrating that English teaching strategies could be taught by means of contemporary leisure like anime or videogames to improve the writing skill. It is important to mention that almost all the documents were about writing teaching and learners' writing problems, the importance of using technology, adolescent's cognition among others. Moreover, the selected documents followed the next criteria:

1) More than 40 documents were after 2008 and the others before 2007.

2) The documents consisted of a combination among national and international research.

3) All the documents contained relevant information on the target subject of English teaching and learning like strategies, approaches, activities and theories among others.

4) The document focused on adolescent population.

5) Most of the documents were about on the writing skill.

6) The documents consisted of scientific articles, thesis, dissertations, books and others academic research related with the research topic.

7) The documents were in English and Spanish.

8) The documents were found out in foreign and national databases.

4.2 Research contrast

The impact of writing on student achievement written by Jannifer Waring (2007) tried to explain that students had problems to learn and improve their writing proficiency level in American schools. Besides, teachers could not find a solution for those problems to improve scholars' academic achievement in an educational system where the most important and recognizable thing is the learners' results obtained from standardized test. Thereby, she argued that writing improvement is the solution for every single obstacle to enhance not only writing but also all the other subjects.

Ironically, the author did not propose a solution or strategy to solve that problematic because she just explained that a difficult academic situation was there and the writing is the tool to solve it, but she did not tell how she might do it through writing skill. For that reason, it is necessary that the writer should be conscious about the importance to keep in mind that the strategy chose should be clear for the readers to understand and link everything in the research.

Finally, Jannifer Waring's project (2007) should be something like the research that Nicole Romero and Eduardo Ayala did due to the person who will read it. Writing teaching should be significant and engaging for the students and it is important that educators identify those likings such as anime and videogames to design authentic material and activities to improve writing skills.

4.3 Fanfiction results

The main goal of the research project is to enhance the writing skill through strategies like anime and videogames, but it could not be possible without a tool which help

students throughout the process: the fanfiction. Besides, it allows to understand that students could improve this communicative skill by means of arduous work and constant monitoring by educators to help learners to progress and show better writing results as the students from the focal group demonstrated.

Nonetheless, in a first instance students did not have the best writing abilities because they confused some tenses and did not link their ideas through transitional words; it was difficult to understand what they wanted to say. Besides, those problems were demonstrated by the fanfiction first draft. Moreover, it was necessary that educators showed them some samples of how to write an appropriate paragraph and full text and scholars took some elements to adapt it to their own writing style and it let students to write properly (Short, 2017).

I open my eyes slow and I can check that the bed is not there.

Where i am?

I tried to move but i was tied to a kind of metal bar. My feets, legs, arms, wrists and neck were tied to the metal, and this prevented me from moving. I look around, all that I can see was computers, machines and books. I can not know of what this was, because it was written in other language that I do not know. The letters are unknow for me, I never saw something like that before.

Before i can say something, i listen to the sound of the door open. Then two person in inside the room.

- Oh, you are wake up. What a joy

I fulminated with my eyes.

- Where i am?

- Always the same questions, "Where are you?" Why would I stay here? "" What do you want from me? "-said the man that looks older.- Now, is my time for you. Why always the same questions?

- Student's fanfiction first draft.

Eventually, when students delivered the final version of their fanfictions, their stories improved a lot because they kept in mind every advice to enhance their writing abilities like punctuation marks, the types of sentences, the types of paragraphs among other writing elements that strengthened this communicative skill. Moreover, they started to use transitional words to link their ideas, in order to establish coherence and cohesion in their stories. Thereby, this writing exercise could be a clear example which students might make several mistakes, but they could learn and avoid them for future writing exercises (Caswell & Mahler, 2004).

He just laughed, with a bit of irony on his eyes. — Oh, you don't have to worry about that, you're not the culprit — He looked at Lotto and Conn- But they, they deserve this— I felt how something sharp nailed in my arm, then I felt down.

When I woke up I felt my head really heavy, the sweat was running down all my body; I couldn't feel none of my extremities. When I recovered all my senses I could saw everything. I was tied to a chair, in front of me there were Lotto and Conn, both of them were chained, with their arms spread out like birds' wings. They had something on their chest; I couldn't recognize what it was. They were completely awake. Conn was crying and struggling, while Lotto was whispering something I couldn't hear.

The boy appeared when one of the doors opened. He just started talking

-I really didn't want to do this, but you gave me the chance.

- Student's fanfiction final delivery.

