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Applying Gamified Learning to Enhance Motivation among 1st bachillerato Students.

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Dedicatory

I dedicate this research work to my mom, Rosario, for her unconditional support and encouragement in inspiring me with the values of perseverance and curiosity and always making me believe in the power of my dreams. I also want to thank God for supporting me during difficult times when I felt like giving up. Thanks, Grandma + for always being my guardian angel. Even though I do not have your physical presence, your soul is always with me for the rest of my life. I want to thank my cousin Yuli for believing in me even when I did not believe in myself. Her unwavering faith in my abilities has given me the confidence to tackle anything that comes my way, and for being by my side in my hardest moments. Last but not least, I am grateful for my mentor's insightful guidance and patience, which were crucial in shaping this work.

Karina Gabriela Calva

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Resumen

Los estudiantes de primero de bachillerato de la Unidad Educativa Mater Dei han demostrado un desinterés total y un bajo rendimiento académico. Según una observación realizada a 30 estudiantes de primer año paralelo A, la cual refleja que los métodos de enseñanza tradicionales carecen de experiencias enriquecedoras, retroalimentación inmediata y práctica afectiva, lo que resulta en una disminución en la motivación y el desempeño de los estudiantes. Por ello, la siguiente investigación se enfoca en implementar y explorar la eficacia de la gamificación y así incentivar la motivación de los estudiantes. Para evaluar la efectividad del aprendizaje mediante juegos, este estudio combina datos cuantitativos y cualitativos. Para desarrollar el siguiente trabajo investigativo, se aplicó una observación, junto con una encuesta al inicio y otra al final, misma que ayudó a evaluar los niveles de motivación de los estudiantes al aplicar actividades de gamificación en las clases. El análisis cuantitativo explora las experiencias y percepciones de los estudiantes ya que se enfoca en las estadísticas descriptivas para comprender los niveles de motivación. Este enfoque busca captar narrativas detalladas y ofrecer una visión profunda de los factores que impulsan la motivación mediante el aprendizaje basado en gamificación. Este proyecto no solo beneficia a los estudiantes, sino también a los docentes y a la institución educativa en su conjunto. Es primordial mejorar las metodologías de enseñanza del idioma inglés, ofreciendo evidencia concreta y recomendaciones prácticas para optimizar el aprendizaje de los estudiantes. Además, con el fin de mejorar las metodologías de enseñanza y los resultados del aprendizaje, esta investigación ofrece pruebas claras y recomendaciones prácticas para utilizar en sus clases, ya que el uso de herramientas de gamificación tuvo un impacto positivo en la motivación y el compromiso de los estudiantes. También, proporciona una comprensión eficaz diseñada para alcanzar necesidades específicas, impulsando el compromiso de los estudiantes, la colaboración, el aprendizaje activo y la autoconfianza en la adquisición de la enseñanza del idioma, así como hace hincapié en la importancia de los métodos de enseñanza innovadores para fomentar un ambiente de aprendizaje motivador y productivo.

Palabras clave: Aprendizaje gamificado, motivación, aprendizaje colaborativo.

Abstract

First bachillerato students at Unidad Educativa Mater Dei have shown disinterest and poor academic performance according to an observation checklist applied to 30 of the first bachillerato students in class “A”, which shows that traditional teaching methods lack improving experiences, immediate feedback, and effective practice, resulting in a low decrease in the motivation and performance of students. Thus, the use of gamified learning promotes the development of problem-solving skills, critical thinking, social awareness, cooperation, and collaboration. This research focuses on implementing and exploring the effectiveness of gamification to encourage the motivation of the students. Furthermore, a combination of both quantitative and qualitative methods was used to assess the effectiveness of gamified learning. Also, student motivation during the use of gamified tools was evaluated through pre- and post-surveys. On the other hand, quantitative analysis could describe motivation based on descriptive statistics to recognize motivation levels, while qualitative analysis will explore students' experiences and interpretations. The main objective of this research is to apply gamified learning to enhance motivation, which contributes to boosting motivation by applying gamified learning. This research not only helps students but also teachers and the high school in general. Furthermore, in order to improve teaching methodologies and learning outcomes, this research gives clear evidence and practical recommendations to use in their classes since the use of gamified tools had a positive impact on student’s motivation and engagement. It also provides an understanding of effective language teaching designed to reach specific needs, boosting students’ engagement, collaboration, active learning, and self-confidence, as well as emphasizing the importance of innovative teaching methods in encouraging a motivational and productive learning environment.

Keywords: gamified learning, motivation, collaborative learning.

Introduction

Not long ago, traditional teaching methods faced challenges in capturing and maintaining students' attention and motivation. Many students find engaging in conventional classroom activities difficult, leading to disinterest and declining academic performance, Hogan (2018). Playing games in education can foster notable improvements in learning and education outcomes Kula, (2021); Syafii, (2021) Preliminary research suggests that the use of gamified learning can create more active learning experiences that improve student engagement, learning, and course retention (Joosten, 2010), and the use of new technologies can enhance motivation, which is a vital aspect of learning, deliver information when needed, and encourage to solve problems and satisfy curiosity (Sharples et al., 2002). Ecuadorian English education has observed an increasing interest in innovative approaches to enhance student motivation and engagement. Gamified learning incorporates game elements into the educational process (Grace, 2019). There is growing interest in exploring its potential to enhance motivation among first-bachillerato students at Unidad Educativa Mater Dei, considering the specific needs and challenges faced.

