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The Influence of Technological Game-Based Learning activities on Extrinsic Motivation and Active Participation in a second baccalaureate EFL Classroom

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Dedication

This thesis is dedicated to my dear parents. To my mother, Laura, whose endless love, strength, and gentle wisdom have been my guiding light. Thank you for every sacrifice made in silence, and for always reminding me that I am capable of more than I believe. Your heart has been my shelter. To my father, Virgilio, whose hard work, steady support, and quiet belief in me have been a source of strength throughout this journey. Thank you for every early morning, every word of encouragement, and for teaching me the value of perseverance.

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To the stars who listen, and the dreams that are answered.

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“Everything done with love leaves a mark.”

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Resumen:

Actualmente, en Ecuador, el aprendizaje del idioma inglés es una prioridad dentro del sistema educativo; en consecuencia, se han incorporado recursos tecnológicos para garantizar su adquisición. Pero, mantener la motivación y participación activa de los estudiantes sigue siendo un desafío, especialmente en grupos numerosos, donde la tecnología tiene un eso pasivo y centrado en el docente, limitando el potencial de estas herramientas. Ante esto, este estudio tuvo como objetivo explorar cómo las actividades de aprendizaje basadas en juegos tecnológicos influyen en la motivación extrínseca y la participación activa de los estudiantes, a partir de sus experiencias y percepciones. Se adoptó una indagación narrativa bajo un paradigma interpretativo y un enfoque cualitativo, permitiendo una profunda exploración de las vivencias estudiantiles. El estudio se centró en una muestra intencional de tres estudiantes de segundo de bachillerato de una institución educativa privada. Siguiendo este enfoque, se utilizaron autobiografías y entrevistas semiestructuradas para recolectar datos, aplicados luego de intervenciones educativas con herramientas digitales como Wordwall, Quizizz, Educaplay y Kahoot. Los datos se analizaron mediante codificación deductiva y un enfoque narrativo tridimensional que considera la temporalidad, sociabilidad y el lugar. Los hallazgos evidencian que los sistemas de recompensas, la competencia sana y el reconocimiento social fomentan la motivación extrínseca. Asimismo, el trabajo colaborativo, el compromiso y la interacción muestran un ambiente participativo. Aunque, se identificaron limitaciones como la distribución desigual de recompensas y problemas de conexión, evidentemente estas actividades, bien diseñadas, pueden transformar el aula en un espacio motivador y centrado en el estudiante.

Palabras clave: motivación extrínseca, participación activa, tecnología, aprendizaje basado en juegos, aprendizaje del inglés.

Abstract:

Currently, in Ecuador, English language learning is a priority within the educational system; consequently, technological resources have recently been incorporated to ensure successful language acquisition. Despite this, maintaining students' motivation and active participation in the classroom remains a challenge, especially in large groups, since the use of technology is mostly passive and teacher-centered, limiting their potential. Faced with this reality, the present study aimed to explore how technological game-based learning activities influence students' extrinsic motivation and active participation, based on their experiences and perceptions. Therefore, this study adopted a narrative inquiry within an interpretive paradigm and a qualitative approach, allowing for a deep exploration of students lived experiences through their personal stories. It focused on a purposive sample of three second-year baccalaureate students from a private educational institution. Following this approach, autobiographies and semi-structured interviews were used as data collection instruments, applied after educational interventions using digital tools such as Wordwall, Quizizz, Educaplay, and Kahoot. The data were analyzed through deductive coding and a narrative three-dimensional approach that considers temporality, sociality, and place. The findings show that reward systems, healthy competition, and social recognition are factors that drive extrinsic motivation. Likewise, collaborative work, student engagement, and interaction generate a participatory and dynamic environment. Nevertheless, certain limitations were identified, such as the unequal distribution of rewards and connectivity issues. Finally, it is concluded that, when well-designed and adapted to the context, technological GBL activities have high potential to transform the English classroom into a more motivating, participatory, and student-centered space.

Keywords: extrinsic motivation, active participation, technology, game-based learning, English learning.

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CHAPTER I

Introduction

Context

Nowadays, English has become a key tool for communicating, accessing education, and making a breakthrough in the workplace. Learning English as a foreign language (EFL) has thus become an essential component of educational systems around the world (Beltran, 2017). However, success in learning English depends not only on the curriculum, but also on students' motivation, which plays a crucial role in their willingness to actively engage and apply the language in meaningful contexts (Elsheikh et al., 2024). In this regard, Nguyen and Nguyen (2020) emphasized that active participation is another essential factor in the learning process, as greater involvement leads to better comprehension and retention of content.

Over time, English language teaching in Ecuador has changed, adopting more dynamic and interactive methods that aim to improve the teaching and learning process. Nevertheless, keeping students motivated during classes is still a challenge in many classrooms, particularly those with a lot of students. Delgado et al. (2024) noted that addressing this challenge requires innovative approaches that not only raise students' interest but also create meaningful opportunities for active learning. Although many educational institutions have already incorporated technological tools such as computers and projectors into their classrooms, their use is still mostly passive and teacher-centered. This makes classes less dynamic and limits both student participation and motivation. In response to this reality, technological game-based learning activities have become an innovative strategy that aimed to transform the classroom into a more interactive space, where students not only participate actively but also feel more motivated and committed to their learning process.

This study is carried out in a private, multidisciplinary educational institution located in an urban area in Azogues, province of Cañar, Ecuador. Specifically, the research focuses

on the area of English as a foreign language in a second baccalaureate class with a total sample of 37 students. Only 3 students out of 37 were purposely selected as the participants of this study because they showed low or unstable motivation toward language learning and limited participation during classes. Two of them are 16 years old and one is 17, and they appear to be at a B1 level, as the institution teaches English based on the CEFR and uses Cambridge resources.

Problem Statement

In the Ecuadorian context, the Ministry of Education (2016) promotes the use of technology in EFL classrooms in an innovative, practical, and student-centered way. This aims to develop linguistic and creative skills in English language acquisition. Nevertheless, in practice, it is not commonly implemented as intended. Many classrooms struggle with the effective integration of technology, failing to move beyond traditional uses. Based on our experiences during practicum and community outreach programs, we have observed a situation that reflects the reality in many educational institutions. Instead of using technology for students to create, interact, and become active agents in their own learning, its teacher-centered use is mainly limited to providing input through slides, videos, audios, or other visual resources, generating an educational environment characterized by limited participation and unmotivated students.

Additionally, Jiménez (2018) pointed out that technological resources are generally used by teachers for PowerPoint presentations or to show videos, but not for fostering the creative development of students in language learning. This teacher-centered use of technology, focused solely on information reception, has proven insufficient to stimulate students' extrinsic motivation or to actively involve them in the language learning process. This lack of motivation leads to a minimal and passive participation, characterized by disinterest in completing tasks and practicing English. In this sense, it has been observed that,

despite efforts to incorporate technology into the classroom, motivating students remains a major challenge, especially in large groups where keeping them attentive and committed is very difficult. In line with this, Hu (2024) highlighted the need to incorporate activities that foster active participation and motivation among students, especially in large groups, where keeping them engaged and involved in learning English can be difficult.

In this context, Zubair et al. (2024) state that GBL is a more enjoyable, engaging and effective way to reinforce concepts, significantly increasing learner motivation and participation compared to traditional methods. Technological GBL activities are very well known as powerful tools for fostering active learning; however, there is still a gap in understanding how these activities influence students' motivation and active participation. Consequently, the main objective of this study is to explore how the GBL approach, combined with technology in English classes, influences students' motivation and active participation, providing valuable information about students' perceptions and experiences in this context from a qualitative-narrative approach.

Importance of the study

In a world where students are increasingly connected to technology, education faces the challenge of adapting and finding new ways to capture their attention and motivate them. This narrative inquiry aims to contribute to the field of teaching English as a foreign language by exploring the influence of technological game-based learning activities on students' extrinsic motivation and active participation in EFL classrooms. In addition, this research seeks to bring a fresh perspective to teachers and curriculum designers on innovative strategies that can transform classrooms into more dynamic, participatory, and student-centered spaces. This study is aligned with and contributes to Ecuadorian educational policies established in the Ministry of Education's Prioritized Curriculum (2021), which stresses the

importance of developing essential competencies for the 21st century, such as digital and socioemotional competencies.

According to this curriculum, education must adapt to current demands, integrating emerging technologies and digital tools to foster skills such as critical thinking, problem solving and ethical information management. The inclusion of innovative strategies such as game-based learning activities fits perfectly with these policies, as it promotes the responsible and effective use of technologies in the classroom. The findings of this research aspire to support the implementation of effective pedagogical practices related to the use of technological game-based learning activities that respond to students' specific needs and foster their active engagement in learning English as a foreign language.

This integrated project recognizes the importance of addressing the specific needs of students in EFL classrooms through the use of innovative pedagogical approaches such as game-based learning. It values the connection between motivation, active participation, and student-centered curriculum design, seeking to propose solutions that are particularly relevant to educational contexts where access to basic technological resources is available. This study is very significant because, by receiving information about students' experiences and perspectives on the use of technological game-based learning activities in the classroom, it could help teachers learn more about what works and what does not work when technological games are implemented in the classroom. In this way, it would not only contribute to enriching the educational experience of students but also provide practical tools to strengthen teachers' pedagogical practices.

Main Research Question

- How do technological game-based learning activities influence the extrinsic motivation and active participation of three second baccalaureate EFL students?

Sub-questions

- How do three EFL students of second baccalaureate describe their extrinsic motivational experiences when engaging with technological game-based learning activities?
- In what ways do the three students perceive that game-based learning activities encourage their active participation in the EFL classroom?

Objectives

General

- To explore the lived experiences and perceptions of three second baccalaureate EFL students regarding the influence of technological game-based learning activities on their extrinsic motivation and classroom participation.

Specific

- To examine the narrative experiences of three second baccalaureate EFL students when participating in technological game-based learning activities and their influence on their extrinsic motivation.
- To understand how these three students perceive the influence of technological game-based learning activities on their active participation in the EFL classroom.

CHAPTER II

Literature Review

This review is based on the interest in understanding how the use of technological GBL activities can influence the motivation and active participation of students in the English as a foreign language classroom. Through the analysis of previous studies, we seek to explore how these innovative strategies have transformed the traditional dynamics of language teaching, creating more participatory, motivating and student-centered spaces.

This analysis is based on constructivism and social constructivism theory, pedagogical approaches that recognize the student as the active protagonist of learning, allowing them to understand how learning is constructed from meaningful and collaborative experiences. Thus, the review seeks to integrate theoretical and empirical findings that help to better understand the potential of technological GBL activities in EFL classroom settings.

Previous studies / Antecedents

By reviewing the relevant literature, this section provides a solid foundation for understanding the potential GBL activities in conjunction with technology in fostering active participation and student motivation, while highlighting gaps in previous studies and areas that require further exploration.

Rahmadani et al. (2024) conducted a descriptive-qualitative study with the aim of analyzing the impact of the use of the Kahoot application on the motivation and perception of 23 EFL students from a high school, in Indonesia. They used observation, questionnaires and interviews for data collection. The main results showed that Kahoot generated a more dynamic and fun learning environment and increased students' motivation due to its interactive and visual format. In addition, most students agreed that Kahoot fostered both intrinsic and extrinsic motivation, highlighting competitiveness, personalization, and a sense of accomplishment as key factors. This study is relevant to our research as it also explores extrinsic motivation, especially the roles of rewards and competition. However, our project adds to this by delving deeper into students' firsthand experiences and perceptions during technological GBL activities.

These findings support our study by illustrating how technological GBL tools can influence motivation and participation in EFL classrooms. The data were essential in helping us define indicators in our matrix, such as interest in rewards, recognition, competence, engagement, and collaboration. Furthermore, the study served as a basis for the development

of our qualitative approach, as it showed how game mechanics influence learners' emotional and cognitive engagement, an aspect we explored further from the students' perspective.

On the other hand, Chicaiza et al (2024) conducted a research using a quantitative quasi-experimental design to explore the impact of Kahoot on the virtual teaching of English as a foreign language (EFL) in Ecuador after COVID-19. The sample was 197 B1 level students. The study aimed to assess how Kahoot influenced students' motivation and language skills, focusing on reading and writing. The results showed significant improvements in both motivation and language skills development. The use of Kahoot captured students' interest more effectively: 90% of them said they felt more motivated to participate in class. Although the free version of the tool had some limitations, such as the inability to assess listening comprehension or provide detailed feedback on writing, the study revealed that Kahoot fostered greater independence, creativity, and improvements in reading and writing tasks. The study concluded that Kahoot is a valuable tool for improving virtual EFL instruction and recommended its wider use in virtual classrooms and teacher training for better implementation.

One of the reasons for choosing this study was its close relationship with the context of this research. It was conducted in Ecuador, in an EFL classroom with B1 level students. In addition, the questions in their survey on motivation were a useful guide for defining what aspects to address in our interviews. For example, from their question on whether Kahoot makes learning more interesting, we were guided to formulate open-ended questions that probed what specific aspects of the platforms caught students' attention and why. This study conceptually supported our matrix indicators. However, its quantitative approach ignores student voice, which marks a gap that our study seeks to address through a qualitative look focused on the experiences and meanings constructed by students themselves as they interact with various technology platforms.

Additionally, Kartika and Budiarta (2025) conducted a study in a public school in Bali with 34 English as a foreign language (EFL) students to explore their perceptions of the use of Quizizz in the classroom, as well as the challenges they face in using this tool. The study employed a sequential explanatory mixed design, in which a Likert-scale questionnaire was administered first, followed by structured interviews. The results revealed that students have a mostly positive perception of Quizizz, as they consider that it improves their motivation and participation in class. However, significant challenges were also identified, such as problems with the internet connection, and some Quizizz functions that made it difficult to answer difficult questions.

This study contributes significantly to ours by supporting the focus of our research by demonstrating that platforms such as Quizizz can foster motivation and participation in English as a foreign language class. Their work underscores the need for these tools to be accessible, easy to use, and institutionally supported, aspects that also emerge in our study as essential conditions for active and supported participation. Although their sample was limited to students with frequent access to technology, our study broadens this perspective by including students specifically selected for low achievement or low motivation, allowing us to further explore whether technological GBL activities can positively influence these profiles.

Theoretical Framework

Constructivism and Social Constructivism Theories in EFL classroom

The Ecuadorian English curriculum promotes student-centered instruction that seeks to develop real communicative skills through meaningful and collaborative experiences. This approach is aligned with the foundations of constructivism and social constructivism theory. According to the constructivism perspective, learning occurs when students actively construct their knowledge based on their personal experiences (Piaget, as cited in McLeod, 2025). On

the other hand, social constructivism emphasizes the importance of social context and interaction with others in this process (Vygotsky, as cited in McLeod, 2025). Teaching English as a foreign language is seen as a process where language is learned in use, not in isolation, thus promoting motivation and commitment to learning.

