

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



TOPIC:

Benefits of the Implementation of Gamification on Virtual Learning Environments

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**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN
ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS**

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BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING**

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ABSTRACT

In recent years, the implementation of technological tools has taken a fundamental role in virtual learning environments. Educators have begun to innovate their classes through the application of these new technologies, which present an enormous variety of advantages that help to facilitate the teaching-learning process in virtual environments. The purpose of this academic paper is to describe the activities developed during the Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning offered by the Language Department of the University of El Salvador. The course was divided in three modules, and each one of them provided significant learning about theories of learning in virtual environments, learning management systems (LMS), platforms for video conferences, technological tools, fundamentals and principles of using technological tools, fundamentals of using multimedia resources in a virtual learning Environment, and the creation and appropriate use of didactics materials. In addition, the report presents an overview of online education, virtual learning environments and gamification, which are important topics studied during the specialization course.

Keywords: Gamification, Virtual Learning Environments, Online Education, Technological Tools, Teaching-Learning Process.

INTRODUCTION

Over the past few years, virtual education has taken a crucial role in the current education system. It is important to point out that it has existed for a long time; however, because of the pandemic provoked by COVID-19, it has had a significant increase in educational institutions around the world, including El Salvador. Online Education presents a variety of advantages for teachers and students, which has led to create a modality that is currently in high demand.

The use of technology for educational purposes has allowed the implementation of technological tools, platforms, and methodologies that can be useful for the development of classes on virtual learning Environments. Gamification is one of the strategies that educators have been applying to virtual environments to motivate and engage their students. It allows the design of significant experiences in the teaching-learning process. The use of Gamification in educational settings toward L2 learning involves pedagogical approaches, methodologies, and strategies. All of these are part of the transition made by language learning instruction throughout generations (Figueroa, J., 2015).

In response to the new modalities of online education that have emerged, the Foreign Language Department of the University of El Salvador has implemented the Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning. It is divided into three modules and offers its participants essential learning in theories of learning, technological tools and applications, didactic material, etc. The present report contains some descriptions of the activities performed during the course.

II. OBJECTIVES

General Objective:

- To analyze how the implementation of Gamification benefits the teaching-learning process in Virtual Learning Environments.

Specific Objectives:

- To describe the effectiveness of Gamification in Virtual Learning Environments.
- To identify how teachers apply Gamification in Virtual Learning Environments.
- To explain the activities performed in the three modules of the Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning.

III. THEORETICAL FRAMEWORK

Online education: Origin and Present

Online education is fast becoming an important part of recent education; however, it has been around since early years, even before the birth of the Internet. Online education grew out of distance education, which has been in existence for the past 100 years. With the development of the Internet and the World Wide Web, online education can now reach students around the globe. The advent of the World Wide Web (WWW) in 1991 was a powerful catalyst for moving distance education forward. It was a milestone in rapid expansion and growth (Sun, A., & Chen, X., 2016).

Over the years, and with new technological advances that have been emerging, access to the Internet has become facile through a variety of devices such as cell phones, computers, tablets or laptops. Taking advantage of this accessibility, educational institutions such as schools, colleges and universities around the world began to implement and offer online courses. Maloney-Krichmar and Abras (2003), as cited in Sun, A., & Chen, X., (2016), stated that WWW facilitated the widespread use of websites and the development of online community groups supported by web pages and various forms of communications software. Picciano (2015) stated that online education applications are growing substantially every year. Converting what have historically been considered traditional, face-to-face courses into fully online courses have become commonplace.

Currently, online education has grown rapidly due to the creation of virtual tools and applications that have served as support for this modality. Online education

refers to courses in which 80% or more of contents are delivered online via the Internet without any face-to-face meetings or interactions (Allen & Seaman, 2009; Allen & Seaman, 2011; Wilson, 2015 as cited in Nduagbo, K. C., 2023). Furthermore, the use of the Internet has allowed people to have access to these new modalities of virtual education. For students, online education is convenient, accessible, flexible scheduling, and accelerated courses. Additionally, online education provides opportunities for independent study at one's own pace, location, and time (Nduagbo, K. C., 2023).

Virtual learning environments

As a result of the digital age, virtual education has begun to be fundamental in many areas of the educational field. This event gave way to the creation of different methods, theories, and models that have been developed to offer quality education in this modality. Nowadays, the use of the Internet to access different technological tools and online applications has allowed the creation of new learning environments based on virtual resources such as videos, interactive images, audios, slides, etc. It has allowed an important interest in the virtual learning environments. The search for more and better education has been one of the concerns of almost every country in the world. In this attempt to do the best, great importance has been given to strategies based on information and communication technologies (ICT), in which, over the last years, the digital has taken precedence over the analogue (Alves, P., Miranda, L., & Morais, C., 2017).

Virtual learning environments can be defined as spaces hosted on the Internet, and in which a variety of teaching materials can be hosted for the significant development of the teaching-learning process. A Virtual Learning Environment (VLE) is a web based software system designed to facilitate learning and teaching with the use of tools and activities (JISC, 2009a as cited in Barker, J., Gossman, P. 2013). Students using a VLE can be set a 'task' to complete in class or at their own pace, time and location, they can contribute to synchronous and asynchronous discussions to help develop their learning (JISC, 2009b as cited in Barker, J., Gossman, P., 2013). The implementation of Virtual Learning Environments offers a variety of advantages that can facilitate the way in which the contents of classes are delivered to the participants. Alves, P., Miranda, L., & Morais, C. (2017) stated that the main potentiality of VLEs is the provision of a set of tools aiming to support the production and distribution of contents, communication, and the assessment of the teaching and learning process.

