

**Gamification in E-learning to Strengthen English Oral Interaction in Web Conferences at
SENA Complementary Courses**

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Dedication

To my mother and father who push me to this challenge, very sure of my ability to succeed not matter what.

To my lovely children who went to sleep late at night, always waiting for mommy to finish job and study, so they can sleep by her side.

And

To my always love, my husband, who had to wait for me so many days and hours to spend times together, who was my support and gave me confidence to achieve my goals.

Acknowledgment

All the grace and recognition to God, who is my strength, because I can do everything with his hand in mine, because he is always in the first place.

My family, who are my support, my driving force, for whom I get up every day to give the best of myself and who knew how to wait during the time when I was absent not only physically but also mentally and emotionally.

To all my UNAD professors who guided me, accompanied me, and encouraged me not to give up one more dream of my life.

Abstract

This research focuses on improving the low interaction of students in the context of learning English as a foreign language (EFL), in a virtual environment, specifically in the web conferences of the SENA complementary courses. This study had three main objectives. First, to use gamification strategy to help strengthen oral interaction in video conferences of students at complementary courses at SENA. Second, to define how gamification strategy help to increase students' motivation to learn English in online settings. Third, to look for the most suitable technological tools in a virtual learning environment to be used during a video conference with English dot works level 2 students. Participants voluntarily signed informed consent. The data were collected by questionnaires, field notes, observation checklists, web conference transcripts and web conference recordings, and were analyzed following the 5 steps in the analysis procedures diagram. First the sample was selected and characterized; second, gamification resources were design; third, gamification strategy was implemented and web conference check lists were applied; fourth, observation notes about web conference recordings were taken and fifth students' perception was evaluated. The study has shown positive results, such as the motivation of the students when interacted with their classmates and the tutor, to answer questions using the appropriate vocabulary and context. However, it should be noted that attendance at the web conferences was intermittent, as students stated that this was due to external factors such as work or study schedules and family commitments.

Key Words: Gamification, Oral interaction, Virtual Learning Environment, motivation, English as a Foreign Language.

Resumen

Esta investigación se enfoca en mejorar la baja interacción de los estudiantes en el contexto del aprendizaje de inglés como lengua extranjera (EFL), en un entorno virtual, específicamente en las conferencias web de los cursos complementarios del SENA. Este estudio tuvo tres objetivos principales. Primero, utilizar una estrategia de gamificación para ayudar a fortalecer la interacción oral en videoconferencias de estudiantes de cursos complementarios del SENA. En segundo lugar, definir cómo la estrategia de gamificación ayuda a aumentar la motivación de los estudiantes para aprender inglés en entornos en línea. En tercer lugar, buscar las herramientas tecnológicas más adecuadas en un entorno virtual de aprendizaje para ser utilizadas durante una videoconferencia con estudiantes de nivel 2 de English dot works. Los participantes firmaron voluntariamente el consentimiento informado. Los datos se recopilaron mediante cuestionarios, notas de campo, listas de verificación de observación, transcripciones de conferencias web y grabaciones de conferencias web, y se analizaron siguiendo los 5 pasos del diagrama de procedimientos de análisis. Primero se seleccionó y caracterizó la muestra; en segundo lugar, se diseñaron recursos de gamificación; tercero, se implementó una estrategia de gamificación y se aplicaron listas de verificación de conferencias web; cuarto, se tomaron notas de observación sobre las grabaciones de conferencias web y quinto se evaluó la percepción de los estudiantes. El estudio ha mostrado resultados positivos, como la motivación de los estudiantes al interactuar con sus compañeros y el tutor, para responder preguntas utilizando el vocabulario y contexto adecuado. Sin embargo, cabe señalar que la asistencia a las conferencias web fue intermitente, ya que los estudiantes manifestaron que esto se debía a factores externos como horarios de trabajo o estudio y compromisos familiares.

Palabras Claves: Ludificación, Interacción Oral, Ambiente virtual de Aprendizaje, Motivación, inglés como lengua extranjera.

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Introduction to the Research Study

Introduction Of the Study

English has gained a great deal of significance in society as a whole. In fact, many higher education institutions now include it as a necessary subject in their curricula even if they offer technical, technological, undergraduate or graduate studies.

The development of games, especially in the way of playing, has changed radically with the video game industry's growth and settlement since the '80s. Even though the origin of gamification is placed in the business sector; it has been expanded to other areas. Specifically, gamification has moved to the education field due to Malone (1980), who developed a study of network games' motivation using gamification concepts in learning.

However, the concept dates back to 2003. Gamification, a term first used by the British Nick Pelling, designer and programmer of business software, who spread this term to give a name to a reality observed by him, according to which the "culture of the game" was a kind of revolution that was reprogramming society (Hooda, 2018; Mora et al., 2015). Gamification is a new term often denoted to game components in non-game situations to create enjoyable, fun, and motivating learning experiences (Werbach and Hunter, 2012).

Gamification, an innovative and effective educational strategy, can be applied to various fields of study, and pronunciation is no exception. Gamification not only makes learning more entertaining, but it can also significantly improve pronunciation accuracy and fluency. By combining these two concepts, we can create interactive and fun learning experiences that help students hone their pronunciation skills in a more effective and memorable way. In this sense, gamification becomes a valuable tool for teaching and improving pronunciation in an educational context.

Mediating in pronunciation seems to be a question. According to Saz et al. (2011), the first question is how much attention should be paid to phonology, sound discrimination, and pronunciation in language teaching. Most early language pathologists admit that pronunciation has an important place in language teaching concerning other areas covered by the L2 curriculum (Anderson-Hsieh, 1989; Celce Murcia, 1991; Wong, 1986; Morley, 1987, 1988)- For most students in Colombia, no specific time is dedicated to pronunciation training during classes since it is understood that teachers correct them on possible pronunciation difficulties that appear during the EFL class. This phenomenon can deeply limit the phonetic competence of young students who are immersed in an environment of their mother tongue and where the transfer to a new language alters the correct pronunciation of the L2.

The aim of implementing this action research proposal is to conduct important changes in the pedagogical praxis and the EFL in Colombia higher education. Active mediation has to be improving week by week in every meeting since the goal is to engage participants in their progress. As a beginner in this way of mediating education, I have challenged myself to use appropriate technological and interactive game elements in a distant class. It is remarkable that this group of students also comes from face-to-face education methodologies that dares my pedagogical foundations on teaching English as a Foreign language. Extrinsic motivation is a crucial component of this process. Understanding the games' basic concepts becomes essential when delineating and using Gamification as a strategy to mediate English pronunciation features.

Based on these reflections, it is necessary, from the interactive learning of a language, to look for mechanisms or strategies that improve oral interaction problems that most young adult students fossilize during the process of the target language acquisition. In this sense, this study

arises as an alternative for joining the technological development, framed in gamification to create a synchronous learning experience.

The first chapter lays out the research foundations in which the rationale for the study, problem statement, research question formulation, and objectives are guiding the research process. The second chapter develop the concepts and definitions of technology and virtual learning environments, gamification, oral interaction, virtual education, web conference, factors that affect oral interaction, feedback and technological resources, that allowed the study's understanding and interpretation. The third chapter focuses on the methodological design of the study. It explains the approach and design of the methodology used, the study variables, the population, the information collection instruments, and the stages in which the research is carried out. The fourth chapter shows the results and findings of the study following the data analysis procedures, which presents five steps, first, select sample and characterization; second, design resources using gamification; third, implementation of the strategy and web conference check list; fourth, observation notes about web conference recordings; fifth evaluate students' perception. At the end you will find the fifth chapter with some conclusions such as the importance to promote the culture of virtual education considering that self-learning is its main basis using gamification as a learning strategy and recommendations as looking for strategies that make students aware that it is not bad to make mistakes when speaking in English since learning a language involves learning from them and gamification provides a safe environment to practice and improve without fear of judgment.

SENA is an entity authorized by the state that provides free education to millions of Colombians and non-Colombians, who benefit from technical, technological and complementary programs in virtual and face-to-face instruction. All the programs at SENA include the training

of English in some specific levels depending on the program. The training may require face-to-face or online classes but in complementary courses which are the ones that this research focuses, English is taught online. This kind of instruction benefits the students since they can have access to the course at any time and from almost every place.

SENA's online courses are six weeks long and include the completion of some assignments in addition to once-weekly web sessions with the online tutor. It is the purpose of those sessions to practice the course material and exchange knowledge with the instructor and other students. Despite the fact that students sign up for SENA's courses to practice conversational interaction, the programs frequently focus on teacher-centered instruction, preventing students from taking an active part in learning. The goal of the current study focuses on using gamification, which has been defined by Foncubierta (2014), as a strategy to make learning more enjoyable, boost attention, help students feel better, and fight boredom and tiredness in online classes.

Context of the Research Problem

Colombia is a place where around 700.000 students graduate from high school each year. In some departments one out of two students go to graduate training institutions but the vast majority of those who do not enter any university enter SENA. 59% entered Higher Education Institutions (HEI) of an official nature, that is, 112,000 of the 188,000 students. The official institution that receives the largest number of students is the National Learning Service -SENA- with 39% of the total number of students (El Espectador, 2021).

SENA offers 10 levels of virtual English courses to people from different ages, where most of them are young-adult population; each course takes about 60 hours and they are developed through an LMS (Learning Management System) environment, called Territorium,

where enrolled students have access 24 hours the 7 days of the week. The courses last approximately two months. In this virtual learning environment, students find not only downloadable and multimedia study material, but also forums, blogs, wikis and interactive activities to practice what they have learned.

Each level has four learning activities each one with a learning goal to be reached by the student. In order to reach these goals, students must complete three or four tasks and one of them is an interactive one, for each learning activity, there are also evidences where they must participate in forums, blogs or wikis. For this research, students from English dot works level 2 course were selected.

Every week, between 10 and 15 students meet with the tutor in a video conference which is held for an hour where the tasks are explained, and questions and concerns solved. Each session is recorded so 81% of the students that could not attend the session can watch it later.

As the course progresses, the participants in the web conferences decrease without giving any reason, and the scheduled meeting time is reduced to only solving doubts about the content and how to manage the platform. This not being enough, the few attendees hardly interact during the session, making it almost impossible to put into practice the knowledge acquired from the previous study of the material, some of them arguing their lack of knowledge to participate, some more telling they do not have microphone to speak with and some other dedicated just to listening.

However, international business employees, researchers, engineers, and other professionals demand English writing and reading skills and speaking competencies. "More and more today, in countries throughout the world, careers in commerce and trade, science and technology, health care, transportation, industry, manufacturing, and many other major fields of

study lay high English language requirements on employees, both in their home country and in assignments around the world” (Morley, 1995, p.492). Also, Anderson-Hsieh (1989), Celce Murcia (1991), Wong (1986), Morley (1987, 1988), are the early authors who have carried out the main studies where the central awareness is on how pronunciation issues could affect their professional profile negatively. With a globalized world, international trades, and even research fields, undergraduates not only need to prepare in their specific area of knowledge, but the acquisition of English as a foreign language has become a priority to become professionals. Specifically, when oral communication skills and clear speech evidence proficiency in the target language.

Research Questions and Objectives

Research Question

How does gamification help to strengthen oral interaction in web conferences with complementary Virtual English courses at SENA?

Specific Questions

How does gamification strategy help to increase students’ motivation to learn English in online settings?

What are the most suitable technological tools in a virtual learning environment to be used during a video conference with English dot works level 2 students?

Research Objectives

General Objective

To use gamification strategy to help strengthen oral interaction in video conferences of students at complementary courses at SENA

Specific Objectives

To define how gamification strategy help to increase students' motivation to learn English in online settings

To look for the most suitable technological tools in a virtual learning environment to be used during a video conference with English dot works level 2 students

Hypothesis

H1: The role of the tutor in web conferences is very important as a moderator encouraging oral interaction in English.

H2: The game allows learning in a fun way if it is well designed.

H3: Factors other than knowledge affect oral interaction in web conferences.

Rational for the Study

Research Topic

The main topic of this research focuses on gamification as a tool to strengthen the oral interaction of students of English as a foreign language within web conferences. One of the aspects taken into account in the research is the use of interactive and technological tools that involve students to actively participate, using the vocabulary learned in conversations generated through the game.

Although the course takes place on a virtual learning environment, gamification is used to promote a fun environment during synchronous meetings, allowing learners to be motivated to participate and interact with each other, regardless of whether they make mistakes, because what is sought is that they take the initiative and lose their fear of communicating. Although it is true that pronunciation, intonation and fluency are very important in learning English, during the research it is sought that the learners of the virtual course English dot works have a space in the web conferences as required by SENA, to give the first step is to interact orally and be able to

communicate in the language they are learning, since the rest of the skills will be achieved with practice within the platform.

SENA, as an institution, is in charge of training people in different labor fields, taking into account the demand for human resources that the country has. Considering each time, the programs they offer include a certain level of the English language, as this means that the profiles with which an apprentice graduates easily meet the requirements of the companies. Gamification is then used in this research as a tool for interaction between the apprentices, the instructor and classmates, making the apprentice face real situations that require oral production, managing to communicate feelings, thoughts, past, present and future events.

Scope

English as a foreign language is generally taught in Colombia based on the development of four skills, writing, reading, listening and speaking. Being the last one considered by the majority of students as the most difficult according to the basic Information survey applied to the population sample. (Table 2)

Within the pedagogical planning of the different levels of virtual English as complementary courses, these four skills are designed to be achieved as learning outcomes through activities such as readings, forums, audios, and videos. However, synchronous oral interaction has a limited space to practice what has been learned with the study material. For this reason, with the use of gamification, it is intended to provide a space in the weekly web conferences, where learners do not feel pressured to use correct grammatical structures, but can look for elements learned with the study material, which allow them to communicate in English, taking into account that when they learn in a fun way, they can remember what they have learned much more easily and, in this way and more practice, they can improve their target language.

Limitations and Delimitations of the Research

For the proper development of the course, students had to review the study material and tutorials depending on the learning activity that was being worked on. In this way, when they entered the scheduled web conference, they would have some background knowledge in terms of vocabulary and grammatical structure that would be consolidated in these meetings. However, some limitations that arose in the development of this study were the partial compliance of some participants to review the study material, limited access to both technological tools such as computers, cell phones, or microphones, and Internet connection.

Other external factors such as the time availability of students is affected by their work and family hours, making it difficult to comply to join web conferences.

Motivation also played an important role within the limitations to carry out this study, since if the student was not involved in the learning process and did not participate, the objective with the use of the determined game would not be achieved.

Significance of the Study

The current study aims to use gamification to help strengthen oral interaction in video conferences of students at English dot works complementary courses at SENA. In Using gamification as a strategy, it is also sought that the learning of the second language is acquired in a fun way, breaking with the scheme of traditional English teaching, impacting the lives of each one of the students regardless of their age. This also allows the student to put into practice what they have learned with the study materials and little by little overcome the fear of speaking since they will be exposed to a real conversation, managing not only to communicate in English, but also to correct everything that is not said correctly.

In turn, the instructors will be able to identify the progress of their students and correct any errors they may have, they could also find out how well students are taking the activities and if the student has any improvement during the sessions.

Literature Review

Introduction to The Literature Review

This chapter evaluates and synthesizes the relevant literature on the variables mentioned in the research problem, highlighting some authors who have given their contribution and will serve as support for new findings in the research process.

Throughout this chapter, you will also find the purpose of the review, which will examine the available literature on the variables that affect the improvement of students' oral interaction during a web conference throughout online game. The first part focuses on presenting different documents that contain research on learning English in a virtual environment and the technological tools that are now used in the learning process. In the second part, studies that have to do with gamification as a learning strategy and the benefits that this gives students and the role it plays in the new era of education. And finally, articles on oral interaction in learning English as a foreign language and the factors that influence its improvement, such as motivation.

State of The Art

Gamification has been proposed as a potential solution to enhance English oral interaction in web conferences. Several studies have explored the use of gamification techniques, such as point systems, badges, and feedback, to motivate learners to participate in web conferences and improve their speaking skills.

One study by Cui et al. (2019) investigated the effects of a gamified web conference platform on English speaking proficiency and participation. The platform incorporated game elements, such as points and badges, to encourage learners to speak more and receive feedback from peers and instructors. The study found that learners who used the gamified platform

showed significant improvements in their speaking proficiency and participation compared to those who used a non-gamified platform.

Another study by Wu et al. (2020) examined the effects of a gamified mobile app on learners' willingness to speak in English in web conferences. The app incorporated a point system and social networking features to encourage learners to engage in conversations with peers and instructors. The study found that learners who used the app showed higher levels of willingness to speak in English and reported a more positive attitude towards web conferences than those who did not use the app.

In addition, some researchers have proposed specific gamification techniques to enhance English oral interaction in web conferences. For instance, Xia et al. (2021) proposed a gamified feedback system that provides learners with immediate feedback on their speaking performance and encourages them to improve their pronunciation and grammar. The system incorporates game elements, such as levels and rewards, to motivate learners to practice more and receive higher scores.

Despite the promising results, some studies have also reported challenges and limitations of gamification in enhancing English oral interaction in web conferences. For example, some learners may perceive gamification as distracting or irrelevant to the learning task (Yuan et al., 2020). In addition, some learners may be more motivated by extrinsic rewards, such as points or badges, than by intrinsic motivation to learn English (Dörnyei, 2001).

To address these concerns, researchers have proposed various design guidelines for effective gamification in web conferences. For instance, Kapp (2012) recommends that gamification should be aligned with the learning objectives and provide meaningful feedback to

learners. In addition, Dörnyei and Ushioda (2013) suggest that gamification should consider learners' individual differences, such as their motivation style and learning preferences.

Overall, gamification has shown promising results in enhancing English oral interaction in web conferences. However, further research is needed to investigate the optimal design and implementation of gamification techniques in different contexts and for different learners.

Theoretical Framework

Technology and Virtual Learning Environments

Today, most people have a greater need to use technological means to be at the forefront not only in an academic environment but also in work, which allows them to expand their possibilities of promotion and improve their digital skills, thus facing a new and different world where information and technology show a different way of how to learn.

Acosta-Castillo (2016) stated that the challenge of educating older people in the use of ICT (Information and Communication Technology) must consider that this group of people has different “learning styles”, so their teachers must use special strategies oriented to involving them.

Moreno, M. (2008). He argues that in this new technological era, educational settings must be changed to virtual learning environments, allowing students to use information and communication technologies as tools to acquire knowledge, thus turning the teacher into a mediator of the learning process. For this, in these spaces the accessibility of knowledge inside and outside the educational institution must be promoted, allowing the interaction to share information.

The new educational reality where the information society is a support for the knowledge society, characterized by the use made of ICTs, requires educational models adapted to a training

context, which respond to the social and educational transformations generated by the development and advances of technology, it allows students to use new ways of initiating and understanding educational pedagogical processes, where they are the protagonists of their own learning. Pérez, R. (2018); Morales, S. (2020). Where the help of information technologies provides educational tools that are adapted to the specific learning needs of each student. "Fleming, 2014".

For this reason, an innovative learning culture is increasingly urgent where there is no specific time or place to learn, where contextualized education is provided, with tools and knowledge necessary to face the current world and the student can use what they have learned, outside of the educational context from work by competencies, which favors self-learning by seeking information based on their own motivations, interests, and expectations. Therefore, the updating of study plans is required to provide greater quality and coherence in the face of a new technological context, which is generating changes in the educational model towards other quality standards linked to competencies and abilities that allow them to develop in society as stated by Valdés, V., Gutiérrez-Esteban, P. (2018).

Considering the previously mentioned benefits obtained by using ICTs in learning, in this research, the most appropriate software and hardware were used to strengthen the oral interaction in the English language between tutor-student and student-student. These technological tools were such as the Internet allowing connectivity from anywhere in the world; zoom for web conferences where visual, written and auditory interaction is generated; Power Point and web pages, to design interactive games, microphone and web camera that allow oral, visual and auditory communication between participants. All these learning tools meet with one or more characteristics of information and communication technologies as showed in the following table.