According to Piaget's perspective, knowledge is constructed from previous experiences and is constantly reorganized as the learner interacts with new situations (Piaget, 1952, as cited in McLeod, 2025). This approach emphasizes learning based on exploration, problem solving, and interaction with materials that encourage autonomous discovery (Tigse, 2019). In the English classroom, this involves providing activities that allow students to experiment with language, solve linguistic problems, and connect what they have learned to their previous experiences.

On the other hand, Vygotsky (1978) reinforces the importance of the social environment in learning, highlighting the role of language, collaboration and the Zone of Proximal Development as key elements In addition, the concept of *scaffolding*, originally proposed by Wood et al. (1976, as cited in Jianguang et al., 2023), describes how a more competent adult or peer can guide the student to achieve learning that they could not accomplish independently. In this framework, teacher feedback and technological GBL activities can act as mediators that support student understanding and participation.

In this theoretical context, both constructivism and social constructivism theory offer a valuable basis for understanding how students learn English as a foreign language. While students acquire knowledge through active exploration, it is through interaction, collaboration, and supportive guidance that deeper learning occurs. In this sense, technological GBL activities become powerful tools that integrate both perspectives by fostering personal engagement and social interaction within the learning environment. By

applying these principles in the English classroom, we promote more dynamic, collaborative learning that is tailored to the real needs of the student.

Game-based learning approach

Akour et al., (2020) stated that it is fundamental to know that there is a big difference between game-based learning and games. The application of game-based learning in the classroom has an academic purpose that allows the students to solve activities or meet challenges through games. In contrast, games do not focus on providing educational instruction within the game. Although small games may be presented during the lesson to relieve the students' stress, it is important to consider that games with educational learning purposes in EFL are the root of this study. "Game-based learning has emerged as a dynamic pedagogical approach that encourages and enhances students' learning through games. Games that are engaging and interactive in nature have been found to impart knowledge and enhance skills" (Hu, 2024, p. 91).

Furthermore, it is vital to comprehend that the GBL approach is aligned with constructivism principles, as mentioned by Piaget (1971, 1985). He established that people could construct their knowledge through experiences and interactions during their learning process. In the same way, Akour et al., (2020) emphasize using games with the objective that individuals learn. It allows students to interact with other individuals and experience and acquire their knowledge.

GBL and The Ecuadorian educational model

The purpose of integrating games and technologies into the classroom has been noted in official documents of the Ministry of Education (MINEDUC), such as the Prioritized Curriculum (2021), English Curriculum (2016), and the National Educational Model (2023). The proposition is that games and technology help students have optimal learning and help

them develop their skills in different areas, including EFL. Moreover, The Ministry of Education (2016), established that the curriculum has two fundamental objectives for students. Promote personal and national identity, generate job opportunities, scholarships, and easy access to information resources using ICT.

On the one hand, the Ministry of Education (2021), within the prioritized curriculum for the high school level, the use of digital competencies allows the student to be introduced to the technological environment to fulfill a management satisfactorily. On the other hand, the Ministry of Education (2023) stated that The National Educational Model adopts a constructivist approach, where the student is seen as an active participant in creating his or her knowledge through interaction with his or her environment. This approach is based on the Constructivism theory that affirms that learning is a process in which the individual constructs meanings and concepts based on his or her experiences and previous knowledge, as well as on interaction with his or her social and cultural environment (Nguyen & Van Le, 2024). Aligned with this view, the GBL approach emphasizes the importance of students' active participation in their learning, fostering critical and problem-solving skills development within a collaborative context.

Technological Game-Based Learning activities

Game-based digital learning is considered positive because it encourages student engagement through the use of technological devices. This allows students to experiment with various applications and develop successful games (Prensky, 2001, cited in Tao & Zou, 2021). The use of digital tools in EFL classes has taken much relevance in recent years because these tools have improved motivation and participation and especially promote a sense of involvement in learning English through the use of digital devices and interacting more with the content, so it is seen as an effective and fast tool for learning a foreign language. Likewise, Senderell (2024) reinforces the above by stating that, the application of

game-based learning technologies is useful for reinforcing content, giving feedback easily, assessing knowledge and understanding, and facilitating the application of concepts, so it is known as an excellent tool to use in learning. In addition, other studies claim that game-based digital learning activities positively influence students' motivation and facilitate learning at the same time.

According to Martinez (2022), he states that platforms such as Kahoot help teachers create interactive quizzes with a variety of game formats, such as escape room, quiz show, etc., question types, and attractive visual elements, and thus encourage participation and learning within the classroom. These, in turn, influence students' academic performance. This tool not only captures students' attention but also provides immediate feedback, reinforces content, and fosters healthy competition by allowing them to compete for a satisfactory place on the podium, and thus positively influences students' academic performance.

In addition, Quizizz is a gaming platform widely used within the educational environment, as it allows students to solve interactive online quizzes, perform matching games, guessing games, etc. According to Robles (2020), the use of this interactive quiz, where different questions, graphic elements, and even memes are presented, is striking for students and improves their academic performance and motivation, as it even allows them to have healthy competition between them in a fun way and without the pressure of traditional learning. Besides, it allows immediate feedback that contributes to a more autonomous and efficient learning process. Different Wordwall games, such as The Game Show quiz, Hangman, Maze Chase, etc., have proven to be beneficial in teaching English. Pesántez and Naranjo (2023) have found that the use of Wordwall in vocabulary activities improves the learning of English words significantly in students. The possibility offered by the Wordwall platform to create different interactive games allows EFL students to have a more comprehensive and easier learning process.

On the other hand, studies such as Cadena et al. (2023) have recognized platforms as Educaplay that offer a variety of interactive activities that improve the teaching of English by allowing the creation of riddles, word searches, multiple-choice games such as Froggy Jumps, and other types of exercises, promote a good learning environment and the active participation of students, and also increase autonomous learning. These results are key to autonomous, active participation and student motivation. These different digital game-based activities within the classroom contribute to the improvement of language learning and especially strengthen students' motivation and active participation in their own learning process.

Motivation in Language Learning

Motivation is defined as "a process in which goal-directed activities are initiated and sustained" (Cook & Artino, 2016). Therefore, motivation influences not only how students carry out tasks but also their commitment to completing them. Motivation is understood as that decisive drive within the student that leads them to achieve and engage in the learning process on their own. On the other hand, Talkpal (2023) states that motivation is also known as the internal and external drive that guides a person's actions to achieve specific goals. Subsequently, it is necessary to understand the differences between intrinsic (internal) and extrinsic (external) motivation to grasp their role in students' engagement and performance in EFL contexts.

Intrinsic Motivation

To begin with, Ryan and Deci (2000) established that intrinsic motivation involves participating in an activity for pleasure or internal satisfaction it provides, rather than for any external benefits or rewards that might come from it. Thus, intrinsically motivated students engage in learning because they find it fulfilling, it sparks their natural curiosity, and it

develops a personal enthusiasm without the need for external rewards or punishments. In EFL contexts, according to Dörnyei and Ushioda (2011), motivation can be intrinsic when students feel driven by the personal interest and satisfaction they experience while learning a language. For this reason, intrinsically motivated students often take part in activities on their own initiative, enjoying learning new vocabulary or sentences, not because they expect to be rewarded.

Furthermore, according to Ryan and Deci (2017), the Self-Determination Theory (SDT) states that this intrinsic motivation depends on the fulfillment of three basic psychological needs that lead students to engage in their own learning: autonomy, competence, and relatedness. First, autonomy refers to the students' need to feel that they have control over their own learning. According to Davis (2022), SDT primarily helps to understand how teachers support students in becoming more confident and, above all, autonomous in the classroom.

Regarding competence, Alamer (2022) explains that individuals tend to succeed and develop personally when their basic needs for autonomy, competence, and relatedness are met and supported by society. Therefore, competence is seen as the need to feel effective and capable of overcoming challenges. Finally, relatedness refers to the need to feel connected and supported by peers and teachers, as Shelton-Strong (2020) notes that SDT is used to support emotions and social connections within the educational environment. Based on this, it is clear that an intrinsically motivated student engages in learning due to personal interest.

Extrinsic Motivation

Thomson and Jaque (2017) defined extrinsic motivation as the drive to participate in an activity to receive something in return, such as grades, rewards, or social recognition. Thus, extrinsic motivation clearly comes from external factors such as recognition, prizes, and rewards. Additionally, Ryan and Deci (2017) have stated that external regulation is one

of the most controlled forms of extrinsic motivation within the SDT framework, as it promotes the performance of an action in exchange for obtaining or avoiding something. This external motivation in educational settings can push students to fully engage in tasks to receive a reward, gain recognition, or improve their status.

Subsequently, Manda (2023) points out that "One form of outcome motivation (external) that is often used is the provision of awards or prizes. These types of rewards include certificates, medals, physical gifts or recognition for academic achievement or participation in school activities" (p. 50). Therefore, rewards and achievements are a key element of extrinsic motivation. A student may immerse themselves in a task if it involves a reward for their performance and dedication. Additionally, social recognition is a crucial element, as Manda (2023) also states that "extrinsic motivation can also be provided through appreciation or positive feedback from the teacher. Praise given correctly and sincerely can boost students' self-confidence and encourage their spirit of endeavor" (p. 50). Recognition of their skills in front of others or positive praise from the teacher acts as a powerful stimulus that increases their confidence and commitment to learning.

Additionally, competition is also a key factor. According to Evans (2018), when we see someone from our same environment completing a task and receiving recognition, we try harder to achieve the same. The author also notes that in smaller competitions, our motivation to win increases. Therefore, when there is a competitive or challenging element in an activity, students tend to feel more motivated to excel, stand out, and meet the teacher's expectations regarding their performance.

Active Participation in EFL classrooms

Active participation is essential in the learning process. According to Gudiño (2023):

> Active participation is the willingness and initiative that the student shows to speak and share their critical perspective in class about a certain topic or piece of

> information [...] Its basic motto is: “it must be done”, and the student does it gladly, regardless of whether the final result brings them a significant benefit or not. (p. 12 [translation by author]).

Therefore, active participation in an educational setting does not only mean being present in class, but it is shown through the willingness to interact, share thoughts, and get productively involved in an activity.

In addition, Tasgin and Tunc (2018) stated that effective participation in the school environment is reflected in the level of active commitment students show when taking part in learning activities in the classroom. The same author also affirmed that when students participate actively, they are not just passive receivers of information, but they ask questions, apply concepts, and connect with the content they are learning. This shows that engagement is a clear component that represents participation in the classroom. Therefore, for meaningful participation to happen, it is important for students to get involved and take responsibility for their own learning.

Another important point, according to Bardorfer (2024), is collaboration, stating that “active participation as any verbal communication between the teacher and the students and among two or more students about the learning material, which includes presenting information, stating opinions, asking, and answering questions” (p. 229-230). Thus, through collaboration, students interact with each other, share ideas, and build knowledge together. Collaboration becomes a key element of active participation since it allows authentic and meaningful learning by encouraging everyone to contribute to its construction.

According to Tasgin & Tunc (2018), active learning supports constant student participation in classes, promoting successful knowledge acquisition, stimulating curiosity, and strengthening their skills. It also builds a positive connection between class participation and students' academic performance. Through this, interaction is understood to be a key

element that demonstrates active participation, as the exchange of ideas, questions, and answers with teachers and peers allows knowledge to be shared while learning meaningfully. This constant interaction with their environment keeps students as active participants in the classroom and keeps them focused on their learning.

The Impact of Technological GBL Activities on Motivation and Active Participation

In terms of extrinsic motivation, the integration of digital games in EFL classes has recently been recognized for its ability to boost motivation in educational settings. According to Nadeem et al. (2023), digital game-based learning connects content with play and at the same time allows for learning based on real-life situations. This integration is engaging for students, which motivates them to participate. Moreover, Huang (2023) found that the proper use of digital games promotes language learning, creates an interactive environment, and motivates students to take action and be active in their learning.

Although game-based technological learning has proven to be beneficial, it also presents some limitations. Chana (2024) explains that the use of electronic devices can become a distraction, as it is easy to access social media or websites with no academic purpose. In addition, when there is no proper supervision, students' concentration and motivation can decrease. In addition, the digital webpage FullStory (2023) points out that "People come to your site or app to accomplish a task… Frustration arises when they encounter an obstacle that inhibits the completion of that task, like the site being too slow, confusing navigation, a broken element, etc." At first, students may be motivated, but access problems can lead to a gradual loss of interest. Chana (2024) also highlights that excessive use of technological tools can create a strong dependency, making students feel motivated only when technology is involved.

Moving on to active participation, digital games are considered effective tools for engaging students in the learning process. According to Haruna et al. (2018), technological

games improve concentration and participation by creating an interactive environment where students can easily participate and become active learners. Hung et al. (2014) also stated that digital game-based learning can increase autonomy, motivation, and academic performance. Likewise, Chen and Tu (2021) showed that activities with a competitive component are very effective in promoting active participation, as they encourage students to take risks and aim to stand out. Clearly, this drives them to make more effort and get more involved in their learning process.

Nevertheless, there are also limitations when it comes to active participation. Chana (2024) warns that inequality in access to devices and the internet affects participation, since not all students can take an active role in class. This creates noticeable inequality in some students' performance. In addition, Cruz (2025) explains that technology can lower students' academic performance, as they may get distracted on other websites, diverting their attention from educational activities and reducing their active participation in class. These distractions, sometimes unavoidable, keep students from engaging in class dynamics, as they shift their attention and prevent them from focusing on assigned tasks.

CHAPTER III

Methodology

Research paradigm

The present study is developed under the interpretive paradigm, which focuses on understanding the meanings that individuals assign to their experiences within specific social and educational contexts. According to Pretorius (2024), this paradigm recognizes that reality is subjective and that each individual constructs his or her own understanding of the world. Therefore, the participant's voice is valued as the primary source for interpreting the meaning of their experiences. This perspective aligns closely with the principles of narrative research,

which seeks to explore how people make sense of their experiences from their own perspectives. Rather than attempting to generalize the findings, the study focused on discovering the personal meanings that students constructed from their participation in technology-based game-based learning (GBL) activities.

Type of Research

The study was conducted using a qualitative approach. As Lim (2024) states, qualitative research captures the depth, context, and meaning of human experiences to understand social phenomena. This approach allows us to interpret the data while maintaining its richness and meaning, which is essential for analyzing how technological game-based learning activities influence the extrinsic motivation and active participation of three students in an English as a foreign language class. In addition, this type of research not only analyzes what happens in the classroom but also allows us to discover the meanings and perceptions that students construct from their experiences.

Additionally, Tenny et al (2022) highlight that qualitative research focuses on the experiences and perceptions of participants, offering a deeper understanding of complex problems in real contexts. Therefore, the qualitative approach becomes the appropriate methodology to understand how students perceive and interact with technological GBL activities, uncovering aspects that would not be evident to the simple eye. As researchers, our interest lies in exploring how the three students construct their reality, interpret their experiences and give meaning to these within the context of the study.