Gamification

In recent years, the application of technology in educational settings has changed teaching methods. Technology has allowed the innovation of new techniques and approaches that permit a better development of the teaching-learning process in virtual learning environments. One of the educational approaches that has captured the attention of educators currently is gamification. Nikmah, Hadirotun., (2020) stated that Gamification is a new term that is being

discussed. in the last decade. The term of gamification emerged around 2010 where technological developments at the time were very rapid.

Gamification is the process of integrating game elements and mechanics into non-game contexts, such as education, to enhance engagement, motivation, and learning outcomes. It involves applying game design principles, techniques, and features to make activities more interactive, enjoyable, and immersive (Putu Wulantari, N., Rachman, A., Nurmalia Sari, M., Jola Uktolseja, L., & Rofi'i, A., 2023). By leveraging the inherent elements of games, such as points, badges, leaderboards, levels, rewards, and challenges, gamification aims to create a more engaging and motivating experience for participants (Anisa et al, 2020 as cited Putu Wulantari, N., Rachman, A., Nurmalia Sari, M., Jola Uktolseja, L., & Rofi'i, A., 2023).

The implementation of gamification in learning environments, especially virtual ones, helps maximize the engagement and motivation of students through game elements that allow them to enjoy the content of the classes more. Putu Wulantari, N., Rachman, A., Nurmalia Sari, M., Jola Uktolseja, L., & Rofi'i, A. (2023) stated that one such innovative approach that has gained significant attention is gamification. The primary function of gamification is to create a learning environment equipped with gamification elements to prompt the students' engagement in goal directed activities (Adams & Du Preez, 2022; Buckley & Doyle, 2017; Huang et al., 2019). The following table describes the main elements of gamification:

Gamification elements	Description
Score	Each student will receive a score for their assignment performance and the various activities in the system.
Badge	Students will be awarded with badges by completing various actions that are related with their activities.
Leaderboard	Top ranked students will be displayed in the leaderboard based on their scores and badges collected.
Title	Each student will get a title based on their received score. The title is presented in different levels and will be attached in their accounts name.
Completion track	Each student can see their own progress on the system, what task they finished, and what material they have viewed.
Resource: Adapted from Amriani, Afifa & Aji, Alham & Utomo, Andika & Junus, Kasiyah. (2013). An empirical study of gamification impact on e-Learning environment. Proceedings of 2013 3rd International Conference on Computer Science and Network Technology, ICCSNT 2013. 265-269. 10.1109/ICCSNT.2013.6967110.	

Benefits of Gamification on Virtual Learning Environments

Gamification is known for the most part because its application can significantly increase the engagement and motivation of students in any learning environment. With the recent popularity of technological tools and applications, a large percentage of educators have begun to innovate their classes using them.

Many educators see digital games as powerfully motivating digital environments because of their potential to enhance student engagement and motivation in learning, as well as an effective way to create socially interactive and constructivist learning environments (Chan, K.Y.G., Tan, S.L., Hew, K.F.T., Koh, B.G., Lim, L.S., Yong, J.C., 2017 as cited in Papadakis, Stamatios & Kalogiannakis, Michail., 2017).

Garone & Nesteriuk, 2019 as cited in Khaldi, Amina & Bouzidi, Rokia & Nader, Fahima., (2023) stated that the introduction and growing expansion of gamification in education and learning contexts promotes critical reflection on the development of projects that transform students' learning experiences. Gamification will not on its own ensure the engagement of students in class, but it can provide another means of promoting students' active participation and investment into something beyond the academic expectations of a lesson. Gamification should be used as an adjunct to other well-supported engagement strategies (Bond, L., 2015 as cited in Khaldi, Amina & Bouzidi, Rokia & Nader, Fahima., 2023). The following table shows a list of the benefits of gamification when is implemented in learning English in a Virtual Learning Environment:

Benefits	Description
Increased Motivation	The gamified approach taps into students' intrinsic motivation, making learning more engaging and enjoyable.
Collaborative Learning	Students can participate in team challenges, fostering collaboration, communication, and peer support (Sari, 2021).

Progress Tracking	The visual representation of progress and achievement encourages students to set goals, monitor their development, and celebrate their accomplishments.
Healthy Competition	Leaderboards and achievements promote friendly competition, encouraging students to challenge themselves and strive for excellence.
Resource: Adapted from Putu Wulantari, N., Rachman, A., Nurmalia Sari, M., Jola Uktolseja, L., & Rofi'i, A. (2023). The Role Of Gamification In English Language Teaching: A Literature Review. <i>Journal on Education</i> , 6(1), 2847-2856. https://doi.org/10.31004/joe.v6i1.3328	

Online Tools Used in Gamification

Currently, there are a variety of online tools that can be used by educators to improve the learning process, and at the same time, motivate students. It is very important to remember that in a gamified classroom setting the tool will serve a purpose and it shouldn't substitute the target goal of the unit or module. This is also essential in L2 learning. With many tools to choose from in educational technology, the L2 educator needs to use them according to the target audience and combine it with the appropriate language learning approach or strategy (Figueroa, J. (2015). The table below shows some of the online tools used frequently for Gamification on virtual learning environments:

Online Tools	Description
Duolingo	It is a Gamification language learning translation platform where users progress through several levels. It covers the areas of speaking, listening, grammar and vocabulary necessary for L2 learning and content is always presented in whole sentences. The feedback is immediate and the learner can easily track progress. Educators can use it as part of daily homework. It motivates student-driven work along with communication and collaboration.
Class Dojo	The main purpose of Class Dojo is to provide the instructor with a platform for student behavior management. It also helps in motivating L2 elementary school learners through strategies that combine avatars, points, and leaderboards. It tracks, shares, and evaluates student participation along with immediate feedback. It lets L2 learners adjust to a new language by easing the transition in a flexible way.
Edmodo	It's a safe social networking platform for education with Gamification elements like badges and quests. It can be used as an extension of the classroom for all educational levels. In addition, it has an interface very similar to Facebook. Students can comment on posts, submit assignments, and track their progress. Educators can post polls, open discussion boards, design quizzes, and post assignments. It's a great motivating tool for L2 instruction because it promotes collaborative learning, and teamwork.
Zondle	It is a Game Based Learning platform that incorporates Gamification. Using it the educator can create quizzes and has plenty of content. The Zondle experience benefits L2 language instruction based on the exercises/quizzes it has. Also, the progress tracking and other elements like avatars, leaderboards, and Zollars, which are elements that increase

	or decrease based on the answers to the quizzes and the engagement.
Socrative	It is a dynamic smart student response. It's a great tool for the L2 classroom because students can answer questions forgetting about the stress involved in trials and errors, which lowers anxiety. It allows the users to import images to the question items and it features Gamification strategies including live results, immediate feedback, and effortless data analysis.
Brainscape	It is a Web based and mobile app platform, which integrates customizable flashcards to track student progress. The method is known as confidence based repetition. It's a great enhancer and motivator for L2 vocabulary learning. In addition, it provides automatic feedback, reinforcement and specific phrases in the target language along with sentence construction. Audio is provided for the language cards. It demands students to think critically about their learning.
Resource: Adapted from Figueroa, J. (2015). Using Gamification to Enhance Second Language Learning In: Digital Education Review, 21, 32-54. [Accessed: 28/09/2023] http://greav.ub.edu/der	

IV. DESCRIPTION OF ACTIVITIES

MODULE 1: Online Foreign Language Teaching

In this module, students learned about the importance of Learning Theories for English Language teaching methodology in virtual learning environments. Using learning management systems (LMS) for teaching asynchronous activities as well as using different platforms for synchronous activities.

This module also provided the students with the tools to create virtual classrooms to teach online classes and put into practice a mix of methods that can be used face-to-face or online. Students learned all the important things about the five theories of learning as a guide for the use of technology in teaching and learning. The use of elements such as learning management system (LMS), Moodle, and platforms like Microsoft Teams, Google Classroom, and Google Meet for setting up virtual environments and developing synchronous and asynchronous activities.

Participants acquired a new experience of creating a virtual classroom and learned the advantages of online learning and the use of a variety of programs and courses with a more comfortable learning environment, flexibility and more interactive. Also, analyze and identify the learning theories to design the best virtual environment by choosing the appropriate activities and tasks for their students. The different activities that were carried out in this module allowed students to take advantage and experience creating and learning not only as teachers but also as students, to put into practice all the information that was provided in classes in a successful way.

The activities the team developed were the following:

ACTIVITY	DESCRIPTION
Discussion Forum	It was an activity where students brought their point of view about whether their same learning is generated in an online teaching modality as in a face-to-face teaching modality. The purpose of this activity was to learn more about the Learning Theories.
Infographic using the website Canva	Students created an infographic to know the features of platforms and learning management systems (LMS) by recognizing the differences between them.
Create a virtual class in Google Classroom	It was a collaborative activity where students created a class in Google Classroom about an English subject to put into practice the knowledge they acquired during the classes.
Demonstrative class in Meet	It was the final activity of this module. It was collaborative work where the students participated in a synchronous class to have meaningful learning using some tools and resources from the web to demonstrate a dynamic class.

MODULE 2: Educational Applications for Learning a Foreign Language

This module, called Educational Applications for Learning a Foreign Language, mainly dealt with the theoretical fundamentals and the use of technological tools for teaching or learning a foreign language in a virtual modality. It was about eight weeks of learning how to use different technological tools for their application in virtual environments. The technological tools that were taught in the module were Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Powtoon, Kahoot, and Classroomscreen.

At the beginning of this module, the professor presented a review of the educational applications that will be taught every week. Also, other interesting aspects studied during the classes were TPACK (Technological Pedagogical Content Knowledge) and Gamification for educational purposes. All the virtual sessions in this module were interactive since the professor used slides and videos to present the contents and motivate students to participate actively.

In this module, different individual activities and collaborative practices were developed during the virtual classes. Students learned how to properly use the variety of educational applications for learning a foreign language presented by the professor. All the applications studied have a purpose that allows educators to plan more dynamic, motivating, and meaningful classes.

The following table describes some of the evaluated activities developed in this module:

ACTIVITY	DESCRIPTION
Infographic	Students created an infographic using the platform Canva. The purpose of this activity was to analyze the main features of some technological tools used for teaching a language.
Video in Flipgrid	For this activity, students created a video tutorial using the platform Flipgrid. Students recorded themselves explaining about how to create an exam using the technological tool: Liveworsheets.
Video in Powtoon	Students created an animated video on the platform Powtoon. The video was about the advantages and disadvantages of the use of technological tools for teaching English.
Demo Class	It was the last activity of this module. The teacher assigned one application for each student to plan a class. The purpose of this activity was to apply the knowledge acquired by students during the virtual classes.

MODULE 3: Design of Didactic Materials for Virtual Environments

This module (Design of Didactic Materials for Virtual Environments) was about the variety of didactic materials that can be used in virtual classes. Each week, students were learning about how to create and use properly one different didactic material.

During this module, students developed collaborative activities in which they put in practice the knowledge acquired during the virtual classes. Also, students carried out an integrative task, it was the creation of a Google Site linked to the Google Classroom Platform. For this activity, students selected a topic, and created different materials related to it.