Table 1*Characteristics of ICT'S*

	<i>Software</i>			<i>Hardware</i>		
	<i>internet/ paginas</i>	<i>zoom</i>	<i>power point</i>	<i>microphone</i>	<i>web cam</i>	<i>c/smartphone</i>
Easy Access	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Allows Interactivity	Always	Always	Sometimes	Always	Always	Always
Knowledge transmission	Always	Always	Always	Always	Always	Always
Cheap	Sometimes	Always	Always	Sometimes	Sometimes	Sometimes
Needs adaptation	Always	Always	Always	Always	Always	Always

Note. Table 1 shows the characteristics of the most appropriate ICTs used in the research to strengthen oral interaction.

Gamification

Gamification, the incorporation of game elements and principles into non-game contexts, has a history that spans several decades. In the Early 1900s - 1960s, behaviorism laid the foundation for understanding how rewards and positive reinforcement can influence behavior. Skinner, B. F. (1938).

In 1970s - 1980s, the rise of video games and arcades introduced interactive entertainment to a broader audience. Kent, S. L. (2001). Then, in 1990s, Loyalty programs in marketing adopted game-like mechanics to incentivize customer engagement. Werbach, K., & Hunter, D. (2012).

Since 2000s, Gamification has been used as a tool in learning English to make the process of acquiring language skills more attractive and effective. In the early years of the decade, online platforms emerged that tried to combine gaming and language learning. Zyda, M. (2005). Also "Serious games" designed specifically for language learning, including English, were developed. Cornillie, F., Thorne, S. L., & Desmet, P. (2012)

During the 2010s, Gamification gained widespread attention across industries, supported by research on its effectiveness. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Mobile applications and online platforms began to incorporate gamification elements to motivate students to practice English. Peterson, M. (2014)

Gamification today relies on advanced technology, including chatbots, artificial intelligence, and data analytics to personalize the learning experience. English learning continues to evolve as new ways to engage students and improve language retention are explored. Hamari, J., Koivisto, J., & Sarsa, H. (2014).

Gamification is a term that expresses how the game can be used in situations not related to it but for students to learn in a fun way, and this motivates them to continue improving in whatever they are learning. Figueroa (2015), states that using gamification in classes of another language helps improve learning in different skills and in turn, motivates collaboration and interaction.

Gamification as a learning strategy that brings with it benefits for students; it activates the motivation for learning, they obtain constant feedback, learning is more significant allowing greater retention in memory as it is more attractive, it develops more autonomous learners, they generate competitiveness to the while collaboration and connectivity capacity between users in the online space among others. (Borras, 2015); Cantador-Gutiérrez (2016), points out that this competitiveness, will be promoted in a healthy way where the prize received is of little importance since the focus of attention is learning.

The authors Llorens-Largo et al. (2016), explained how when people have fun during activities, they release an amount of dopamine, enough to activate feelings that help improve academic performance and learning skills, reducing lack of concentration and demotivation.

Oral Interaction

According to Jiménez & Banegas, 2017, oral interaction is a communicative act between two or more individuals who are physically present or separated in space by technological means, in which the participants alternate between listening and speaking, following a communicative intention, and using verbal and nonverbal resources. Also, Gass & Mackey, 2015 said that Oral interaction refers to the dynamic process of exchanging messages between two or more speakers in a face-to-face situation, which involves the negotiation of meaning, the coordination of linguistic and non-linguistic cues, and the construction of social relationships.

Some oral interaction in web conferences research studies identify key factors that influence the effectiveness of online language teaching and learning. They provide a comprehensive overview of the existing literature and help to identify gaps and future directions for research in this area. Yang and Chen (2018) conducted a literature review of studies in oral interaction in synchronous online language learning environments, including web conferences. They identified key factors that influence oral interaction, such as learner characteristics, technology affordances, task design, and teacher roles, and discussed the implications of these factors for effective online language teaching and learning.

The authors highlight the importance of learner characteristics in facilitating effective oral interaction in web conferences, such as language proficiency, motivation, and willingness to communicate. They also discuss the role of technology affordances, such as video conferencing software, chat tools, and microphones, in enabling and enhancing oral interaction.

Task design is identified as another important factor in promoting effective oral interaction in web conferences. The authors suggest that tasks should be designed to encourage

collaboration, negotiation of meaning, and use of authentic language, and should be adapted to learners' interests and needs.

Finally, the authors discuss the role of teachers in facilitating effective oral interaction in web conferences, including providing feedback, modeling appropriate language use, and promoting learner autonomy. They emphasize the importance of teacher training and professional development in preparing teachers to effectively integrate technology into their language teaching practices.

Conceptual Framework

Virtual education has radically transformed the way we learn and teach, and an essential part of this process is web conferencing. These digital platforms have opened up a world of possibilities, allowing students and educators to connect online and participate in interactive learning experiences in real time. However, to ensure effective learning, constant feedback is essential. In this context, technological resources play a fundamental role in providing the necessary tools to evaluate and improve oral interaction. Additionally, various factors, such as audio quality, Internet connection, and communication skills, can influence the effectiveness of oral interaction in a virtual environment. Therefore, it is crucial to understand how these concepts relate and combine to create a successful and enriching online educational environment.

Virtual Education

The use of digital technologies to deliver education and training courses, often involving remote interaction between teachers and students. They also emphasize the flexibility and convenience of virtual education, which can be accessed from anywhere with an internet connection. According to Bailey (2019), Virtual education is a form of education in which students are not physically present in a traditional classroom setting, but are instead enrolled in

courses that are delivered online or through other remote means. Ally, (2019) said that is a term used to describe the delivery of education and training courses using digital platforms and tools, such as online courses, webinars, and video conferencing.

Web Conference

The use of digital technologies to facilitate real-time communication, collaboration, and sharing of information among participants in different geographic locations. They also emphasize the convenience and flexibility of web conferences, which can be accessed from anywhere with an internet connection. Web conferencing refers to the use of digital technologies to facilitate real-time meetings and presentations over the internet. This typically involves the use of webcams, microphones, and other tools to allow participants to interact with each other in a virtual environment." (Gros, 2016). According to Educause (2021) Web conferencing is a web-based tool that enables remote communication, collaboration and sharing of documents, audio and video among geographically dispersed participants in real time.

Vurdien (2019) says that video conferencing improves young students' communicative competence in terms of speaking skills and lexical resource. Likewise, Yamada's (2009) work revealed that video conferencing develops young people's practical skills in speaking foreign languages.

Factors that Affect Oral Interaction

From my personal experience as a teacher, I can affirm that both face-to-face students and virtual students have some difficulties when it comes to speaking when they are learning English as a foreign language, and this is not entirely due Language proficiency, according to Salamon (2011) who says that Language proficiency has been identified as a key factor influencing the ability of students to engage in oral interaction during web conferences, there are

also other factors that influence the fact that their oral interaction is very low. Cultural differences can significantly impact the way individuals communicate, which can pose challenges for virtual students from different cultural backgrounds. (Rovai, 2002). Also Lack of participation by some students can stifle oral interaction and diminish the overall effectiveness of the web conference (Cain & Policastri, 2015).

The size of the virtual group can impact the level of participation and oral interaction. Smaller groups may lead to more active participation and greater interaction among students." (Shi & Morrow, 2006).

In addition to the factors exposed above, it is also important to mention emotional factors, which today greatly influence learning. Anxiety is one of those feelings, the negative impact of anxiety on language learners is significant, as it can hinder their performance in multiple ways. Anxiety can indirectly affect learners by making them worry and doubt themselves, and directly impact them by reducing their participation and causing them to avoid using the language altogether. This type of anxiety can also result in declining motivation, negative attitudes, and beliefs about language learning, as well as difficulties in language performance. The presence of inhibition is associated with a desire to safeguard one's self-esteem and evade situations that may pose a risk to it. This inner conflict may arise due to the tension between our self-critical and performing selves. (Lafont, L, 2007)

Feedback

Teacher feedback in web conferences refers to the feedback provided by the teacher to students during online classes or virtual learning environments, using web conferencing tools such as video conferencing, chat, or audio feedback. This type of feedback aims to enhance the students' learning experience, improve their performance, and provide motivation to continue

participating in the course. The teacher can give feedback on different aspects, such as language accuracy, fluency, pronunciation, or content, using different techniques such as correction, reformulation, or praise. Teacher feedback in web conferences is a crucial element in promoting effective communication and learning in virtual classrooms. Shute (2008) highlights the importance of feedback that is both formative (aimed at improving current performance) and summative (aimed at evaluating performance against a standard). Hattie and Timperley (2007) argue that feedback is one of the most powerful influences on student learning and achievement.

Immediate feedback allows students to correct pronunciation, grammar or vocabulary errors instantly. This is especially valuable in learning a second language, as it helps avoid internalizing errors that may be difficult to unlearn later. Additionally, it reinforces the learning process by providing students with a sense of achievement and confidence that they are progressing. This can increase their motivation and commitment to the language, as they see tangible results from their efforts. Likewise, instructors can adapt their teachings and exercises based on the specific needs of each student, providing personalized feedback that addresses their weaknesses and areas of improvement.

Technological Resources

The meaning of "technological resources" can be expressed as tools or means that originate from the application of scientific and technical knowledge to improve and facilitate various human activities. These resources cover a wide range of devices, systems and applications that take advantage of technological advances to optimize efficiency, communication, access to information and problem solving in various contexts. Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2014).

Technological resources play a fundamental role in teaching English as a second language, as they make the learning process more attractive, interactive and accessible. These resources offer students a wide range of tools and opportunities to improve their English skills, adapting to different learning styles and specific needs. In virtual learning environments, technological resources are essential, due to their ability to make learning more accessible, flexible and effective, while giving students the opportunity to personalize their experience and receive constant feedback to improve their skills in language.

Research Design

Introduction to The Research Design

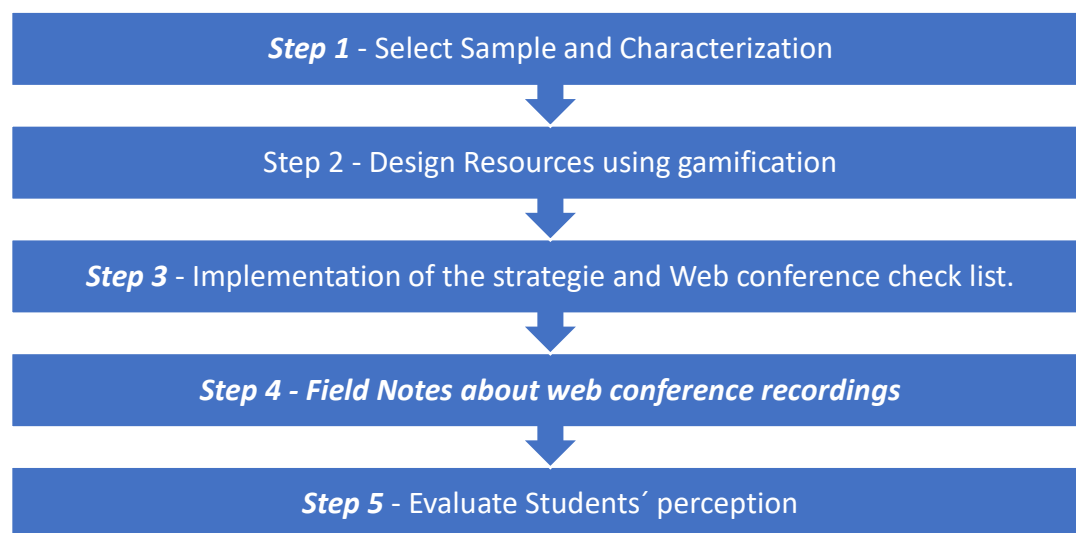
This chapter describes the methodological design that was used to obtain the necessary information for the development of this research, in the same way, the stages that were followed to analyze the performance of the students of the virtual English courses of the SENA using gamification as strategy to strengthen their oral interaction.

Methodological Design

The methodological design was developed following 6 steps in an organized way that allowed to choose the sample and characterize it, schedule the web conferences, design the resources using gamification according to the studied topic to be applied later during the online meetings, then, evaluate students according to the learning results criteria, the systematization of the information collected and finally the analysis of the results.

Figure 1

Data Analysis Procedures



Note: Steps followed during the Research analysis

Research Method

This research was carried out as a participative action research, exploring and first understanding the problem presented by the population, using the qualitative method seeking to know the reality of the students in a virtual learning environment and the interaction of the present English language. For this, the technique of participatory observation was used to monitor the students under study through virtual weekly meetings, using gamification as a strategy, using games as a learning tool and applying checklists according to the evaluation criteria designed in the course learning guides. Opinion surveys were also applied to the students to collect information to interpret the existing reality and explain the cause-effect relationship that affects the low level of interaction in English. In essence, this method seeks to interpret the opinions, thoughts and reflections of the subjects participating in the study. Harmer and Lee (2011) point out that gamification can be used as a method applied to the language learning process using game techniques that allow the student to have a motivating educational experience.

As instruments to gather information, at the beginning of the study an initial survey was used to collect basic and contact information from students and identify their English study background. (See Appendix C). Also, observation guides were applied in this study, using a check list to evaluate students' progress at the end of each web conference and web conference transcriptions were also analyzed to identify significant moments where students interacted orally. At the end, an evaluation survey was used to know the opinions, experiences and level of satisfaction of the sample of the study.

All the results from the basic information survey and evaluation survey were exported to excel documents to analyze the information and graphic the results.

Once a week a web conference was scheduled to apply gamification according to the learning activity they were studying in the course, and check lists were used, considering the evaluation criteria to observe the improvement or not that the student had. Each session lasted about one hour. The first 15 minutes were used to answer some questions they had about the content of the learning activity, and the rest of the time, they performed games such as “spin the roulette,” “match the card,” “hangman,” “clown overboard” among others. When each session ended, students’ improvement was graded using the evaluation checklist, according to the learning activity they worked on.

This research focuses on strengthening oral interaction in the English language using gamification as a learning strategy in web conferences in the SENA English Dot Works courses. According (Borras, 2015) utilizing gamification in educational strategies offers several advantages to learners. It serves as a catalyst for motivation, provides ongoing feedback, enhances the meaningfulness of learning, which, in turn, improves memory retention due to its engaging nature. Furthermore, it fosters autonomy among learners, encourages competitiveness, and enhances collaboration and connectivity among users in the online environment, among other benefits.

This initiative arises from the experience as a virtual instructor where there was evidence of low oral interaction among the students in the development of the synchronous meeting. In this way, the aim is to involve students, attract their attention and motivate them to overcome their fear of speaking in another language and communicate their thoughts and opinions on a specific topic. Llorens-Largo and colleagues (2016) elucidated that engaging in enjoyable activities triggers the release of dopamine, which in sufficient quantities, stimulates emotions that contribute to the enhancement of academic performance and the development of effective

learning skills. This, in turn, mitigates issues such as reduced concentration and lack of motivation. Action research allows a search for solutions to identified problems to be carried out in the teaching environment and practices that can be changed in the future, since opportunities to plan and implement innovative strategies in favor of better student performance in a given subject.

Action research (AR) is not just another social science “method”, but a fundamentally different way of doing research and action together for social change. Participation not only has a moral value, but is essential for the success of the process, since the complexity of the problems addressed requires the knowledge and experience of a wide spectrum of actors. AR is neither a method nor a technique: it is a life strategy that includes the creation of spaces for collaborative learning and the design, execution and evaluation of liberating actions. (Greenwood, 2016: 97)

Research Approach

The research approach is descriptive, taking into account that although there are documents that speak of education in virtual environments, gamification and oral interaction separately, not much information is found on the use of these in the complementary English courses at SENA. This method allows to evaluate some characteristics of a population or a particular situation, related to oral interaction in English and gamification.

Context of the Research

Population and Sampling Procedures

Each virtual English course was assigned with 80 learners. For this research, two classes of English Dot Works Level 2 were taken into account, and 160 apprentices were then enrolled, who were invited to participate in the study by sending them an informed consent form by mail, presenting the reason why it was carried out and the implications that the research would have.

However, 46 of the 160 students never entered the courses, and three withdrew voluntarily. Seventeen out of the twenty people who signed the informed consent, responded to the first characterization survey.

Researcher's Impact

The study presented responds to the low oral interaction in the English language to which students of a complementary virtual program are exposed in a context where learning this language has become a requirement in most companies to meet the requirements of employment relationship. Hence, the most important consideration in this research is to strengthen the students at a communicative level and thus they can have new opportunities. Professional profiles are negatively affected in the labor market, and insecurity in oral communicative discourse in English (Akyol, 2013). This is why gamification is used as a tool, making students learn in a fun way. Llorens-Largo et al. (2016), explained how when people have fun during activities, they release an amount of dopamine, enough to activate feelings that help improve academic performance and learning skills, reducing lack of concentration and motivation.

People recently went through a global pandemic, where most of them had to find a way at home to not only work and equip themselves with tools that will help them carry out their work, but to find ways that will also help them continue with their study and have fun. At this time, virtual courses, especially in English became much more desirable, since interested people could study from their homes and obtain their certificates, then becoming gamification in virtual learning environments a successful methodology in Colombia and around the world. (Carrillo & Flores, 2020; Marchlik et al., 2021; Murphy, 2020; Ruiz Zamora, 2020).

On the other hand, previous studies have shown how gamification has a positive impact on the development of different skills in learning a second language, however given in different

contexts than SENA complementary virtual courses. Thus, the results obtained in this research will be part of future research on the process of improvement in oral interaction in English as a means of communication among students, who will be exposed to real situations within web conferences in order to face real situations, in their daily life.

Ethical Protocol

This research was developed considering the guidelines and institutional research statutes given by the institutions involved, on the one hand, UNAD as an educational institution in which the study is presented and on the other hand SENA, where the research was carried out.

Confidentiality, Privacy and Identity Protection. Steps were taken to safeguard the participants' privacy rights, confidentiality of their personal data, and access to information in accordance with the guidelines of the Constitutional Court of Colombia. As outlined in Article 8 of Law 1581 of 2012 / Decree 1377 of 2013, the participants' constitutional rights to access, delete, update, and correct any of their personal information collected, stored, or processed were acknowledged. The use of participants' images or recordings would require their explicit consent. The study recognizes that images of individuals are considered personal data under the provisions of Law 1581 of 2012.

Consent Form. Two consent forms were prepared and delivered, first to the deputy director of SENA to inform the name of the project, its implications and request authorization for its implementation with the groups assigned at the time of the investigation (See Appendix A), as well as the copy of the second informed consent that was delivered to each of the students who wanted to participate in the investigation. (See Appendix B)

Researcher Commitment. I declare that I have the characteristics to carry out this research as an experience in the process of academic and investigative training. In addition, I declare my commitment to comply with the schedule to achieve the proposed objectives.

Interest Conflicts. The organizations involved in this plan are Universidad Nacional Abierta y a Distancia (UNAD) and Servicio Nacional de Aprendizaje (SENA). There are no copyright or publication conflicts arising from the research, since the products resulting from study implementation are used to acknowledge and assess research groups and researchers.

Environmental Protection. The development of this research proposal does not pose any risk to the environment.

Data Collection Techniques

Description and Rationale of the Instruments

To carry out an investigation, data collection techniques such as observation, surveys, experiments, interviews, focus groups, among others mentioned by Walliman, N. (2011), must be considered. For the purposes of this research, the technique of surveys and participatory observation was used because within the guidelines established by SENA as the institution that assigns the English dot Works level 2 course, the tutor must be part of the web conference and generate a space of interaction in the target language. Regarding the above, fourteen instruments were designed to know the real situation of the participants and their performance during the research, revealing relevant information to take into account in future research.