Research method

As our study aims to understand the experiences of three second-year high school students when exposed to the technological game-based learning activities (GBL), we have adopted a narrative inquiry method as the main guide for our research. As Clandinin and

Connelly (2000) explain, narrative inquiry is a way of understanding human experience through the stories people tell about their lives. This approach allows us to observe how people interpret what they experience and how they construct meaning from those moments. In our case, it allows us to analyze how students perceive and interact with GBL technology activities, and how this influences their extrinsic motivation and active participation in class. In addition, it helps us to go deeper into the personal meanings that students give to these experiences, thus enriching the understanding of the learning process.

Although our sample consists of only three participants, this is consistent with the nature of narrative inquiry. According to Subedi (2021), the number of participants is not fixed and often depends on the nature of the problem studied. In some cases, even a single participant may provide sufficient information on a specific issue within a specific context. Similarly, Tenny et al (2022) note that understanding the narratives of one or two people can provide researchers with valuable information about the factors that influence how such experiences are constructed. Therefore, the value of this research lies in the depth and quality of each participant's narrative, rather than in the number of participants selected.

Data collection methods

The data collection method, techniques and instruments used in this research are framed within the qualitative approach, as mentioned above. This study used the narrative inquiry research method, which allows for an in-depth exploration of the participants' experiences and perspectives. According to Creswell & Creswell (2018), in qualitative research the researcher can make use of multiple techniques, such as interviews, observations, and documents, rather than relying on a single source. All instruments used in this study were previously validated by an expert in the field to ensure their relevance (see Appendix 1), clarity, and alignment with the research goals. Below is a more detailed description of the techniques and instruments used in this research study.

Techniques and Instruments

Autobiographical Narratives

Autobiographies can take many forms, such as diaries, letters, or even poems (Abid and Bonta, 2023). They offer people a way to express their lived experiences and understand their lives through storytelling, connection, and reflection on significant events (Vargas, 2021). In the context of this study, this technique allowed students to reflect on their experiences with technological GBL activities, specifically in relation to their extrinsic motivation and active participation. A total of three autobiographies were collected (see Appendix 2). These narratives were written in Spanish to ensure that students could express themselves freely and naturally, without the limitations of a foreign language.

The instrument used for this technique was a guided written activity template (see Appendix 3), which was designed by the researchers of this study. It provided the three selected students with a series of prompts designed to help them recall memories, emotions, perceptions, and personal reflections related to the use of technological game-based learning (GBL) activities in class. These prompts guided the construction of their autobiographical narratives and covered aspects such as interest in rewards, teacher recognition, competition among peers, level of engagement in activities, and feelings generated during technological GBL activities. The template was provided in Spanish, as the main objective was to gain an in-depth understanding of their personal experiences and perspectives. Furthermore, allowing them to use their native language contributed to the authenticity and richness of their reflections.

Semi - structured interviews

The second technique used in this study was semi-structured interviews. This is a qualitative technique that allows us to have an in-depth understanding of the experiences, perceptions and emotions of the participants regarding the use of technological GBL

activities. This type of interview is described as a method that balances a framework of predetermined open-ended questions with the flexibility to explore responses in depth, allowing interviewers to adapt the flow of conversation and ask follow-up questions based on participants' responses (Inglethorpe, 2024). These interviews were carried out in Spanish to ensure that they could express their thoughts and feelings clearly and comfortably, thus enhancing the quality and authenticity of the data.

In order to conduct the interviews, the researchers of this study designed a matrix that later served as the basis for structuring the interview questions (see Appendix 4). Subsequently, the matrix was organized into four categories: past experiences before using technological GBL activities, extrinsic motivation (interest in rewards, recognition, competition), active participation (engagement, collaboration, interaction) and future expectations (student interest in continuing to use GBL activities in future classes). Each of these categories included specific indicators that allowed us to explore more clearly how students experienced the use of tools such as Quizizz, Kahoot, Wordwall and Educaplay, through activities such as matching, ordering, anagrams or true/false. This organization allowed the interviews to focus on key observable aspects, but also on the personal interpretations that students gave to those experiences. Although the main focus of the study is on extrinsic motivation and active participation, integrating also the students' past and future allowed us to gather a richer and more coherent view of their narratives in line with the three narrative dimensions proposed by Clandinin and Connelly (2000): temporality, sociality and place.

Finally, based on the matrix, an interview protocol was designed (see Appendix 5) with twelve open-ended questions focused on exploring the influence of technological GBL activities on student motivation and participation. In total, we conducted three individual interviews in a quiet environment, each lasting approximately 40 to 45 minutes. When

necessary, we asked follow-up questions to get more information about specific experiences. According to DiCicco-Bloom and Crabtree (2006), semi-structured interviews typically last between 30 minutes and several hours. All interviews were recorded with the prior consent of the participants and then transcribed for analysis.

Participants

This research was carried out at the second-year baccalaureate level of a private high-school in Azogues, Ecuador in a face-to-face environment. This course included 37 students between 15 and 16 years old, apparently at a B1 level since the school teaches English based on the CEFR and Cambridge resources such as the Richmond platform. Unlike other courses, this level was suitable as it had more availability in its regular schedule. In addition, the students, due to their age and academic stage, have more self-control and responsibility, making them suitable to participate in educational interventions and reflect meaningfully on their experiences.

Although the different interventions were carried out with the whole student's group, as Clandinin and Connelly (2000) point out, narrative inquiry is conceived as an approach that allows for an in-depth exploration of personal experiences through stories constructed individually or in small groups. Therefore, this narrative research focused on understanding the experiences and perspectives of a purposive sample of three participants, selected based on the following criteria: Intermediate academic performance in English, low or unstable motivation towards language learning, limited participation during classroom activities, and reserved attitude in communication activities. These criteria were defined in order to obtain more valuable information about the real influence of the Technological GBL activities, as working only with highly motivated students would limit their true understanding of their influence.

The participants were chosen with the collaboration of the English teacher, who, due to her prior knowledge and ongoing interaction with the group, identified the most suitable students according to the established criteria. Since the participants were minors, an informed consent letter was sent to their parents (see Appendix 6), and participants' confidentiality and anonymity were guaranteed throughout this study.

Research procedures

For this research, specific steps were followed in order to explore and understand the lived experiences of the participants in a coherent, ethical, and meaningful way. According to Clandinin et al. (2007), narrative inquiry must follow a continuous and interactive process between researchers and participants. In this process, meaning is co-constructed through the narration of personal and meaningful experiences. This narrative inquiry usually follows the following phases, which are not rigid but flexible, adapting to the context and purpose of the study: the collection and organization of field texts, where personal narratives are gathered through instruments such as interviews and autobiographies; the transformation of field texts, which involves the coding, organization, and reconstruction of narratives into complete stories; a three-dimensional analysis of the narratives, which examines the stories considering their temporal, social, and place dimensions; narrative construction, where the experiences are reconstructed for a better understanding; and validation (see Appendix 7), where students reflect on and provide feedback about their reconstructed stories.

Firstly, this research followed ethical guidelines for the authentic collection of information. Therefore, formal institutional permission (see Appendix 8) was obtained to carry out the classroom interventions, as well as authorization for the use of mobile phones (see Appendix 9), since their use was restricted by the institution’s internal policies.

Subsequently, 32 interventions were implemented over five and a half weeks as part of the intervention proposal (see Appendix 10). Different technological GBL activities such

as The Game Show Quiz on Wordwall, Froggy Jumping on Educaplay, Quiz Fast on Quizziz, among many others, were aligned with the topics planned in the classes and the textbook, serving as reinforcement for learning. Since the use of these GBL platforms was not common in regular classes, these interventions were crucial within the research framework, as it was necessary for students to interact directly with technology to fully experience the influence of technological GBL.

Once the interventions were completed, the field texts were collected. The three participants wrote about their personal experiences with the technological GBL activities in the form of autobiographies. Three digital autobiographies were obtained, each between 550 to 600 words, narrated individually. Through reflective prompts, their emotions, motivations, and experiences were clearly expressed in the autobiographies. Then, three semi-structured interviews were conducted using a previously established interview protocol. The interviews lasted between 45 to 50 minutes and were audio-recorded for transcription and analysis.

In this process and following the approach of Clandinin et al. (2007), who stated that "narrative inquiries begin with telling stories and move to retelling them. To reach this, the process is composed of moving from field texts to research texts" (p. 23), the autobiographies and interview transcriptions were systematically reviewed and transformed from field texts into research texts. Subsequently, a manual categorization process was carried out using a deductive approach, guided by a category matrix and indicators based on the theoretical framework of the study. The analysis was focused on two main themes: extrinsic motivation and active participation. First, the autobiographies were analyzed and then the interviews transcriptions, but both followed the same process which was identifying relevant excerpts which provided a deeper understanding of the students´ experiences and perceptions. In this phase, the researcher's interpretation was also included, linking the personal stories with elements from the literature review and previous studies.

From this analysis, the individual stories of each participant were reconstructed into coherent narratives that represent their experiences in the educational setting. For the narrative analysis, a three-dimensional framework proposed by Clandinin and Connelly was used to gain a deeper and more detailed understanding. First, the temporality dimension allowed for the observation of the evolution of their extrinsic motivation and active participation in learning English during the different interventions. Through the social dimension, the students' feelings, the connections among classmates and with the teacher as a facilitator, and the emotions linked to the use of different technological games were analyzed. Lastly, in the place dimension, the use of these digital spaces in the classroom and their influence on learning were examined.

Afterward, researchers wrote individual narratives for each of the participants (Red, Green, Blue). It was based on the previously coded and analyzed data, integrating relevant excerpts from both the autobiographies and the interviews. Each narrative focused on representing authentically and coherently the student's experience. The authenticity of each participant's information was respected.

Data Analysis Method

This Narrative inquiry study uses the approach to explore how students describe their experiences and perceptions of active participation and extrinsic motivation in English learning through Technological GBL activities. Data analysis will follow steps such as careful reading and analyzing the data obtained in the autobiographies and semi-structured interviews. We began with manual coding, and ultimately, the data led us to construct a narrative representation of the findings. The principles of narrative inquiry, according to Connelly and Clandinin (2006, as cited in Clandinin et al., 2007), "three commonplaces of narrative inquiry—temporality, sociality, and place—which specify dimensions of an inquiry space" (p. 479). This approach prioritizes interpreting lived experiences through the

participants' stories.

The first commonplace is temporality. "Events and people always have a past, present, and a future. In narrative inquiry, it is important to always try to understand people, places, and events as in process, as always in transition" (Clandinin et al., 2007, p. 23). This is fundamental because it allowed us, in the narratives, to analyze how events occurred during the intervention period. The students' experiences in the Technological GBL implementation period were not static; therefore, their experiences contain past, present, and future.

In addition, the second commonplace is sociality. According to Clandinin et al. (2007), "social conditions they draw attention to the existential conditions, the environment, surrounding factors and forces, people, and otherwise that form each individual's context" (p. 23). This enriched the data analysis by providing essential insights into how students' motivation, participation, and thinking were manifested within the social context. These aspects became evident through their interactions and relationships.

The last common place is called "place", which encompasses the physical and concrete environments, as well as the spatial limitations or sequence of spaces where the events occur and the research takes place (Clandinin et al., 2007). This element allowed us to understand how spaces influence the way individuals live and narrate their experiences. In relation to this study, place takes on special importance because the implementation of technological game-based learning (GBL) activities did not occur in a traditional setting.

Fundamentally, this narrative inquiry follows a deductive analysis process. Cresswell and Cresswell (2018) stated that using predetermined codification can be approached in different directions. One involves establishing codes in advance, with the help of the theory that has been examined and then adjusting the data to these codes as the researchers obtain it. Therefore, we opted for this sort of codification, since we previously developed categories and indicators based on the concepts presented in our theoretical framework. These

categories served as the basis of coding, which is aligned with the objectives of the study. Cresswell & Cresswell (2018) suggested that “researchers might develop a qualitative codebook, a table that contains a list of predetermined codes that researchers use for coding the data” (p.317). Therefore, we opted for the creation of a codebook to facilitate the categorization of the data obtained from both the autobiographies and the interviews. In both tables, we worked with two main themes: active participation and extrinsic motivation, each composed of three categories and specific codes.

The autobiographies written by the three participants were the first set of texts analyzed. These narrative texts helped us to understand and analyze the students' experiences regarding the use of technological GBL activities. From this analysis, it was possible to highlight the information that best matched the pre-established themes. Then, the corresponding codes were assigned to the textual excerpts provided by each participant, which were incorporated into the codebook (see Appendix 11). According to Creswell (2008) a codebook composed of code names, definitions, and examples, and states that the codebook can evolve and change during a study based on close analysis of the data. Therefore, this study adopts an expanded structure that includes themes, categories, representative fragments, and codes, to facilitate a more visual and contextualized analysis.

Once transcribed, the three semi-structured interviews we read carefully (see Appendix 12). The coding process for the interviews followed the same themes established during the analysis of the autobiographies (see Appendix 13). However, the main purpose of the interviews was to validate the initial findings and to gain a deeper understanding of the students’ perceptions. Through this second phase, we were able to explore their lived experiences in more detail, particularly regarding the implementation of technological GBL activities. Therefore, we added information related to the two previously established themes: extrinsic motivation and active participation.

Finally, Connelly and Clandinin (1998, as cited in Clandinin et al., 2007) stated that "telling stories is not enough. We need to move to the retelling and reliving of stories, that is, to inquiry into stories" (p. 33). Following this perspective, the researchers combined each student's trip into a constructed narrative that emphasized the most significant events and changes throughout this last analytical stage. These narratives reflect the importance of technological GBL activities in each participant's learning process rather than just summarizing situations. The retelling demonstrates a greater comprehension of how competition, feedback, and teamwork influenced extrinsic motivation and students' active participation.

CHAPTER IV

Analysis of the results

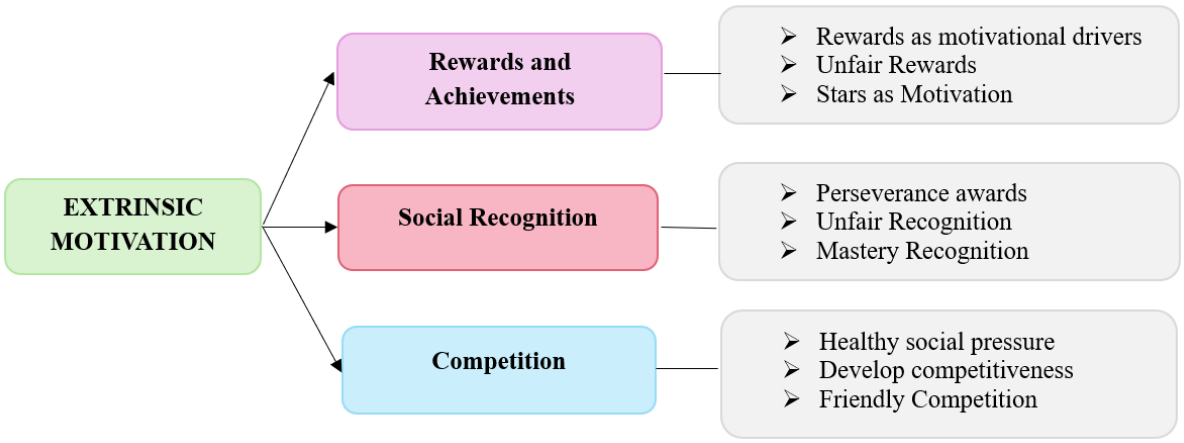
This chapter presents the findings gathered from the analysis of the data collected through two qualitative techniques: autobiographies and semi-structured interviews, applied to three students in the second year of high school. The objective was to explore how technological GBL activities have influenced their extrinsic motivation and active participation in the EFL classroom. To protect the identity of the participants and facilitate the organization of the analysis, we assigned each participant a color: blue (participant 1), green (participant 2) and red (participant 3). The analysis was carried out using manual and deductive coding, which resulted in the definition of two main themes: extrinsic motivation and active participation. Moreover, by keeping the same themes and categories in both instruments, we ensure a coherent and consistent line of analysis between the autobiographies and the interviews.