Based on an observation checklist conducted on 30 first bachillerato students at Unidad Educativa Mater Dei, in Loja City, traditional teaching approaches do not always satisfy students' different learning needs and preferences. A lack of tailored learning experiences, immediate feedback, and practical pertinence may contribute to these students' low motivation. As a result, there is a need to investigate effective and engaging techniques that effectively handle these issues and also increase motivation among first bachillerato students at Unidad Fiscomisional Mater Dei. Conventional teaching methods fail to completely engage learners, resulting in weak motivation and poor learning outcomes. This can be observed in low-class involvement, a lack of interest in assignments, and a decline in academic accomplishment. Students' performance is impacted by a changing educational landscape besides motivation plays a crucial role in student motivation, and gamified learning has the potential to address all of these factors. Exploring this issue and gamified learning may help it develop a more engaging and inspirational learning environment.

This research aims to discover the efficacy of gamified learning in enhancing motivation among students of the first bachillerato at Mater Dei Fiscomisional High School,

located in the urban area of Loja City, the school is a combined institution that receives economic support from the state and private community. It is important to take into account that this group of students who are part of this research project belongs to my teaching staff during this school year, that is because it is necessary to work by using online tools which could enhance their motivation during this research development. The most challenging issues for teachers are to keep students motivated as well as get them engaged and techniques to keep them focused. Therefore, this research addresses the following question: How can integrating gamified learning enhance motivation among 1st bachillerato students at Unidad Fiscomisional Mater Dei?

To enhance motivation among first-year bachelor students, the planned research work examines how gamified learning enhances motivation. Motivation is crucial to keep learners interested in learning a new language and to provide them with interactive classes that keep them engaged and focused. It is known how effective it is to apply gamified learning to language acquisition. There needs to be more research and use regarding their effectiveness for the first bachillerato. As a tool for language learning, interactive activities could fill this gap in the literature. The findings may inform the development of more effective language teaching methods for this specific age group and benefit language learners. Furthermore, contextualizing the research will allow us to investigate factors that influence the effectiveness of interactive motivational activities.

Gamification of learning activities at Unidad Educativa Fiscomisional Mater Dei has been suggested as a method for enhancing motivation among first-year bachillerato students. This project is focused on integrating gamification as a teaching method and considering age, level, and special needs to solve learning problems. The thesis aims to address specific problems in the field of language education by integrating a methodological approach that applies gamification to enhance motivation among first-year bachelor students.

The study project involves a set of gamified exercises designed to improve students' language acquisition. It stresses not only exercises for productive and receptive skills but also grammar and vocabulary, as part of a language learning program. The study project helps the creation of appropriate learning techniques for the first bachillerato by examining the efficacy of literacy and interactive activities. It is consistent with the university's research lines in that it emphasizes the necessity of resolving professional issues and giving practical answers that can be applied in real-world educational settings.

Furthermore, the research benefits several users, including the study's participants, teachers, and the institution. The research findings and recommendations can be utilized to inform the techniques and approaches utilized by language educators in similar professional settings, resulting in improved teaching methodologies and improved learning outcomes.

The object of the research (Independent and dependent Variables)

Gamified learning– motivation.

General objective

- To explore and evaluate the application of gamified learning to enhance motivation among 1st bachillerato students at Unidad Fiscomisional Mater Dei.

Specific objectives

- To assess the impact of gamified learning on the intrinsic motivation of 1st bachillerato students by comparing motivation levels before and after the implementation of gamified educational activities.
- To analyze the relationship between specific gamified elements and changes in motivation levels among 1st bachillerato students.
- To design and implement gamified learning strategies tailored to the specific needs and context of 1st bachillerato students at Unidad Fiscomisional Mater Dei

In this research project, the independent variable is gamified learning which refers to the use of game elements and principles in educational activities to engage learners. The independent variable is the implementation of gamified learning techniques. It includes various aspects such as game design, interactive elements, rewards, challenges, and feedback integrated into the curriculum for 1st bachillerato students. The level and intensity of gamified elements will be manipulated as required by the study.

The dependent variable in this study is the motivation level of first-bachillerato students. Motivation refers to the student's motivation, academic performance, and engagement with their learning experiences. It can be assessed through various measures, such as self-report questionnaires, surveys, and an observation checklist. The motivation level will be the key outcome or response variable, which will be assessed before and after the implementation of gamified learning techniques to determine whether they have a significant impact on enhancing students' motivation.

This thesis used a mixed-methods research approach, combining quantitative and qualitative methods, to gain a comprehensive investigation of the effectiveness of gamified learning in enhancing student motivation. On the quantitative side, a survey was designed to assess students' motivation levels and their perceptions of gamified learning's effectiveness, using the Likert scale which will be developed using Google Forms. Additionally, the qualitative component involved an observation sheet to gain deeper insights into students' experiences and perceptions of gamified learning. The aim was to capture rich, detailed narratives that offer a profound understanding of the motivating factors associated with this innovative learning approach. Therefore, the instruments will be applied using Google Forms to get transparent and effective responses.