Basic Information Survey. With this instrument it was possible to characterize the participants taking into account 20 items related to their personal information, their background with the English language and their expectations with it. (See Appendix C)

Web Conference Check Lists. Four of these instruments were applied to the participants in each of the virtual meetings, considering the evaluation criteria, worked for each learning activity and each gamification element created for each of them. This instrument allowed analyzing the performance of the participants according to their oral interaction in each meeting. (See Appendix D)

Field Notes. The field notes refer to a technique that is derived from observation whose objective is to provide elements of memory, possibility and tool at hand for the researcher. It is also part of an ethnographic analysis framed in the qualitative exercise. Four of these instruments were written to favor the investigation and have the details of each of the web conferences and to be able to analyze the behaviors of the participants with the methodology used. (See Appendix E)

Web Conference Transcripts. This instrument was used to describe the exact moments in the web conferences, where the participants interacted, allowing the student's performance to be identified.

Evaluation Survey. This instrument was used at the end of the last web conference with a series of 22 questions about how they perceived the meetings and the level of satisfaction regarding the interaction and gamification activities that were available in the process. (See Appendix F)

Validation Procedures

Surveys Validity. The basic information survey was designed through Microsoft forms with the objective of knowing more about the participants, not only their names but also some aspects such as their ages, cities of residence, their occupations, as well as their background with the English language. This survey can be seen at the link <https://forms.office.com/r/9pA8sWKwWV> (See Appendix C). The Evaluation survey was

designed through Microsoft forms with the objective of knowing about the perception of the participants about the implementation of gamification during their web conferences. This survey can be seen at the link <https://forms.office.com/r/SYJTJNSjrF> (See Appendix F).

Check Lists Validity. The checklists were created in Excel sheets, considering the curricular design of the English dot Works 2 course where the evaluation criteria for each course learning guide are found as shown in table 5. To view the learning guides in the (See Appendix D).

Field Notes Validity. These notes were taken by watching the recording of each session in a word document, in order to capture relevant information about the performance of the students and the opinions they had during the session. To read each note in (See Appendix E).

Transcripts Validity. To analyze these transcripts an online software named “Transkriptor” was used in order to capture the exact minute of students and tutor interaction.

Pedagogical Intervention and Application

Instructional Design

Considering that according to the guide of orientations for training in virtual learning environments, a weekly web conference of at least one hour must be scheduled, where concerns are answered, the contents of the corresponding unit are exposed and the realization of the tasks programmed in the schedule of activities are explained, it was identified that the students' oral interaction time in English was very limited, which is why as a first intervention, video tutorials were created where the activities of each unit are explained step by step and they were sent to each participant before the meeting. With this, it was possible to reduce the time dedicated to solving questions about the realization of the activities and there would be more time to spend in oral interaction.

For the second intervention a gamification activity was design according to the evaluation criteria and the learning goal, most of them were created in power point presentation, and other ones using web pages such as www.liveworksheets.com, www.eslkidsgames.com. To see some of the games go to (See Appendix G)

Development of Application

Students joined the web conference on the day and at the scheduled time, attendees were first asked if they had any questions about the previously submitted tutorials, and the questions posed were answered. Afterwards and taking into account the topics programmed within the learning activity, the different games were presented with the corresponding instructions for each one. Since the group corresponds to a basic level, the instructions were also given in Spanish. Once it was clear that all the participants had understood the instructions, they began to play and learn.

On some occasions, the learners stated that they did not understand the question or some phrases used in the activities and the indicated feedback was immediately given. At other times during the practice, the participants understood the question but found it difficult to express themselves in English to give their answer and the indicated feedback was also immediately given, emphasizing the pronunciation.

Data Analysis and Findings

Introduction to Data Analysis and Findings

This chapter provides the importance of the analysis and findings obtained, the pedagogical implications of research, the limitations of this study and the recommendations for further studies. It also answers the research question: How does gamification strengthen oral interaction in web conferences in virtual complementary English courses at SENA?

Data Management Procedures

In the study, a results analysis plan was established using a descriptive approach based on the proposed objectives. The information obtained in the application of the ten instruments was exported to excel allowing filtering the relevant information to be analyzed. In addition, this also allowed showing the results through tables and graphs, as well as the interpretation of the different variables identified in the qualitative study.

Basic Information Survey

This survey was created in a Microsoft form with 20 questions about personal and English background information, it was sent to students' personal emails using the platform inbox and personal email. After the information was collected, it was exported to an excel document to be analyzed.

Table 2*Students Basic Information*

Student Code	Age	City	Occupation	Marital Status	Have you study English?	How did you study English?
1	29	Bogotá	Accountant Assistant	Single	Yes	Virtual
2	37	Funza	Employee	In a relationship	No	Virtual
3	29	Bogotá	SST Auxiliary	Single	Yes	Virtual
4	21	Soledad	Student	Single	No	Virtual
5	41	Bogotá	Independent Worker	Married	Yes	Presencial
6	43	New York	Student	Married	Yes	Presencial
7	52	Cúcuta	T.V. Producer	Single	Yes	Presencial
8	22	Pereira	Student	In a relationship	Yes	Virtual
9	19	Cartagena	Student	Single	Yes	Presencial
10	32	Bogotá	IT Analyst	Married	Yes	Virtual
11	51	pereira	Government Contractor	In a relationship	Yes	Virtual
12	16	Pereira	Student	Single	Yes	Presencial
13	17	Socorro	Student	Single	Yes	Presencial
14	37	Itagüí	Carpentry technician	Single	Yes	Virtual
15	33	Bogotá	Aux máster comercial	Single	No	Virtual
16	52	Cúcuta	Video and Audio Producer	Single	Yes	Presencial
17	41	Soacha	Unemployed	Married	Yes	Virtual

Note: Table 2 shows some students basic information, collected from the Basic Information survey.

According to the basic information survey, 16 people live in different cities in Colombia and 1 in New York, their ages are between 16 and 52 years old, where students were divided in age ranges from 14 to 19 years, 20 to 29, 30 to 39, 40 to 49 and 50 and up which is equivalent to 17,6% of the sample in each age range and their occupations range from students to businessmen. Talking about their marital status, 59% of the participants are single, 17,6% are in a relationship and 23,4% are married. Also, 82.3% of the participants stated that they had studied an English course before, 7 students did it in virtual classes and 7 students did it face to face classes.

The inclusion of demographic data such as age, city of residence, occupation, marital status, and level of education in English, whether through virtual or in-person studies, is essential for a complete and enriching demographic description of the research sample. Age can provide

insights into different stages of life and their implications for attitudes and behaviors, while city of residence and occupation offer insights into specific socioeconomic and cultural contexts. Marital status contributes to understanding family dynamics and life decisions. Furthermore, knowing whether the participants have studied English and the study modality reveals valuable information about the educational diversity and linguistic skills of the group, crucial factors in the interpretation of results and in the application of findings in specific contexts. Together, these demographic data provide a comprehensive framework that allows researchers to accurately contextualize and understand the complexities inherent to the sample studied.

Table 3

Students' Perception About English Skills

ID	Based on your English learning experience, What is the skill you are afraid the most to be exposed when learning English?(¿Cuál es la habilidad que más le temes estar expuesto al aprender Inglés?)
1	Speak (Hablar);
2	Speak (Hablar);
3	Listen (Escuchar);Speak (Hablar);
4	Read (Leer);
5	Speak (Hablar);
6	Listen (Escuchar);Speak (Hablar);
7	Listen (Escuchar);
8	Speak (Hablar);
9	Speak (Hablar);
10	Speak (Hablar);
11	Listen (Escuchar);
12	Speak (Hablar);Listen (Escuchar);
13	Listen (Escuchar);Speak (Hablar);
14	Speak (Hablar);
15	Speak (Hablar);Listen (Escuchar);Write (Escribir);
16	Listen (Escuchar);
17	Speak (Hablar);

Note: Table 3 shows the English language skills that students are afraid the most to be expose.

According to the basic information survey, 17 people answer the question based on their English experience, “what is the skill you are most afraid of to be exposed when learning English?”; where Speaking got the first place with 13, then, the second place was Listening with 8 and reading and writing with 1 each.

Study Material

Interactive Activities

Figure 2

Instructions Interactive Activity Recipe

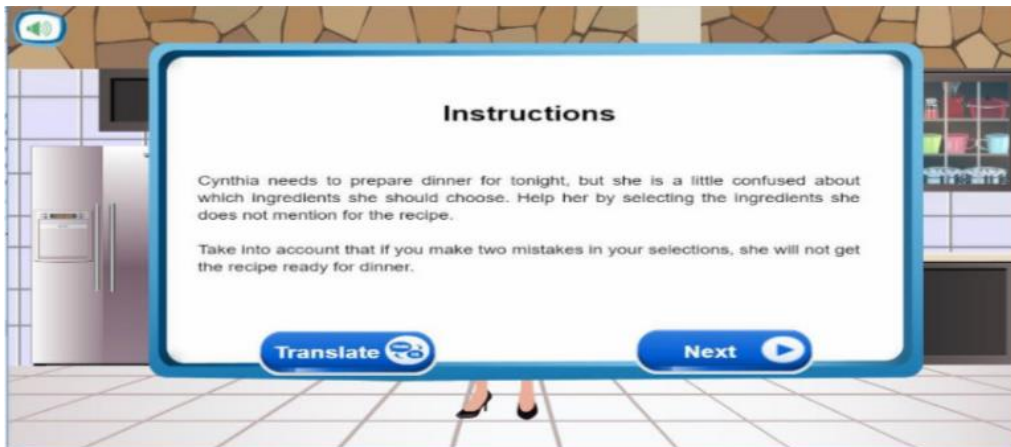


Figure 3

Interactive Activity Recipe



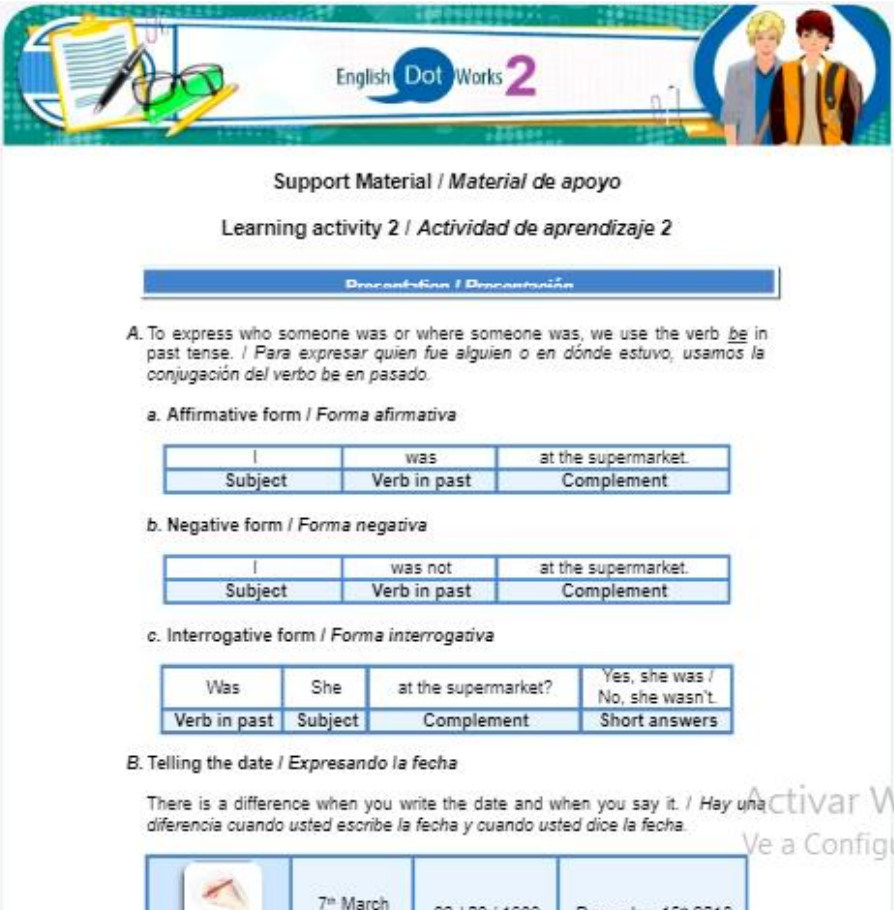
Note: Figure 2 and 3 are screenshots of an interactive activity taken from “the English dot works level 2 course in territorium platform” by Cardona, E., (2022)

English Dot Works Level 2 has four interactive activities that should be done by students. There, students receive some instructions to complete the activity. They also have access to audios, videos and readings which allow them to practice skills such as listening, reading and writing, however, they are not able to orally interact with it, to practice some speaking skills.

Documents

Figure 4

Support Material EDW 2



Support Material / Material de apoyo

Learning activity 2 / Actividad de aprendizaje 2

Presentación / Presentación

A. To express who someone was or where someone was, we use the verb be in past tense. / Para expresar quien fue alguien o en dónde estuvo, usamos la conjugación del verbo be en pasado.

a. Affirmative form / Forma afirmativa

I	was	at the supermarket.
Subject	Verb in past	Complement

b. Negative form / Forma negativa

I	was not	at the supermarket.
Subject	Verb in past	Complement

c. Interrogative form / Forma interrogativa

Was	She	at the supermarket?	Yes, she was / No, she wasn't.
Verb in past	Subject	Complement	Short answers

B. Telling the date / Expresando la fecha

There is a difference when you write the date and when you say it. / Hay una diferencia cuando usted escribe la fecha y cuando usted dice la fecha.



	7 th March 2013	22 / 06 / 1939	December 15 th 2013
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Figure 5*Study Material EDW 2*


The screenshot shows the header of a study material page. On the left, there is an illustration of a clipboard with a pen and glasses. In the center, the logo 'English Dot Works 2' is displayed. On the right, there is an illustration of two people, a man and a woman, standing together. Below the header, the title 'Food and restaurants / Comida y restaurantes' is centered. The main text describes the learning activity and provides introductory material in both English and Spanish. A blue button labeled 'Introductory material / Material Introductorio' is also visible.

Food and restaurants / Comida y restaurantes

In this learning activity, you will learn about useful language to describe food and beverages. Also you will learn useful language to interact in a restaurant and place an order. / *En esta actividad de aprendizaje, aprenderá sobre temas importantes como comida y bebidas. También aprenderá sobre expresiones útiles para interactuar en un restaurante y ordenar comida.*

Introductory material / Material Introductorio

Dear learner, / *Estimado aprendiz:*

This material will help you study the topics related to learning activity 1. / *Este material le permitirá estudiar los temas relacionados con la actividad de aprendizaje 1.*

We are going to start by studying some vocabulary and expressions related to food and restaurants. Then we will see the language used to interact in this context. / *Vamos a empezar estudiando algunas expresiones y vocabulario relacionado con alimentos y restaurantes. Luego, estudiaremos el lenguaje necesario para interactuar en este contexto.*

Note: Figure 4 and 5 are screenshots of pdf documents containing the study and support material of a learning activity in an English Dot Works Level 2 course. Taken from “the English dot works level 2 support material and study material in territorium platform” by Cardona, E., (2022)

This virtual course has four different learning activity based in different topics; the students were able to download not only the study materials but also support material. In those documents students could find a lot of vocabulary and grammar structures related to each topic as well as activities to practice reading and writing skills, however, it is impossible to practice listening or speaking skills.

Considering both interactive activities and pdf documents descriptions above, students do not have ways to practice their speaking skills more than the weekly web conferences, scheduled by the instructor.

Web Conference Check lists.

After analyzing the survey of basic information, the meetings of the web conferences were scheduled for each learning activity and the tutorials corresponding to the explanation of each piece of evidence to be delivered were sent in advance, so that in this meeting the students could ask about their doubts.

Each checklist was created according to the learning goal and the evaluation criteria set out in the course learning guides. (See Appendix D). These lists were applied to each participant after each web conference, according to their performance. To be analyzed, an Excel table was generated with the number of participants with the same result.

Gamification in web conference – Learning Activity 1

Table 4

Students' Evaluation Checklist in Learning Activity 1

<i>EVALUATION CRITERIA</i>	<i>GAMIFICATION</i>	<i>NO</i>		<i>YES</i>		<i>SOMETIMES</i>	
		<i>No. P</i>	<i>%</i>	<i>No. P</i>	<i>%</i>	<i>No. P</i>	<i>%</i>
Describe your food preferences taking into account the required vocabulary.	Role play - at the restaurant	0	0	15	79	2	11
Describe the existence and location of something or someone with the required structure and vocabulary.	Box surprise	1	5	14	74	2	11
Exchange information about food and drinks using the required structure and vocabulary.	Conversation Cards (Learn hip)	0	0	15	79	2	11

Note: Table 4 shows the number and percentage of students who interacted orally in each game activity corresponding to Learning Activity 1

The first web conference was attended by 17 students, who interacted orally with the different gamification activities. 79% of the participants described their food preferences, considering the required vocabulary. 11% sometimes did. 74% told the existence and location of something or someone with the required structure and vocabulary, 11% did it sometimes, and 5% could not describe it. 79% exchanged information about food and drinks using the required structure and vocabulary and 11% did it sometimes.

Gamification in web conference – Learning Activity 2

Table 5

Students' Evaluation Checklist in Learning Activity 2

EVALUATION CRITERIA	GAMIFICATION	NO		YES		SOMETIMES	
		No. P	%	No. P	%	No. P	%
Describe past experiences taking into account the required grammatical structure, vocabulary and context.	Board Game - simple past questions (Learn Hip)	0	0	9	90	1	10
Use ordinal and cardinal numbers when referring to past events.	Story Cards (Learn Hip)	0	0	6	60	4	40
Use the regular and irregular verbs in the simple past with the required structure and vocabulary.							
Describe vacation experiences using the required grammatical structure, vocabulary and context.	Clown overboard	2	20	8	80	0	0

Note: Table 5 shows the number and percentage of students who interacted orally in each game activity corresponding to Learning Activity 2

The second web conference was attended by 10 students, who interacted orally with the different gamification activities. 90% of the participants described past experiences considering grammatical structures and correct vocabulary, and 10% sometimes did. 60% used cardinal and

ordinal numbers when referring to past events as well as regular and irregular verbs in the simple past with the required structure and vocabulary, and 40% did it sometimes. 80% described vacation experiences using the required grammatical structure, vocabulary and context and 20% did not.

Gamification in web conference – Learning Activity 3

Table 6

Students' evaluation checklist in Learning Activity 3

EVALUATION CRITERIA	GAMIFICATION	NO		YES		SOMETIMES	
		No. P	%	No. P	%	No. P	%
Describes places, cities and people with the required grammatical structure, vocabulary and context	Match the card (word wall)	0	0	9	90	1	10
Compare places and objects taking into account the required grammatical structure, vocabulary and context.	Board Game - Comparatives and Superlatives (Learn Hip)	2	20	8	80	0	0

Note: Table 6 shows the number and percentage of students who interacted orally in each game activity corresponding to Learning Activity 3

The third web conference was attended by 10 students, who interacted orally with the different gamification activities. 90% of the participants described places, cities and people with the required grammatical structure, vocabulary and context and 10% sometimes did. 80% compared places and objects taking into account the required grammatical structure, vocabulary and context and 20% did not do it.

Gamification in web conference – Learning Activity 4

Table 7

Students' Evaluation Checklist in Learning Activity 4

EVALUATION CRITERIA	GAMIFICATION	NO		YES		SOMETIMES	
		No. P	%	No. P	%	No. P	%
Express duties and obligations, taking into account the required grammatical structure, vocabulary and context.	Roulette Game	1	8	8	67	3	25
Describe places, cities and countries taking into account the required vocabulary and context.							
Use the prepositions of movement with the required structure and vocabulary.	Hang Man prepositions and and Modal verbs		0	12	100		0
Describe the preparations for a trip taking into account the required structure, vocabulary and context.	Where is the ball?		0	10	83	2	17

Note: Table 7 shows the number and percentage of students who interacted orally in each game activity corresponding to Learning Activity 4

The fourth web conference was attended by 12 students, who interacted orally with the different gamification activities. 67% of the participants were able to express duties and obligations, also described places, cities and countries considering the required grammar structure, vocabulary and context; 25% did it sometimes and 8% did not. 100% used prepositions of movement with correct grammar and vocabulary. 83% described the preparation for a trip considering the required structure vocabulary and context; 17% did it sometimes. The above means for this study that the people who attended and did not participate are not clear about the objective of the meeting, taking into account that from the beginning clear rules were established regarding the use of the microphone for speaking practice.