Based on this structure, we first analyzed the data from the autobiographies, with an emphasis on how students described their motivational experiences during the technological

GBL activities. Subsequently, the perceptions gathered from the interviews, focusing on how these activities influenced their participation in the English classroom. This structure seeks to answer the research questions stated and meet the objectives of this study, integrating both the students' voice and the theoretical framework previously developed. Finally, based on the data collected from both instruments, we reconstructed the lived experiences of the participants from a narrative perspective, allowing us to capture in greater depth the meanings that they themselves gave to their experiences with the technological GBL activities.

Figure 1

Technological GBL activities: Autobiographies experiences on Extrinsic Motivation



Note. Categories and codes that emerged from autobiographies regarding extrinsic motivation.

According to Figure 1, it shows the results on how extrinsic motivation influenced students' attitudes toward technological GBL activities. The findings are organized into three main categories: rewards and achievements, social recognition, and competition. Each category is accompanied by codes that summarize the most relevant ideas mentioned by the participants in their narratives. Across each category student voices reflect both positive and negative experiences.

Students shared different experiences regarding rewards and achievements. One of the participants felt that rewards such as stars were unfair, while two found them to be motivating and meaningful. The blue participant gave one of the most representative answers, saying:

> *"…These incentives not only drove me to want to win but also made me see the games as more than just simple activities or tasks" (Blue Participant).*

This statement shows that symbolic rewards can have a real impact on the way the student perceives the activity: they are no longer a simple task but something with personal value. But not all the students felt the same way. It seems that this good effect only happens when everyone has an equal chance to earn the rewards. As a contrast, the green participant noted the following:

> *"Only the one with the most stars won. It was better to give one point for every two or three stars so that everyone has a chance to win" (Green Participant).*

This comment reflects a valid criticism: when rewards are not distributed fairly, they can lose their motivational value for others. Thus, generating inequality on how they experienced the value of effort and a sense of exclusion.

Recognition also played an important role for some students. The red participant stated that coming in first place was comforting because it demonstrated his mastery of the content:

> *"Being in the first place is comforting and shows that you understand the grammar or, in other cases, the vocabulary very well." (Red participant)*

This shows that being recognized in public not only proved what he learned but also boosted his confidence as a "good student." But if the same students always get recognition, other students might feel as if their work is not as important, which can demotivate them.

Finally, competition was described as a positive and motivating experience for all three participants. Rather than causing stress or division, it was perceived as a healthy and friendly challenge that encouraged them to improve, interact with their classmates, and stay engaged during the activities. The blue participant mentioned:

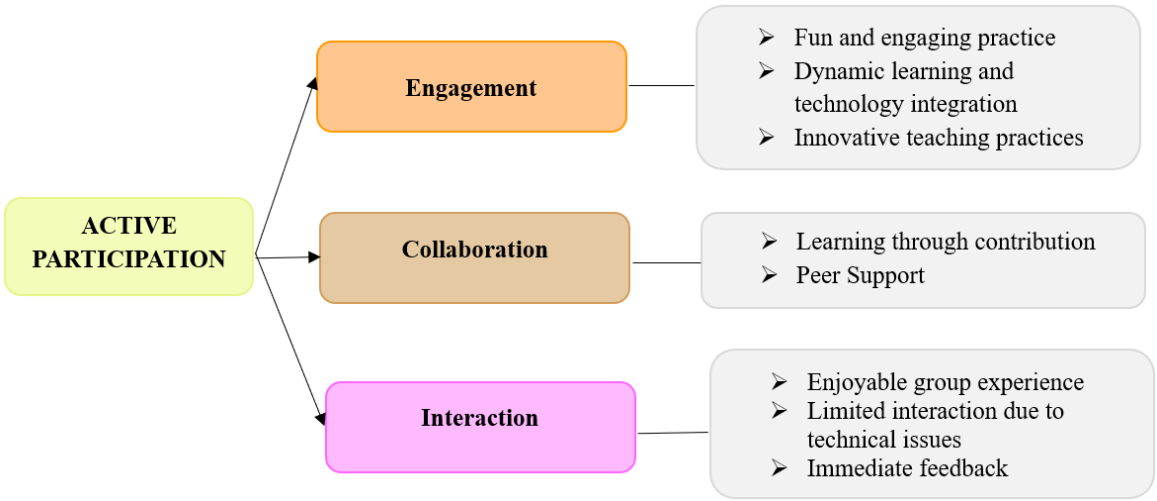
> *"Being able to visualize where I was on the podium added an element of friendly competition and motivated me to try harder" (Blue Participant).*

Participants described this type of competition as friendly and entertaining, and it proved to be a good motivator. What seemed to motivate them was the possibility of improving and standing out in a respectful and dynamic environment, not just winning. They all agreed that the competition was exciting and did not cause any problems in this case.

These results support what Ryan and Deci (2017) say: that students can be motivated to do a task if there is a reward or recognition involved, even if the motivation is controlled. In this study, stars or a podium made some students work harder, which is an example of this. However, when these rewards were not perceived as accessible to all, their motivational effect decreased. Rahmadani et al. (2024) also found that tools like Kahoot can make people feel good and motivate them by making them compete, putting them under time pressure, and making them want to win. These results agree with the students' voices in this study, which highlight how technological GBL activities can motivate learning through friendly and healthy competition, respect for others, and a sense of collaboration. Although the activities were generally accessible, some students felt that the reward dynamics were not entirely fair, which affected their perception of effort and motivation.

Figure 2

Technological GBL activities: Autobiographies experiences on Active Participation



Note: Categories and codes that emerged from autobiographies regarding active participation.

Figure 2 shows the results regarding students' experiences of active participation in three main categories: engagement, collaboration and interaction. In the engagement category, fun, dynamic and innovative practices are highlighted. Collaboration was evidenced through teamwork and peer support. Finally, interaction included both enjoyable group experiences and technical barriers that limited participation.

One of the aspects that most influenced the active participation of the students was the level of engagement they were able to achieve during the technological GBL activities. The platforms used were not perceived as a simple educational tool, but as a medium that transformed the learning experience into something closer to a pleasant hobby. The blue participant stated:

> *"Through interactive games, I was able to practice English in a way that feels less like a task and more like a fun hobby." (Blue Participant)*

This statement is evidence that when activities stop feeling like an academic obligation and become fun experiences, students tend to become more actively engaged. It is not just about learning for the sake of learning but doing it because it is fun and relevant.

Although several shared this positive feeling, it is important to point out that the level of engagement was not the same for everyone. Some students were distracted or lost interest if they finished early, suggesting that the motivation generated by these tools also depends on managing aspects such as time, pace and inclusion of all. The following statement also supports the idea of increased participation:

> *"It was a very practical way to learn, not just receiving so much information. We were brought to practice, and that is the best way I learn." (Red participant)*

This supports the notion that active learning promotes interest and retention by focusing on practice over theory. When students feel that they are "doing" rather than just "receiving," their participation becomes more meaningful. Through these innovative practices, we break the traditional routine and provide opportunities for more meaningful, learner-centered experiences.

Regarding collaboration, for some students, group work not only improved the understanding of the content but also reinforced peer support. An example of this was the following statement:

> *"I liked working in groups a lot because, in the things I didn't know, they helped me, and I learned from what I didn't know." (Red participant)*

This shows how collaboration among peers becomes a mutual support to move forward. It is not just a matter of "doing as a group, but of building together, learning from each other and feeling accompanied in the process. Peer support not only clears up doubts but also reinforces confidence and the desire to actively participate. In addition, by sharing responsibilities, students feel an active part of the process, which increases their commitment to the group. Finally, there were both positive contributions and important limitations identified regarding the interaction category. The green participant mentioned:

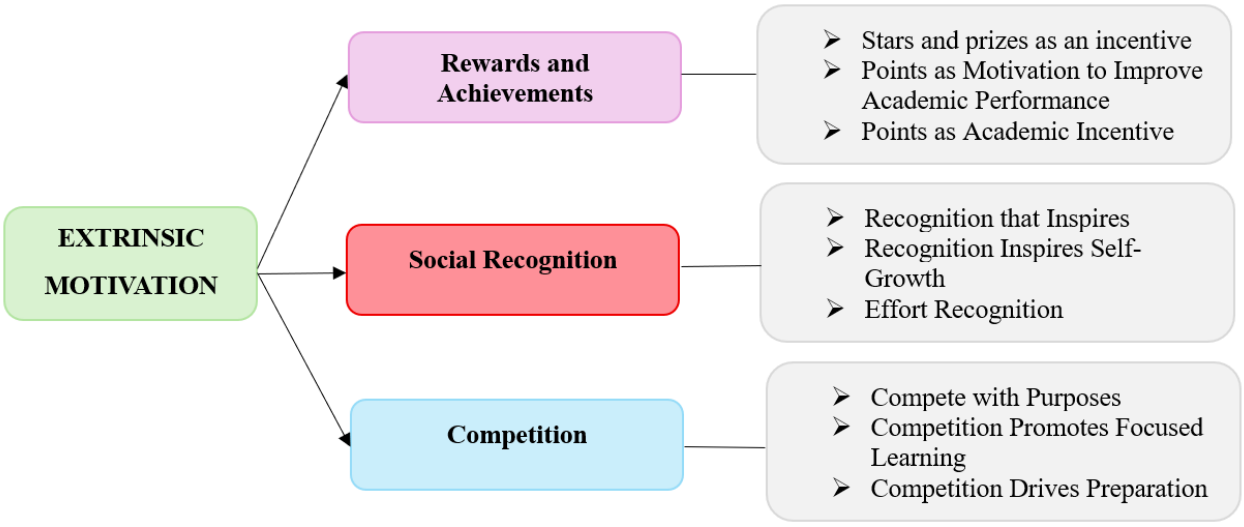
"Some participants were excluded, or the response time was too short, preventing the question from loading for some and stopping them from participating in the games." (Green Participant)

This excerpt reflects a reality that should not be ignored: technical failures or lack of time may exclude some students. Although platforms offer valuable opportunities, their implementation must be careful. Otherwise, instead of promoting participation, they may generate frustration or a sense of unfairness.

When analyzing the students' experiences, we can see an alignment with what Haruna et al. (2018) point out, who state that the appropriate use of technological games promotes language learning by creating an interactive environment that motivates students to actively engage. This is reflected in how the participants valued the practical and fun activities, mentioning that they stopped seeing learning as an obligation and experienced it as something more dynamic. On the other hand, the contributions of Kartika and Budiarta (2025) help to better understand why collaboration was key in this study. According to them, peer support and social interactions foster a more participatory learning environment, which agrees with the narratives that highlighted how teamwork facilitated understanding and built trust. However, not all aspects were positive. As Chana (2024) warns, technical problems can seriously affect participation, and in this case, there were also participants who felt excluded due to lack of time or loading errors on the platforms.

Figure 3

Technological GBL activities: Interviews perceptions on Extrinsic Motivation



Note: Students' extrinsic motivation perceptions in Technological GBL activities.

According to Figure 3, students shared some perceptions about how external elements such as rewards, recognition, and competition influence their motivation during technological GBL activities. Based on this, the figure is organized into three main categories: rewards and achievements, social recognition, and competition. Furthermore, students expressed positive perceptions regarding these indicators.

First, students felt that rewards and achievements were a motivating factor that even encouraged their learning. Students perceived that receiving stars or points was an important stimulus that motivated them to improve their academic performance and encouraged them to learn. Blue participant shared that:

> *"I did like receiving the stars or the prizes in the games because you made an effort to win something, to win that, so the fact that you receive a prize is like a motivation for you to want to learn." (Blue participant)*

This presents how reward systems can transform an ordinary task into a meaningful one, as they awaken a natural interest in learning and achieving a goal. In this way, students perceive learning as more attractive and engaging rather than as an obligation. In addition, it was found that points not only promoted motivation but also served as a strong incentive

even for those who initially showed little commitment, encouraging them to reach a goal, as stated by green participant:

> *"When some classmates hear that they can earn a point or some way to improve their grades, it makes those who are a bit careless with the subject say, No, I have to try harder so I can make up for the grades I'm losing with those points." (Green participant)*

This clearly reaffirms that rewards have a positive impact on students' academic performance, as they motivate them to complete activities with effort and, indirectly, encourage them to improve their learning and achieve a goal.

On the other hand, regarding social recognition, students stated that recognition from peers and teachers inspired them to focus more in learning. At the same time, it also strengthened their confidence. As the blue participant mentioned:

> *"I felt good. It's nice when someone recognizes the effort you put in. It also serves as motivation to improve, to pay attention, to learn more, because you know they're not just saying "well done, keep it up". Actually, acknowledging the effort, you make to keep learning." (Blue participant)*

Thus, it is understandable that learners felt a strong motivation that came from the desire to have their effort valued and recognized by others. Additionally, recognition became a powerful factor that boosts their self-esteem and encourages them to stay engaged in their learning process.