In the study, a comprehensive data analysis plan incorporates quantitative and qualitative methods to determine the effectiveness of applying gamified learning to enhance motivation among first bachillerato students. For quantitative data analysis, the primary focus will be on descriptive statistics, using the problem as the measure of central tendency and exploring the standard deviation for data dispersion. Raw data organization involves identifying variables such as gamified learning and motivation and ensuring clarity through clear labels for efficient analysis. Engaging with diverse data sources, such as pre and post surveys, and observation checklists, enables the alignment of improvements in their motivations through gamified learning.

The qualitative analysis highlights the importance of acknowledging the researcher's subjectivity and recognizing their background, beliefs, and biases that might influence the interpretation. The process of analyzing codes is mainly designed to reveal emerging themes and categories, such as motivation Levels and online gamified tools, with detailed descriptions and observations. Additionally, Charts or graphs will be used in the final report to present findings more effectively. Interpretation analysis will draw upon relevant theories in gamified learning and motivation levels to explain the contributing factors and extent of online tools in enhancing motivation.

Inductive Method: In this approach, data is collected, and then a theory or explanation is developed based on the patterns and themes that emerge. Based on the results of the checklist hypotheses can be generated regarding the effectiveness of interactive activities in enhancing motivation.

Deductive Method: This method involves developing a theory or explanation first and then collecting data. It is suitable for research because it can use existing literature and theories on language acquisition and teaching methods to develop hypotheses about the effectiveness of interactive activities, and then collect data to test these hypotheses.

The main beneficiaries of the research are first bachillerato students, class "A" at Unidad Educativa Fiscomisional Mater Dei as well as teachers and the high school in general. Furthermore, for carrying out this research project, the population consists of 120 participants from first-bachillerato students. According to the CEFR, the group has a proficiency level of A2. The chosen sample is class A with 30 students of which 14 are males and 16 females with an average age of 15 – 16 years.

It was based on the results of an observation sheet, so it was concluded that this group needs more engagement and motivation to enhance their class participation as well as improve their confidence. It is important to note that this group consists of the students. The purposive sampling method was convenient for this research, allowing relevant participants for this study based on the objectives of this criteria. To assess student engagement and motivation, the researcher will employ several online tools and gamified learning strategies and adapt these teaching methods to the needs of this group of students, boosting their motivation and engagement during the learning process.

This research will benefit students by providing insights into effective language teaching methods that can be customized to their specific needs and limitations. Gamified learning can be designed to encourage collaboration, active participation, and healthy competition among peers or groups, which can enhance motivation and engagement. It has long recognized the significance of motivation in fostering effective learning outcomes. When students are motivated, they are more likely to be engaged, persistent, and willing to invest effort in their studies.

Considering these factors, this research proposal highlights the challenges and limitations faced by students in terms of reduced class time, not access to English labs, and limited access to technology. These contextual factors are important to consider when investigating the effectiveness of first-bachillerato students at the Unidad Educativa Fiscomisional “Mater Dei” Educational Unit in Loja City. The research can provide insights into the feasibility and effectiveness of incorporating activities within the given context, considering the specific challenges and resources available to students.

This proposed thesis is based on the effectiveness of applying gamified learning to enhance the motivation of first-bachillerato students at the Unidad Educativa Fiscomisional “Mater Dei” Educational Unit in Loja City. Students are provided with opportunities to practice and gain confidence in speaking English as part of these contributions. In addition, student-centered instruction encourages participation and real-life exposure to language usage. With designed instruction, students with limited technological access and low English proficiency levels can meet their specific English needs.

Furthermore, the thesis emphasizes the importance of using interactive online activities to develop critical thinking, problem-solving, collaboration, and creativity skills. Additionally, the research conducted will provide pedagogical insights, contribute to existing knowledge, and offer evidence-based recommendations for incorporating interactive activities into language teaching. This aims to improve language learning outcomes, empower students with valuable skills, and advance language education practices. As well as enhancing students' motivation to achieve effective learning by raising awareness in the educational community about gamified learning. The proposed thesis on the effectiveness of first-bachillerato students at the Unidad Educativa Fiscomisional Mater Dei in Loja City has significant importance from multiple perspectives:

Professionally, it involves innovative teaching methods that enhance language education practices. The proposed project focuses on improving student motivation through gamified learning tools, which is a practical approach that benefits learners, language educators, and the high school in general. Methodologically, the study expands the existing knowledge base in language education research by implementing an observation guide with pre-post surveys, aiming to provide empirical evidence on the impact of interactive activities to enhance students' motivation.

Technologically, the research proposal recognizes the limitations of technology access and offers an inclusive approach that requires high technological resources, ensuring equal opportunities for all students to work individually, in pairs, or groups, that activities benefit students to develop several skills like active learning, collaborative learning, critical thinking, it also provides euphoria and motivation and engagement due to the application of online tools. The proposal addresses the specific needs of students, bridging educational gaps, fostering confidence, and promoting social interaction. Moreover, this thesis contributes to

improving language education practices, expanding knowledge, providing inclusive learning approaches, and addressing the specific needs of students.

This research contains three chapters, chapter I, presents the analysis of a wide description of the theoretical foundations based on scientific support that permits the characterization of the teaching-learning process with the application of gamified tools to enhance motivation among first bachillerato students.