Table 8

Gamification In Web Conference Results Summary

COMPETENCE	LEARNING GOALS	EVALUATION CRITERIA	GAMIFICATION ACTIVITY	RESULTS
Interact with others in a foreign language according to the provisions of the Common European Framework of Reference for languages.	Exchange information with countable and non-countable nouns, making use of the required structure and vocabulary. (RAP 1)	Describe your food preferences taking into account the required vocabulary.	Role play - at the restaurant	84% did interact positively in the web conferences. 16% sometimes did interact
		Describe the existence and location of something or someone with the required structure and vocabulary.	Surprise the box	84% did interact positively in the web conferences. 11% sometimes did interact. 5% did not interact during the web conferences.
		Exchange information about food and drinks using the required structure and vocabulary.	Conversation Cards (Learn hip)	89% did interact positively in the web conferences. 11% sometimes did interact.
	Narrate past experiences using the required grammatical structure and vocabulary. (RAP 2)	Describe past experiences taking into account the required grammatical structure, vocabulary and context.	Board Game - simple past questions (Learn Hip)	90% did interact positively in the web conferences. 10% sometimes did interact
		Use ordinal and cardinal numbers when referring to past events.	Story Cards (Learn Hip)	60% did interact positively in the web conferences. 40% sometimes did interact.
		Use the regular and irregular verbs in the simple past with the required structure and vocabulary.		80% did interact positively in the web conferences. 20% did not interact during the web conferences.
	Make comparisons using the required grammatical structure and vocabulary. (RAP 3)	Describe places, cities and people with the required grammatical structure, vocabulary and context	Match the card (word wall)	90% did interact positively in the web conferences. 10% sometimes did interact
		Compare places and objects taking into account the required grammatical structure, vocabulary and context.	Board Game - Comparatives and Superlatives (Learn Hip)	80% did interact positively in the web conferences. 20% did not interact during the web conferences.
	Exchange information using modal verbs with the required structure and vocabulary. (RAP 4)	Express duties and obligations, taking into account the required grammatical structure, vocabulary and context.	Roulette Game	65% did interact positively in the web conferences. 25% sometimes did interact 8% did not interact during the web conference.
		Describe places, cities and countries taking into account the required vocabulary and context.	Hang Man prepositions and and Modal verbs	100% did interact positively in the web conferences.
		Use the prepositions of movement with the required structure and vocabulary.		83% did interact positively in the web conferences. 17% sometimes did interact
			Describe the preparations for a trip taking into account the required structure, vocabulary and context.	Where is the ball?

Note: Summary of the results obtained in the research development based on the use of gamification according to the learning results and evaluation criteria established in the guides of the group studied.

Table 8 shows the competence of the course English Dot Works 2 and its learning goals. It also summarizes the results that students obtained in each web conference according to the evaluation criteria of each learning activity, showing the percentages and the number of participants and their performance with their oral interaction.

Field Notes

At the end of each web conference, the observation notes were taken watching the video recording, then, relevant information was taken into account to be analyzed and set some conclusions and recommendations. (See Appendix E)

During the first session, the students who joined the session were very receptive to the information given about the platform as well as the instructions given on its use and the realization of the different pieces of evidence. However, they limited themselves to answering the questions about whether they understood or not, but did not engage in continuous interaction within the session. At the time of the proposal on the gamification strategy, everyone agreed and expressed the importance and need for more practical meetings to improve their speaking skills.

In the second session, the students were receptive, participating in all the planned activities using the vocabulary correctly. When making mistakes in pronunciation, they were corrected on the spot. The students were motivated in the development of the session and asked questions regarding the topics covered. It should be noted that in most sessions the instructor must establish his authority by assigning students turns to intervene since it has been noted that if the activities are left for them to participate voluntarily, some prefer not to do so.

During the third session, All the students in the web conference participated in the planned activities, in the first activity they had a clearer vocabulary and the construction of the sentences describing the images, however with the comparative and superlative phrases they had

a little more difficulty. Even having difficulties or misusing the vocabulary, they tried to do it and corrected it on the spot. The time to perform different games in a session is short.

In the last session, they had the opportunity to listen to a clue giving them a brief description of the word they had to guess, they have also practiced pronunciation of the alphabet. During the roulette they had answered to questions using different vocabulary using also their own information about abilities, likes, prepositions etc. Students had great attitude and were motivated to continue practicing their speaking skills.

It is important to clarify that in all the synchronous conferences the instructor managed the interaction in an authoritative way, since being a basic level, very few students participated voluntarily. This is why the instructor assigned turns according to how they appeared on the attendance list, to participate in the games and in this way the students interacted orally, according to the question or instructions previously given. The students always remained in the same room, since the instructor was always providing feedback on the pronunciation so that the students could make an immediate correction.

Evaluation Survey

At the end of the last session the Evaluation survey was sent to all participants to their personal emails using the platform inbox and personal email. (See Appendix F)

After the information was collected, it was exported to an excel document to be analyzed.

Table 9*Evaluation survey- Yes/No Questions*

	Have you ever studied a complementary virtual english course with SENA?	Did you like the platform used with the course?	Did you like the study materials and activities in the course?	Were the guides and tutorials sent from the tutor clear ?	Did you easily get in contact with the tutor?	Did you attend to all web conferences?	Did you get in touch with students from your virtual course?	Were the games used in the web conferences according to the content of the course?	Was the tutor's feedback appropriate and on time?	Did you finish the course English dot works?	Would you register for a new virtual english course with SENA?
YES	10	12	14	17	16	10	10	17	17	13	15
NO	7	5	3	0	1	7	7	0	0	4	2

Note: In table 9, there are some Yes/No questions asked to students about the platform, the content and the teacher's methodology.

The evaluation survey shows how students liked the course having different aspects in consideration such as the fact that 58.8% of the students had studied a complementary course with SENA before which helped them develop the course since they knew how to navigate through out the platform, those who said no, thought it was difficult to manage and did not understand the instructions given by the guide and access route to find the study materials and activities. Fourteen out of seventeen students liked the study material and activities, only 17,6% argue it was a lot of reading and writing in it and was not easy to find. All students agreed about how the tutorials and guides were clear enough to develop the different activities, also how games used during the web conferences were according to the content of the course and the feedback given by the instructor was appropriate and on time. 94% of the students found easy to get in touch with the instructor and ten out of seventeen, got in touch with any of the classmates during the course. According to 41% of students, they did not join all the schedule web conferences because they had to work or had family issues and some just had some difficulties

with their computers or internet service. Only 23,5 % of the students did not pass the course, some due to the lack of time they had to perform the activities and some other never answer why. Although the majority of students would re-enroll in a virtual English course with the SENA, 11.7% would not do so.

Table 10

Evaluation Survey -Student's Perception

How was the tutor performance during the course?	Based on the two ways the tutor have managed the web conferences , which did you like better?	In a 1 to 5 scale , How did you like the games used in web conferences?	How much do you think your oral interaction improve?	From 1 to 5 scale, how do you think your level of motivation was during the sessions?
Excellent	Tutorial and Gamificación	5	Very much	4
Good	Tutorial and Gamificación	4	Very much	3
Good	Tutorial and Gamificación	5	Very much	3
Good	Tutorial and Gamificación	4	Very much	3
Excellent	Tutorial and Gamificación	5	Very much	5
Excellent	Tutorial and Gamificación	5	Very much	5
Excellent	Tutorial and Gamificación	4	Very much	5
Excellent	Explanation Web conference	4	Very much	4
Good	Explanation Web conference	5	Remained the same	3
Good	Tutorial and Gamificación	5	Very little	3
Excellent	Tutorial and Gamificación	4	Very much	5
Excellent	Tutorial and Gamificación	5	Very much	4
Excellent	Tutorial and Gamificación	5	Very much	4
Excellent	Tutorial and Gamificación	5	Very much	3
Excellent	Explanation Web conference	5	Very little	4
Good	Tutorial and Gamificación	4	Remained the same	3
Excellent	Tutorial and Gamificación	5	Remained the same	4

Note: In table 10 shows some students' opinion about teacher performance and methodologies, as well as their own perception of self-improvement and motivation.

According to the evaluation survey, students thought the teacher performance was excellent in a 65% and 35% thought it was Good. Fourteen out of seventeen students chose tutorial and gamification as the methodology better used by the tutor, arguing that they have enjoyed the classes and had a lot of fun speaking with their classmates and tutor, besides there is

the only time in the course to practice speaking skills and they feel confident since they receive immediate feedback and learn a lot more from it. In a scale from 1 to 5, eleven students out of seventeen liked the games used during the web conferences giving them the highest score on the scale. Their motivation was also measure by themselves using the scale from 1 to 5 where four students chose the highest score, six chose scale 4 and seven students chose scale 3. About how they perceived their improvement in their oral interaction 70,8 % thought that it was very much, 17,6 % thought it remained the same, and 11,6% thought that it was very little.

Overall, the results reflect a positive reception of the instructional approach, with students expressing satisfaction, engagement, and perceived improvement in their oral communication skills. A positive reception of the instructional approach, coupled with satisfaction, engagement, and motivation, is indicative of an environment that fosters effective learning and skill development, particularly in the context of oral communication. When students' express satisfaction, it implies that they find the instructional methods, content, and interactions meaningful and enjoyable. Engagement suggests active participation and investment in the learning process, which is crucial for skill acquisition. Motivation serves as a driving force, encouraging students to actively participate and persevere through challenges.

Categories

Discussion of Categories

Instructor Role. According to Wise and Quealy (2006), educational technology is agnostic with respect to pedagogy. The teacher plays a fundamental role in providing a pedagogical approach to information and communication technologies (ICT), aligning them with educational principles and developing activities consistent with this approach. Although this is valid for any type of teaching that seeks to integrate ICT, it is critically important in online

training. In this environment, the tutor emerges as an essential figure for the success of educational experiences. This tutor must be able to design and guide virtual learning environments that incorporate the web tools that students use in their daily lives. All of this takes place in the context of a learning community in which knowledge is shared and built.

Regardless of the learning environment in which the instructor works, he or she has authority over his or her students:

Academic Authority. This means that they have the responsibility of teaching course content and evaluating student performance according to established academic standards.

Disciplinary Authority. Instructors may also have the authority to maintain order and discipline in the classroom or online learning environment. This may include the ability to establish rules of behavior, take disciplinary action for violations, and maintain a safe and respectful learning environment.

Pedagogical Authority. Instructors are responsible for designing and delivering the curriculum, selecting teaching methods, and evaluating student progress. They have the authority to make pedagogical decisions related to how content is taught.

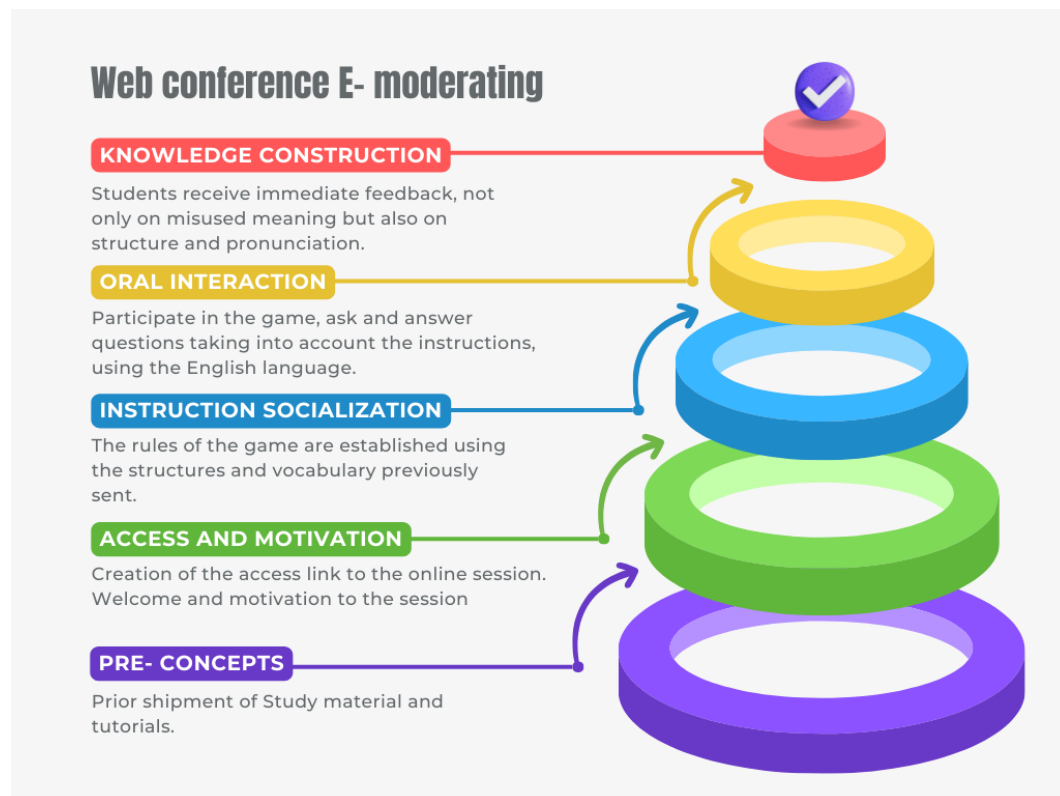
Administrative Authority. In some institutions, instructors may also have some administrative authority, such as the ability to make decisions related to class schedules, educational resources, homework assignments, etc.

Authority to Evaluate. Instructors generally have the authority to evaluate student performance and assign grades. This involves the ability to determine whether students have achieved the learning objectives of the course.

Based on the model of professor Gilly Salmon about e-moderating in discussion forums, (Salmon, 2000, p. 26), I have created the model of e-moderating in web conferences using gamification as a tool to improve motivation and strengthen oral interaction in English.

Figure 6

Web Conference E-moderating Stages



Note: Figure 6 shows the stages that occur in a video conference when using gamification as a tool to improve motivation and interaction.

Game Factors. Using games in learning is not only about enjoying while learning, important aspects must also be taken into account in their design, depending on the topic you want to learn, the achievements you want to achieve the level of complexity, among others.

Game goals. The incorporation of game components into the course involved the creation, modification, and curation of various elements, each tailored to align with the specific

aims set for individual asynchronous challenges within the online course and the weekly synchronous practice sessions. These game objectives were devised to encompass both the educational goals and the desired immersive experiences for the participants. These game objectives were socialized at the beginning of the different web conferences and were shared week after week in the opening announcements of learning activities, allowing the student to know the achievements they would obtain by carrying out the activity. As Shi and Shih (2015) highlight, “it is essential that all design factors are rooted in the core concept of the game's objectives”.

Game Value. Game value refers to the ability of a game to draw in players and spark their interest in starting the game. This concept, originally introduced in Schell's book 'The Art of Game Design' (J. Schell, 2008) serves as a fundamental element that motivates and immerses players. While all the factors examined in this study contribute to encouraging players to find value in the game, it's important to note that the sources of game value extend beyond these factors."

Game Instructions. This factor is very important, taking into account that each of the games designed has a different objective, therefore, the instructions must be clear regarding the vocabulary to be used, the structures, the way to respond, among others. One of the instructions that was most emphasized during the implementation of the strategy was that the answer given to the questions be done completely, at the same time using the vocabulary used in the question. It was also important that whenever pronunciation was corrected, they had to repeat it, to learn the correct form.

Factors that Affect Students' Oral Interaction. The following aspects influence the way students interact orally during the learning of English process.

Motivation. Utilizing gamification as a strategy incorporated interactive game components designed to stimulate students' external motivation. Each session featured a game that tested participants' knowledge, attracting the engagement of all players, regardless of their ability to solve the presented tasks, due to the gratification of winning the game. Intrinsic motivation, on the other hand, arises when players derive personal joy or fulfillment, such as through learning. Participants exhibit a self-awareness and a drive to enhance their English skills.

It can be regarded as one of the most influential elements impacting the process of learning; indeed, greater motivation can pave the way for successful learning. According to Karahan (2007), motivation represents the emotional inclination a person may possess toward acquiring proficiency in a foreign language, and it is shaped by their inherent predispositions and personal characteristics.

The students attending the web conferences were motivated, taking into account that the majority participated and got involved in the activity. On some occasions at the end of the sessions they expressed how much they enjoyed the activity.

Exposure. This particular category was evident in every activity that was created. Participants were able to engage in real-time communication exercises, which exposed them extensively to the target language. Richter (2018) noted significant distinctions in how exposure to the target language influenced the pronunciation skills of adult learners.

Self-Confidence. According to Park and Lee (2005), 'self-confidence' entails assessments and appraisals of one's own significance and merit. When language learners perceive themselves as lacking and constrained in the target language, their self-confidence can suffer negative consequences. Robertson (2018) elaborates on Maslow's concept of 'self-esteem,' emphasizing its

crucial importance among students. When students have faith in their own skills and potential, it creates an environment where learning can take place.

Within the observation that was made in the different meetings, it was found that as time went by the students interacted much more than the first time. However, most of the times the tutor had to assign turns to interact, since they hardly took the initiative. In these cases, the instructor mediated the learning and encouraged the students to take the first step, letting them know that as a tutor, his role was not to judge, but rather to provide them with the confidence so that in their process of learning another language, they would accept the error as a way to learn to correct, and build new knowledge, achieving the objective in the future. Despite this, few remained in the session as listeners, arguing that their microphones were damaged and that was why they were not doing their oral interaction, and others simply did not express why.

Technological Devises and Connectivity. Within web conferences, technological means are an important part of the good performance of both the tutor, to provide the student with a good transfer of knowledge and feedback, and the student, as it allows them to participate in the proposed activities, both verbally and writing. For the development of the gamification strategy proposed to motivate students to interact orally within the videoconferences, the use of the microphone was essential, as this allowed them not only to answer questions, but also to give opinions in the target language. Although the instructions were given at the beginning of the different sessions, some students did not activate their microphones and, despite being there throughout the session, they limited themselves to participating in the chat, arguing that the device was damaged. Connectivity interruptions also played an important role within the synchronous meetings, since when they occurred, the students' interventions were poorly heard and when they were recurrent, the students chose to leave the session.

Hypothesis Testing and Operationalization of Variables

H1: The Role of the Tutor in Web Conferences Is Very Important as a Moderator

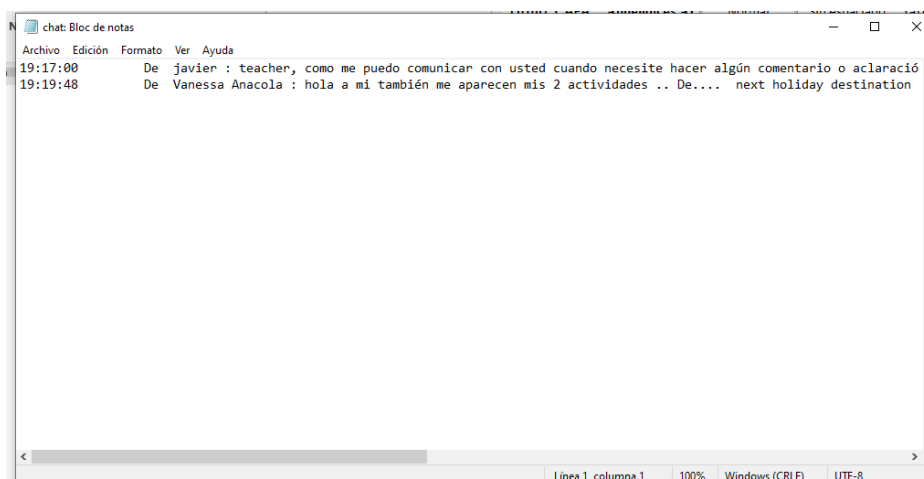
Encouraging Oral Interaction in English

As long as there is good support and accurate feedback, the instructor is an essential part of the web conference, taking into account that he/she is the one who programs it and prepares everything necessary for it to work. The tutor represents an authority in many fields of teaching, since it is to him/her that students refer when they have doubts, when they require instructions and feedback on their activities.