Chapter 5: Conclusion

Being a teacher is not an easy job; coming up with ideas for being successful in the EFL classroom can be the hardest thing educators encounter. In this study, our purpose is to show future teachers the different possibilities new educators can have using different methodologies, communicative approaches, learning strategies, multiple intelligences, cognitive development and teaching techniques. Within this study, we present alternatives that surely will take not only students, but also teachers to the next level.

This research project was a significant and an important experience due to the fact that it helped us to become better English and Spanish teachers. These two years of arduous work, let us understand that it is not difficult to comprehend that English language teaching might not be as demanding as educators thought. For this reason, it should be necessary to keep in mind that every time learners require new needs and desires to learn according their contexts' influences, teachers should look forward to possible solutions. As a result, Camargo, Calvo, Franco, Vergara, Londoño, Zapata & Garavito (2004) argued that educators should be in a continuous training that give them the necessary elements to prepare and plan an innovating class.

Equally important, students from the focal group demonstrated important and significant writing learning advances from the beginning until the end of the process. However, it is important to point out that students could understand that the simplest activity or hobby could be a strategy to improve their English skills, thereby anime, fanfiction and videogames were used during the research project. Thereupon, Struyven, Dochy & Janssens (2008) explained that learners' likes and dislikes might concern a

particular context, a piece of art, a dish or an educational setting because scholars'

perceptions and reactions could interfere during those situations and learning process.

Similarly, anime and fanfiction allowed learners to improve their writing skills

through designed guides to let them know about writing styles tips and strategies to

produce academic and autonomous texts in a better way. Besides, the advantage of working

with few students was that teachers could have personalized lectures to clarify doubts and

let them know about their weaknesses and strengths to keep in mind for future writing

activities. Likewise, classes should be no more than 15 students per classroom because

educators' pedagogical efficacy might be the pillar of scholars' learning progress and

outcomes and it would be affected according the number of learners. (Zayed, 2016, in

words of the American Council on the Teaching of Foreign Languages)

Subsequently, the feedback of the fanfictions was an important aspect during the

first part of the research project because learners wrote their stories and sent them via email

to check it; some recommendations were forward in the shortest time possible to let

students correct them. Moreover, each draft was better than the previous ones and several

writing elements were applied in a good way. So, it is clear that writing process should be a

long-term process to have great outcomes from students. Klimova (2015) explained that

feedback could be a useful tool for teachers because it allowed them to draw conclusions

about their practices and students' results for reconsidering their approaches and strategies

to improve scholars' weakness and strengthens.

On the other hand, videogame designing was fundamental during the second part of

the research project. Students did not know anything about games creation, so it was

essential to do worksheets as well to explain the main functions of Renpy and its editor. Besides, the way to use the free software properly was the simple scripting language which students should face to think about how to set up videogame designing route and the method to comprehend this electronic language. Adobe (2007) explained that scripting should not be compared with programming because people might not need a degree in computers science or math to write basic scripts which could automate a wide variety of common task.

Along with the previous idea, students really liked the software, and each videogame was successfully designed; learners understood and surpassed the simple scripting language, they knew how to solve difficulties at any moment that the software or the editor showed them a technical problem.

Thereby, teachers should explore multiple tools like movies, videogames, social networks and so on, to be applied in class; learners might react positively towards teachers' ideas. Having fun while doing different tasks help students to acquire faster all the information that is given by the teachers (Klopfer, Osterweil, Groff & Haas, 2009).

Another aspect to highlight is the time. In order to create and have a successful class, more English teaching hours are needed during all the school process. It is important to say that this study could have had better results if the teachers had had more time for applying the activities. The Center for Applied Second Languages Studies (2010) explained that a normal English curriculum for foreign groups should be established that students might receive almost 5 hours per week and in a year should be a sum of one 180 hours to achieve a mid-intermediate level.

As Tuğrul (2013) said, a passionate teacher should be the one who tried to create and effective environment and increase learning potential of scholars to lead them to enhance their creativity by means of educators' commitment and dedication to demonstrate significant outcomes through projects and innovation. That's is why this research project was set at the classrooms of the university; in order to have a comfortable environment for the students, teacher chose this place.

Finally, as a conclusion we can infer that students had a great improvement on their writing skills. As it is shown in Chapter 4, the data analysis shows that significant changes were made in their writing knowledge. Moreover, clear examples of this improvement are the fanfiction and the videogame; with these two, students could learn and acquire writing strategies and styles as well as simple scripting language and editing.