The following is a list of the evaluated activities developed during this module:

ACTIVITY	DESCRIPTION
Podcast	For this activity, students created a podcast related to the topic they selected for the Google Site. Students recorded an educational audio as an introduction to their topics. Also, students were asked to write the script of their educational audio. In order to complete this activity, students used the application Audacity, which has a lot of tools that allow students to edit their audios. Finally, students uploaded their educational audios on SoundCloud, and shared the link on Campus.
Interactive Image	In this activity, students elaborated an interactive image using the online tool Genially. The content of the image was also related to the topic already chosen for the Google Site. Students downloaded, from the Internet, an

	<p>image related to their topic. After that, they used Genially to elaborate the interactive image. The interactive image had to include objectives, audio, pictures, videos, and other interactive effects. To be evaluated, students shared the link of their interactive images on Campus.</p>
<p>OpenShot Video</p>	<p>For this activity, students edited a video using OpenShot. Students had to record a video of themselves as a farewell of their classes presented on the Google Site. Students should have taken into account some elements such as voice tone, lightning, appropriate clothes, and background. After recording the video, students had to edit it on OpenShot. Finally, the video was shared on Campus to be evaluated.</p>
<p>Integrative Task (Google Site linked to Google Classroom and live defense):</p>	<p>For this activity, students created a website on Google and linked it to Google Classroom, it had to include all the didactic materials elaborated by the students during the course. During the live defense, students had to explain the organization, functionality and use of the Google Site created.</p>

V. ACHIEVEMENTS

- ✓ Students learned to apply correctly the theories of learning to design meaningful virtual environments related to what kind of knowledge and skills will be taught to acquire a foreign language.

- ✓ Students obtained experience in the use of different technological tools to apply them in the development of asynchronous or synchronous classes.

- ✓ Participants were able to identify educational multimedia resources to use in virtual learning environments. Some of these multimedia resources are images, videos, audios, and others.

- ✓ Students mastered how to create and organize a virtual class in the online platform Google Classroom.

- ✓ Students gained an understanding of how to plan and organize a demo class using technological tools studied in the classes.

- ✓ Participants become proficient in the correct use of some web tools to design and elaborate educational materials. Some of these web tools are Genially, Audacity, Google Slides and OpenShot Video.

- ✓ Students learned how to create and edit an audio to elaborate podcasts for educational purposes.

- ✓ Students managed to create and organize information in an interactive image.

- ✓ Students acquired knowledge about the techniques and strategies applied in virtual learning environments to improve their methodology as future professionals.

VI. CONCLUSIONS

The group concludes that the use of technological tools in the educational field have allowed the innovation of methods, techniques and approaches that maximize the achievements of objectives of the teaching-learning process in virtual learning environments. Gamification is one of the approaches that has shown an important growth due to the implementation of technology in learning environments. It offers a variety of advantages that benefits both educators and learners since they are learning while having fun, which makes classes more significant and memorable.

Furthermore, the implementation of Gamification in virtual learning environments has become fundamental due to the facilities that provide for creating interactive learning environments. It benefits teacher-student communication and interactivity. Also, its application allows to awaken curiosity and a competitive spirit in the students. In addition, Gamification has gained strength in education as a mechanism to improve motivation and learning outcomes.

Additionally, the use of technological tools and online platforms should be taken into account as a crucial element at the moment to plan virtual classes. In recent years, with the arrival of the digital era, an enormous number of educational tools have been created, these offer a wide variety of benefits that help educators create innovative courses that enhance the teaching-learning process. Some technological tools that reinforce gamification, and that are currently used by educators to support their classes, are the following: Duolingo, Class Dojo, Edmodo, Zondle, Socrative, Brainscape, and others.

Finally, the group concludes that the development and design of courses that promote the use and correct application of new technologies in learning environments is essential. The way in which courses are presented has been changing along with the advancement of technology; therefore, it is crucial to take advantage of these new tools. One example of the importance of designing innovative courses based on technological tools is the one offered by the Foreign Languages Department of the University of El Salvador. The Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning offers its participants a meaningful learning about technological tools and how to use them in an appropriate way.

VII. RECOMMENDATIONS

For the Foreign Languages Department:

- To continue with the innovation of learning environments that facilitate teaching-learning processes through the use of technological resources, and benefits both face-to-face and virtual modalities.
- To promote the implementation and correct use of technological tools and applications in both teachers and students to create more significant learning in virtual environments.

For the authorities of the School of Arts and Sciences:

- To motivate teachers to use the variety of current educational technological and online tools through the creation of more spaces in which they can increase their knowledge about technological resources to be implemented in their virtual classes.
- To create innovative study plans with subjects that require the use of technological resources in which all teachers and students of the School of Arts and Sciences can have contact with the use of virtual platforms and technological tools that can be essential to fit the pedagogical needs in virtual learning environments.

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IX. APPENDIXES

The screenshot shows the Campus Virtual interface for the course "Aplicaciones Educativas para Aprender un Idioma Extranjero Cohorte 3". The header includes the Universidad de El Salvador logo and "Campus Virtual" text. A navigation menu on the left lists "Página principal del sitio", "Área personal", "Calendario", "Archivos privados", and "My Courses" (3). The course title is prominently displayed, followed by a week navigation bar from Week 1 to Week 8. Below this is a banner for "Module II" dated "June, 2023", featuring the text "Educational Applications for Learning a Foreign Language" and several logos.

The screenshot shows the Campus Virtual interface for the course "Entornos Virtuales Cohorte III". The header includes the Universidad de El Salvador logo and "Campus Virtual" text. A navigation menu on the left lists "Página principal del sitio", "Área personal", "Calendario", "Archivos privados", and "My Courses" (3). The course title is prominently displayed, followed by a week navigation bar from Week 1 to Week 8. Below this is a banner for "Module III" dated "September, 2023", featuring the text "Design of Didactic Materials for Virtual Environments" and several logos. A yellow box highlights "Documentos importantes para reporte escrito" and a "Su progreso" button is visible.