Chapter II illustrates and explains the methodological elements such as the results of the diagnostic phase, data, and results gathered from an observation checklist and a pre-survey, processed and presented to measure the levels of motivation of the students and their acceptance to be part of the project which require their participation and collaboration in classes by using gamified tools in 1st bachillerato students at Unidad Educativa Fiscomisional Mater Dei. Chapter III, explains the system of activities and the validation process in detail, including all the information required to be aware of its structure and uniqueness.

Chapter I

Game-Based Learning

What Is Game-Based Learning?

Game-based learning is designed to balance theoretical content and learning through games. Game-based learning allows students to explore rigorous learning environments and concepts and targeted learning outcomes (Chen et al., 2018); this is especially effective in the context of the English-language learning environment (Mozelius & Hettiarachchi, 2017). Games should be designed to ensure that the students can repeat the cycles within the game context without becoming bored. Further, a good educational game should, during such states of repetition, elicit desirable behaviors in students; this can be achieved through fostering certain emotional and cognitive reactions to interactions with and feedback received from the game (Boctor, 2013). Between games, a debriefing process and a review of learning outcomes should be implemented (Mozelius & Hettiarachchi, 2017). Post-game debriefings allow the teacher to establish a connection between the game and the real world. It also creates an association between occurrences within the game and those of real life, thereby connecting the students' understanding of the game to education (Bundick et al., 2014).

Game-based learning programs should provide students with the capacity to be involved in their education, and to reflect on, understand, and apply the acquired knowledge in real life (Boctor, 2013). The adoption of an adventure approach in educational games can be effective in this regard. Educational adventure games are purposefully designed to provide “edutainment” (a mix of education and entertainment); such games are generally complex and feature clear demonstrations of deterministic problems (Bundick et al., 2014). For instance, in adventure games, problems are often part of the game, and players must find solutions to these problems to advance in the game. Thus, players' in-game decisions can directly affect the game's progression, meaning the player is in control of the game. In adventure games, the puzzles can be difficult to solve, but it is not difficult to try different possible solutions (Bundick et al., 2014). Importantly, Boctor (2013) noted that the learning process associated with adventure games can improve players' general ability to identify solutions to problems.

Game-Based Learning Importance

Education is a process that continues way beyond an institution. People who want to continue learning have even more opportunities to do so now through emerging technologies.

However, one major challenge facing learners of all ages is making educational content more interesting and engaging. Gamification is becoming a popular solution for this issue because it uses game elements in non-game contexts to make them more enjoyable. Gamification makes boring activities like learning grammar or vocabulary much more fun by incorporating tactics from video games, such as points, leaderboards, challenges, rewards, and badges. Much research has proved that trivial games are helpful in learning languages. For instance, a recent study offered some design principles for future gamified systems, concluded the advantages of gamification in education, and plotted out the progression of game element research across time. The paper also discussed gamification's evolution and application in education and its effects on education. (Ofosu-Ampong, 2020)

An online language game is a motivating tool for improving language and grammar learning. Learners benefit from having a positive attitude toward learning because they achieve better results (Hashim et al, 2019). Games have revolutionized the way people interact with the world. Technology has also made

Gamification Elements

A large range of gamification elements exists. These are also called gamification artifacts or mechanics. The most common are the following (Dicheva et al., 2015):

Points - are used to reward users through multiple dimensions and different categories (da Rocha, Gomes, & de Melo, 2016).

Levels - indicate that the user has reached a certain goal or completed a task. In computer games, the players complete different tasks, and thus, can progress in the game. The levels are designed to challenge the players, thereby creating pleasure and a desire to continue playing the game (Goehle, 2013).

Badges, trophies, and medals – express external recognition that the user has reached new levels and has succeeded in the challenges. These rewards stimulate the users' desire to complete the challenges (da Rocha et al., 2016), providing pleasure and interest (Antin & Churchill, 2011).

Ranking, leaderboards, and scoreboards – These elements show users' relative position compared to others, which are commonly used to show and manage users' achievements, to use competition as an incentive for behavior, thus, improving motivation (Cagiltay, Ozcelik, & Ozcelik, 2015).

Virtual Goods – are nonphysical and intangible objects that can be acquired through accumulated points. Virtual goods create incentives to get more points, and complete tasks, and challenges. In addition, they allow personalization of the reward according to the type of user (da Rocha et al., 2016). It is prevalent to use virtual currencies in various situations, including trading products, and points for raising status, and prestige (da Rocha et al., 2016).

Advantages and Disadvantages of Digital Game-Based Learning

In the past, game-based learning was based on the use of board games, Lego, and card games; however, technological advancements have led to the employment of digital games in classrooms worldwide, which in turn, has affected students both positively and negatively (Lester et al., 2017). As the overseers of digital game-based learning, teachers should apply the best teaching practices to amplify the positive effects of digital game-based learning and diminish its adverse effects. According to Bundick et al. (2014), although many people in modern society view video games as idle activities, studies have revealed that digital-game-based learning has many positive qualities. Schaaf and Mohan (2016) also ascertained that digital forms of play are as crucial as physical play in developing students' socio-cultural, cognitive, and physical growth. However, there are also adverse effects, especially concerning playing virtual games. It is advised that teachers strive to minimize the negative effects while maximizing the positive effects.