Finally, competition was a significant factor that truly influenced students' extrinsic motivation. Students stated that competition helped create a sense challenge that encouraged greater effort and focus. As the green participant mentioned:

> *"At first, I was in sixth place, not a great position, and I saw how my classmates started ranking first, second, and third. That activated my competitive instinct to prove that I was also capable of doing these kinds of activities. That made me focus much more on class; I would ask why a sentence was built that way or how it was structured." (Green participant)*

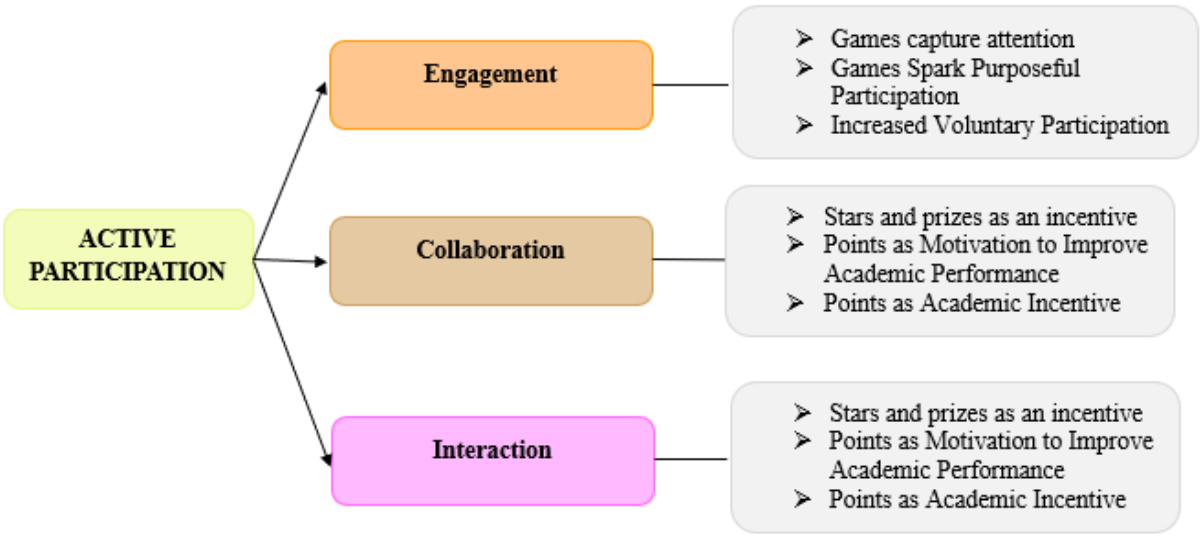
In this way, students perceived the competition not as a source of pressure, but as a motivating factor that pushed them to improve their performance. Overall, competition acted as a key extrinsic motivator, encouraging students to practice a lot and strive for higher achievement in Technological GBL activities.

These findings reflect Ryan and Deci's (2017) argument that extrinsic motivation can be effective when externally regulated through rewards or social validation. In this case, stars and points were perceived as motivating elements that improved learning and even the academic performance of previously unmotivated students. On the other hand, Manda (2023) noted that recognition strengthens confidence and stimulates greater commitment to learning.

In this study, students perceived recognition as an inspirational factor to improve their learning and performance. Finally, competition was seen as the most influential factor in students' extrinsic motivation, as students perceived it as a positive insight for personal and academic improvement, stated also by Kartika and Budiarta (2025), who found that platforms such as Quizizz foster the desire to stand out when the dynamic is clear and accessible. Overall, these findings clearly show that extrinsic motivation, when activated through well-designed technological tools, can encourage students to become actively involved in English learning.

Figure 4

Technological GBL activities: Interviews perceptions on Active participation



Note: Students' active participation perceptions in Technological GBL activities.

Figure 4 shows more depth in the results obtained on the students' perceptions regarding their active participation, which were grouped into three previously mentioned categories: engagement, collaboration, and interaction. Regarding engagement, students highlighted that the games capture their attention, encourage purposeful participation, and promote greater autonomy and initiative. Collaboration was evidenced through cooperation based on mutual understanding, collective construction of knowledge and academic assistance among peers. Finally, interaction included aspects such as the willingness to share ideas despite making mistakes, the recognition that interaction enhances deep understanding, and the learning generated through collaborative interaction.

Regarding engagement, technological GBL activities played a key role in capturing their attention and motivating them to participate actively. Students expressed that these games were not only enjoyable but also served as a powerful tool to maintain focus and interest during the learning process. The green participant mentioned:

"At the beginning, the tech games were really fun… learning and answering. But it

got to a point where it wasn't just about playing, it was about wanting to improve. I told myself: I have to do this well, because even if I fail, I'll learn." (Green Participant)

Although this quote reflects a personal desire to improve, it arose from the challenges represented by the games. Students were not only attracted by the dynamics, but were also driven to participate with greater commitment, seeking to improve their performance in each activity. The use of games not only increased the students' interest but also motivated them to become actively involved with the objective of improving themselves and making the most of every learning opportunity.

On the other hand, collaboration among students emerged as a key element in the learning process, as it allowed them to support one another and build knowledge collectively. Students highlighted how working in teams created opportunities to both give and receive help, reinforcing their understanding through shared efforts. The Blue participant stated:

"Most of the time, I was the one helping them, but they also helped me or at least tried to help by sharing something they had understood or maybe solving an exercise they were able to do." (Blue participant)

This shows how collaboration was a mutual support based on each student's strengths. In a complementary way, emphasizing the value of combining ideas and perspectives.

Finally, a fundamental role was evidenced in the interaction among students within the classroom, as students actively tried to connect with their peers and provide mutual assistance. In addition, they expressed that, thanks to this interaction, they were able to share ideas and thoughts, which allowed them to understand the topics addressed in class much better. This interaction was made possible by working in groups, which significantly

facilitated the dynamics in the classroom and highlighted the importance of interaction among students. An example of this was the following statement:

> *"The way the games made us interact with each other was what I liked the most; it helped me better understand the topics while sharing with classmates." (Red participant)*

In addition, it is important to emphasize that when participants interacted and made mistakes in responding, it was an enriching experience for their learning. They emphasized that the most meaningful thing was to learn as much as possible, even from mistakes. The blue participant mentioned:

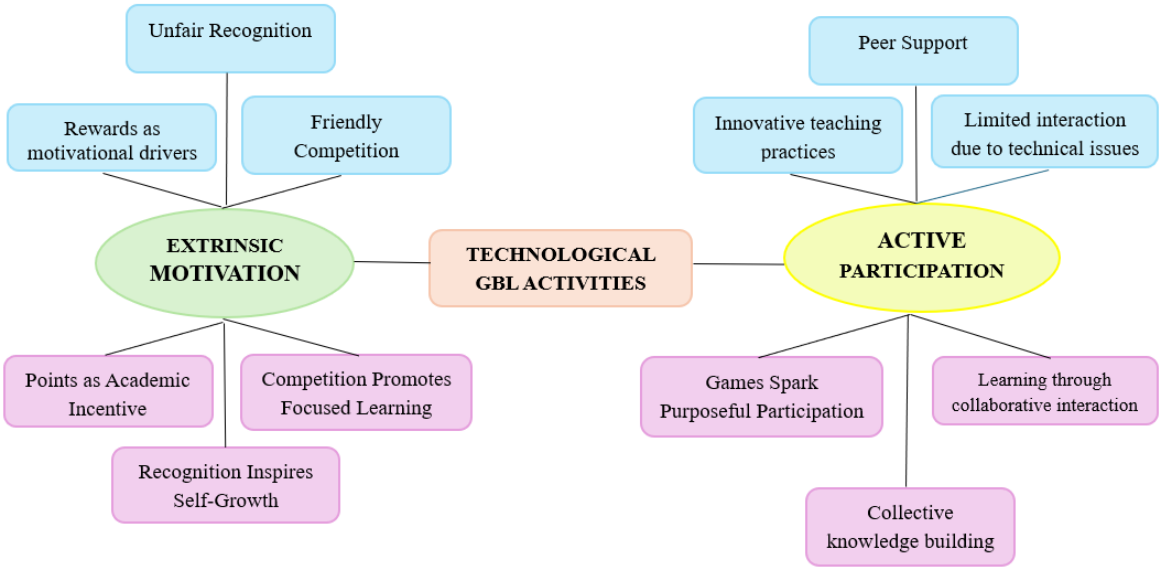
> *"I honestly felt good, because most of the time I was with people I get along with (my friends), so it was fun. Besides learning, we shared ideas, laughed when we made mistakes, and still tried to learn as much as possible." (Blue participant)*

When analyzing students' perceptions, these are strongly related to and aligned with the arguments presented by Rahmadani et al., (2024). The incorporation of technological games in the classroom generates a positive impact on students. The use of various digital platforms increases enthusiasm for learning and, at the same time, fosters greater interaction among students. This is most clearly evidenced in the participants' responses, who emphasized that interaction allows them to exchange ideas more easily when working in groups, especially when they collaborate to solve activities together. In addition, Kartika and Budiarta (2025) contributions reveal that using technological games during classes allows students to remain attentive and engaged, rather than sleepy. This agrees with the students' perceptions, shared in depth during the interviews, in which they mentioned that these platforms captured their attention in a way that kept them focused on completing the activities. They enjoyed working on them, and this enjoyment encouraged them to keep

learning on an ongoing basis.

Figure 5

General overview of students' experiences and perceptions regarding technological GBL activities



Note: Light blue codes reflect experiences described in autobiographies, and purple codes reflect perceptions shared in interviews.

Figure 5 shows the main findings, organized into two main themes: extrinsic motivation and active participation. From each theme, we selected the most relevant codes that point out both the benefits and limitations perceived by the students. The light blue squares show what was narrated in the autobiographies, and the purple ones what was said in the interviews, which allows contrasting and connecting both sources. Overall, the figure shows how technological GBL activities influenced not only students' behavior but also their perceptions of English language learning. This highlights the importance of the context in which these strategies are applied and how pedagogical design can make a difference.

Regarding extrinsic motivation, students noted feeling especially motivated when there were visible rewards such as stars, prizes, or the chance to appear on a podium. These elements significantly increased their commitment to tasks. Nonetheless, a more critical reflection emerged in the interviews: while these elements motivated, they could also

demotivate when not everyone had the same opportunities to be recognized. Even so, in both the experiences and perceptions, it was evident that symbolic rewards such as stars or prizes were more valued than social recognition, as they generated additional engagement by making learning feel meaningful and participatory.

In terms of active participation, the technological GBL activities helped to change the traditional classroom routine and made it more dynamic, where students felt comfortable collaborating and participating without fear of making a mistake. Although some students faced difficulties in connecting, these did not overshadow the positive impact of the dynamics. Their general perception was that these activities promoted more interaction, interest, and sense of belonging. Overall, the results show that the GBL dynamics not only encouraged English learning from the outside but also allowed for more engaged and meaningful participation in class.

Retelling the stories of the participants

Following the narrative inquiry framework of Clandinin and Connelly (2000), the life experiences of each participant were reconstructed considering three narrative dimensions: temporality, sociality, and place. The stories below are written to reflect their personal voices and journeys before, during, and after engaging with technological game-based learning activities.

Blue's Story

Blue is a 17-year-old student at a private high school. She enjoyed English but rarely spoke in class. She was afraid of making mistakes or being judged. Her participation was limited to quiet tasks like underlining or taking notes while the class followed a traditional structure. She rarely raised her hand and preferred to stay in silence. That changed when her teacher introduced technological games like Kahoot and Quizizz. For the first time, she felt

that learning could be fun. She started participating more, especially during group activities, where she felt more supported and relaxed. Gradually, her involvement grew, not just because she wanted to earn points or be on the podium, but because she felt comfortable, understood, and part of the group. Another aspect she valued was that her peers were proud of her accomplishments when she made it to the podium that emphasized healthy competition. What she valued the most was that the games let her show her progress without having to raise her hand. She liked how the platforms provided feedback right away and kept her engaged. After these experiences, she states that these kinds of activities should be used more often, as they make learning more dynamic and give all students a fairer way of participating.

Green's Story

Green is also 16 and studies at the same private institution. Before integrating technological GBL activities, Green felt that the classes were repetitive: reading the book, doing exercises and memorizing structures. Although they sometimes played games in class such as "Tingo Tingo Tango" or "Throw and catch, the dynamics lost impact as they became predictable. He did not feel motivated. When they started using platforms such as Kahoot and Quizizz, his attitude changed. He began to ask questions, pay more attention, and participate more actively. He enjoyed competing and checking his score, but what he valued most was that they also helped each other. Although the activities were individual competitions, students often shared ideas with each other, which helped create a positive classroom environment. He enjoyed the competition because it pushed him to improve. However, he noticed that only the best was recognized, which could be demotivating for others. Despite this, Green points out that these activities completely changed the way he learned. He enjoyed the pace, the challenges, and the immediate feedback. There were sometimes

technical issues, but he felt that good management could improve them. He hopes these platforms will keep being used with more fairness and variety.

Red's Story

Red, another 16-year-old student at the same private high school used to see English lessons as quite monotonous. They almost always followed the book or did written exercises. He would participate only when the teacher asked and often got bored. Everything changed when they began using platforms such as Kahoot, Quizizz and Educaplay. He felt for the first time that learning could be fun, and he had an active role in the process. He began to take part by choice, and he could feel that even when he got it wrong at times, it motivated him to continue to practice to get better. Red also really liked working as part of a team since he learned more because his teammates helped him when he did not understand something. Competing with them in the games did not put him under pressure; on the contrary, it motivated him to work harder. In addition, Red highly valued the visual and dynamic aspect of the games. The colors, the speed, the challenges and the immediate feedback kept him focused. Although there were some technical problems, such as the connection, he did not see them as negative. After that experience, he is convinced that learning with these tools is much more meaningful and hopes that they will continue to be used in the future.

The results of this study highlight how the use of technological GBL activities can really make a difference in the way students engage and participate in English classes. The students' personal narratives and the general visual demonstrate how these activities helped them feel more confident, motivated, and involved in their learning process. The results also support the need to connect pedagogical practice with students lived experiences and emotional needs, as well as with current educational demands. In short, when technology is

used intentionally and meaningfully there can be an inclusive space that improves student learning and well-being, while enabling students to feel connected to their progress.

CHAPTER V

Conclusions

This study narrated how technological GBL activities influenced the extrinsic motivation and active participation of three baccalaureate students. Participants agreed that platforms such as Kahoot, Quizizz, Wordwall, and Educaplay made learning English a more attractive and enjoyable experience. These activities allowed them to see language learning not as a routine obligation, but as an engaging process that captured their attention. These findings suggest that these activities can enhance classroom dynamics and motivate participants.

First, the findings revealed that the three students felt motivated during the technological GBL activities thanks to external elements such as points, rewards, and social recognition. All participants described that receiving stars or appearing on a podium encouraged them to try harder and engage more actively in class. However, one of them pointed out that these rewards were often given to the same students repeatedly, which made him feel his efforts were not considered. Therefore, the motivation of that student decreased as he perceived that recognition opportunities often went to those who interacted the fastest or participated regularly.

Second, competition emerged as an influential factor in promoting active participation. The most remarkable factor that encouraged them to participate more actively was comparing their performance at that moment. This was mainly because, thanks to the platforms that showed the total score of correct answers, participants felt more committed to developing the activities consciously. The results showed that there was a sense of

competitiveness, as they had the desire to win or be among the first places. However, they mentioned that if they did not manage to be on the podium or receive rewards, no problem arose, and no negative competition among peers was generated. On the contrary, they argued that knowing that there would be more opportunities in future classes to prove that they could reach the podium motivated them to try even harder.

Lastly, teamwork not only facilitated the understanding of the topics but also strengthened friendships and fostered an environment of mutual support. Social interaction during the games proved useful for expressing ideas and engaging in shared learning, even when mistakes were made. Although students identified limitations that affected their experience, such as internet connectivity issues, delays in loading activities, and insufficient time to respond. These factors occasionally led to feelings of exclusion or disadvantage.