In this page: Platform of Campus used to post activities and deliver tasks.

because I consider that we can generate the same learning as long as teachers create a good environment and learn modalities. Moreover; the students who decide to study in online modality, they must be prepared with their tools.

[Enlace permanente](#) [Mostrar mensaje anterior](#)



Re: Question

de José Arnulfo Martínez Mejía - Monday, 24 de April de 2023, 20:21

I think it is possible that online teaching and face-to-face teaching modality both can generate effective learning. Currently, online education has been improving, which has allowed it to produce learning as effectively as that produced by the traditional modality. In addition, learning theories such as cognitivism, behaviorism, constructivism, and connectivism can be applied to achieve better learning in both modalities; however, this will depend on how the facilitators employ them.

[Enlace permanente](#) [Mostrar mensaje anterior](#)



Re: Question

de Marlene Esperanza Paiz López - Tuesday, 25 de April de 2023, 23:43

Do you think that the same learning is generated in an online teaching modality as in a face-to-face teaching modality? Nowadays, the way how to teach has changed and how students learn in a new teaching modality. I personally think that both online teaching modality and to face to face teaching modality generate the same learning, according to Constructivism Theory, "knowledge is



Re: Question

de Ingrid Soraya Carpio Beltrán - Wednesday, 26 de April de 2023, 19:38

Hello, Karla.

I agree with your answer. I think teachers must adapt to the new modalities. Currently, there are many technological resources that can be used in education; therefore, teachers can take advantage of them to create an excellent learning environment. Besides, I consider that online teaching has been improving recently; it allows teachers to offer quality education as face-to-face modality does. Also, teaching and learning is a collaborative process where not only the teachers, but also the learners have to be involved and motivated. In conclusion, I believe both modalities can generate effective learning, but it depends on the way teachers apply the different methods and theories of learning.

Have a nice rest of the day.

[Enlace permanente](#) [Mostrar mensaje anterior](#)



Re: Question

de Ingrid Soraya Carpio Beltrán - Monday, 24 de April de 2023, 20:29

In my opinion, online teaching and face-to-face teaching modalities can reach the same learning outcomes. As we know, effective learning depends on the suitable use of learning theories according to the needs of the learners. For example, cognitivism theory

In this page: Participation of the group in Campus.

process.



Re: Question



de **Catherin Xiomara Serrano Vásquez** -
Monday, 24 de April de 2023, 21:34

Connectivism is a theory of learning through different technological tools as a training process in the new era. In my personal opinion, in the last 3 years it is proven that there is connectivity between student and teacher through online education as well as in face-to-face classes. Because, teachers have the possibility to create innovative teaching methods regardless of whether it is through a computer teaching, they can make classes interesting, attractive and interactive.



material for effective learning.



Re: Question



de **Catherin Xiomara Serrano Vásquez** -
Monday, 24 de April de 2023, 22:56

Hello! Gabriela, I agree with you because technology opens up many opportunities to learn not only to the student but also to the teacher. However, other learning theories play an important part in the learning process.



Re: Question





de **Gissela Melissa Ramírez Chicas** - Friday, 28 de April de 2023, 17:34

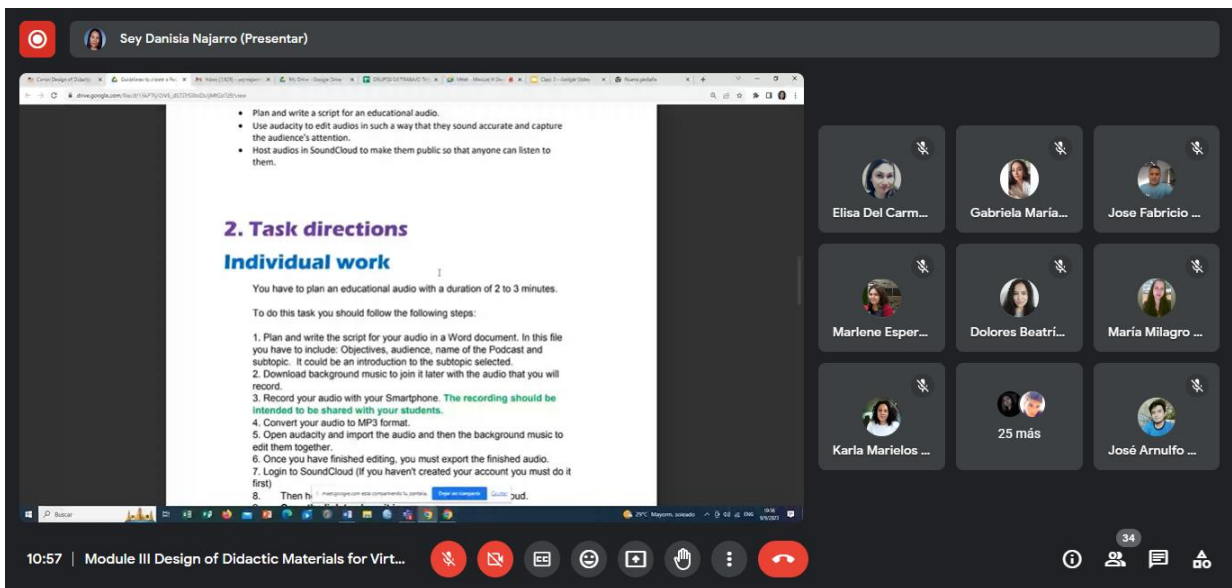
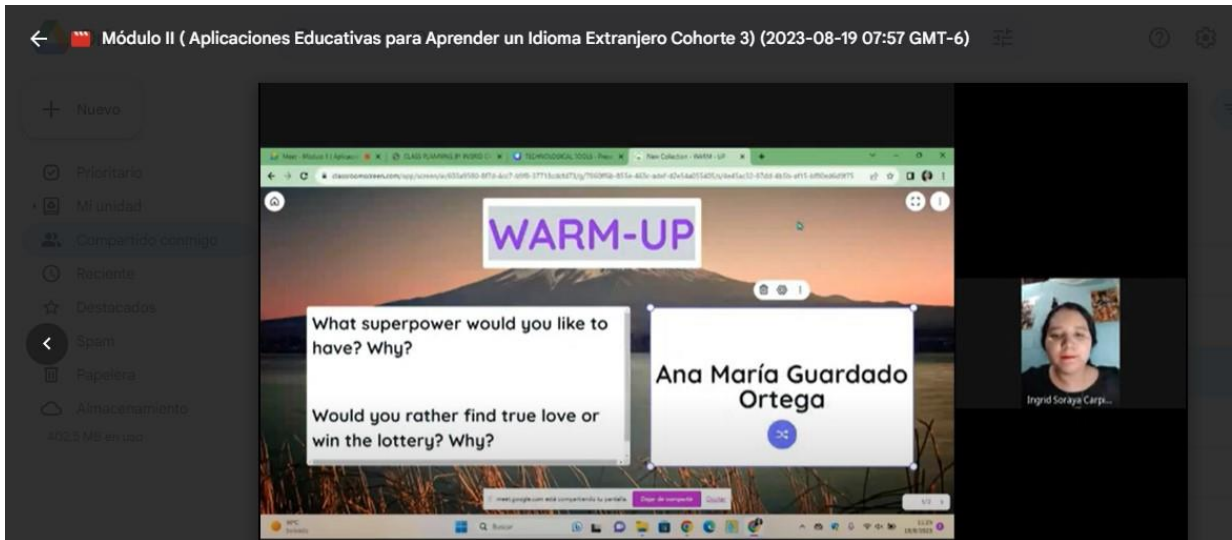
Hello, Gabriela.