Advantages

Student Motivation and Engagement

Playing games involves the natural human instinct to compete and a desire to succeed. Game-based learning is fun, and this provides learners with the motivation to engage and complete the learning tasks, enabling them to practice, recall, and retain the content. In game-based learning, students become active in their learning – deeper processing of the content occurs when students are motivated to find ways of remembering and applying their learning, meaning information is more likely to be remembered. Thurairasu, 2022, (546)

Teamwork

Personal computers have become increasingly prevalent in the past few decades. Nowadays, almost all students can afford a tablet or a laptop in class, thereby enabling the employment of widespread digital game-based learning (Dichev & Dicheva, 2017). The advancement of Internet technologies has also afforded the integration of devices in institutions, allowing teachers to remotely control students' devices. This has enabled

teachers to assign complex games to groups of students in which the students can work together over an online medium to solve problems and puzzles. Playing online demands that students apply teamwork skills, such as communication and negotiation, to find the best solution to a given challenge.

Quick Feedback and Progress Record

Schaaf and Mohan (2017) established that technology used for educational purposes can also provide important International Journal of Technology in Education (IJTE) 549 data for student progress reports. For instance, a language game such as Duolingo can report scores and progress throughout the game. These games give students instant feedback and reports on their progress, and also allow them to return to completed levels to improve their scores/results.

Creativity and Lateral Thinking

According to Li (2017), despite the common belief among parents and guardians that playing games wastes time for youths, youths perform copious creative decision-making in modern gameplay. The best example of games that foster such decision-making is sandbox games, in which the player controls an avatar that can freely explore a virtual world and make decisions (Hwang et al., 2015). These games build a sense of adventure in the game and allow the player to make independent decisions; thus, players can learn from bad decisions and avoid repeating them in the future. To promote resourcefulness and imagination, tutors can set guidelines on how students should play these games.

Risk-taking and Experimentation

Learning through computer-simulated worlds allows students to envision the real-world feasibility of certain choices, ideas, and structures. For instance, some computer simulation software allows users to create bridges, houses, and other structures. Such environments allow students to take risks when designing these simulated structures, as there is no danger of incurring significant negative effects. If a decision does not work as anticipated, the student can simply use the “undo” tool or reset the design. This allows the student to take risks and experiment and allows them to learn from their mistakes (Marti-Parreno et al., 2016). It is recommended, however, that the teacher balance computer simulations and reality to avoid twisting students’ perceptions of genuine elements and unrealistic elements.

Preparation for Future Jobs

Computer knowledge and computer literacy have gradually become fundamental requirements for many jobs. To be able to perform such roles successfully, students must be

trained in the use of technology (Li, 2017). Moreover, providing students with good technological knowledge can have a positive influence on the likelihood of future technological advancement. Providing students with access to technology can allow them to work, study, and research whenever necessary. The Internet has made high-quality resources available to everyone with the knowledge and ability to access them. This can help students maintain their curiosity in technology-related ideas as they advance through learning institutions into college and, finally, into the professional world.

Disadvantages

Hindrance of Physical Play

Digital game-based learning has been criticized for perhaps contributing to a lack of physical activity. Digital games such as Adipat, Laksana, Busayanon, Asawasowan, & Adipat 550 can provide a variety of cerebral activities, but they are not sufficient for physical training. Unlike physical play, playing video games is mostly a passive activity (Li, 2017). As a result, parents and instructors need to restrict their children's video game playing time to no more than one or two hours per day. Additionally, they should make sure that sports and physical play continue to be the key components of students' extracurricular activities (Boctor, 2013); over time, this may help avoid health issues linked to a lack of physical exercise.

High Equipment Costs

The cost of developing a custom game-based learning curriculum for individual courses has always been considered too high to meet the cost requirements of broader acceptance. Higher educational institutions want to reduce material costs for learners. If they want to expand activities in courses, they must be able to manage maintenance costs. The high cost involved also makes the digital game-based learning approach a challenge for instructors to innovate because if the price is high, they don't have the budget to test new game-based methods. (Adipat et al., 2021)

Collaborative Learning

Collaborative learning is an umbrella term for various educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students work in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explanation of it (Barbara Leigh).

According to Dichev and Dicheva (2017), collaborative learning is an established component of the learning process, and the game-based education approach is the most effective method of ensuring collaborative learning among students. Collaborative learning involves students obtaining knowledge through sharing information with the class community, and the use of technology in learning is known to encourage students to be more interactive and less passive during learning sessions. Game-based learning also provides a constructivist learning environment in which students utilize existing skills to solve problems relating to the subject matter in question; game-based learning can also help students process and decode essential information for understanding learning materials. Thus, game-based learning affords students opportunities and structures to engage more strongly with the education process. Through game-based learning, students can exchange information and ideas with each other, and collaboratively perform simple tasks and solve challenges. Moreover, Boctor (2013) pointed out that game-based learning converts teachers into participants and teachers of the learning process; this contrasts with the traditional method of imparting a repository of information to passive students who may often be uninterested and inattentive.

Connecting Students' Passion:

Collaborative learning allows students to work together on projects and tasks that align with their interests and passions. By engaging in group discussions, sharing ideas, and collaborating on projects, students can explore topics that excite them and deepen their understanding of those subjects. This connection to their passions can enhance their motivation and engagement in the learning process.

Self-Determination:

Collaborative learning empowers students to take ownership of their learning and make decisions about their educational journey. Within a collaborative learning environment, students have the opportunity to set goals, make choices, and contribute to group decision-making processes. This sense of autonomy and self-determination can foster a greater sense of responsibility and motivation in students.