According to the transcripts of the chats exported by the Zoom platform, some questions could be observed, both in English and Spanish, not only about the management of the platform, monitoring their notes in the activities, but also about words pronunciation and correct way to play the presented games.

Figure 7

Transcript Chat Web Conference October 12th- Questions

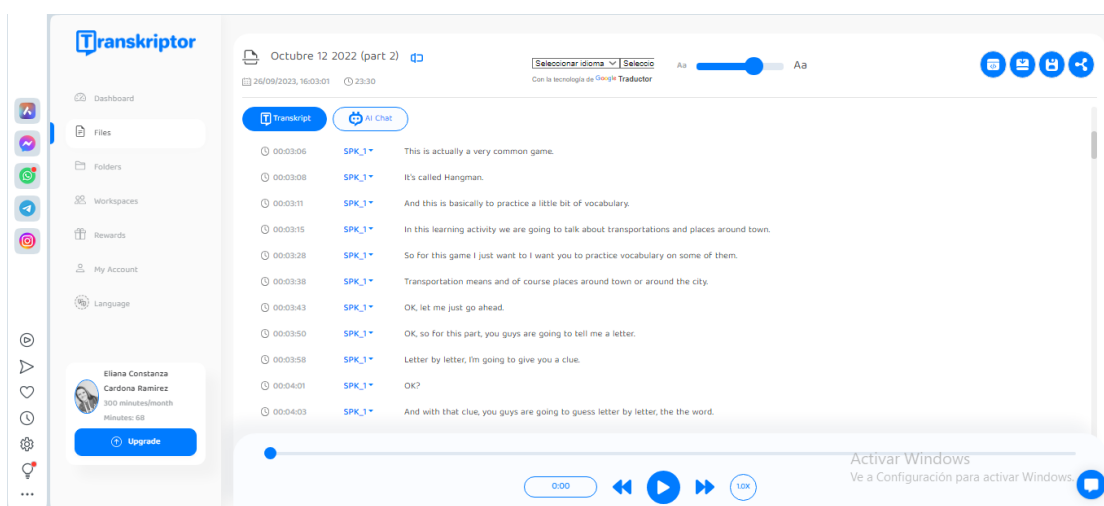


Note: Figure 7 shows when two of the students ask about their performance in some activities they have sent.

Through the “transkriptor” website, the transcripts of the web conferences were exported, which allowed the teacher-student, student-student interaction to be analyzed minute by minute. In this specific case, the tutor was giving clear instructions on how the students should participate in the game, mentioning its objective and the English vocabulary and structure that would be used.

Figure 8

Transcript Web Conference October 12th- Instructions



Note: Figure 8 shows when the tutor was giving detail instructions about the game they were about to play.

00:03:06 SPK_1 (TUTOR): This is actually a very common game.

00:03:08 SPK_1 (TUTOR): It's called Hangman.

00:03:11SPK_1 (TUTOR): And this is basically to practice a little bit of vocabulary.

00:03:15 SPK_1 (TUTOR): In this learning activity we are going to talk about transportations and places around town.

00:03:28 SPK_1 (TUTOR): So, for this game I just want to I want you to practice vocabulary on some of them.

00:03:38 SPK_1 (TUTOR): Transportation means and of course places around town or around the city.

00:03:43 SPK_1 (TUTOR): OK, let me just go ahead.

00:03:50 SPK_1 (TUTOR): OK, so for this part, you guys are going to tell me a letter.

00:03:58 SPK_1 (TUTOR): Letter by letter, I'm going to give you a clue.

00:04:01 SPK_1 (TUTOR): OK?

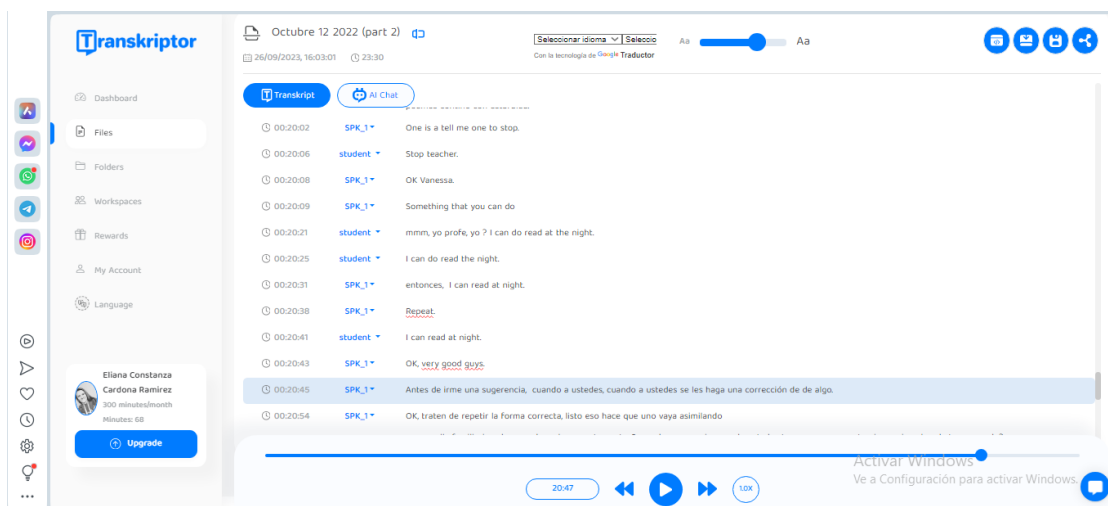
00:04:03 SPK_1 (TUTOR): And with that clue, you guys are going to guess letter by letter, the the word.

00:04:12 SPK_1 (TUTOR): OK, so now for this word.

00:04:16 SPK_1 (TUTOR): The clue is that it is a transportation vehicle.

00:04:24 SPK_1 (TUTOR): All right, so most of the times we use it to go to maybe other city or maybe other country.

When a tutor is present in the web conferences, it takes on more importance by being available in real time to provide instructions and feedback on the students' performance in their oral interaction on the games proposed in its development. This allows students to make an immediate correction of the vocabulary and structure used, reducing the risk of making a mistake again in a next interaction.

Figure 9*Transcript web conference October 12th- Immediate Feedback*

Note: Figure 9, shows how the tutor gave feedback and asked a student to repeat using the structure and vocabulary she should use to answer the question.

00:20:06 student: Stop teacher.

00:20:08 SPK_1: OK Vanessa.

00:20:09 SPK_1: Something that you can do

00:20:21 student: mmm, yo profe, yo ? mm I can do read at the night.

00:20:25 student: I can do read the night.

00:20:31 SPK_1: entonces, I can read at night.

00:20:38 SPK_1: Repeat.

00:20:41 student: I can read at night.

00:20:43 SPK_1: OK, very good guys.

00:20:45 SPK_1: Antes de irme una sugerencia, cuando a ustedes, cuando a ustedes se les haga una corrección de de algo.

00:20:54 SPK_1: OK, traten de repetir la forma correcta, listo eso hace que uno vaya asimilando

00:21:02 SPK_1: y uno valla familiarizando como hacerlo correctamente. Segunda sugerencia, cuando ustedes tengan una pregunta, si, por ejemplo, what can you do? no necesariamente yo tengo que repetir ese "do" en mi respuesta, porque al yo expresar que es lo que puedo hacer, en este caso

00:21:34 SPK_1: con la oración

00:21:36 SPK_1: que nos dio mmm vanessa creo que fue, era que ella podía leer. Entonces si yo digo "i can do read" entonces estoy utilizando mal ese "do"

00:21:54 SPK_1: y si yo lo traduzco de forma literal estaría diciendo "yo puedo hacer leer"

H2: The game allows learning in a fun way if it is well designed

The game within a web conference must be designed with a specific purpose that allows the English student to interact orally, putting into practice the knowledge acquired not only through exposure to the language in different situations in their life, but also to that acquired in the course to which it belongs. For the implementation of this strategy, the objectives of the game were defined based on the curricular design of the course, taking into account the learning results of each of the thematic units.

Figure 10*Evaluation Criteria - Check list AA 4*

EVALUATION CRITERIA	GAMIFICATION
Express duties and obligations, taking into account the required grammatical structure, vocabulary and context.	Roulette Game
Describe places, cities and countries taking into account the required vocabulary and context.	
Use the prepositions of movement with the required structure and vocabulary.	Hang Man prepositions and Modal verbs
Describe the preparations for a trip taking into account the required structure, vocabulary and context.	Where is the ball?

Note: Figure 10, shows the evaluation criteria for learning activity 4 and its gamification strategy.

To achieve the objective of the game, which is mainly to promote oral interaction among the participants of the web conference, the tutor must clearly present its instructions; in this way, the students will take these instructions into account to make their participation the best possible. In the web conferences, it was observed on most occasions that the students participated accurately in the games, thus demonstrating that the instructions given were clear.

Figure 11*Transcript Web Conference October 5th- Student's Oral Interaction*

The screenshot displays the Transkriptor web interface. On the left is a sidebar with navigation icons for Dashboard, Files, Folders, Workspaces, Rewards, My Account, and Language. The main area shows a transcript for a session titled 'Octubre 5 2022 (part 1)'. The transcript is as follows:

Timestamp	Speaker	Text
00:25:19	SPK_1	Juan.
00:25:22	SPK_1	Juan buenas noches
00:25:22	student	eh presente profe
00:25:25	SPK_1	OK, Juan, tell me the line
00:25:29	SPK_1	A line 3 number 4
00:25:31	SPK_1	OK description.
00:25:37	student	She's a girl.
00:25:39	student	She she has brown hair and she's wearing a brown skirt.
00:25:47	SPK_1	OK, very good.
00:25:49	SPK_1	The other card
00:25:50	student	line one.
00:25:53	SPK_1	Uh huh.

At the bottom of the transcript area, there is a playback control bar showing a progress indicator at 26:04 and a volume control set to 1.0X. A Windows notification 'Activar Windows' is visible in the bottom right corner.

Note: Figure 11 shows the student's oral interaction playing a game called matching cards which was about personal description.

00:25:19 SPK_1: Juan.

00:25:22 SPK_1: Juan buenas noches

00:25:22 student: eh presente profe

00:25:25 SPK_1: OK, Juan, tell me the line

00:25:29: SPK_1: ahh, line 3 number 4

00:25:31 SPK_1: OK description.

00:25:37 student: She's a girl.

00:25:39 student: She, she has brown hair and she's wearing a brown skirt.

00:25:47 SPK_1: OK, very good.

00:25:49 SPK_1: The other card

00:25:50 Student: line one.

00:25:53 SPK_1: Uh huh.

00:25:54 Student: And number six,.

00:25:59 SPK_1: ok 1,2,3,4,5,6, Very good.

00:26:00 SPK_1: Congratulations.

It was also important to receive feedback from the students about the different games used after each video conference, as this allows the tutor to adjust their practice using new elements that allow them to achieve an objective and generate motivation for the students. In the following transcript you can see how several students express the pleasure they feel for the activity and use words like “cool,” “very educational,” among others.

Figure 12

Transcript Web Conference October 5th- Student's Feedback

The screenshot displays the Transkriptor interface for a web conference titled "Octubre 5 2022 (part 2)". The interface includes a sidebar with navigation options like Dashboard, Files, Folders, Workspaces, Rewards, My Account, and Language. A user profile for "Eliana Constanza Cardona Ramirez" is visible, showing 300 minutes/month and 68 minutes used. The main transcript area shows a list of messages with timestamps and speaker names:

- 00:17:55 SPK_1: Tambien la explicacion del uso de esto esta dentro del material de estudio entonces tambien para que le echen una miradita porque hay evidencias que hacer con este tema
- 00:18:10 SPK_1: para ustedes recuerden que también después de estas conferencias les voy a enviar a los correos
- 00:18:16 SPK_1: para que estén muy pendientes el tutorial de como realizar las evidencias para esta actividad de aprendizaje, listo, que tal les pareció los jueguitos de hoy?
- 00:18:28 student 1: chevere profel
- 00:18:30 student 2: muy buenos profel
- 00:18:32 student 3: muy Interactivos .
- 00:18:35 student 4: Muy didáctica la clase
- 00:18:40 SPK_1: OK. lastima que no tuvimos mucho tiempo pero medio los zapoteamos.
- 00:18:47 SPK_1: Thank you.
- 00:18:50 SPK_1: OK.
- 00:18:50 SPK_1: Thank you very much for coming.

The interface also features a search bar, a language selector, a volume control, and a playback progress bar at the bottom.

Note: Figure 12 shows different answers students gave to the question asked by the tutor about how they liked the games.

00:18:10 SPK_1: para ustedes recuerden que también después de estas conferencias les voy a enviar a los correos

00:18:16 SPK_1: para que estén muy pendientes el tutorial de cómo realizar las evidencias para esta actividad de aprendizaje, listo, que tal les pareció los jueguitos de hoy?

00:18:28 Student: ¡chévere profe!

00:18:30 Student: ¡muy buenos profe!

00:18:32 Student: muy Interactivos.

00:18:35 Student: Muy didáctica la clase

00:18:40 SPK_1: OK. lástima que no tuvimos mucho tiempo, pero medio los zapoteamos.

00:18:47 SPK_1: Thank you.

00:18:50 SPK_1: OK.

00:18:50 SPK_1: Thank you very much for coming.

00:18:53 SPK_1: We'll see you next Wednesday.

00:18:56 SPK_1: OK.

00:18:56 SPK_1: Have a good night.

00:18:59 SPK_1: Thank you.

Also, the positive answer to the question in the evaluation survey (Table 10) to the question about the way they liked how teacher manage the web conference, where the most students answered “tutorial and gamification” shows how they enjoyed the strategy to interact with others in English.

H3: Factors Other Than Knowledge Affect Oral Interaction in Web Conferences.

Not only does knowledge affect oral interaction in a web conference, but there are also external factors that influence the decision that the student makes to make his intervention orally, in writing, or simply not to do so and remain in the conference as a listener.

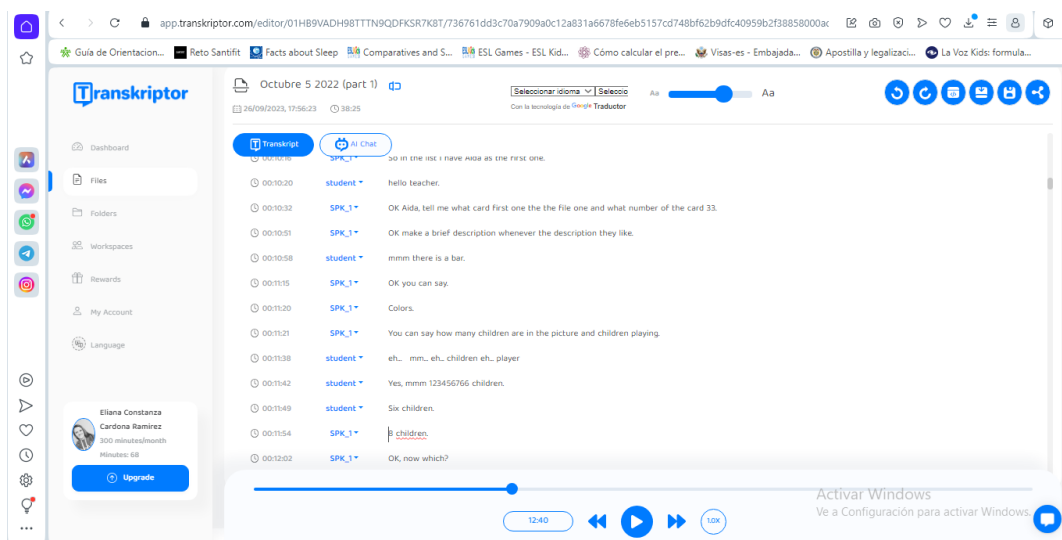
These factors are mostly linked to emotions, such as motivation, self-confidence, among others and influence both negatively and positively. In this research you can see how in (Table

10) the same students perceive the level of their high motivation regarding the strategy used and the improvement that was reflected in their oral interaction in the different meetings.

However, it was observed that some students preferred to respond in Spanish despite having understood the instructions or questions in English, or they thought a lot to answer, to which the tutor chose to help them by giving examples of how it should be their answer.

Figure 13

Transcript Web Conference October 5th- Student's Self Confidence



Note: Figure 13 shows how a student makes some pauses when interacting orally trying to order words correctly in a sentence and required some help from the tutor.

00:10:16 SPK_1: So in the list I have Aida as the first one. Aida hello

00:10:20 student: hello teacher.

00:10:32 SPK_1: OK Aida, tell me what card

00:10:38 student: first one the the file one and

00:10:45 SPK_1: what number of the card

00:10:50 student: mm... 3

00:10:51 SPK_1: OK make a brief description, una breve descripción de la imagen

00:10:58 student: mmm there is a bar.

00:11:15 SPK_1: OK you can say.

00:11:20 SPK_1: Colors.

00:11:21 SPK_1: You can say how many children are in the picture and children playing.

00:11:38 student: eh... mm... eh... children eh... player

00:11:42 student: Yes, mmm 123456766 childs.

00:11:49 student: Six children.

00:11:54 SPK_1: 8 children.

00:12:02 SPK_1: OK, now which?

00:12:05 SPK_1: What another card are you going to pick?

00:12:09 student: This guy is blue.

00:12:12 SPK_1: OK, very good.

Figure 14

Transcript Web Conference October 5th- Student's Self Confidence

The screenshot shows a web browser window displaying a transcript from a Transkriptor web conference. The transcript is titled "Octubre 5 2022 (part 1)" and shows a conversation between a student and SPK_1. The transcript is as follows:

Time	Speaker	Text
00:18:16	SPK_1	Yes, yes.
00:18:18	SPK_1	E2 and six.
00:18:23	SPK_1	The LA second, the pillar and does it line two, number six.
00:18:29	SPK_1	Line two, number six.
00:18:33	SPK_1	OK, very good.
00:18:35	SPK_1	So make the description baby.
00:18:41	SPK_1	He's a baby.
00:18:42	student	He's a baby.
00:18:43	student	Uh, huh.
00:18:44	SPK_1	como se dice moña? como moña rosada? pink bow
00:18:54	SPK_1	She has a pink bow
00:18:57	student	She has a pink bow
00:18:59	SPK_1	Uh, huh.

The interface includes a sidebar with navigation options like Dashboard, Files, Folders, Workspaces, Rewards, My Account, and Language. The bottom of the window shows a Windows taskbar with the date and time as 1:43 a.m. on 27/09/2022.

Note: Figure 14 shows how students interact orally even though they have to ask for some words translation.

00:18:05 SPK_1: OK, Diana, pick pick a card.

00:18:11 student: One.

00:18:12 SPK_1: OK OK, First line #1.

00:18:16 student: Yes, yes.

00:18:18 student: E2 and six.

00:18:21 student: de la segunda fila

00:18:29 SPK_1: entonces, Line two, number six.

00:18:33 SPK_1: OK, very good.

00:18:35 SPK_1: So make the description.

00:18:41 student: ahh... Baby

00:18:42 student: He's a baby.

00:18:43 SPK_1: Uh huh.

00:18:44 student: And ah... como se dice moño? jajaj como moño rosado?

00:18:54 SPK_1: Bow, or pink bow, she has a pink bow

00:18:57 student: She has a pink bow

00:18:59 SPK_1: Uh, huh.

00:19:01 SPK_1: Very good.

00:19:04 SPK_1: y otra descripción, la última, pues como otro aspecto que hayas podido

mirar

00:19:13 student: el conejo, the rabbit

00:19:14 SPK_1: OK, so she has,

00:19:17 student: she has

00:19:18 SPK_1: she has a rabbit bow, a doll at rabbit doll D-O-L-L, doll.

00:19:26 SPK_1: Como muñeca.

00:19:27 student: Como muñeca.