[Editar entrega](#)
[Borrar entrega](#)

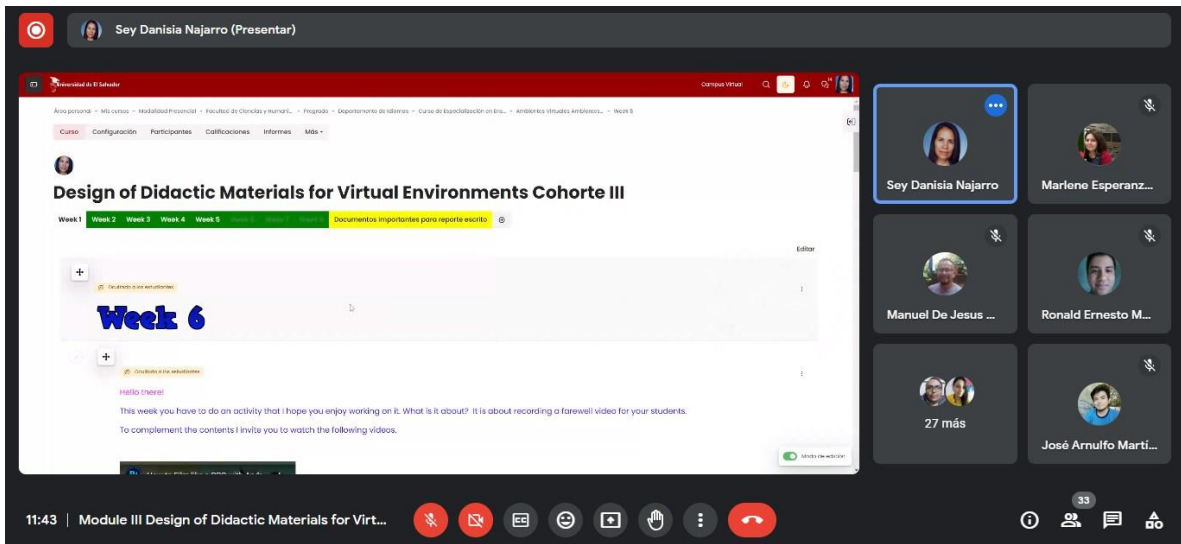
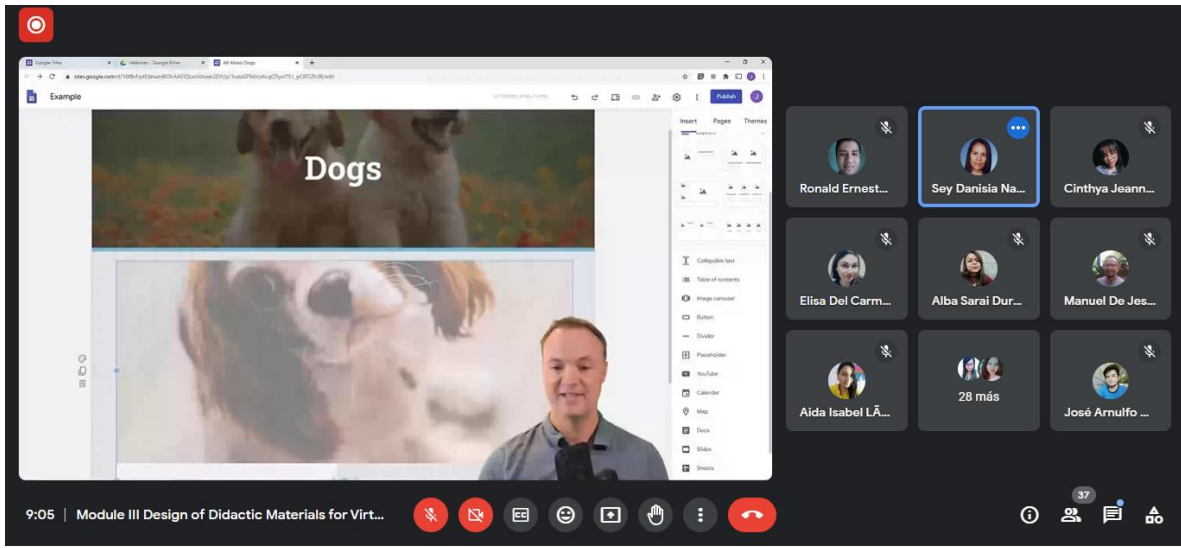
Estado de la entrega