Finally, this study allowed us to conclude that the responses obtained show a clear before and after in the perception and experience of the participants. It became evident that the three participants developed a personal connection with the activities. Before the implementation of the activities, all three students agreed that English classes were monotonous and traditional despite having a classroom well equipped with technological resources. They stated that the dynamics of their classes were mainly focused on the use of the textbook or explanatory videos as support to address grammatical issues, which limited their active participation and extrinsic motivation. Nevertheless, during the intervention, they stated that their extrinsic motivation was activated using technological GBL activities, which promoted a more active participatory environment. These activities not only facilitated the reinforcement of the content learned but also generated greater engagement and interest on the part of the students. Ultimately, the students reported that the implementation was beneficial for their learning process. Consequently, they would like the activities to continue to be used in future classes, as they motivate them to actively participate.

Limitations

Despite the valuable insights gained, this study presented some limitations. One of the main limitations was the institutional regulations on the use of personal mobile devices. Since the Ministry of Education restricts the use of cellphones during school hours. As a result, it was difficult to implement technological GBL activities and required prior authorization from school authorities. In contrast, we also faced another limitation that was the Internet connection in high school. Since the activities were technology-based, stable Internet access was essential. Therefore, connection problems caused delays and interrupted the participation of some students. Moreover, technical problems with the platforms themselves occasionally interfered with the progression of the activities, which affected participation and times. To conclude, the study was conducted in a private institution, whose technological resources available in the classroom facilitated the implementation of the games. However, this condition is a limitation, since in public institutions the technological availability is reduced or non-existent. Therefore, the application of technological GBL activities would present greater challenges.

Recommendations

Based on the findings addressed by this research, the following recommendations are proposed to support teachers, institutions, and future researchers in enhancing students' extrinsic motivation and active participation through technological GBL activities:

- Teachers should design a reward system that recognizes the individual effort and progress of all students, not just high performance. This will prevent students from losing motivation during class because they feel excluded.
- It is important to train teachers on the proper use of these digital platforms in the educational environment, enabling them to apply these tools successfully in the classroom.

- Teachers should promote a respectful learning environment characterized by healthy competition and collaboration among students since these factors promote active participation and enhance extrinsic motivation within the classroom.
- Educational institutions should provide equal access to technology and stable internet connection to support the use of technological GBL activities in EFL classrooms.
- Teachers should manage time effectively during technological GBL activities to keep all students engaged.
- Future studies should be conducted in different educational contexts with more diverse student samples, aiming to strengthen the applicability of technological GBL activities in the teaching of English as a foreign language.
- Future research should approach technological GBL from multiple qualitative perspectives, such as action research, case studies, or ethnography, to better understand its impact on students' extrinsic motivation and active participation.

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Appendixes

Appendix 1: Validation of the instruments

5. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

   Yes X_____ NO_____

2. What items would you add or erase?

   _____
   _____
   _____
   _____

3. **What other suggestions would you make to improve this instrument?**

It is strongly recommended to review what constitutes motivation and participation in the literature review so that the observation checklist is based on the identified elements in the literature review.

_____
_____
_____

Evaluator's Names: Omid Sahranavard Kalantar

ID: 0152325585_____

Academic Degree: Master's Degree_____

Signature: _____

OMID SAHRANAVARD KALANTAR

Appendix 2: Participants Autobiographical Narratives

Participant 1 Autobiography

Mi experiencia con las actividades realizadas en plataformas como Kahoot, Quizizz, Wordwall y Educaplay fue realmente agradable y gratificante. Cada una de estas herramientas tiene sus diferencias, pero la que más captó mi atención fue Quizizz. Este se destaca por su diseño atractivo y colorido, lo que lo convierte en una aplicación divertida y emocionante de usar. Una de las características que más disfruté fue la posibilidad de visualizar en qué puesto me encontraba en la clasificación, lo que añadía un elemento de competencia amigable y me motivaba a esforzarme más.

Mi plataforma favorita, fue Quizizz. Me gusto que después de cada pregunta pueda visualizar mis errores y aprender de ellos. Esta característica de la plataforma me brindó la oportunidad de aprender de mis equivocaciones y no repetirlas en futuras actividades. Además, los comodines que ofrece la plataforma son interesantes. Por ejemplo, la opción de volver a responder cualquier pregunta en la que me haya equivocado es una gran ventaja que motiva a mejorar mi inglés, ya que permite reforzar mis conocimientos y también hace que el proceso de aprendizaje fuera menos estresante.

Por otro lado, Wordwall fue otra plataforma que me ayudó a participar de manera activa. La variedad de juegos que ofrece es interesante, y hace que el aprendizaje sea una experiencia dinámica y entretenida. A través de juegos interactivos, pude practicar inglés de una manera que se siente menos como una tarea y más como un pasatiempo divertido. El tener diferentes tipos de juegos en cada clase para recordar los contenidos vistos previamente en clase hace aprender sea menos aburrido.

Los premios y las estrellas que se otorgaba después de cada juego realizado en estas plataformas también jugaron un papel fundamental en mi motivación. Estos incentivos no solo me impulsaron a querer ganar, sino que también me hicieron ver a los juegos como algo

más que solo actividades o tareas simples. El hecho de recibir un reconocimiento ya fuera un premio o una estrella, hace sentir que el esfuerzo realizado valió la pena, lo que me animaba a seguir participando y dando lo mejor de mí.

En cuanto a mi actitud y comportamiento, participar en estos juegos no cambió demasiado mi forma de ser, pero sí modificó la manera en que aprendía y practicaba inglés. Debido que las plataformas ofrecen un enfoque más dinámico y divertido. Esto hizo que cada clase se convirtiera en un espacio en el que me podía divertir, donde podía interactuar con mis compañeros y disfrutar del proceso de aprendizaje.

Además, trabajar en grupo fue una experiencia que me gustó mucho más que trabajar individualmente. La oportunidad de conversar con mis compañeros, compartir risas y colaborar en las actividades hizo que el aprendizaje fuera más agradable. Cada uno de nosotros aportaba lo que había entendido sobre la clase, lo que hacía las clases más llevaderas y entretenidas.

En conclusión, antes de utilizar juegos en clase, mi experiencia con el aprendizaje de inglés era buena, ya que siempre he tenido interés en el idioma. Sin embargo, la inclusión de estos juegos ha transformado las clases en un espacio más interactivo y motivador. Las plataformas como Quizizz, Wordwall y Kahoot hacen que aprender y practicar inglés sea divertido, lo que ha hecho que mi proceso de aprendizaje sea mucho más agradable. Las plataformas son, sin duda, herramientas que combinan diversión y educación, logrando despertar el interés en aprender nuevos idiomas.

Participant 2 Autobiography

Mi experiencia durante este periodo de dinámicas virtuales como Kahoot, Quizizz, Wordwall y Educaplay fue una experiencia muy interesante por los diversos juegos que nos hacían hacer y de la forma en la que agregaban para poder explicarnos ciertos temas o practicarlos de una forma más dinámica pero eso no quiere decir que haya sido perfecto ya que en muchas

ocasiones se sentía la rapidez de los juegos y como uno recién comenzaba a realizarlos pero ya se pasaba el tiempo límite eso siento que se debe mejorar dando más tiempo y tranquilidad al momento de hacerlos y entender que ciertos celulares son más lentos que otros también unos juegos estaban mal ejecutados porque dejaban afuera a ciertos participantes o el tiempo de responder era demasiado corto haciendo que a unos ni se les cargue la pregunta y no puedan participar de estos juegos y por ultimo también hace falta recalcar en la ocupación de demasiados juegos debido a que, en ciertas ocasiones se sentía la saturación de juegos y la pesadez de los mismos o la monotonía de simplemente sacar el celular y resolver los mismos juegos; no obstante, la experiencia fue más grata y me gustó mucho la plataforma de Kahoot por su forma de hacer competir a los alumnos y siendo una buena forma de ver tanto la velocidad como la inteligencia sobre los temas dentro de todas las plataformas esa fue la que más llamo mi atención por lo explicado anteriormente y porque las otras plataformas eran más aburridas y monótonas haciendo perder el interés de los juegos y también porque me gusto competir con mis compañeros aunque a veces ya se sabía quién iba a ganar y quitaba la motivación de hacer y las estrellas aunque creativas no siento que hayan sido una buena forma de motivación porque solo ganaba el que tenía más era mejor dar un punto por cada dos o tres estrellas haciendo que todos tengan la posibilidad de ganar aunque sea un punto y no solo recompensando al primer lugar y quitando las ganas de ganar a los demás estudiantes también esta nueva forma de hacer actividades cambio mi forma en la que quiero recibir clases porque me gusto la forma más dinámica y un poco más tecnológica de hacer las actividades y me gustaría que se mantenga esta forma virtual ya que antes de esta forma de tecnología se hacía más de lo mismo y solo era pasar de clases sin tener ganas de aprender y por ultimo me gustaría dar unas recomendaciones que en mi opinión mejorarían mucho la forma en la que se realizó el trabajo que sería dar más tiempo en las actividades para que todos puedan entender de una mejor manera, mejorar la forma de recompensas con estrellas

para que todos sientan la necesidad de jugar los juegos y ganarlos para ganarlas y no solo por cumplir la actividad que nos toca realizar y por ultimo bajar un poco los juegos mediante plataformas para que no se pierda el interés ni las ganas de jugar y aprender para una mejor comprensión de todos los temas.

Gracias por tomarme en cuenta para dar mi recomendación dentro de todo me gusto mucho la forma de hacer los juegos se ve la dedicación en unos juegos y como querían incentivarnos para mejorar espero que se siga con este proyecto y que en un futuro se implemente de la mejor manera para poder disfrutar y aprender con todas las ganas del mundo.

Participant 3 Autobiography

Mi experiencia con las actividades realizadas en plataformas como Kahoot, Quizizz, Wordwall y Educaplay ha sido bastante entretenida debido a la magnitud que impuso las formas en que se enseña. Es una manera muy práctica de aprender, y no solo recibir tanta información. Nos llevó a la práctica y eso es la mejor manera en que yo aprendo, mediante la práctica. El desempeño que mostré en los juegos fue particularmente intermedio, debido a que no se acostumbra a practicar mucho en las plataformas o jugar estos juegos; en sí, solo a veces se utilizan estas plataformas. La plataforma que se utiliza más es Wordwall, y el demás tiempo se utiliza para revisar las unidades del texto o la plataforma de Richmond. La interacción con las plataformas ha sido muy buena, ya que me generó mucho más interés en aprender y mejorar cuando se fallaba en cualquier caso de pregunta o elección, dependiendo de la plataforma que se utilizada.

La plataforma que me pareció más entretenida y a su vez mejor optimizada fue Quizizz, debido a su manera en que se desempeña mostrando sus preguntas, la forma en que muestra cada temática y se acopla a los conocimientos del estudiante, su conteo de puntuación y podios, la forma interactiva en que propone la manera de elegir la vestimenta del avatar de

cada alumno o persona que se une a un “Quizizz”, por así decirlo. Y, por último, la manera en que, cuando acabas las preguntas, te muestra tus equivocaciones y las respuestas correctas, puntuación, porcentaje de aciertos y equivocaciones. La experiencia con la plataforma mientras se iba jugando me generó una especie de desafío sano entre compañeros para ver quién quedaba en el podio de 1er, 2do, 3er lugar, y sí, quedar en el primer lugar es reconfortante y se entiende, que se comprende muy bien la gramática o, en otros casos, el vocabulario.

La plataforma de Wordwall me pareció la mejor en el desempeño de enseñar gramática debido a su forma de elección de respuestas y la forma de completar las oraciones incompletas. Además, es la plataforma que más hemos utilizado, así que la considero una de las mejores para aprender y, a su vez, una de las mejores para practicar si se acerca un examen parcial o quimestral, por la manera en que ofrece sus opciones en temáticas de inglés, fomentando en mí una mejor interpretación de los ejemplos gramaticales y, sobre todo, del vocabulario, para así generar una definición de cómo debe ir una oración y cuándo se coloca en present, past o past participle.

Las estrellas me parecieron un sistema muy bien dispuesto. Saber que quedar en el podio en cualquiera de las plataformas te aseguraba unas estrellas fue muy interesante, y la mejor manera de contabilizar las “estrellas” que cada uno de mis compañeros iba reuniendo con el pasar de cada juego o plataforma superado. Yo me gané algunas estrellas por quedar a veces en el podio, pero creo que me falta mucho más conocimiento en las temáticas de la clase. Pero fue un sistema que funciona y, en sí, facilitó mucho a las personas que se ganaron los puntos al final de la semana por contar con más estrellas.

Me gustaba trabajar mucho en grupo, debido a que, en las cosas que no sabía, ellos me ayudaban, y por así decirlo, aprendía de lo que desconocía. Además, al trabajar en grupos,

siempre se busca encontrar un apoyo y beneficiar a cada miembro. En resumen, la manera de utilizar estas plataformas fue interesante y divertida, haciendo que la clase no sea repetitiva y generando un sentimiento en mí de querer practicar y ganar algunos de estos juegos. Y lo más importante: querer aprender.

INSTRUMENTS FORMAT

Appendix 3: Written activity template

Prompts para desarrollar la autobiografía

Instrucciones:

A continuación, encontrarás una serie de indicaciones que te ayudarán a escribir tu autobiografía sobre tu experiencia con las actividades realizadas en las plataformas como Kahoot, Quizizz, Wordwall y Educaplay. Relata tus experiencias de manera clara y honesta, explicando cómo te has sentido y lo que has aprendido con las actividades de aprendizaje basadas en juegos tecnológicos. Sé detallado y reflexivo para que podamos entender mejor tus experiencias.

La autobiografía debe tener una extensión de aproximadamente 550 a 600 palabras. No te preocupes si no sigues un orden exacto ya qué son solo una guía para ayudarte a desarrollar tu autobiografía, pero asegúrate de abordar cada uno de los temas requeridos. Por favor, escribe tu autobiografía en base a los siguientes puntos.

- Describe cuál de estas plataformas captó más tu atención y explica qué características específicas llamaron tu interés (diseño, tipo de preguntas, sonido, límite de tiempo, podios, entre otros).
- Señala cuál fue tu plataforma favorita y justifica por qué la prefieres sobre las demás.
- Explica cuál de estas plataformas sientes que te ayudó más a participar de forma activa en las clases de inglés.

- Comenta cómo te sentiste al competir con tus compañeros para ganar puntos o premios durante los juegos.
- Explica si las actividades que ofrecían estrellas, puntos o premios influyeron o no en tu motivación para participar más en clase.
- Reflexiona sobre si participar frecuentemente en actividades basadas en juegos, cambió tu actitud, comportamiento o forma de aprender en las clases de inglés.
- Menciona si disfrutabas más las actividades cuando trabajabas de manera individual o cuando colaborabas en grupo, y explica por qué.
- Explica cómo te sentías antes de usar juegos tecnológicos en tus clases de inglés, y cómo te sientes ahora después de la experiencia vivida con juegos tecnológicos.