Chapter 6: Recommendations

The research project demonstrated that English could be taught in different ways by means of several varieties of strategies and activities such as anime and videogames. We believe that English classes should not be boring and monotonous for scholars who are trying to look for a reason to enjoy and learn this Germanic language through alternative and interesting teaching techniques. Moreover, we want to give some advice to teachers who desire to apply our scheme in their classes and elements that they should keep in mind to get successful outcomes.

Nevertheless, teachers should analyze students' writing proficiency level before applying this project because it might be too difficult write down the fanfiction if they do not have the enough writing tools such as punctuation marks, transitional words, types of sentences and so on., to create a nice story based on an anime, for that reason, teachers might identify the strengthens and weaknesses to take a decision for training scholar to be ready to start writing. However, educators during learners' delivers, they could change or add new strategies if they notice some problems to redact the fanfiction to solve them, so that learners might improve their writing skill.

Correspondingly, the hours of class could be a problem for teachers who want to apply this research project in their classes, unfortunately they might have only two or three hours per week to do it, and it is almost impossible to carry out everything that the proposal requires. According to the curriculum guidelines of foreign languages, students should receive more than three hours per week if educators and the government aspire to train English advanced speakers during seven or eight years. For this reason, it should be

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necessary to create and establish environments to give learners opportunities to utilize the

foreign language to speak, listen, read and write in the target language which allows

students to use it in their daily life (The Ministry of National Education, 1996).

If teachers consider that they do not have enough time to put into practice the

research project, they should look for some strategies to immerse students in this new

English teaching strategy. As a possible recommendation, we talk about interdisciplinarity;

that might allow teachers to work together like the math educator who could explain the

coordinate plane using Renpy, in terms of the location of the images. Another possibility

could be the computing teacher to teach simple scripting language for the students that love

technology or whatever idea that educators could implement to achieve the project goals.

Moreover, the curriculum guidelines of foreign languages (1996) explained that

communicative English skills might be linked with other disciplines such as science,

computing science, math, social sciences, among others, to improve learners' English

proficiency.

Simultaneously, educators should consider technology as a fundamental element of

their classes because it might motivate and engage students to pay attention to class and

students' learning process may improve significantly. Learners spent many hours per day

using technology because they use to have access to internet, cellphones, videogames and

other types of modern technology. This kind of electronic devices have become an essential

part of the daily life and teachers should know how to take advantage of technological

emergences (Ahmed & Soliman, 2016). For that reason, current educators should be

conscious about the role and influence of technology on youngers and children to be used

in educational environments.

Concurrently, educators should be in a continuous preparation due to the emerging generation of children that brings needs and likings that teachers should keep in mind to implement in class. Finally, teachers who want to apply the research project in their classes have to keep in mind that this project is designed to show English, and general educators, that teaching and learning process should not be boring and unmotivated as learners generally thought. It depends on the creativity and imagination of teachers and their educational experience to recognize students' likings and needs, and create new activities, worksheets, or the organization for the fanfiction creation or the videogame designing. Besides, educators' point of view could allow the research project purpose to improve each time until it might become a global strategy around world´s educational system.

Chapter 7: Index

BRIEF INTRODUCTION TO FANFICTION

What is a fanfiction?

It is a fiction where the fan has the possibility to change a story not affecting all the events, but creating a whole world with their own story.

Types of FanFiction

⚙ In-canon writing: In this style, the fans decide to add an additional part; for example and alternative ending, a chapter or a prequel.

⚙ Alternative universe stories: Here, the fans decide to change the original fiction and make the use of the "What if". *(What if my two favorite characters become villains and destroy the universe?)*

⚙ Crossover: In this style, the writer can mix different fictions and create a new one where all the fictions get together. *(Naruto and One Direction decide to stop Dormammu to save the olympus).*

⚙ Self-insert fanfic: This style allows the readers/writers to incorporate themselves inside the fanfiction. *(During the concert, Adam got close to _____ and he hugged her tightly)*

⚙ Relationshipper (shipper) narratives: In this style, the fans write about love relationships between two characters. The fans use to mix the two names of the characters to show that they want them together. *(V and Jungkook from BTS are the perfect couple. I ship Vkook!)*

DRABBLE

RECOMMENDATIONS

- Be concrete
- Use clear and simple language
- Try to use one or two characters that you really know
- The ending is the most important part