Estado de la entrega	Enviado para calificar
Estado de la calificación	Sin calificar
Tiempo restante	La tarea fue enviada 3 días 3 horas antes
Última modificación	Tuesday, 3 de October de 2023, 20:13
Archivos enviados	 Final Report Version 1 Ingrid Catherin José.docx 3 de October de 2023, 20:13
Comentarios de la entrega	 Comentarios (0)

In this page: Participation of the group in Campus.



In this page: Class sessions.



In this page: Class sessions.

The screenshot shows a Google Classroom interface for a class titled "English Grammar II". The URL in the browser is classroom.google.com/c/NTUzOTQ3ODY1ODAz. The page has a navigation bar with "Tablón", "Trabajo de clase", "Personas", and "Calificaciones". The main header features a banner image of a hand placing wooden blocks that spell "GRAMMAR". Below the banner, there is a "Meet" section with a "Unirme" button and a "Visible para los alumnos" option. To the right, there is a section for announcements, including a post from "Ingrid Soraya Carpio BeltráñN" asking "How difficult is for you to ide..." at 20:16.

The screenshot shows a Google Classroom interface for a class titled "Basic Grammar: Brandon, Beatriz, José, Claudia". The URL in the browser is classroom.google.com/c/NTUzOTQ3ODY5MjMw. The page has a navigation bar with "Tablón", "Trabajo de clase", "Personas", and "Calificaciones". The main header features a banner image of wooden blocks spelling "GRAMMAR". Below the banner, there is a "Meet" section with a "Unirme" button and a "Visible para los alumnos" option. To the right, there is a section for announcements, including a post from "Dolores Beatriz Maldonado Mancia" at 9:25 with the text: "Welcome to Basic Grammar class dear students! It's going to be a pleasure meeting you all. Looking forward to learning with you during this time in our class. Hope you enjoy and learn as much as possible! Do your best!". There is also a "Código de clase" section with the code "nybzwn2" and a "Próximas entregas" section.

In this page: Class in Google Classroom created during Module 1.

TECHNOLOGICAL TOOLS

QUIZZZ

- To evaluate / To activate prior knowledge.
- It can be used to evaluate a grammar content like Simple Past or another tense.

Features:

- It presents a game-show style.
- It is easy to use.
- It allows teachers to edit the quizzes or create their own.
- It is centric in the students' learning.
- It has easy screen sharing.
- It allows teachers to see automatic reviews and results.



EDUCREATIONS

- To introduce the contents.
- It can be used to explain grammar content like Modals Verbs.

Features:

- It has an interactive whiteboard and screen-casting.
- It allows users to import photos and videos.
- It allows teachers to create and edit videos.
- It has easy content sharing.
- It allows teachers to store short instructional videos online.
- It has a friendly interface.

EDUCANDY

- Motivate curiosity and interest / Activate prior knowledge.
- It can be used to teach basic vocabulary like Fruits, Animals, Emotions, etc.

Features:

- It has a flexible interface.
- It allows teachers to create interactive learning games.
- It offers a variety of interactive games.
- Its game-show style motivates students to actively participate.
- It has easy content sharing.
- It allows teachers to check the results in real-time.



QUIZLET

- To evaluate / Activate prior knowledge / Encourage students participation.
- It can be used to evaluate a grammar content like Parts of speech.

Features:

- It has game-show style content.
- It offers a variety of pre-made flashcards.
- It allows teachers to create their own flashcards.
- It offers audio and visual content.
- It is easy to use (friendly interface).
- It has easy content sharing.

TECHNOLOGICAL TOOLS

ANIMOTO

- To introduce the contents / To orientate learning.
- It can be used to introduce or explain contents like Types of Sentences.

Features:

- It has an interactive whiteboard.
- It is easy to use.
- It allows teachers to create high-quality videos.
- It offers a variety of customization options.
- It provides a wide variety of fonts and templates.
- It allows teachers to use photographs, videos and sound clips.



BLOOKET

- Put the knowledge learnt into practice / Encourage learner participation / To evaluate performance.
- It can be used to practice or evaluate the knowledge acquired in a grammar lesson like Future Simple or another tense.

Features:

- It has game-show style content.
- It has a competitive leaderboard.
- It offers a variety of interactive games.
- Its reward system encourages students to participate.
- It offers a variety of customization options.
- It offers detailed score reports and question analysis.

QUIZZZ

- To activate prior knowledge.
- It can be used to evaluate a grammar content like Parts of the Speech.

Features:

- It has game-show style.
- It has a flexible interface.
- It allows teachers to create their own quizzes.
- Its interactive quizzes encourage students to participate.
- It has easy content sharing.
- It shows automatic reviews and results.



GIMKIT

- To evaluate performance / Encourage learner participation.
- It can be used to evaluate vocabulary of the topics like Places, Jobs, etc.

Features:

- It has game-show style content.
- It has a flexible interface.
- It offers ten unique game modes.
- Its competitive leaderboard encourages students to participate.
- It allows teachers to create their own quizzes or questions.
- It generates specific reports for individual students.