Appendix 4: MATRIX: Design of questions for semi-structured interviews

MATRIX: DESIGN OF QUESTIONS FOR SEMI-STRUCTURED INTERVIEWS

Indicators	**Title, author(s) and year (paper/work within the last 15 years), in APA format 7th edition.**	**Complete textual quotation about the aspect or aspects taken from the article consulted, which will be included in one or more sections of the Interview (under elaboration).**	**Open-ended questions created based on the textual quotation(s) from the previous column that will be included in the different sections of the interview (under development).**
PREVIOUS BACKGROUND			
Past experiences before using technological GBL activities	Jamaatthuddin, N. M., & Or-Kan, S. (2021). An Examination on the Students' Perceptions towards the Effectiveness of Using Game-Based Learning in Learning the English Language for Students in Higher Education. *International Journal of Academic Research in Business and Social Sciences*, 11(8), 1689–1714.	"The findings of this study showed that higher students produced a range of conceptions about using games in learning English that were similar to those reported in the current literature. The outcomes of the research below have shown that most of the higher education students believe that game-based learning methods are effective in learning the English language and different from traditional or conventional methods".	¿Cómo eran tus clases de inglés antes de usar juegos tecnológicos?
			¿De qué manera se reforzaban los contenidos vistos en clase antes de usar actividades basadas en juegos tecnológicos?
			¿Trabajabas en equipo con tus compañeros antes de empezar a usar estos juegos?
EXTRINSIC MOTIVATION			
Rewards and Achievements	Manda, D. (2023). The Effect of Providing Extrinsic and Intrinsic Motivation on Student Learning	¨One form of outcome motivation (external) that is often used is the provision of awards or prizes. These types of rewards include certificates, medals, physical gifts or	¿Te gustó recibir puntos, estrellas o premios durante los juegos? ¿Por qué?

	Difficulties. *Celebes Journal of Elementary Education.* Volume 1, Number 2. Retrieved from: https://ojs.unsulbar.ac.id/index.php/cjee/index	recognition for academic achievement or participation in school activities.¨	
Social Recognition	Siguenza, W. G.,Sarango, C. G., Castillo, M. B. (2019). Estudio sobre la motivación extrínseca en los estudiantes universitarios que cursan estudios a distancia. *ESPACIOS*, 40. Retrieved from: https://www.revistaespacios.com/a19v40n44/19404419.html	¨Extrinsic motivation is the key factor that drives individuals to achieve high levels of personal satisfaction and even career success.¨	¿Cómo te sentiste cuando tu profesora o tus compañeros reconocieron tu esfuerzo o tus logros durante los juegos?
Competition	Evans, L. (2018). This is how competition affects your brain, motivation, and productivity. Retrieved from: https://www.fastcompany.com/90240826/this-is-how-competition-affects-your-brain-motivation-and-productivity	¨When we see someone else just like us being able to complete a task and gain the recognition we seek, we up our game to achieve these outcomes for ourselves… When the competition is smaller, we feel our chances of coming out on top are higher, so we are more motivated to try harder. ¨	¿Qué sentiste al competir con tus compañeros/as durante los juegos?

ACTIVE PARTICIPATION			
Engagement	Tasgin, A., Tunc, Y. (2018). Effective Participation and Motivation: An Investigation on Secondary School Students. *World Journal of Education.* Vol. 8. doi:10.5430/wje.v8n1p58	effective participation in the school environment represents the degree of active involvement of a student in classroom learning activities.	¿Qué opinas sobre los juegos tecnológicos como herramienta para fomentar la participación y motivación en las clases de Inglés? ¿Hubo alguna actividad con juegos tecnológicos que te pareció especial o divertida? ¿Cuál fue?
Collaboration	Bardorfer, A. (2024). Fostering Students' Active Participation in Higher Education: The Role of Teacher-student Rapport. *Athens Journal of Education. Volume 11. Pages 227-246.* doi=10.30958/aje.11-3-4	¨… Active participation as any verbal communication between the teacher and the students and among two or more students about the learning material, which includes presenting information, stating opinions, asking, and answering questions.¨	¿Cómo te sentiste al compartir ideas o trabajar con tus compañeros durante los juegos tecnológicos?
Interaction	Tasgin, A., Tunc, Y. (2018). Effective Participation and Motivation: An Investigation on Secondary School	¨… active learning leads more active participation, increases permanent knowledge, curiosity and inquiry skills of the students and there is a significant positive relationship between participation and academic achievement¨	¿Crees que el uso de juegos tecnológicos en la clase te ayudó a participar de forma más activa?

	Students. *World Journal of Education.* *Vol. 8*. doi:10.5430/wje.v8n1p58		
FUTURE EXPECTATIONS			
Students' interest in continuing with technological GBL activities in future classes.	Rahmadani, F. G., Saman, T. N., & Bahing. (2024). Students' Perception of Game-Based Learning Using Kahoot! In Learning English. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 4(1), 28–38. https://doi.org/10.37304/ebony.v4i1.12442	"A few students expressed contentment with their current learning frequency. Regarding teaching methods, I preferred Kahoot! for its convenience, colorful features, and motivating game-like experience. However, a minority preferred traditional learning for its teacher-oriented approach and detailed explanations. Students generally believed their school was ready to integrate Kahoot! in daily learning, although some mentioned concerns about network interruptions".	¿Te gustaría que tu profesora continúe utilizando este tipo de juegos en tus clases de inglés? ¿Qué otro tipo de juegos te gustaría que tu profesora use en sus clases de inglés?

Appendix 5: Interview protocol

Interview Protocol

Bienvenido/a, querido/a estudiante de segundo de bachillerato, paralelo "A".

Gracias por participar en esta entrevista. Quiero recordarte que todo lo que compartas será tratado con total confidencialidad y respeto. Esta conversación no será evaluada, y no hay respuestas correctas o incorrectas. Lo que más nos interesa es conocer tu experiencia personal con el uso de juegos tecnológicos en la clase de inglés.

A lo largo de esta sesión, te haré algunas preguntas abiertas. Si deseas hacer una pausa, aclarar algo o agregar información en cualquier momento, siéntete libre de hacerlo. Tu opinión es muy valiosa para este estudio.

Pregunta rompehielos: ***¿Te gustan los juegos? ¿Qué tipo de juegos sueles disfrutar, dentro o fuera del aula?***

1. ¿Cómo eran tus clases de inglés antes de usar juegos tecnológicos?
2. ¿De qué manera se reforzaban los contenidos vistos en clase antes de usar actividades basadas en juegos tecnológicos?
3. ¿Trabajabas en equipo con tus compañeros antes de empezar a usar estos juegos?
4. ¿Qué opinas sobre los juegos tecnológicos como herramienta para fomentar la participación y motivación en las clases de inglés?
5. ¿Hubo alguna actividad con juegos tecnológicos que te pareció especial o divertida? ¿Cuál fue?
6. ¿Cómo te sentiste al compartir ideas o trabajar con tus compañeros durante los juegos?
7. ¿Qué sentiste al competir con tus compañeros/as durante los juegos?
8. ¿Crees que el uso de juegos tecnológicos en la clase te ayudó a participar de forma más activa?

9. ¿Cómo te sentiste cuando tu profesora o tus compañeros reconocieron tu esfuerzo o tus logros durante los juegos?

10. ¿Te gustó recibir puntos, estrellas o premios durante los juegos? ¿Por qué?

11. ¿Te gustaría que tu profesora continúe utilizando este tipo de juegos en tus clases de inglés?

12. ¿Qué otro tipo de juegos te gustaría que tu profesora use en sus clases de inglés?

Querido estudiante, hemos llegado al final de nuestra sesión. Antes de finalizar, quiero agradecerte sinceramente por compartir tu opinión y por responder con sinceridad en esta entrevista. Tus opiniones, ideas y experiencias son muy valiosas para nuestro estudio y contribuirán significativamente a nuestro entendimiento del tema. ¡Éxitos en todo! Y gracias nuevamente por participar.

Appendix 6: Consent forms

Participant 1 Consent

3. CONSENT LETTER FOR PARENTS

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Unidad Educativa Fiscomisional "La Salle"

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales, 9no ciclo**, paralelo **1** que realizan sus prácticas preprofesionales en la **Unidad Educativa Fiscomisional "La Salle"** tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

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Durante la investigación, los estudiantes participarán en diversas actividades basadas en juegos tecnológicos diseñadas para hacer el aprendizaje más dinámico e interactivo. Una vez obtenidos los resultados iniciales, se seleccionará a dos pequeños grupos de estudiantes para participar en sesiones de discusión, donde compartirán sus experiencias sobre el uso de estos juegos en el aula. Cabe destacar que el estudio se llevará a cabo únicamente durante las horas de clase de inglés, con la debida autorización del docente responsable del curso.

50

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

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2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
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FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

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Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante: [redacted]

Nombre completo padre/madre/representante legal: [redacted]

Cédula de ciudadanía: [redacted]

Firma del padre/ madre/ representante legal:

[redacted]

Fecha: 09/03/2025

Participant 2 Consent

3. CONSENT LETTER FOR PARENTS

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Unidad Educativa Fiscomisional "La Salle"

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales, 9no ciclo**, paralelo **1** que realizan sus prácticas preprofesionales en la **Unidad Educativa Fiscomisional "La Salle"** tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

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Durante la investigación, los estudiantes participarán en diversas actividades basadas en juegos tecnológicos diseñadas para hacer el aprendizaje más dinámico e interactivo. Una vez obtenidos los resultados iniciales, se seleccionará a dos pequeños grupos de estudiantes para participar en sesiones de discusión, donde compartirán sus experiencias sobre el uso de estos juegos en el aula. Cabe destacar que el estudio se llevará a cabo únicamente durante las horas de clase de inglés, con la debida autorización del docente responsable del curso.

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Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante: [redacted]

Nombre completo padre/madre/representante legal: [redacted]

Cédula de ciudadanía: [redacted]

Firma del padre/ madre/ representante legal: [redacted]

Fecha: 09/02/2025

Participant 3 Consent

3. CONSENT LETTER FOR PARENTS

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Unidad Educativa Fiscomisional "La Salle"

Estimado padre/madre o representante legal:

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50

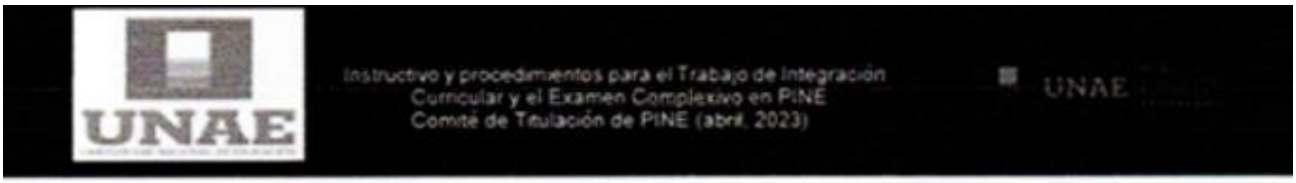
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[redacted]

Nombre completo padre/madre/representante legal:
[redacted] **Cédula de ciudadanía:**

Firma del padre/ madre/ representante legal:
[redacted]

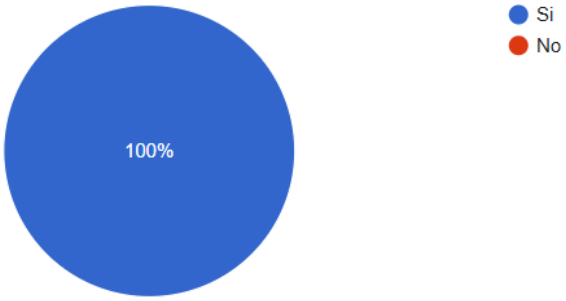
Fecha: 28-05-25

Appendix 7: Validation of the narratives

¿Consideras que la historia presentada refleja de manera precisa tus experiencias y opiniones durante las actividades tecnológicas realizadas en clase de inglés?

Copiar gráfico

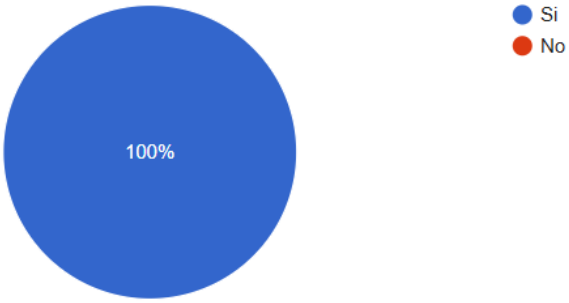
3 respuestas



¿Crees que la información ha sido presentada de forma clara, respetuosa y sin alteraciones importantes?

Copiar gráfico

3 respuestas



¿Te gustaría dejar algún comentario adicional sobre tu historia o sobre el estudio en general? *(opcional)*

2 respuestas

Las herramientas tecnológicas me dieron muchas ayudas y han generado muchas facilidades en mi persona. Y gracias a la ayuda de las mismas, han abierto demasiadas posibilidades en las que pueden ayudar a cada alumno, en diferentes contextos, y sobre todo la forma en que se puede aprender: una forma más actualizada, y más cercana a nuestra década. Por conclusión, estas plataformas ayudan mucho, y sé que ayudarán a más chicos y chicas.

Que es bueno seguir haciendo esta metodología en distintas escuelas para ver los distintos pensamientos de los estudiantes y tener un mejor avance en dichas investigaciones

Link to the complete survey:

https://docs.google.com/forms/d/e/1FAIpQLSencrN12ojzDXfW5aIOaJTIpLJpNN1eNNROZp1uo0CsrtLfTA/viewform?usp=header

Appendix 8: Authorization letter from the Institution

Azogues, 21 de enero de 2025

Estimadas

Joselyn Estefania Sucuzhañay Sacta
Viviana Estefania Bermejo Santos
Paula Andrea Panamá Delgado

ESTUDIANTES DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA UNAE

Reciban un cordial saludo

Por medio de la presente me permito comunicar que el desarrollo de su proyecto denominado "The influence of technological Game-Based Learning activities on Extrinsic Motivation and Active participation in a second baccalaureate EFL classroom" ha sido aprobado para su implementación y desarrollo con la docente [redacted] para el desarrollo la docente coordinará con ustedes los contenidos y los juegos que deban ir creando acorde a las temáticas que se aborden en el aula, el tiempo asignado para la implementación del proyecto es a partir del 12 de febrero hasta el 28 de mayo de 2025.

Segura de que la cooperación permite el crecimiento académico, suscribo.

Atentamente,

[redacted]
Nuestro corazón está en las periferias.

[redacted]
VICERRECTORADO

Appendix 9: Special authorization for mobile phone use in class hours

UNAE | PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Azogues, 10 de marzo del 2025

Unidad Educativa Fiscomisional [redacted]

Mg. Xavier Espinoza
Rector

VICERRECTORADO

Solicitud de Permiso para Uso de Celulares en Intervenciones de Investigación

Estimado Mg. Xavier Espinoza

Reciba un cordial saludo de mi persona Joselyn Sucuzhañay en representacion de mi grupo de titulación. Me dirijo a usted con el fin de solicitar su autorización para que los estudiantes puedan utilizar sus celulares exclusivamente durante las intervenciones que estamos realizando de acuerdo a nuestra investigación sobre "Technological Game-Based learning activities in EFL classrooms".