Creativity and Exploration:

Collaborative learning encourages students to think creatively and explore new ideas. By working together, students can brainstorm innovative solutions, challenge each other's perspectives, and engage in critical thinking. Collaborative learning environments often

provide opportunities for open-ended projects and problem-solving tasks, allowing students to explore different approaches and express their creativity.

Active Learning

Active learning is one of the strategies to address the student's needs and to ensure appropriate instructional design support for critical thinking in certain contexts (Kim, Sharma, Land, & Furlong, 2012). Active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem-solving, case studies, role plays, and other methods.

Active learning activities help promote higher-order thinking skills such as the application of knowledge, analysis, and synthesis. Active learning activities engage students in deep rather than surface learning and enable students to apply and transfer knowledge better. Meanwhile, active learning is a student-centered learning process using active strategies. It has many advantages over conventional learning which is more examined and less interaction between students (Hafiza, 2012)

In 1991, Charles C. Bonwell and James A. Eison stated in their report *Active Learning: Creating Excitement in the Classroom* that active learning is about “involving students in doing things and thinking about what they are doing. When using active learning students are engaged in more activities than just listening. They are involved in dialog, debate, writing, and problem solving, as well as higher-order thinking, e.g., analysis, synthesis, evaluation.” In other words, active learning describes an ideal learning process, as deep engagement with the training material is the most effective way to enhance knowledge retention.

Importance of Active Learning

One of the biggest benefits of active learning is it keeps the student engaged. They interact with a topic by working on activities that help reinforce knowledge, concepts, and skills. Through memorable learning experiences, students move from short-term retention and achieve deeper understanding. They develop skills such as critical thinking, collaborative working, and problem-solving that are important in school, university, and future careers.

Help students to Meet the Learning Objectives

By actively engaging with the material, students are more likely to understand and retain the information they're learning. This approach ensures that students are not just memorizing facts, but truly comprehending and internalizing the concepts.

Improve Students' Self-Awareness

Active learning encourages students to take charge of their learning. Through activities like self-assessment, reflection, and peer feedback, students become more aware of their strengths, weaknesses, and areas for improvement. This self-awareness is a valuable skill for all students that extends beyond the classroom.

Require Student Preparation

Active learning often involves preparation before class sessions. This could include reading materials, watching videos, or conducting research. Coming to class with some background knowledge makes students better equipped to actively participate in discussions and activities, leading to more efficient learning experiences.

Increase Engagement

Active learning methods grab students' attention and maintain their interest. Whether it's through group discussions, hands-on experiments, or field trips, these activities keep students engaged and motivated to learn, reducing the likelihood of boredom and disinterest.

Provoke Creative Thinking

When presented with real-world problems or scenarios, students in active learning environments are pushed to come up with innovative solutions and explore different perspectives, fostering a deeper understanding of the subject matter.

Boost Collaboration

Many active learning activities involve group work and collaboration, especially when it comes to college education. Students learn to communicate effectively, share ideas, and work together to achieve a common goal. These skills are essential for success in both academic and professional settings. The teacher is such as the principal person who guides and motivates students to participate and boosts their collaboration.

Active Learning Strategies

An active learning strategy is essential to engage learners in deep thought about the subject matter in your course. The most common active learning methods include Think/Pair/Share, Jigsaw, and Muddiest Point.

Think/Pair/Share method.

Think-pair-share is a collaborative learning strategy where students work together to solve a problem or answer a question. This strategy follows 3 steps:

Think: Students are required to think individually about an assigned topic or answer a question.

Pair: Students are paired up with a partner and share their opinions.

Share: The class comes together as a whole. Each pair of students shares a summary of their discussion or the key points they came up with.

Jigsaw method

As a cooperative learning approach, the Jigsaw method (first developed by Elliot Aronson in 1971) encourages students to work in teams and depend on each other to gain a holistic understanding of complex topics.

Quick Quizzes

This active learning activity can be administered at the start of class or halfway through a lecture. It should count as a formative assessment—not for a grade, but to assess comprehension. These no-stakes quizzes provide an opportunity for students to reflect and recall information that was just covered before the instructor moves on to the next topic.

Students can complete these quizzes at the start of class to challenge pre-existing assumptions. Ask the same question at the end of class for students to compare their understanding to the start of class. It will also allow you to engage in a meta-analysis of students' performance. Frank Spors, Associate Professor of Optometry at Western University of Health Sciences, leveraged these informal assessments to guide his lecture. “The assessment identified content areas that required more clarification during class, and I adjusted my planned lecture accordingly to focus on areas where students needed the most help,” he says.

By facilitating pre-tests and post-tests—two examples of learning strategies for any course—you can compare and pair the results of the two quizzes and get instant feedback about the effectiveness of your lesson. Did students understand, or do they need more clarification on a topic? Quick quizzes are a beneficial active learning strategy for helping you understand and collect student insights.

Dependent Variable: Online Tools

Edpuzzle

Edpuzzle is a web-based tool that allows teachers to pick a video for their students to watch and learn anywhere and anytime according to their schedule and availability. This application was chosen for different reasons, mainly for its educational benefits and the flexibility of the platform of this web tool. It works on Androids, IOs, and web browsers (edpuzzle, 2017).