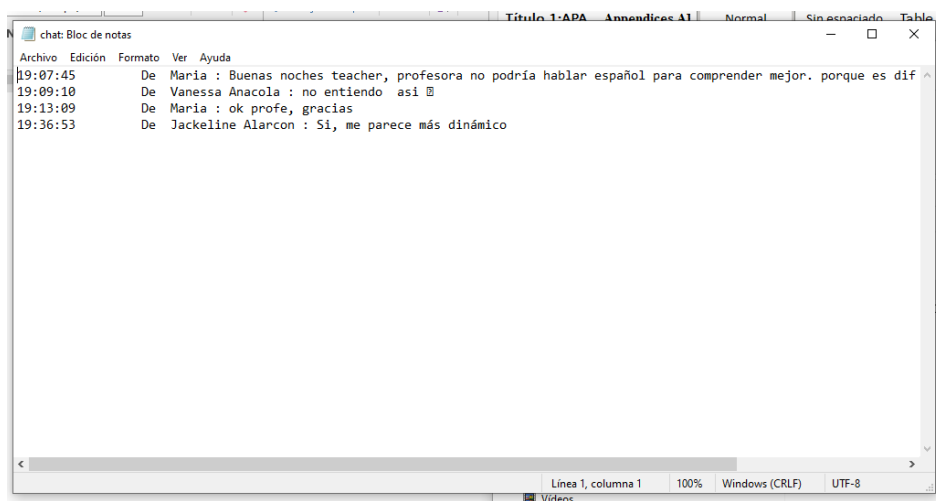
00:19:28 SPK_1: Uh.

00:19:28 SPK_1: Huh.

00:19:32 SPK_1: OK, very good.

Figure 15

Transcript Chat Conference September 21st- Student's Knowledge



Note: Figure 15 students' intervention in the chat, asking the tutor to switch the language to Spanish to better understand.

Another of the negative factors that affected oral participation in some of the synchronous meetings were technological devices and connectivity, not only for the students but also for the tutor. Some students stated that they did not have a microphone so they participated through the chat, others could not hear the tutor or the participation of their classmates, as they argued that communication was cut off. However, those who did have their devices well configured and had a good internet signal had no problem interacting with the games, their classmates, and their tutor.

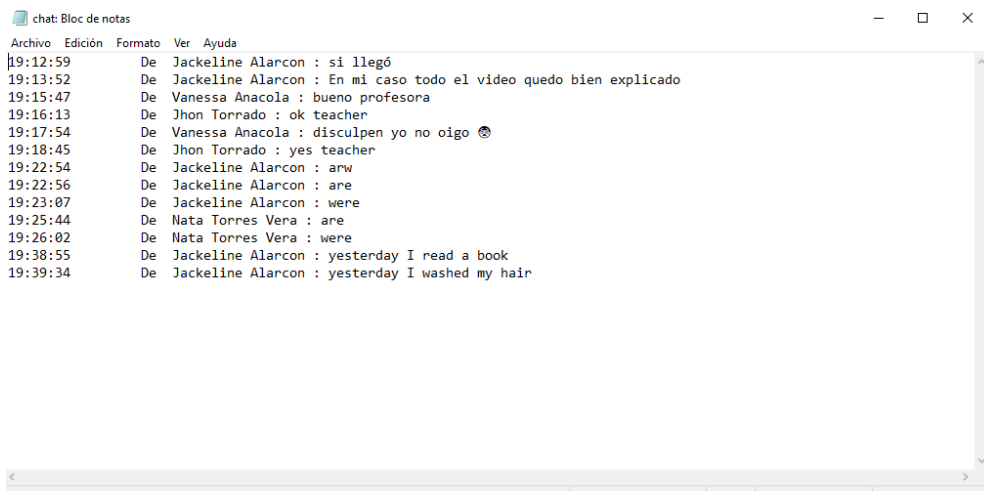
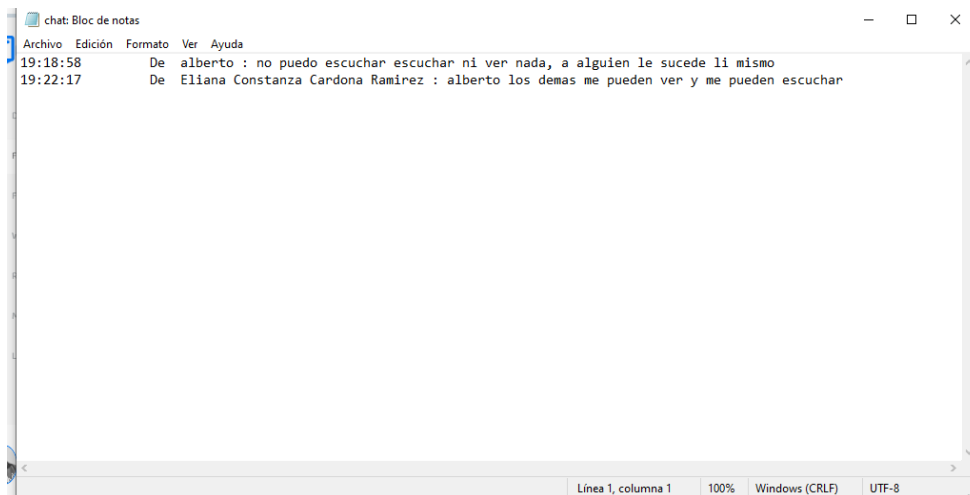
Figure 16*Transcript Chat Conference September 21st- Student's Connectivity Issues***Figure 17***Transcript Chat Conference October 5thst- Student's Technical Issues*

Figure 18*Transcript Web Conference October 5thst- Student's Technical Issues*

00:16:50 SPK_1: Thank you, Diana.

00:16:55 student: OK, Thank you, teacher.

00:16:57 SPK_1: Alberto me esta diciendo que

00:17:00 SPK_1: No puede ver ni escuchar. Chicos ustedes me estan escuchando

00:17:02 SPK_1: y estan viendo la pantalla bien?

00:17:09 student: eh la ultima descripción no se vio, profe, se escucho pero no se vio.

00:17:12 SPK_1: ok. de la ultima descripción lo que pasa es que la segunda carta que escogen si no es la misma se voltea un poquito rapido

00:17:24 SPK_1: por eso les digo que en esa segunda

00:17:26 SPK_1: deben estar pilas a lo que ven para que alcancen a observar por lo menos dos aspectos y puedan hacer la descripción. Esperenme le escribo a alberto

00:17:51 SPK_1: OK, OK, let's continue with the list.

00:17:56 SPK_1: Let me see.

00:17:59 SPK_1: I have Diana.

00:18:01 SPK_1: Diana.

SPK_1: OK.

00:16:50 SPK_1: Thank you, Diana.

00:16:55 Student: OK, Thank you, teacher.

00:16:57 SPK_1: Alberto me está diciendo que

00:17:00 SPK_1: No puede ver ni escuchar. Chicos ustedes me están escuchando

00:17:02 SPK_1: y están viendo la pantalla bien?

00:17:09 Student: eh la última descripción no se vio, profe, se escuchó, pero no se vio.

00:17:12 SPK_1: ok. de la última descripción lo que pasa es que la segunda carta que escogen si no es la misma se voltea un poquito rápido

00:17:24 SPK_1: por eso les digo que en esa segunda

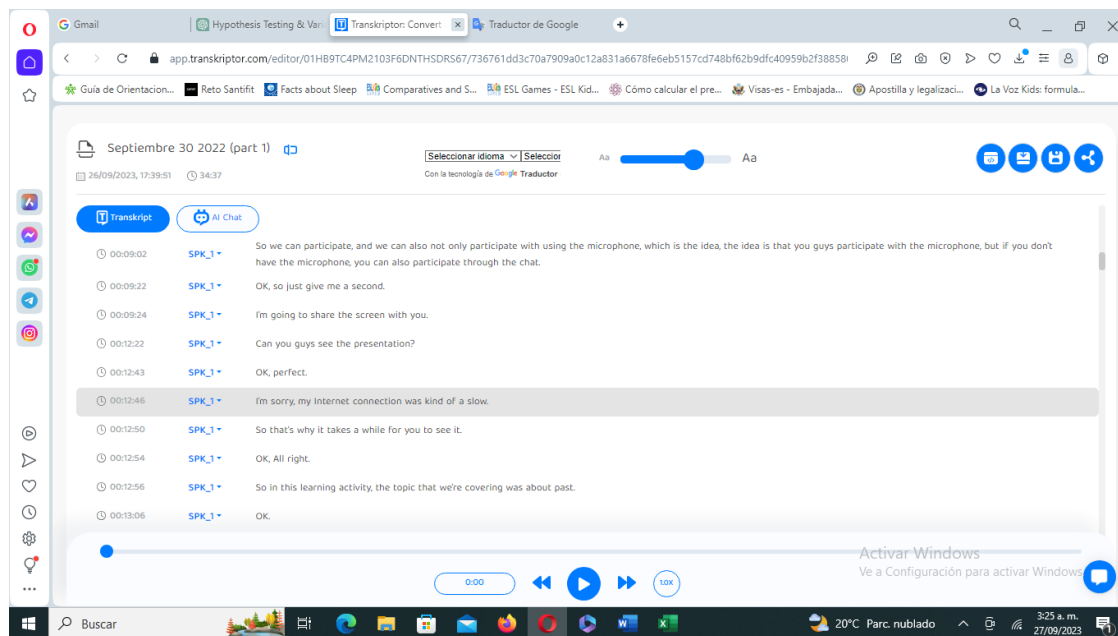
00:17:26 SPK_1: deben estar pilas a lo que ven para que alcancen a observar por lo menos dos aspectos y puedan hacer la descripción. Espérenme le escribo a alberto

00:17:51 SPK_1: OK, OK, let's continue with the list.

00:17:56 SPK_1: Let me see.

Figure 19

Transcript Web Conference October 5thst- Student's Technical Issues



Note: Figures 16, 17, 18 and 19 show some difficulties students and tutor had with internet service and lack of devices when performing the web conference.

00:09:02 SPK_1: So, we can participate, and we can also not only participate with using the microphone, which is the idea, the idea is that you guys participate with the microphone, but if you don't have the microphone, you can also participate through the chat.

00:09:22 SPK_1: OK, so just give me a second.

00:09:24 SPK_1: I'm going to share the screen with you.

00:12:22 SPK_1: Can you guys see the presentation?

00:12:43 SPK_1: OK, perfect.

00:12:46 SPK_1: I'm sorry, my Internet connection was kind of a slow.

00:12:50 SPK_1: So that's why it takes a while for you to see it.

00:12:54 SPK_1: OK, All right.

00:12:56 SPK_1: So, in this learning activity, the topic that we're covering was about past.

00:13:06 SPK_1: OK.

Reliability and Validity of Analysis and Finding

Assessing oral interaction in web conferences can be essential for evaluating communication skills, collaboration, and the effectiveness of online meetings. Here are some instruments that were used to validate the findings:

Recording and Playback

Web conference recordings were analyzed to find some detail information during the session, it also helps to identify some student's behaviors when exposed to and activity that had to do with oral interaction.

Observation Check list and Field Notes

Develop observation checklists and field notes allow me to mark off specific behaviors or actions during a web conference such as motivation, self-confidence, exposure, among others. This can include items like raising hands, turn-taking, asking questions, and summarizing.

Surveys

Not only were surveys used to classify population but also to ask them to rate their own performance or the performance of others in terms of oral interaction. This could provide valuable self-reflection and peer feedback that helped to improve their oral interaction with correct vocabulary and grammar structure.

Automated Transcripts

Using a web page called "transcriptor" to exactly know the moment in which relevant things happened helped a lot when analyzing information

Feedback Forms

This tool helps a lot in the development of this project, forms that participants could fill out at the end of the conferences helps to improve aspects in the implementation stage.

Discussions and Conclusions

Introduction to Discussions and Conclusions

The next chapter will address the relevance of the results achieved, as well as the implications that these have both in the pedagogical field and in the research field. Limitations identified during the current study will also be discussed and suggestions for future research will be offered. In addition, an answer to the central question of this research will be provided: How does gamification strengthen oral communication in online conferences within the complementary virtual English courses offered by SENA?

In the 21st century, technology has revolutionized the way we learn and acquire new skills. Against this backdrop, language learning has undergone significant transformation as innovative approaches are integrated to maximize effectiveness and student engagement. One of these emerging approaches is gamification, which involves the application of game elements and mechanics in educational settings to improve motivation, participation, and the achievement of learning objectives. This project is immersed in the analysis of how gamification has become an essential tool to strengthen the learning of the English language in virtual teaching environments and how its implementation has impacted the educational experience of students.

Significance of the Results

The results of the initial phase were revealed as fundamental for the characterization of the unit of analysis due to the diversity of its population. Therefore, it became imperative to identify the particularities that made it up, considering aspects such as age, access to technological resources such as the Internet and computers, experience previous results of students in virtual courses, as well as their perceptions about gamification and pronunciation in

English. Since a considerable proportion of the study unit was at level A1, the activities were adapted to fit the learning requirements of that particular level.

In the second phase of the investigation, the learning guide of the level of the studied group was considered too and a series of interactive activities were designed using images and audio, focused on reinforcing the speaking skill in the English language, in order to develop the competences established for this level.

In the third phase of the investigation, web conferences were scheduled for the implementation of the designed games, each synchronous meeting lasted one hour, divided between resolution of concerns and oral practice in the English language, considering that to take advantage of most of this time in practicing the speaking skill using gamification, it was necessary to previously send tutorials to the students with explanations of the course content and instructions for carrying out the activities.

During these web conferences, checklists were applied that allowed the oral interaction of the students to be evaluated, according to the type of Game used and the Evaluation criteria designated for each game. Although the students of the web conferences were motivated and most of them reached the proposed goals by participating throughout them, it was possible to notice that the attendance of the students to these meetings was not stable and the number of participants was never maintained in the same way.

During the fourth phase of the investigation, an analysis was made of each one of the recordings of the synchronous meetings and Field notes were created from which detailed information was taken to be analyzed, resulting in the change of attitude of the students towards the exposure that the students had to the English language, with the different interactive activities. In the first meeting, the students were a bit shy when interacting, however, they

followed the instructions given to complete the proposed activity. Once they became familiar with the methodology and the vocabulary used, their motivation increased, and they achieved the objective.

In the following virtual conferences, the students participated much more, using the indicated vocabulary with a better pronunciation, the correction of the mistakes made at the time of speaking was corrected and they demonstrated that they had learned them by using the vocabulary correctly again. Listening to their classmates during their interactions also helped them pronounce words better by having a clear reference on how to do it. When answering questions during the web conference, they had to make use of the vocabulary they had learned, since they never had time to prepare the answers since they were exposed to real situations where they had to react naturally.

In the fifth phase, an evaluation survey was sent to the students with some questions that have to do with their perception of the course, the content and the gamification strategy used during the web conference to strengthen their oral interaction. Through this survey, positive reactions from the students were identified, such as their improvement during their interaction, their motivation, and their liking for the tutor.

The last stage, number six, the information obtained from the questionnaires, transcripts, Field notes and check list were analyzed to know both positive and negative results and, in this way, generate conclusions and recommendations about the project.

Pedagogical and Research Implications for the Field of Study

Gamification is not a new methodology in education or teaching English as a foreign language. This methodology emerged in the administrative and business field, and its implementation in teaching has been intensifying in recent years. However, its integration in the

teaching of English, specifically to strengthen oral interaction, has been considered quite low, therefore, the inclusion of new pedagogical methods or strategies such as gamification to teach or promote oral interaction.

It should be noted that gamification means bringing game elements to non-game situations to create pleasant, fun and motivating learning experiences (Werbach and Hunter, 2012). Consequently, the games are specifically designed to promote moments where students interact orally, such as game boards, question roulette, among others, whose game elements included in a pedagogical instruction aim to gamify the experience.

Web conferences were chosen as conducive learning environments to generate this interaction, since synchronous meetings could be held that would allow the student to expose themselves to the language in real situations, games based on questions where the student did not have a prepared answer but on the contrary. I would have to make use of previously acquired knowledge. This in turn creates a fun experience that engages and connects participants to their learning experience. Other game elements were used in teaching such as Genially, Kahoot, Quizizz, Bamboozle, Tinytap, Nearpod, H5P and Jeopardylabs.

Finally, the analyzes applied to the field notes and other instruments confirm that the level of interaction of the population shows an increase in relation to the first online meeting. Gamification was shown to be a pedagogical strategy with positive impact and significant improvements in the learning of specific characteristics of English-speaking skill.

Research Limitations on the Present Study

Based on years of experience as a virtual English tutor in SENA's complementary courses, several questions were raised regarding how to get students to interact more in web conferences.

Hence, the strategy would have to be considered that the groups are not homogeneous and that we did not have a placement test to know exactly whether their knowledge of the language was in line with the level in which they had enrolled.

Additionally, to carry out the pedagogical mediation in the virtual environment and on the course contents, knowledge in the management of the platform had to be mediated, which for the majority of attendees was new, and few had good use of ICTs. This in turn made the time scheduled for practicing the language using the gamification strategy less, since half of the time was used to explain the routes, they should follow to send their evidence, and resolve doubts on the same topic.

Continuous self-training and the search for gamification strategies were time constraints. The researcher was not prepared to take on such technological strategies and required preparation time and training.

Although the level of English in the course where the research was being carried out was basic 2, when the games were presented according to that level, some students showed difficulties in answering the questions, thus showing that they belonged to a lower level.

The lack of student commitment is related to the lack of reading information, reviewing video tutorials, practicing listening comprehension and speaking, and recording is another of the limitations reflected, since in web conferences, part of the Time was spent responding to concerns that were already explained in the learning guides or tutorials previously sent.

Other limitations were non-compliance with scheduled video conferences due to external and emotional factors. External such as family and work commitments. Emotional such as lack of motivation or interest.

The lack of technological resources was also a constant limitation within the research process, taking into account that we have people from different economic strata, many of these people have computers or limited internet service, therefore their process tends to fail.

The same can happen with older people, who often argue that they get tired of trying to use the platform because it never works for them or they do not have the necessary knowledge.

The implementation of the proposed action plan had important changes in my pedagogical praxis that positively affected the highlighted activities. First of all, it is essential to diagnose the specific needs of the participants to establish the elements of the gamification strategy game to strengthen oral interaction. Second, active mediation improved week over week at each meeting, as the goal was to engage participants in their progress. As a lover of mediational education, I have challenged appropriate interactive and technological game elements in a synchronous class. It is notable that this group of students also comes from face-to-face education methodologies that challenge my pedagogical foundations about teaching English as a foreign language. Third, extrinsic motivation is a crucial component in this process; Participants reacted positively to each session or challenge from the game activity sessions and from the first electronic meeting.

Recommendations for further Research

A key cultural recommendation considering the value that linguistic and cultural diversity has since it is essential to recognize that students come from diverse cultural and linguistic contexts. This means promoting an inclusive environment that celebrates differences and encourages intercultural respect. Studying how to incorporate cultural elements related to the English language in gamification activities in VLE, not only enriches the learning experience, but also helps students understand the importance of culture in effective communication in a

second language. Virtual environments can provide opportunities to connect with people from different parts of the world and practice intercultural communication.

The key social recommendation is to study how to build an active and supportive online community that encourages oral interaction in English through gamification. This will not only improve language skills, but will also create a rich and collaborative learning environment. Two of the ideas would be, to encourage interaction between peers by designing gamification activities that require collaboration and communication between students. This may include team games, online discussions or joint projects that promote conversation in English and also, create virtual study groups where students can practice and discuss in English. Study groups can be forums, chat groups or spaces on social networks designed specifically for learning English.

The key personal recommendation is to look for strategies that make students aware that it is not bad to make mistakes when speaking in English since learning a language involves learning from them and gamification provides a safe environment to practice and improve without fear of judgment. Investigating effective learning routines to acquire a second language according to the learning style of each student using gamification as a strategy that allows the student to be exposed to real situations and develop speaking skills.

There also needs to be an alignment between the institution and virtual instructors' considerations of what is critical to improving speaking skill in courses such as mandatory attendance at web conferences.

Conclusions

As we conclude this project, it is important to promote the culture of virtual education, taking into account that self-learning is its main basis, since students must read the material on their own and put it into practice with an instructor to guide them in the process. Each student

must be aware that their process will be successful if they follow instructions with discipline and dedication and carefully study the material available on the platform; likewise, attendance at synchronous meetings allows them to correct pronunciation errors and interact with other people. Putting into practice what was learned on the platform.