Como parte de nuestra investigación, estamos implementando breves juegos tecnológicos de aproximadamente cinco minutos en distintas sesiones de clase. De acuerdo con los fundamentos de nuestro estudio, es esencial que los propios estudiantes sean quienes utilicen la tecnología para llevar a cabo estas actividades, en lugar de que sea solo la docente la que tenga acceso a las herramientas tecnológicas. Si los estudiantes no pueden interactuar directamente con la tecnología, la recopilación de datos necesaria para nuestra investigación no sería representativa.

Ofrecemos disculpas por no haber planteado esta solicitud con anterioridad. Sin embargo, a medida que hemos avanzado en nuestro trabajo de titulación, hemos identificado que este punto antes mencionado, es un aspecto esencial para la validez de nuestra investigación.

Por ello, solicitamos su autorización para que los estudiantes puedan hacer uso de sus celulares exclusivamente en los momentos designados para los juegos, bajo supervisión docente y con la única finalidad de participar en las actividades establecidas. Nos comprometemos a garantizar que el uso de los dispositivos se limite estrictamente a lo requerido para la investigación, evitando cualquier distracción dentro de la clase.

Adjuntamos el horario específico en el que los estudiantes harían uso de los celulares como parte de las actividades de investigación, para su conocimiento y control:

Anexo 1: Horario de uso de celulares para actividades de investigación

Día	Hora de uso de celulares
Lunes	07:00 a 08:30
Miércoles	07:45 a 09:15
Viernes	12:15 a 13:45

laboratorio informático

UNAE | PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Agradecemos de antemano su consideración y apoyo a este estudio. Estaremos atentas a su respuesta y a cualquier disposición adicional que considere necesaria.

Atentamente,

Joselyn Sucuzhañay, Viviana Bermejo, Paula Panamá
Estudiantes de la Universidad Nacional de Educación UNAE

UNIDAD EDUCATIVA FISCOMISIONAL [redacted] VICERRECTORADO

Autorizado
17/03/2025
Presentado en equipo Líder
Autorizo el uso de Aplicaciones
en horas de clase y su
uso en el aula con el
docente

Appendix 10: Intervention Proposal

Intervention proposal

The Influence of Technological Game-Based Learning activities on Extrinsic Motivation and Active Participation in a second baccalaureate EFL Classroom

Objective

The main goal of this intervention is to expose second baccalaureate students to Technological Game-Based Learning activities and examine how they influence students' motivation and active participation in an EFL classroom.

Introduction

Our proposal focuses on the integration of technological game-based learning activities into an EFL classroom, focusing on gathering students' experiences and perspectives regarding these activities. To achieve this, we designed game-based activities aligned with the teacher's lesson plans, ensuring that the interventions complemented the curriculum while allowing students to immerse themselves in digital learning environments. Recent studies show that Technological Game-Based Learning tools, such as Kahoot, Quizizz, and Wordwall, can significantly increase students' engagement and enthusiasm for learning (Rahmadani et al.,2024; Chicaiza et al., 2024; Kartika & Budiarta, 2025). These games incorporate elements like competition, rewards, and immediate feedback, making the learning experience more dynamic and enhancing the learning process.

Implementation

The intervention consisted of a series of sessions, directly aligning with the topics covered in the curriculum, where students engaged with technological game-based tools such as Kahoot, Quizizz, Wordwall, and Educaplay. Each game was carefully created to target specific learning objectives, ranging from vocabulary acquisition to grammar reinforcement and reading comprehension. These interventions were implemented during the consolidation

stage of the lessons as a reinforcement strategy, with the goal of helping students better understand what they had learned.

Game 1 - Educaplay	
Activity: Word order	**Objective:** To reinforce prior knowledge of travel vocabulary.
Time: 7 minutes	**Link:** https://es.educaplay.com/recursos-educativos/24206408-vocabulary_unit_5.html
Preparation	**Procedure**
• Select 10 vocabulary words from the unit • Give instructions • Assign points for those who finishes first the activity	To begin with, the game was dedicated to feedback of what they had previously seen in the vocabulary. This game consisted of an individual game in which everyone could participate in order to accumulate points and whoever completed a word won. They had the opportunity to move the letters to complete the word correctly in the shortest time possible.

Link to the complete interventions:

https://www.canva.com/design/DAGr90txuR8/I6VYjfWEJ_Lequ9_weA2sw/edit?utm_content=DAGr90txuR8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

DATA ANALYSIS PROCESS

Appendix 11: Autobiographies Categorization

CATEGORIZATION

Autobiographies

THEMES	*CATEGORIES*	*CODES*	
EXTRINSIC MOTIVATION	Rewards and Achievements	"The awards and stars that were awarded after each game made on these platforms also played a key role in my motivation. These incentives not only drove me to want to win, but also made me see the games as more than just simple activities or tasks." *(Blue Participant)*	Rewards as motivational drivers
		"Even though the star system was creative, it didn't feel like a good form of motivation because only the person with the most would win." *(Green Participant)*	Unfair Rewards
		"The stars seemed like a very well-arranged system. Knowing that being on the podium secured you some stars was very interesting." *(Red participant)*	Stars as Motivation
	Social Recognition	"The act of receiving recognition, whether it was an award or a star, made me feel that the effort I had put in was worth it, which encouraged me to keep participating and giving my best." *(Blue Participant)*	Perseverance awards
		"Sometimes it was already clear who was going to win and get claimed, which took away the motivation to participate." *(Green Participant)*	Unfair Recognition
		"Being in the first place is comforting and shows that you understand the grammar or, in other cases, the vocabulary very well." *(Red participant)*	Mastery Recognition

Link to the complete Codebook:

https://docs.google.com/document/d/1qEtmxMG5t4ESpdFI1yt3U6Ti-nToAqSKSgMHUIxgkb4/edit?usp=sharing

Appendix 12: Participants Interviews

Participant 1 Interview

Entrevista 1 – Participante Azul

Entrevistador: Bueno, buenos días, bienvenido querido estudiante de segundo de bachillerato paralelo a, gracias por participar en esta entrevista. Bueno, quiero recordarte que todo lo que compartas será tratado con total confidencialidad y respeto. Esta conversación no será evaluada y no hay respuestas correctas o incorrectas.
Lo que más nos interesa es conocer tu experiencia personal con el uso de los juegos tecnológicos en la clase de inglés. A lo largo de esta sesión te haré algunas preguntas abiertas y si deseas hacer unas pausas, aclarar algo o agregar información en cualquier momento, siéntate libre de hacerlo. Tu opinión es muy valiosa para este estudio, así que podemos comenzar.

Entrevistador: ¿Te gustan los juegos y qué tipo de juegos sueles disfrutar dentro o fuera del aula?

Azul: Sí me gustan los juegos, los que más disfruto son en los que hay competencias, y fuera del aula no hemos hecho muchos, pero los que se trabajan en equipo.

Entrevistador: ¿Y sueles jugar en tu celular o en tu computadora?

Azul: En mi celular, porque creo que es más cómodo.

Entrevistador: ¿Alguna vez has jugado en clase o con amigos?

Azul: Muy pocas veces, la verdad. En clases de inglés no, que yo recuerdo. En otras clases sí hemos hecho juegos como quizizz.

Entrevistador: ¿Y qué tipo de juegos más o menos has hecho?

Azul: quizizz, kahoot, a veces los wordwalls. Pero no en la materia de inglés específicamente. Solo algunas veces, no. La verdad, todos los días, como cuando vinieran a las prácticas.

Entrevistador: Bueno, ¿cómo eran tus clases de inglés antes de usar juegos tecnológicos?

Azul: Eran normales, la verdad. La profesora venía, explicaba, a veces nos ponía videos, y después trabajábamos en el texto o hacíamos alguna actividad en grupo.

Link of the complete transcription:

https://docs.google.com/document/d/1F9B6Vb8vVswM3SnPzTfyQoB8AsLIrr3xB5SkYeU9XyI/edit?usp=sharing

Participant 2 Interview

Entrevista 2 - Participante Verde

Entrevistador: Buenos días, bienvenido querido estudiante de segundo de bachillerato paralelo a. Te quiero dar las gracias por participar en esta entrevista. Quiero recordarte que todo lo que compartas será tratado con total confidencialidad y respeto. Esta conversación no será evaluada y no hay respuestas correctas o incorrectas.

Entrevistador: Lo que más nos interesa es conocer tu experiencia personal con el uso de los juegos tecnológicos, especialmente en la clase de inglés. A lo largo de esta sesión, te haré algunas preguntas abiertas. Si tú deseas hacer alguna pausa, aclarar algo o agregar información en cualquier momento, siéntete libre de hacerlo. Tu opinión es muy valiosa para este estudio.

Entrevistador: ¿Podemos empezar?

Verde: Sí.

Entrevistador: Muy bien.

Entrevistador: Primero me gustaría como que saber si es que te gustan los juegos tecnológicos.

Verde: Sí, sí me gustan los juegos tecnológicos. Yo soy alguien que es muy fán de ese mismo ámbito de la tecnología y me gusta jugar porque siento que es un buen pasatiempo y también se puede aprender mucho de ellos.

Entrevistador: ¿Qué tipo de juegos sueles disfrutar dentro o fuera del aula?

Verde: Dentro del aula me gustan los juegos que vayan acorde a lo que se está viendo y también que sean una forma de aprender. Por ejemplo, un juego tecnológico que a la vez sea divertido y enseñe algo, es una forma en la que uno no siente que está obligado a aprender sobre un tema en específico solo por pasar, sino es una forma en la que esa persona siente que solo está aprendiendo porque es su gusto, porque como digo, los juegos tecnológicos ayudan full en eso.

Verde: Y fuera del aula a mí me gusta jugar juegos que tengan una historia o algo que enseñarme. Juegos que tengan una esencia para aprender, una esencia de enseñar y yo también aprender sobre ellos mismos. No importa de qué tema sea, mientras me enseñe algo y ese algo sea bueno para mi vida. Muy bien.

Link of the complete transcription:

https://docs.google.com/document/d/13hcfbxQYzgOg48U5ony4td5JQjlqlwmxaFqDDtsACJ0/edit?usp=sharing

Participant 3 Interview

Entrevista 3 – Participante Rojo

Entrevistador: Bienvenido, querido estudiante de segundo de bachillerato paralelo A. Gracias por participar en esta entrevista. Quiero recordarte que todo lo que compartas será tratado con total confidencialidad y respeto. Esta conversación no será evaluada y no hay respuestas correctas o incorrectas.

Lo que más nos interesa es conocer tu experiencia personal con el uso de juegos tecnológicos en las clases de inglés. A lo largo de esta sesión, te haré algunas preguntas abiertas. Si deseas hacer una pausa, aclarar algo o agregar información en cualquier momento, siéntete libre de hacerlo. Tu opinión es muy valiosa para este estudio.

Bueno, vamos a empezar con la primera pregunta.

¿Te gustan los juegos? ¿Qué tipo de juegos sueles disfrutar dentro o fuera del aula?

Rojo: Por ejemplo, los juegos que son más interactivos porque hacen tener mucho más iniciativa en los juegos. Y también los juegos en los que ponen a prueba mi conocimiento para saber si capto las cosas en sí. En inglés, pues, porque yo en los juegos de inglés no soy muy bueno en la materia, por así decirlo. Pero estos juegos hacen que yo entienda mucho mejor manera los conocimientos que me quieren enseñar.

Entrevistador: ¿Sueles jugar tal vez algún juego en tu celular o computadora? Sí, claro. Bastantes. ¿Cómo cuáles? Tal vez algunos juegos en grupos. Digamos que hayas jugado tal vez con tus compañeros en clase.

Rojo: Sí, bastantes. Pero ¿estamos hablando de juegos así para enseñar o juegos en sí sólo para pasar el tiempo?

Entrevistador: Para pasar el tiempo.

Rojo: Ah, sí. Muchos, muchos. Con mis compañeros se pasaron jugando.

Entrevistador: Muy bien. ¿Cómo eran tus clases de inglés antes de usar juegos tecnológicos?

Rojo: Pues, lo único que hacíamos era revisar el texto, la gramática, el vocabulario y sólo copiar mentefactos para poder entender las temáticas. Y se utilizaban hojas para saber si estábamos captando las cosas que intentábamos hacer en la clase.

Como hojas así sobre el vocabulario y hojas sobre la gramática en sí. Y sólo se jugaba el wordwall en sí. Era sólo el vocabulario en sí con el wordwall.

Entrevistador: ¿Estas clases te parecían aburridas o preferías que sean un poquito más dinámicas?

Rojo: Un poquito más dinámicas ya que a veces tener mucha materia es un poco aburrida. Porque lo dinámico hace que mi mente entienda mucho mejor las cosas.

Link of the complete transcription:

https://docs.google.com/document/d/1N_sSlxjIN1bCOXqM-C3nO3aO8MPLy5ya/edit?usp=drive_link&ouid=108348877069330047483&rtpof=true&sd=true

Appendix 13: Interviews Categorization

CATEGORIZATION

Interviews

THEMES	*CATEGORIES*	*CODES*	*key word*
EXTRINSIC MOTIVATION	Rewards and Achievements	"I did like receiving the stars or the prizes in the games, because you made an effort to win something, to win that, so the fact that you receive a prize is like a motivation for you to want to learn" *(Blue participant)*	Stars and prizes as an incentive
		"When some classmates hear that they can earn a point or some way to improve their grades, it makes those who are a bit careless with the subject say, "No, I have to try harder so I can make up for the grades I'm losing with those points." That makes them put in more effort." *(Green participant)*	Points as Motivation to Improve Academic Performance
		"The points made me more motivated to want to learn more about the English topics and to make my comprehension easier. Also, the points helped to improve some tasks where I had bad grades." *(Red participant)*	Points as Academic Incentive
	Social Recognition	"I felt good. It's nice when someone recognizes the effort you put in. It also serves as motivation to improve, to pay attention, to learn more, because you know they're not just saying "well done, keep it up". Actually acknowledging the effort you make to keep learning." *(Blue participant)*	Recognition that Inspires
		"The first-place student is congratulated, the second and third place as well, and that makes you want that recognition too, not with envy, but with a desire to improve yourself and learn about topics you don't yet understand." *(Green participant)*	Recognition Inspires Self-Growth
		"It's a beautiful feeling because others realize the effort you're putting in; it feels very good." *(Red participant)*	Effort Recognition
	Competition	"Honestly, I was motivated to compete because I do like English. So when I know something or when I'm capable of doing something, I enjoy competing to show that I really do know and	Compete with Purposes

Link to the complete Codebook:

https://docs.google.com/document/d/1qEtmxMG5t4ESpdFI1yt3U6Ti-nToAqSKSgMHUIxgkb4/edit?usp=sharing