According to Afach et al. (2018), *Edpuzzle* is a web-based application that enables teachers to select videos for their students to watch and study based on their schedules and availability. According to the subject matter covered in class, this program provides students with engaging videos for learning. *Edpuzzle* is a platform for editing and sharing web-based interactive videos with embedded quizzes. Content can be customized to prohibit students from speeding up shared videos and set due dates. The reason for using the *Edpuzzle* application in this research is because the *Edpuzzle* application is a new-sounding application that contains learning videos that can be made as attractive as possible so that it can attract students' interest in learning mathematics.



Technical Requirements

Edpuzzle is quite simple to use, and since it is web-based, it has no special technical requirements beyond an internet connection and a device capable of playing video. There is nothing that must be installed; however, there is an Edpuzzle browser extension that makes it much easier to find and edit videos directly from YouTube. The browser extension is free and available through the Google Chrome store and Mozilla. Students can use the Edpuzzle app, available for both Apple and Android devices, though this is not necessary.

Costs

A basic Edpuzzle account is free. There are also two paid options, a “Pro Teacher” account, which costs \$11.50 a month, and a school, district, or university-wide account option that is priced according to the number of users. The free account limits storage space to 20 videos, while a paid account removes the limit; however, users of the free account can increase their storage space by referring others to the service.

Privacy and Accessibility

Edpuzzle is compliant with the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), and the Web Content Accessibility Guidelines (WCAG) 2.0. Additionally, Edpuzzle can be easily integrated into a learning management system (LMS), such as Google Classrooms, Moodle, or Blackboard.

Bamboozle

Bamboozle not only serves the purpose of engaging in an enjoyable way to spend time but also helps in learning through fun, according to Paul (2021). “Games are enjoyable activities that offer opportunities for learning a foreign language in a relaxed and engaging environment”. The Bamboozle game is an online learning platform designed to provide accessible and engaging interactive experiences for classroom settings.

The bamboozle game has the potential to be utilized as an educational tool. Bamboozle promotes the idea that learning should be a pleasant experience and aims to support educators in reinforcing key concepts while actively engaging all students in the learning process. Additionally, Bamboozle allows collaborative work among students (Quraishi et al., 2020). This cooperative learning model uses small groups of 5-8 students. It begins with the delivery of learning objectives, delivery of group activity materials, quizzes, and group awards. In gamified learning, students will be more active in seeking and discovering their knowledge. The application of this type of cooperative learning model will be more interesting if collaborated with educational game-based learning media. According to (Widoretno, 2021) the impact of using educational games in learning is that it can increase concentration, develop reasoning or thinking power, and reduce stress levels in students. One of the educational game-based learning media that can be used in collaboration with the type of cooperative learning model is the bamboozle game.

Features

Bamboozle is an application that functions to support learning which of course has features that can be used in the Bamboozle application. According to Bambang (2022) in his thesis, Bamboozle is a useful tool in the class but can also control learning assistants as it offers a way to learn while gamifying interactions. This can help to keep students engaged longer, and since you can edit games, it needs not to be off topic.

Questions are never in the same order and can be pulled from a huge bank you create. This means each game is fresh allowing you to over-subject without it feeling repetitive.

Time limits are optional, which can be helpful in the classroom, but can also be turned off for those students who may find that added pleasure difficult. You can allow students the option to hit pass-on questions if you want, taking off additional pleasure.

Each game allows up to 24 questions, providing enough range to explore a topic while keeping a time limit that is suitable for class learning (Bambang, 2022).

Lyrics training website

The Lyrics Training website is a way to learn and improve learners' language skills through music videos and the songs' lyrics. Besides, it has a special Karaoke mode where people can sing and enjoy the lyrics (Fiori, 2021). Besides, it is an excellent approach to learning and improving language skills. Through the ongoing practice of writing the missing words, lyrics training aids in acquiring new vocabulary and idioms and reinforcing grammatical knowledge. Additionally, regardless of whether or not all words are understood, it trains the brain almost subconsciously, improving the ear's capacity to distinguish the sounds and words of a foreign language in a relatively short time (Lyrics training, 2022).

Accordingly, the Lyrics Training website is an available or accessible tool to anyone who wants to learn a new language, especially English. It has the opportunity to know and listen to songs by successful and favorite artists in the music field.

Game mode.

There are four levels at this game time. Users can select the game level based on individual abilities, such as Beginner level, Intermediate level, Advanced level, and Expert level.

Beginner level: Users who have a low level of vocabulary can select the beginner level to start completing 39 missing words from 385 words for each musical video.

Intermediate level: Users who have an adequate level of vocabulary and listening comprehension can select the intermediate level to complete the 75 missing words from 385 words in the total lyrics.

Advanced level: Individuals who have sufficient abilities in listening comprehension, vocabulary, and writing can select the advanced level in the game to complete 148 missing words from 385 of the videos.

Expert level: Individuals with an excellent domain of the foreign language developing their abilities in the selected language can choose the expert level to complete 385 missing words from 385 of the lyrics.

How it works

It's very easy and fun, just play a song and enjoy testing your listening comprehension by filling in the gaps in the song lyrics as fast as you can. Let your brain do the rest.



Enhance your **listening**

Train your brain to recognize the words and sounds of foreign languages. Listening to different accents and pronunciations gives your brain more flexibility.