It becomes clear that gamification has undeniable potential as a tool to strength in English language learning in virtual teaching environments. Through the strategic application of game elements, such as rewards, challenges and immediate feedback, it has been possible to increase students' intrinsic motivation, encourage their active participation and improve their retention of linguistic content. However, it is essential to recognize that gamification is not a one-size-fits-all solution; its success depends on careful design and adaptation to individual needs and specific educational contexts.

It is also true that practice makes perfect, and that there must be a real commitment on the part of the student to learn the target language, to be willing to make mistakes, to correct their mistakes and to learn from them. This allows them to be more exposed to the English language and their interaction with the four activities grows in the same way.

Ultimately, gamification is one more piece in the puzzle of teaching English in virtual environments. Its effectiveness lies in its ability to transform the learning experience into an engaging and meaningful adventure. As we move into an increasingly technological world, the continued exploration of innovative pedagogical approaches, such as gamification, will continue to be essential to drive students' success in learning the English language and in their ability to communicate effectively in a globalized world.

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List Of Appendixes

The informed consents are presented below, appendix A is directed to the deputy director of the National Learning Service SENA where he is informed of the objective and risks to which the participants will be exposed and authorizes the conduct of the research. Appendix B is directed to students of level 2 of the English Dot Works course, where they are informed of the objective and risks to which they will be exposed and authorize their participation in the research.

Appendix A SENA Informed Consent

Consentimiento Informado Directivo

Yo _____
 con cedula de ciudadanía No. _____ de la ciudad de PEREIRA,
 representante de Centro de Comercio y Servicios Regional Rda, declaro que he sido informado sobre la investigación denominada **“Gamification in E-Learning as an innovative strategy to mediate the English language in video conferences at SENA complementary courses”**, éste es un proyecto de investigación de Eliana Constanza Cardona, estudiante de la maestría en Mediación pedagógica en el Aprendizaje del Inglés en la UNAD. Entiendo que este estudio busca Establecer las dificultades que tienen los estudiantes al aprender inglés como lengua extranjera que permita encontrar estrategias didácticas de acuerdo con sus necesidades, intereses, estilos de aprendizaje, ambiente de aprendizaje y conocimientos previos. Y sé que esta investigación se llevará a cabo a través de canales virtuales con estudiantes matriculados a las fichas asignadas al momento de la aplicación y que cumplen con las condiciones de estudio en el horario definido por la investigadora. En estos encuentros, los participantes, responderán encuestas y realizarán diferentes actividades lideradas por ella.

Me ha explicado que la información registrada será confidencial, y que los nombres de los participantes serán asociados a un código, esto significa que las respuestas no podrán ser conocidas por otras personas ni tampoco ser identificadas en la fase de publicación de resultados.

Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución por la participación en este estudio, sí que esta información podrá beneficiar de manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación que se está llevando a cabo.

Entiendo que la investigación tiene un nivel mínimo de riesgo ya que los participantes no están expuestos a daño físico ni psicológico elevado, aunque por el solo hecho de participar en la investigación están invirtiendo tiempo personal, que podrían estar empleando en otras actividades personales y laborales.

Algunos participantes pueden experimentar ansiedad, estrés y vergüenza no solo por la información que le darán al investigador, sino por sentirse expuestos a desarrollar las actividades en inglés basadas en eventos pasados y algunas dificultades que puedan tener al usar la tecnología. Los participantes también pueden sentirse inseguros por el mito de que aprender inglés es difícil para los adultos.

Sé que puedo negar la autorización en cualquier etapa de la investigación, sin expresión de causa ni consecuencias negativas para mí.

Acepto voluntariamente autorizar este estudio y he recibido una copia del presente documento.

Sé que se notificara por medio de un consentimiento informado a cada participante de la investigación.

Firma participante:	Firmado digitalmente por ANDRES GOMEZ CALDERON
Fecha: 16/09/2022	

Si tiene alguna pregunta durante cualquier etapa del estudio puede comunicarse con:

Eliana Constanza Cardona Ramírez

Cel. 3165763310

Email: ecardonar@unadvirtual.edu.co

Appendix B Students Informed Consent

Consentimiento Informado Participantes

Yo _____
 con cedula de ciudadanía No. _____ de la ciudad de _____,
 declaro que he sido informado e invitado a participar en una investigación denominada
***“Gamification in E-Learning as an innovative strategy to mediate the English language in video
 conferences at SENA complementary courses.”***, éste es un proyecto de investigación de Eliana
 Constanza Cardona, estudiante de la maestría en Mediación pedagógica en el Aprendizaje del
 Inglés en la UNAD. Entiendo que este estudio busca Establecer las dificultades que tienen los
 estudiantes adultos al aprender inglés como lengua extranjera, que permita encontrar estrategias
 didácticas de acuerdo a las necesidades, intereses, estilos de aprendizaje, ambiente de aprendizaje
 y conocimientos previos; y sé que esta investigación se llevará a cabo a través de canales virtuales
 con estudiantes que cumplen con las condiciones del estudio en el horario definido por la
 investigadora. En estos encuentros responderé encuestas y realizaré diferentes actividades
 lideradas por ella.

Me ha explicado que la información registrada será confidencial, y que mi nombre será
 asociados a un código, esto significa que las respuestas no podrán ser conocidas por otras
 personas ni tampoco ser identificadas en la fase de publicación de resultados. Estoy en
 conocimiento que los datos no me serán entregados y que no habrá retribución por la
 participación en este estudio, sí que esta información podrá beneficiar de manera indirecta y por
 lo tanto tiene un beneficio para la sociedad dada la investigación que se está llevando a cabo.

Entiendo que la investigación tiene un nivel mínimo de riesgo ya que como participante no
 estoy expuesto a daño físico ni psicológico elevado, aunque por el solo hecho de participar en la

investigación estoy invirtiendo tiempo personal, que podría estar empleando en otras actividades personales y laborales.

Sé que puedo experimentar ansiedad, estrés y vergüenza no solo por la información que le daré al investigador, sino por sentirme expuesto a desarrollar las actividades en inglés basadas en eventos pasados duros y algunas dificultades que puedan tener al usar la tecnología.

Sé que también puedo sentirme inseguro por el mito de que aprender inglés es difícil para los adultos.

Sé que puedo negarme a la participación en cualquier etapa de la investigación, sin expresión de causa ni consecuencias negativas para mí.

Acepto voluntariamente participar en este estudio y he recibido una copia del presente documento.

Firma participante:

Fecha:

Si tiene alguna pregunta durante cualquier etapa del estudio puede comunicarse con:

Eliana Constanza Cardona Ramirez

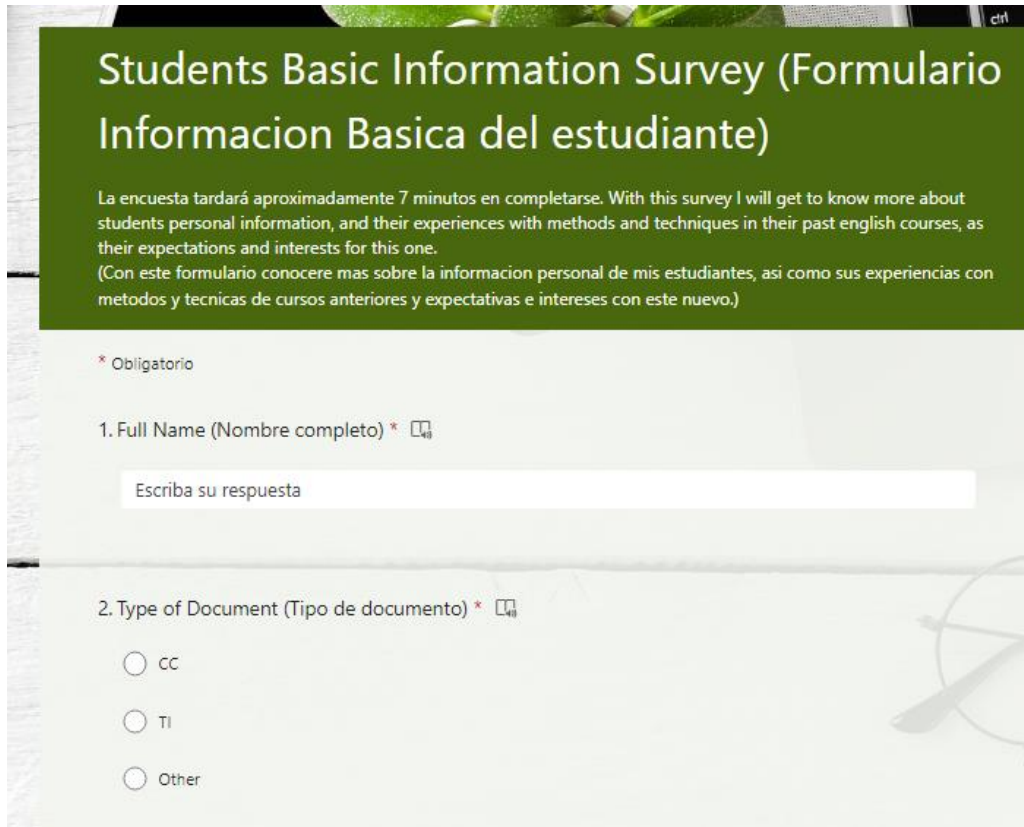
Cel.3165763310

Email: eccardonar@unadvirtual.edu.co

Link to view Appendix B: <https://forms.office.com/r/4RRrKjcAps>

The questions with "yes" and "no" answers within the forms are not marked as mandatory, thus allowing students not to answer if they did not decide to do so.

Appendix C Student Basic Information Survey



The image shows a screenshot of a web-based survey form. At the top, there is a green header with the title "Students Basic Information Survey (Formulario Informacion Basica del estudiante)" in white text. Below the header, there is a paragraph of text in both Spanish and English explaining the survey's purpose and duration. The form itself is white and contains two questions. The first question is "1. Full Name (Nombre completo) *", followed by a text input field with the placeholder "Escriba su respuesta". The second question is "2. Type of Document (Tipo de documento) *", followed by three radio button options: "CC", "TI", and "Other".

Students Basic Information Survey (Formulario Informacion Basica del estudiante)

La encuesta tardará aproximadamente 7 minutos en completarse. With this survey I will get to know more about students personal information, and their experiences with methods and techniques in their past english courses, as their expectations and interests for this one.
(Con este formulario conoceré mas sobre la informacion personal de mis estudiantes, así como sus experiencias con metodos y tecnicas de cursos anteriores y expectativas e intereses con este nuevo.)

* Obligatorio

1. Full Name (Nombre completo) *

Escriba su respuesta

2. Type of Document (Tipo de documento) *

CC

TI

Other

3. Identification Number (Numero de Identificación) *

Escriba su respuesta

4. email (correo electrónico) *

Escriba su respuesta

5. Phone number (Número de Teléfono) *

Escriba su respuesta

6. Age (Edad) *

Escriba su respuesta

7. City of Residence (Ciudad de Residencia) *

Escriba su respuesta

8. Currently Occupation (Ocupación Actual) *

Escriba su respuesta

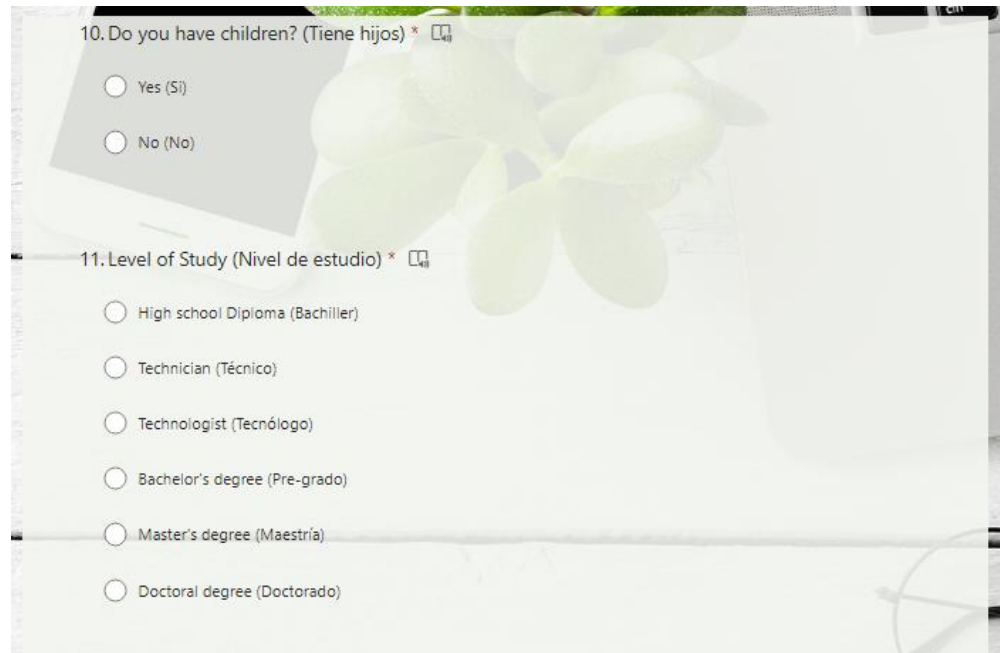
9. Marital Status (Estado Civil) *

Single (Soltero/a)

Married (casado/a)

In a relationship (En una relación)

Widowed (Viudo/a)



10. Do you have children? (Tiene hijos) *

Yes (Si)

No (No)

11. Level of Study (Nivel de estudio) *

High school Diploma (Bachiller)

Technician (Técnico)

Technologist (Tecnólogo)

Bachelor's degree (Pre-grado)

Master's degree (Maestría)

Doctoral degree (Doctorado)

12. Have you studied English before? (¿Ha estudiado Inglés antes?) *

Yes

No

13. When was the last time you study english? (¿Cuándo fué la última vez que estudió Inglés?) *

6 months (6 meses)

1 year (1 año)

more than 1 year (Más de 1 año)

14. Where? (¿Dónde?) *

Escriba su respuesta

15. Learning environment (Ambiente de aprendizaje) *

Virtual

Presencial

16. Did you finish the last course you did? (Terminaste el ultimo curso que hiciste?) *

Escriba su respuesta

17. Based on your English learning experience, What is the skill you are afraid the most to be exposed when learning English?(¿Cuál es la habilidad que más le temes estar expuesto al aprender Inglés?) *

Listen (Escuchar)

Read (Leer)

Speak (Hablar)

Write (Escribir)

18. Do you know, What is your Learning style? (¿Sabes cuál es tu estilo de aprendizaje?) *

19. Why are you interested on learning English? (¿Por qué estás interesado en aprender Inglés?) *

20. No. of English Dot Works Course you belong. (No. de curso English Dot Works al que pertenece) * 2641949 2641950

Link to view APPENDIX C : <https://forms.office.com/r/9pA8sWKwWV>

In the learning guides, you will find the competence, learning outcomes and evaluation criteria. These are designed from the pedagogical planning of the national learning service SENA and based on this document, the checklists for the web conferences are created. Within these checklists, the number of participants interacting in the given game is shown, and the percentage is given by the number of participants interacting over the total number of students present in the web conference.

Appendix D Web Conference Check List

ACTIVIDAD DE APRENDIZAJE 1
competencia
Interactuar con otros en idioma extranjero según estipulaciones del marco Común Europeo de Referencia para idiomas.
Resultado de Aprendizaje
Intercambiar información con sustantivos contables y no contables, haciendo uso de la estructura y el vocabulario requeridos.
Criterios de Evaluación
Describe sus preferencias alimenticias teniendo en cuenta el vocabulario requerido.
Describe la existencia y ubicación de algo o alguien con la estructura y el vocabulario requeridos.
Intercambia información acerca de alimentos y bebidas usando la estructura y el vocabulario requeridos.

<i>EVALUATION CRITERIA</i>	<i>GAMIFI CATION</i>	<i>NO</i>		<i>YES</i>		<i>SOMETI MES</i>	
		<i>N</i>		<i>N</i>		<i>N</i>	
		<i>o. P</i>		<i>o. P</i>		<i>o. P</i>	
Describe your food preferences taking into account the required vocabulary.	Role play - at the restaurant						
Describe the existence and location of something or someone with the required structure and vocabulary.	Box surprise						
Exchange information about food and drinks using the required structure and vocabulary.	Conversation Cards (Learn hip)						

<i>competencia</i>
Interactuar con otros en idioma extranjero según estipulaciones del marco Común Europeo de Referencia para idiomas.

Resultado de Aprendizaje
Narrar experiencias pasadas haciendo uso de la estructura gramatical y vocabulario requeridos.

Criterios de Evaluación
Describe experiencias pasadas teniendo en cuenta la estructura gramatical, vocabulario y contexto requeridos.
Usa los números ordinales y cardinales cuando se refiere a eventos pasados.
Usa los verbos regulares e irregulares en pasado simple con la estructura y el vocabulario requeridos.
Describe experiencias de vacaciones haciendo uso de la estructura gramatical, vocabulario y contexto requeridos.

<i>EVALUATION</i>	<i>GAMIFI</i>	<i>NO</i>	<i>YES</i>	<i>SOMETI</i>
<i>CRITERIA</i>	<i>CATION</i>			<i>MES</i>

		<i>N</i>		<i>N</i>		<i>N</i>	
		<i>o. P</i>		<i>o. P</i>		<i>o. P</i>	
Describe past experiences taking into account the required grammatical structure, vocabulary and context.	Board Game - simple past questions (Learn Hip)						
Use ordinal and cardinal numbers when referring to past events.	Story						
Use the regular and irregular verbs in the simple past with the required structure and vocabulary.	Cards (Learn Hip)						
Describe vacation experiences using the required grammatical structure, vocabulary and context.	Clown overboard						

ACTIVIDAD DE APRENDIZAJE 3

<i>competencia</i>

Interactuar con otros en idioma extranjero según estipulaciones del marco Común Europeo de Referencia para idiomas.

Resultado de Aprendizaje

Realizar comparaciones haciendo uso de la estructura gramatical y vocabulario requeridos.

Criterios de Evaluación

Describe lugares, ciudades y personas con la estructura gramatical, vocabulario y contexto requeridos.
--

Compara lugares y objetos teniendo en cuenta la estructura gramatical, vocabulario y contexto requeridos.

<i>EVALUATION</i> <i>CRITERIA</i>	<i>GAMIFI</i> <i>CATION</i>	<i>NO</i>		<i>YES</i>		<i>SOMETI</i> <i>MES</i>	
		<i>N</i>		<i>N</i>		<i>N</i>	
		<i>o. P</i>		<i>o. P</i>		<i>o. P</i>	

<p>Describes places, cities and people with the required grammatical structure, vocabulary and context</p>	<p>Match the card (Word Wall)</p>						
<p>Compare places and objects taking into account the required grammatical structure, vocabulary and context.</p>	<p>Board Game - Comparatives and Superlatives (Learn Hip)</p>						

ACTIVIDAD DE APRENDIZAJE 4

competencia

Interactuar con otros en idioma extranjero según estipulaciones del marco Común Europeo de Referencia para idiomas.

Resultado de Aprendizaje

Intercambiar información haciendo uso de los verbos modales con la estructura y el vocabulario requeridos.

Criterios de Evaluación

Expresa deberes y obligaciones, teniendo en cuenta la estructura gramatical, vocabulario y contexto requeridos.

Describe lugares, ciudades y países teniendo en cuenta el vocabulario y contexto requerido.

Usa las preposiciones de movimiento con la estructura y el vocabulario requeridos.

Describe los preparativos para un viaje teniendo en cuenta la estructura, el vocabulario y contexto requeridos.