In this page: Infographics created during Module 2.

Tablón Trabajo de clase Personas Calificaciones

APPROACHES TO THE TEACHING OF ENGLISH

Meet

Unirme

Visible para los alumnos

Código de clase

we64ajj

Anuncia algo a tu clase

José Arnulfo Martínez Mejía

20 oct (Última modificación: 20 oct)

Hello dear students! Welcome to this interesting course. Your teachers are Ingrid Carpio, José Martínez and Catherin Vásquez. We are glad to share with you all we know about these approaches. We hope you enjoy all the activities we are going to create for you.

Tablón Trabajo de clase Personas Calificaciones

AUDIO-LINGUAL METHOD - INGRID

ACTIVITY: LET'S PLAY WITH LIVEWORKSHE...
Publicado: 19 oct

ASSIGNMENT: LEARNING ABOUT AUDIO-LI...
Última modificación: 20 oct

TASK-BASED LEARNING - JOSÉ

ACTIVITY: POWTOON VIDEO
Publicado: 20 oct

QUIZ: WHAT DID YOU LEARN ABOUT TASK...
Publicado: 20 oct

LEXICAL APPROACH - CATHERIN

Edpuzzle Material.
Última modificación: Ayer

Do you consider that you can learn a new la...
Última modificación: 19 oct

In this page: Class in Google Classroom created for the final activity of Module III.

APPROACHES TO THE TEACHING OF ENGLISH

Inicio

Audio-Lingual Method - Ingrid

Task-Based Learning - José

Lexical Approach - Catherin



APPROACHES TO THE TEACHING OF ENGLISH

Hello dear students! Welcome to this interesting course. Your teachers are Ingrid Carpio, José Martínez and Catherin Vásquez. We are glad to share with you all we know about these approaches. We hope you enjoy all the activities we are going to create for you.

APPROACHES TO THE TEACHING OF ENGLISH




Inicio

Audio-Lingual Method - Ingrid

Task-Based Learning - José

Lexical Approach - Catherin

WE ARE YOUR TEACHERS!

Ingrid Carpio

Hello dear students! I am teacher Ingrid. It is a pleasure to work with you in this beautiful adventure.

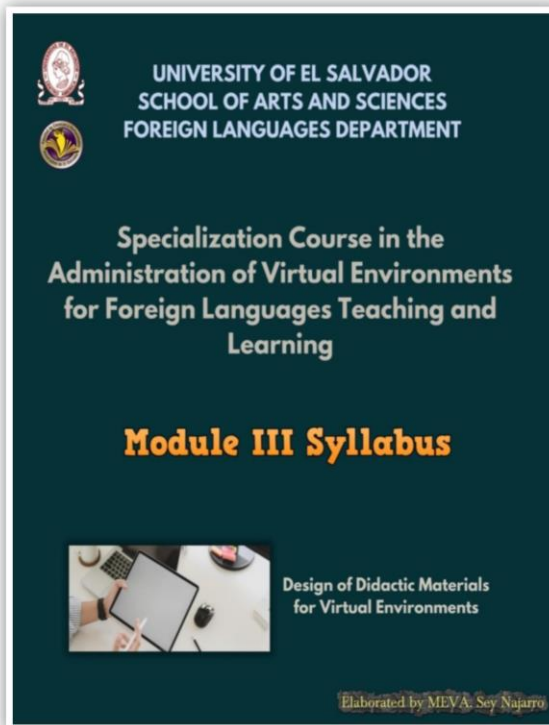
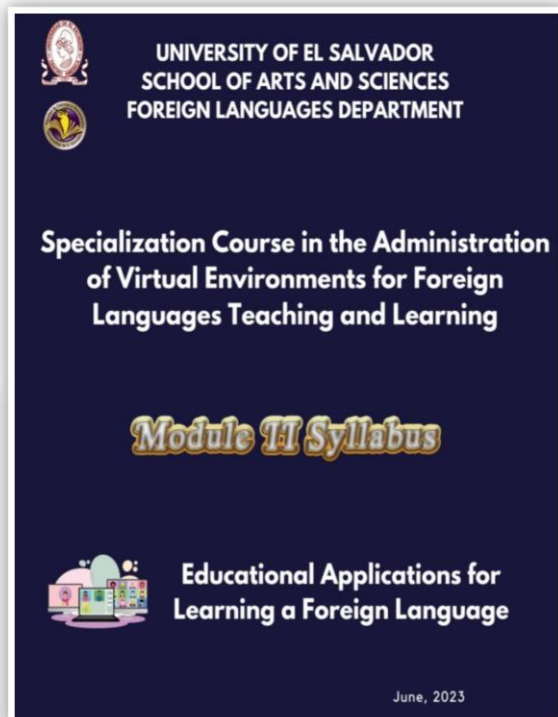
José Martínez

Hello! I am teacher José. I am glad to be with all of you in this course. I hope we learn a lot of things about this topic.

Catherin Serrano

Hello! dear students I am teacher Catherin. It is a pleasure for me to teach you this interesting topic. I hope you enjoy and learn a lot.

In this page: Google Site created for the final activity of Module III.



In this page: Programs of the three modules of the course.

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%
4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.	25%
4. Demo class using Technological tools.	30%
TOTAL	100%

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	15%
2. Creation of an Interactive Image in Genially	15%
3. Written Report on the 3 Modules of the Specialization Course(Draft)	15%
4. OpenShot Video Production	15%
5. Written Report on the 3 Modules of the Specialization Course (Final Version)	20%
6. Integrative Task (Google Site linked to Google Classroom and live defense.	20%
TOTAL	100%

In this page: Tables of evaluated activities of the three modules of the course.