RULES

- No more than 100 words
- Introduction — Body (Climax) — Ending

Fanfiction chart
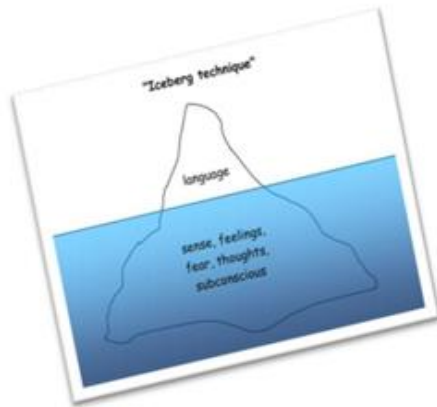
Name _____

Characters	
Theme (Main Idea)	
Setting (When — Where)	
Plot (What)	
Conflict (Internal — External)	

ICEBERG TECHNIQUE

"IF A WRITER KNOWS ENOUGH ABOUT WHAT HE IS WRITING, HE MAY OMIT THINGS THAT HE KNOWS, AND THE READER ... WILL FEEL THOSE THINGS AS STRONGLY AS THOUGH THE WRITER HAD STATED THEM."

"Iceberg technique"

language

sense, feelings, fear, thoughts, subconscious

EXAMPLES

-HE COULD BE MY HUSBAND, BUT HE IS NOT MY HUSBAND, HE IS HER HUSBAND, AND SO HE TAKES HER PICTURE (NOT MINE) AS SHE STANDS IN HER FLOWERED BEACH OUTFIT IN FRONT OF THE OLD FORTRESS.

-FOR SALE: BABY SHOES, NEVER WORN.

-YOU ASKED ME TO EDIT YOUR MEMOIR, IT WAS MUCH MORE SATISFYING AFTER I REPLACED HER NAME WITH MINE.

Types of sentences

1. DECLARATIVE SENTENCES: THESE SENTENCES ALLOW PEOPLE TO EXPRESS INFORMATION OR MAKE STATEMENTS.

2. INTERROGATIVE SENTENCES: THESE ARE USED FOR ASKING QUESTIONS.

3. IMPERATIVE SENTENCES: THESE ARE USED FOR ISSUING OR DIRECTIVES.

4. EXCLAMATIVE SENTENCES: THESE ARE USED FOR MAKING EXCLAMATIONS.

Transition or Connectives

*To support, add or continue an idea: Besides, further, furthermore, also, likewise, moreover, in a like manner, in addition, in the same way, similarly, equally important, as well as, additionally.

*Contrast an idea: But, although, though, in spite of, despite, however, nevertheless, nonetheless, on the other hand, by contrasts, instead of, while, whereas.

*Sequence: First of all, first, second, third, later, after that, afterwards, then, next, finally, in the end, last

*Time: Once, after, meanwhile, in the meantime, prior to, whenever, while, as soon as, before, until, till, since, for, suddenly.

*Result: As a result, therefore, for this/that reason, that is why, because, because of this, thus.

*Cause: Owing to, due to, as a result of, thanks to, in view of, in the light of, therefore, hence, thereby

PUNCTUATION MARKS

The Period (.) Use a period at the end of a **command**. Use a period at the end of an **indirect question**. Use a period with **abbreviations**.

The Question Mark (?) Put a question mark at the end of a sentence.

The Semicolon (;) Helps to classify a monster list (Bangor, Maine; Hartford, Connecticut; Boston, Massachusetts; and Newport, Rhode Island.)

Exclamation Point (!) Use an exclamation point at the end of an emphatic declaration, interjection (exclamation), or command.

The Colon (:) Use a colon before a list or an explanation that is preceded by a clause that can stand by itself.

The Hyphen (-) Help to identify a conversation in a text. Help to link words (well-known).

The Ellipsis (...) Use the ellipsis when you want to omit some words.

The Comma (,) Use a comma to separate the elements in series (three or more things). Use a comma after a little conjunction (and, but, for, nor, yet, or, so) to connect two independent clauses.

Character codes

*define: This option allows the program to identify the game characters.

- define m =Character ('Meliodas', color"000033")

* image: This code allows you to stablish a character in a scene.

