

The Power of Gamification in Online Sessions

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BIOGRAPHY

Julio Espíritu, B.A.

Raised in Houston, Texas, Julio completed his high school education at “Centros de Bachillerato Tecnológico Industrial y de Servicios 134 ‘Nicolas Catalan’”. He then pursued his Bachelor’s Degree at CIEX and joined CIEX in 2020. Julio has conducted workshops, participated in symposiums, and currently works as a teacher and material designer. He is now pursuing his Master’s Degree at CIEX, driven by his passion for education and language.

Elizabeth Espíritu, B.A.

Elizabeth Espiritu has a diverse educational background, having studied at Duncan Chapel Elementary School in North Carolina, “Escuela Secundaria Técnica ‘Escuadrón 201’”, and Universidad Autónoma de Guerrero Preparatoria #15 “Emperador Cuauhtémoc”. She obtained her Bachelor’s Degree from Universidad Hipócrates in Acapulco, Guerrero. Currently, she is serving as an English teacher at CIEX, Puebla. She is now pursuing his Master’s Degree at CIEX.

ABSTRACT

Gamification and game-based teaching play an acute role in learning outcomes and classroom climate. Gamifying the language classroom sharply improves the learning environments. Learning outcomes and a welcoming classroom climate are vivified by our teaching techniques. Thus, it is important to learn new information, and new currents and study them, especially in this era defined by rapid technological advancements and evolving educational paradigms. Our educational and teaching practices should evolve together with the traditional struggle to fully captivate our students and create an assured learning experience and environment. Hence, the importance of learning about this mostly unexplored teaching technique.

SUMMARY

The concept of gamification has been used for decades. Some of its earliest uses date back to the 1980s and have since provided different fields with great contributions not only to education,

but also to fields such as psychology and video game design, amongst many others. In reality, gamification was applied since the beginning of the 20th century, but it wasn't until 1982 when gamification's potential was recognized by academics. It was until 20 years later that the modern concept of gamification was born.

Gamification allowed for the emergence of loyalty programs which allowed companies to incorporate point systems, rewards, and tiered structures to encourage customer loyalty. A social gamification was presented with the introduction of badge systems in society and social networks, where a user's achievements could be showcased. In education, gamification has always been used for students to learn different subjects: some examples are the famous Timez Attack (2004) or the Brain Age games (2005) However, it was until the 2010s that education adopted these customs to promote student motivation and student engagement inside the classroom. Platforms such as Kahoot!, Quizizz, Factile, and many others incorporated game mechanics into the learning process for subjects such as mathematics, reading, writing, physical education, and many others.

Incorporating gamification to the language classroom offers numerous advantages. Some that can be mentioned are an increased engagement, an enhanced learning experience, personalized learning, promotion of critical thinking and problem-solving skills, collaboration, and social interaction.

REFERENCES

- Burke, B. (2014). Gamify: How gamification motivates people to do extraordinary things. <https://openlibrary.org/books/OL27161941M/Gamify>
- Kapp, K. M. (2012). The Gamification of Learning and instruction: Game-based Methods and Strategies for Training and education. <https://dl.acm.org/citation.cfm?id=2378737>

This call is addressed to: Professors – Researchers, graduate students from any Bachelor of Arts in English Letters and Masters in Language Teaching and Applied Linguistics programs, and any researchers and scholars who wish to publish research articles, research essays, or thesis results, all related to topics of the Journal: Language Teaching and Learning, Applied Linguistics, Values, and Culture.

The sections of the Journal are:

- a) Research Papers: Graduates' & teachers' voices – National and international research articles.
- b) Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- c) Personal Development and Growth: Moral Values and Culture Essays.

The guidelines for writing and presenting the proposals are described below:

1. Title: in English and in Spanish.

2. Summary (in English and Spanish, 150 words), containing the following aspects:

- a) Introduction:** This section describes the context where the research was carried out, the reason why the research was carried out, and the importance of the study.
- b) Purpose:** Here the writer states and explains the research objectives, intentions, questions, or hypothesis.
- c) Research method:** In this part, the author mentions and justifies the research approach and method that were selected, briefly describes the subjects, the context, and the research procedures, as well as the instruments that were used for the data collection.
- d) Results:** Here, the writer presents the main findings, the degree to which the research objectives were reached, and the answers to the research questions.
- e) Conclusion:** This section presents the main conclusions, the importance of the findings, considering the contribution to the theory, the research area, or professional practice, and suggesting practical uses of the results, as well as possible applications for further research.

3. Body of the article:

- a) Key words.** Five, in English and Spanish.
- b) Introduction:** It presents the research topic area, and the research topic, mentioning if it is descriptive, explanatory, evaluative, correlational, interpretative, etc. Also, it emphasizes the research problem.
- c) Literature review:** It presents the main terms, concepts, theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented. The references should not be more than 10 years after their publication, except from those classical research works.
- d) Research methodology:** It describes the research approach: qualitative, quantitative, or mixed methods.
- e) Describe the research method:** case study, phenomenology, action-research, classroom research, longitudinal research, transversal research, experimental research, cause-experimental research, etc.
 - Describe the **data type** (describe and justify the data base, universe, or sample, etc.)
 - Characterize the **subjects** (describe the participants in the research).
 - **Context** (describe the geographic and institutional context where the research was carried out).
 - **Instruments** (describe the research instruments used to collect information and data).
 - **Data analysis** (explain the way the data was systematized and analyzed).
- f) Main findings.** Synthesize, present, interpret, and argue the most significant results found and the proposal, if the case of developing one.

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- g) Conclusions.** Describe the main conclusions generated from the answers to the research questions.
- h) Main limitations of the study** (related to the geographical or institutional context, or knowledge area and the research process).
- i) Main implications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.

Topics for the articles:

Topics of the articles should be recent and relevant for the academic community and should address one of the following research lines.

1. Language learning and teaching theories
2. Language professional competencies
3. Language teaching approaches and methods
4. Alternative language learning and teaching theories
5. Curriculum design: design of language programs
6. Design, selection, and adaptation of language teaching materials and activities
7. Language learning evaluation
8. Language and culture
9. Human values in language teaching
10. Personal development and growth in language professionals
11. Research and professional development
12. Educational technology in languages

Format:

- Title using Arial font, size 14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

Length of the articles:

- 8 to 15 pages containing text (from 3000 to 5000 words approximately)
- Containing 20 to 40 references (using the American Psychological Association APA format)

Languages: The articles can be written in English or Spanish.

The editorial process includes a review by a strict pair of “blind” reviewers and using **Plagius software** to verify that ethical standards are respected and that there is no plagiarism in any of the documents. Then, authors are advised to verify the submissions including the call elements and format in advance.

The evaluation of submissions starts in the editorial process, which may end in declining submissions if they do not match the call and format requirements. When the editorial board accepts a submission, it continues to the double-blind peer review process as the final evaluation with the following results:

- A. Accept Submission or Accept Submission with Modifications
- B. Revisions Required or Resubmit for Review
- C. Decline Submission

It is important to mention that if a blind reviewer declines the article or essay it will not be accepted.

Please upload the articles on the CIEX JOURNAL WEBSITE: <http://journal.ciex.edu.mx>

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