<i>EVALUATION</i>	<i>GAMIFI</i>	<i>NO</i>	<i>YES</i>	<i>SOMETI</i>
<i>CRITERIA</i>	<i>CATION</i>			<i>MES</i>

		<i>N</i>		<i>N</i>		<i>N</i>	
		<i>o. P</i>		<i>o. P</i>		<i>o. P</i>	
Express duties and obligations, taking into account the required grammatical structure, vocabulary and context.	Roulotte Game						
Describe places, cities and countries taking into account the required vocabulary and context.							
Use the prepositions of movement with the required structure and vocabulary.	Hang Man prepositions and Modal verbs						
Describe the preparations for a trip taking into account the required structure,	Where is the ball?						

vocabulary and context.							
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Appendix E Field Notes

<i>FIELD NOTES</i>	<i>RESEARCH MAESTRIA EN MEDIACION PEDAGOGICA EN EL APRENDIZAJE DEL INGLES</i>
<i>BASIC INFORMATION</i>	
<i>DATE</i>	21/09/2022
<i>STARTING AND ENDING TIME</i>	7:00 - 8:10 pm
<i>COURSE</i>	English Dot Works
<i>LEVEL</i>	2
<i>INSTITUTION</i>	Sena
<i>WEB CONFERENCE PLATFORM</i>	Zoom
<i>RECORDING LINK</i>	
<i>TOPIC</i>	Learning Activity 1
<i>No. ATTENDANTS</i>	19
<i>SESSION GOALS</i>	
<p>*Meet with students to answer some questions they might have about content of the course.</p> <p>*Explain the content of the course and Explain the development of the evidences.</p> <p>*Use Gamification as strategie for students to improve oral interaction.</p>	
<i>SESSION DESCRIPTION</i>	
<p>In this first session, in the first part, the explanation of the route by which the students had to navigate the platform was carried out, showing the links where the theme would be and the links for sending the evidence. The proposal was also raised to start the execution of the proposal using gamification as a strategy in each of the meetings.</p>	
<i>OBSERVATION ANALYSIS AND INTERPRETATION</i>	
<p>In this session, the students who joined the session were very receptive to the information given about the platform as well as the instructions given on its use and the realization of the different evidences, however, they limited themselves to answering the questions. questions about whether they understood or not, but did not engage in continuous interaction within the session. At the time of the proposal on the gamification strategy, everyone agreed and stressed the importance and need for more practical meetings to improve their speaking skills.</p>	
<i>CONSIDERATIONS RELATED TO RESEARCH</i>	
<p>The motivation expressed by the attendees to use the strategy and thus improve their speaking ability with the gamification strategy was an important start for the research.</p>	

<i>FIELD NOTES</i>	<i>RESEARCH MAESTRIA EN MEDIACION PEDAGOGICA EN EL APRENDIZAJE DEL INGLES</i>
<i>BASIC INFORMATION</i>	
<i>DATE</i>	30/09/2022
<i>STARTING AND ENDING TIME</i>	7:00 - 8:10 pm
<i>COURSE</i>	English Dot Works
<i>LEVEL</i>	2
<i>INSTITUTION</i>	Sena
<i>WEB CONFERENCE PLATFORM</i>	Zoom
<i>RECORDING LINK</i>	
<i>TOPIC</i>	Learning Activity 2
<i>No. ATTENDANTS</i>	10
<i>SESSION GOALS</i>	
<p>*Answer questions about tutorial sent in advance. *Use Gamification as strategie for students to improve oral interaction using Learning activity 2 content.</p>	
<i>SESSION DESCRIPTION</i>	
<p>In the first part of this session, the students asked questions about the doubts they had during the previous week and about the tutorial sent. After the interactive activities or games designed according to the contents of this learning activity were opened, the instructions were given and the students took turns to participate. In the first activity they worked on the use of the verb to be in the past form, the students also described activities carried out in the past using the different verbs in English.</p>	
<i>OBSERVATION ANALYSIS AND INTERPRETATION</i>	
<p>In this session the students were receptive, participating in all the planned activities using the vocabulary correctly. When making mistakes in pronunciation, they were corrected on the spot. The students were motivated in the development of the session and asked questions regarding the topics covered. It should be noted that in most sessions the instructor must establish his authority by assigning students turns to intervene since it has been noted that if the activities are left for them to participate voluntarily, some prefer not to do so.</p>	
<i>CONTRIBUTIONS RELETED TO RESEARCH</i>	
<p>The use of gamification within the web conferences allowed students to interact with each other, answering questions in English and describing past events, achieving positive communication with the group and the context of the meeting.</p>	

<i>FIELD NOTES</i>	<i>RESEARCH MAESTRIA EN MEDIACION PEDAGOGICA EN EL APRENDIZAJE DEL INGLES</i>
<i>BASIC INFORMATION</i>	
<i>DATE</i>	5/10/2022
<i>STARTING AND ENDING TIME</i>	7:00 - 8:10 pm
<i>COURSE</i>	English Dot Works
<i>LEVEL</i>	2
<i>INSTITUTION</i>	Sena
<i>WEB CONFERENCE PLATFORM</i>	Zoom
<i>RECORDING LINK</i>	
<i>TOPIC</i>	Learning Activity 3
<i>No. ATTENDANTS</i>	10
<i>SESSION GOALS</i>	
<p>*Answer questions about tutorial sent in advance.</p> <p>*Use Gamification as strategie for students to improve oral interaction using Learning activity 3 content.</p>	
<i>SESSION DESCRIPTION</i>	
<p>During this web conference, the questions that the students had regarding the previous learning activity and the previously sent tutorial were answered. Then they began to carry out the planned activities according to learning activity three. The students described the chosen images in the matching the cards game following the instructions. There was also a board game using comparatives and superlatives, students had to take turns and role the dice, once the dice stop they had to count the steps and use the comparative or superlative in it, creating a sentence.</p>	
<i>OBSERVATION ANALYSIS AND INTERPRETATION</i>	
<p>All the students in the web conference participated in the planned activities, in the first activity they had a clearer vocabulary and the construction of the sentences describing the images, however with the comparative and superlative phrases they had a little more difficulty. Even having difficulties or misusing the vocabulary, they tried to do it and corrected it on the spot. The time to perform different games in a session is short.</p>	
<i>CONTRIBUTIONS RELATED TO RESEARCH</i>	
<p>When the students listen to their classmates, they tend to relate what they hear to the context of the activity and they manage to understand what is happening at the moment. It also helps them to use the vocabulary correctly in case they do not use it the first time in appropriate way.</p>	

<i>FIELD NOTES</i>	<i>RESEARCH MAESTRIA EN MEDIACION PEDAGOGICA EN EL APRENDIZAJE DEL INGLES</i>
<i>BASIC INFORMATION</i>	
<i>DATE</i>	12/10/2022
<i>STARTING AND ENDING TIME</i>	7:00 - 8:10 pm
<i>COURSE</i>	English Dot Works
<i>LEVEL</i>	2
<i>INSTITUTION</i>	Sena
<i>WEB CONFERENCE PLATFORM</i>	Zoom
<i>RECORDING LINK</i>	
<i>TOPIC</i>	Learning Activity 4
<i>No. ATTENDANTS</i>	10
<i>SESSION GOALS</i>	
<p>*Answer questions about tutorial sent in advance.</p> <p>*Use Gamification as strategie for students to improve oral interaction using Learning activity 4 content.</p>	
<i>SESSION DESCRIPTION</i>	
<p>During this web conference, the questions that the students had regarding the previous learning activity and the previously sent tutorial were answered. Then they started participating in the first activity using correct pronunciation of the alphabet playing hang man to guess vocabulary according to the clues. The second game was a roulette with some questions using different topics from the content of the course, so the students took turns to spin the roulette.</p>	
<i>OBSERVATION ANALYSIS AND INTERPRETATION</i>	
<p>In the first activity they had the oportunity to listen to a clue giving them a brief description of the word they had to guess, they have also practiced pronunciation of the alphabet. During the roulette they had answered to questions using different vocabulary using also their own information about habilities, likes, prepositions etc. Students had great attitude and were motivated to continue practicing their speaking skills.</p>	
<i>CONTRIBUTIONS RELATED TO RESEARCH</i>	
<p>The use of different topics at the same time get students close to real life moments, where people can ask them questions and they would be able to answer. They improve their pronunciation as they correct themselves in the moment. Motivation in oral interaction improves when play games or perform interactive activities.</p>	

The questions within this form are not marked as mandatory, thus allowing students not to answer if they did not decide to do so.

Appendix F Course Evaluation Survey

Course Evaluation Survey

In this questionnaire you will have the opportunity as a student to evaluate the performance of the course, its contents and the instructor, answering basic closed and open questions in order to make your opinion and suggestions known.

1. Have you ever studied a complementary virtual english course with SENA?

Yes

No

2. Did you like the plataform used with the course?

Yes

No

3. If the answerfor question number 2 was No, Please answer why?

Escriba su respuesta

4. Did you like the study materials and activities in the course?

Yes

No


5. If the answer for question number 4 was No, Please answer why?

Escriba su respuesta


6. The guides and tutorials sent from the tutor were clear ?

Yes


No

7. How was the tutor performance during the course? 


- Excelent
- Good
- Average
- Poor
- Very good

8. Did you easily get in contact with the tutor? 


- Yes
- No

9. Did you attend to all web conferences? 


- Yes
- No

10. Based on the two ways the tutor have managed the web conferences , which did you like better? 


- Explanation Web conference
- Tutorial and Gamificación

11. Explain why did you select the option in question number 10. 


Escriba su respuesta

12. In a 1 to 5 scale , How did you like the games used in web conferences? 




13. How much do you think your oral interaction improve? 


- Very much
- Remained the same.
- Very little

14. Did you get in touch with students from your virtual course? 


- Yes
- No

15. Were the games used in the web conferences according to the content of the course? 


- Yes
- No

16. From 1 to 5 scale, how do you think your level of motivation was during the sessions? 




17. Was the tutor's feedback appropriate and on time? 


- Yes
- No

18. What suggestions you might have about the games used in the web conferences? 

Escriba su respuesta


19. What suggestions you might have about the web conferences? 

Escriba su respuesta


20. Did you finish the course English dot works? 

Yes

No

21. If the answer for question number 20 was No, Please answer why? 

Escriba su respuesta

22. Would you register for a new virtual english course with SENA? 

Yes

No


Enviar

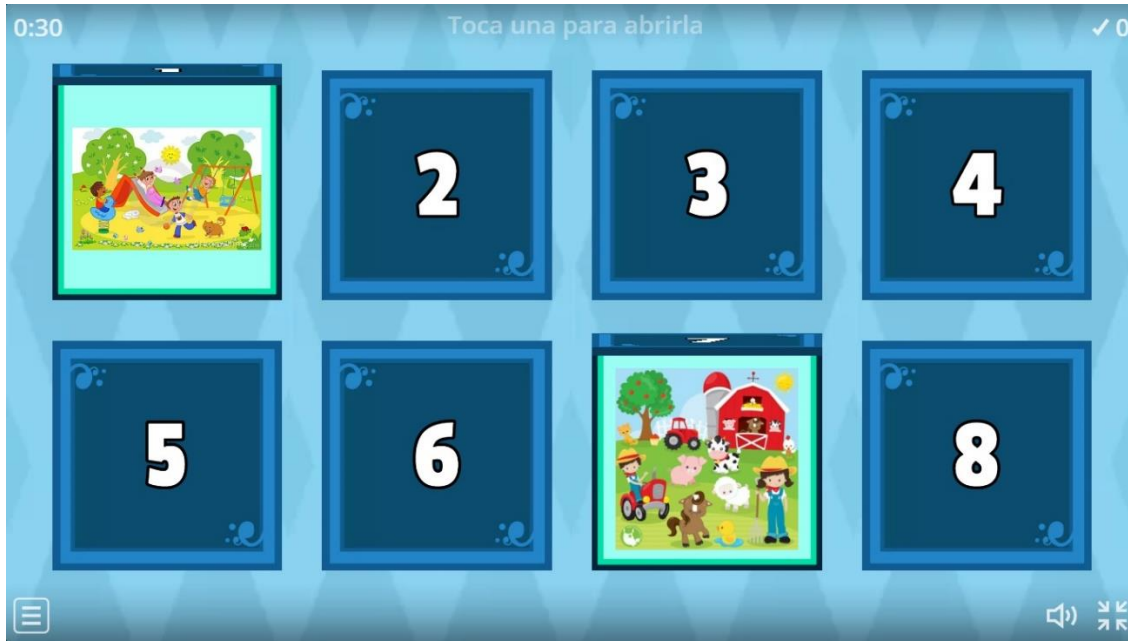
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Appendix G Interactive Activities

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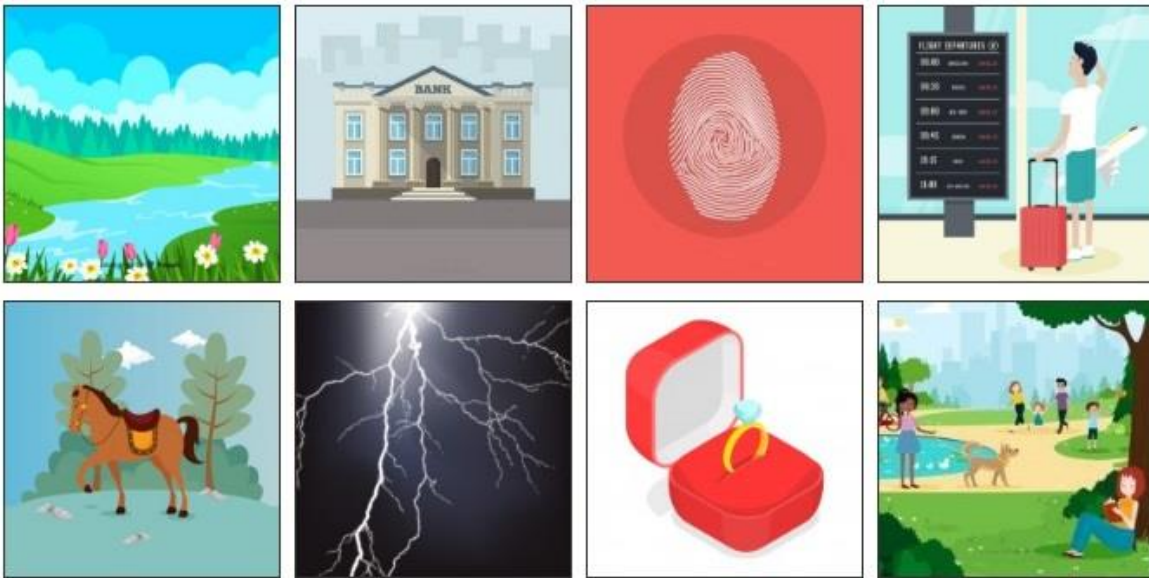




Story Cards

Deal the cards and then try to create a story using as many of the pictures as possible. How you interpret the cards is up to you.



Deal the cards



Conversation Cards


Hundreds of themed conversation starters - ideal for an English classroom or just to pass the time on a rainy day. For completely [random questions](#), see the [random question generator](#). These [conversation starters](#) are also available to print and cut out (with additional exercises) from our sister site's [ESL Conversation Questions](#) page.

Food

How healthy is your diet?

next question

G	O	U	E
K	L		
M	R	W	I
X	D	T	


A
_
P
_
A
N
_

Comparatives and Superlatives

Comparatives and Superlatives

Go back to the start

Difficult
Reading, listening

Harder
English, Spanish

Easy
Speaking, listening

FINISH

Enjoyable
Horror, Comedy movies

Comfortable
Train, Car

Go back two spaces

Good
Summer, winter, spring

Expensive
House, car

Enjoyable
Reading, watching TV

Far
Sun, Moon

Go forward 5 spaces

Good
invisibility, speed

Important
Russia, China, America

Intelligent
Dogs, cats

Roll again!

Bad
Apple, Android

Deadly
Rhinos, crocodiles

Popular
Youtube, Netflix

START

Tasty
Pizza, Ice cream

Cheap
Renting, buying a house

Useful
Money, intelligence

Activar Windows
Ve a Configuración y
ESLKids

Create comparative and superlative sentences using the words in the square.

Appendix H Specialized analytical summary (RAE)

1. General information

Type of document	Thesis
Acceso al documento	A research report submitted to Escuela de Ciencias de la Educación ECEDU in partial fulfillment of the requirements for the degree of Magister en Mediación Pedagógica en el Aprendizaje del Inglés
Title	Gamification In E-learning To Strengthen English Oral Interaction in Web Conferences at SENA Complementary Courses.
Author	Eliana Constanza Cardona Ramirez

Publication	2023
Keywords	Gamification, oral interaction, virtual Learning Environment, motivation, English as a Foreign Language
Description	<p>This research focuses on using gamification as a teaching tool within weekly web conferences to improve English dot Works level 2 students' ability to speak English as a foreign language, in complementary virtual courses.</p> <p>The problem identified has to do with low oral participation in web conferences, hence the need to make these meetings more interactive by implementing games, encouraging students to speak, allowing them to learn from others and from their own mistakes, also receiving immediate feedback from the instructor.</p> <p>Gamification is used in different situations, using the game as a tool to create fun experiences for students while they learn in contexts other than their own game. (Zichermann & Cunningham, 2011; Werbach & Hunter, 2012).</p> <p>In this sense, with the help of different platforms, it is possible to create different interactive games that support the teacher in the mediation of knowledge of the English language, mainly motivating the student to be an active part of a synchronous interaction.</p> <p>The study procedure is based on action research, implementing gamification as a strategy to improve the oral interaction of those</p>

attending the weekly synchronous meetings of the English dot works Level 2 course of SENA. Gamification activities such as game boards, roulette, surprise box, memory cards among others are mainly focused on achieving oral production and improving the communication skills of students, based on the different topics that are within the curricular design of the course.

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Contents

The document compiles and provides the following structure: cover page, RAE (analytical summary of the document), abstract, table of contents, list of tables, list of appendices, introduction, statement of the problem, justification, objectives, literature review (state of art, theoretical and conceptual framework), methodological design, analysis and interpretation of the information, results, conclusions, and

Methodology	<p>recommendations, references and appendices.</p> <p>The population belongs to the National Learning Service (SENA). A Colombian public learning center. The population is mainly students and workers between the ages of 16 and 52. A simple random sampling method is considered to select study participants. A sample of about 17 students is taken from a group of students enrolled in level 2 of the virtual supplementary program "English dot works".</p> <p>During this investigation, the process involves conducting an action-research study using game elements in synchronous encounters, exposing students to real interaction in different situations that help strengthen their speaking ability. Initial interpretations are tested after a demographic survey is implemented, and the stages of the procedure are the way to track what needs to be improved or changed. In this research, different points of view are considered, such as the role played by the tutor within a virtual learning environment, what conditions the game must have for the objectives to be achieved, and external emotional and social factors that influence oral interaction of the students, in order to reach the categories of analysis and a conclusion. The instruments that will be used to collect information are qualitative and quantitative.</p>
Results	<p>This research discusses the significance of the obtained results,</p>

explores their implications for pedagogy and research, acknowledges the limitations of the current study, and provides recommendations for future research. Additionally, it addresses the research question: How does gamification strengthen oral interaction in web conferences with complementary virtual English courses at SENA?

The response to the aforementioned question was approached deductively, considering seven subcategories: Game goal, game value, and game instruction within the game factors category and motivation, exposure, self-confidence, technological devices and connectivity within the category of factors influencing students' oral interaction. These overarching categories and subcategories were derived from the theoretical framework applied in this study and were subsequently elucidated and described through an analysis of the data collected during implementation observations.

Conclusions

The results have been positive considering that the students participated in the activities in which gamification was used, both their motivation and self-confidence increased by being exposed to the use of the language and they also received positively the feedback given by the tutor; Student participation and interaction inspire me to continue working on this process, while this strategy promises to be a creative, innovative and fun opportunity to mediate EFL in web conferencing.

It is clear that gamification has undeniable potential as a

strengthening tool in learning the English language in virtual teaching environments. However, each student must be aware that their process will be successful if they follow the instructions with discipline and dedication and study carefully. the material available on the platform; Likewise, attending synchronous meetings allows them to correct pronunciation errors and interact with other people.

By	Eliana Constanza Cardona		
Date			2023