-image Meliodas ="Meliodas.png"

*images effects: The code with_allows to change a scene to other scene with an effect

- dissolve
- fade

*position: This option permits you to put the character in a specific space of the scene.
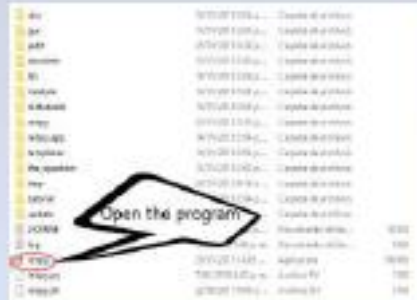
Example

```
show Zark:
    ypos 100 xpos 100
    with fade
```

- Left: ypos 100 xpos 100

- Right: ypos 100 xpos 500

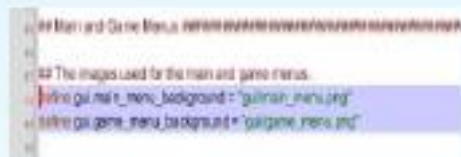- Center: ypos 100 xpos 270

THE GAME COVER

1) First, open the program

2) Then, Pick in gui.rpy

3) Look for the option Main and Games Menus and highlight the codes.
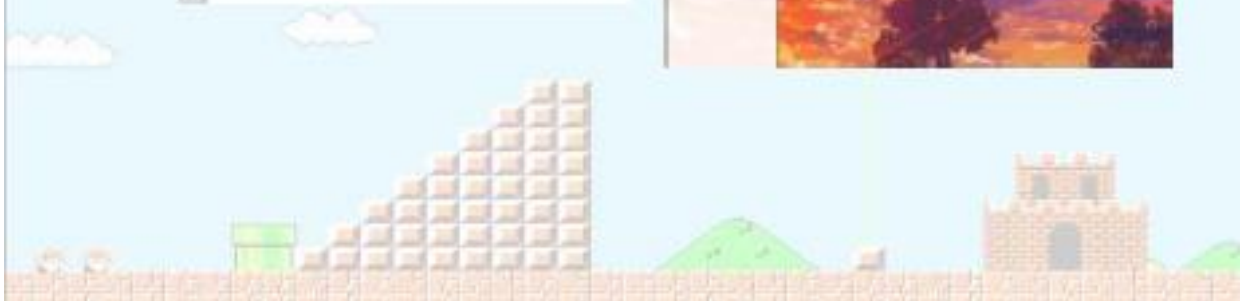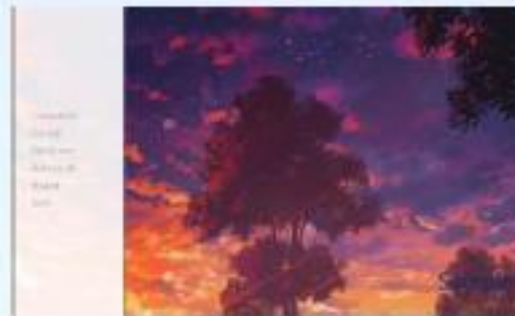

4) Now open the option gui in the main menu.

5) Put the new picture in PNG format and name them "main_menu" and "game_menu"

6) Launch the game and enjoy it.

THE MOST IMPORTANT CODES

1) **label start**: The option that allow you to begin creating your game

2) **define**: This option allows you to stablish the main characters.
Example: define == Character('Zark', color="000033")

3) **image**: The code image allows the program to know the characters and places that will appear in the game.
Example: image tree= "tree.jpg" / image Zark="Zark.png"

4) **scene**: The places that the actions will happen.
Example: scene tree

5) **music**: This code allows you to play music while you are playing.
Example: play music "Final.mp3"

6) **show**: This option permits you to put characters in a scene.
Example: show Zark;

TYPES OF FONT AND WRITING EFFECTS

* Bold font: {b}text{/b}

-Example: {b}you will be the next{/b}

* Italic font: {i}text{/i}

-Example: {i}you will be the next{/i}

* Struck through effect: {s}text{/s}

-Example: {s}you will be the next{/s}

* Underlined effect: {u}text{/u}

-Example: {u}you will be the next{/u}

* Size letter effect: {size= +/- 12(the size that you want)}text{/size}

- Example: {size= + 18}you will be the next{/size}

* Pause effect: text {w} text

- Example: You will be the next {w} but not today.

* Auto-advance effect: text {w= N°3} (the number is the time that the text stops to continue with the other part)

- Example: you will be the next {w=N°6}

* jumping the line effect: text {p} text

- Example: you will be the next {p} but not today.

° It is something like this:

You will be the next

but not today.

* Color effect: {color=0000CC} text {/color}

-Example: {color=0000CC}you will be the next{/color}

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- Mark's Fanfiction:

https://mega.nz/#!1UgU1aZL!M9_usnGFLBKKmpaF5c1Oo0Pl84SYqn1eJ4JKjMCaK_I

-Mark's Videogame:

https://mega.nz/#!lFYEgY4I!Z5IbaUdm9rdaUiKBX3K81oSPd7kmb6rwDkNlojvUKcI

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