Expand your **vocabulary**

Learning new words and expressions in the context of song lyrics can be more effective than memorizing endless lists of isolated words or phrases.



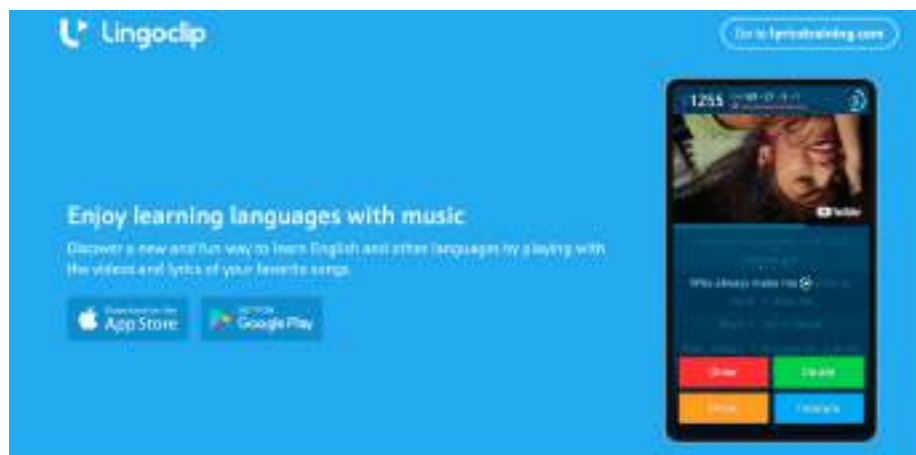
Boost your **grammar**

According to experts, true language acquisition does not require the conscious use of grammatical rules. Gradually digest them with daily practice.



Get better **pronunciation**

Your favorite songs get stuck in your head, just try singing them in karaoke mode and you will see that your pronunciation improves quickly.



Nearpod

According to Sanmugam, Selvarajoo, Ramayah, and Lee (2019), Nearpod is a web-based learning application that facilitates and controls interactivities during learning experience settings (Figure 1). It can be used as a teaching tool to deliver lessons with interactive media as well as assessments; it provides formative assessment to get real-time insights into student learning, and summative assessment for final assignments or exams. Webb (2020) also defined Nearpod as an online presentation and engagement platform that allows professors and students to engage with one another, record completion, and track overall participation. There are a variety of tools included in the one-stop platform, and because it's web-based, it can be accessed from anywhere. Nearpod integrates with Google Slides for those who already have their slides created in that format.

Nearpod helps educators make any lesson interactive, whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quizzes, Polls, Videos, collaborative boards, and more. You can access thousands of premade K-12 standards-aligned lessons or upload your existing lessons and make them interactive

using Nearpod in the classroom. Nearpod makes teaching easier with the interactive tools, resources, and content teachers need, all in one place. You can sign up for a free account today and learn 5 ways to use a free Nearpod account.

The students can access a teacher's Live Participation presentation through a code, and the teacher then moves the class through the lesson and lets students interact with the media as they go. Teachers can also opt for Student-Paced mode, where the student controls the flow of the lesson. This mode is perfect for remote learning, hybrid learning, sub days, homework assignments, or independent work. The app is web-based and works on any device with an internet connection.



Nearpod Resources

One of the main advantages of integrating Nearpod into the teaching process is to support active learning in the classroom because it offers different types of ways to engage students in the classrooms (Mattar, 2018). It offers nine types of formative assessments to capture student understanding in any lesson (Figure 2). It provides students opportunities to interact and give them effective control of their learning including immediate feedback, help them draw on a map or diagram, respond to a poll question, post a note or image to a collaboration board, or take a multiple-choice quiz.

Nearpod delivery modes

First, decide how you want students to interact with your lesson. You can launch a Nearpod lesson to students using three mode options, knowing it will work in any scenario or device landscape. Click the link to learn more about each mode.

Live participation

Live Participation allows teachers to control the pace of the Nearpod while students participate on any device in class or through video conferencing. Teachers view real-time progress and results as they teach.

Students – Peace

Share asynchronous lessons with students in Student-Paced mode. Students move through lessons at their own pace, any time, from anywhere. Teachers can view progress in real time to monitor student understanding.

Front of class

Project a video even when students aren't joining from their devices. Instead, pre-determined checks for understanding can be used as discussion prompts, or students can record their answers.

Independent Variable: Motivation

Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior (Maehr & Meyer, 1997). Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus satisfy motives). Motives are usually construed as relatively general needs or desires that energize people to initiate purposeful action sequences. In contrast, goals (and related strategies) tend to be more specific and to be used to explain the direction and quality of action sequences in particular situations (Thrash & Elliot, 2001).

For example, Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p. 525). An application of B.F. Skinner’s operant conditioning theory is seen in education and classroom management. Teachers use positive reinforcement (rewards) to encourage good behavior and academic achievement and negative reinforcement or punishment to discourage disruptive behavior.

Types of Motivation

Motivating students to learn a foreign language is one of the most challenging obstacles in today's educational system. Even if traditional methodologies are gradually being replaced by active methodologies, motivating students to get involved in the language learning process has not been fully achieved yet. In fact, “most teachers recognize that it is a challenge to keep the students’ motivation, engagement, and concentration over time in a lecture” (Wang & Tahir, 2020, p.1). Originally, motivation can be defined as “why people engage in different activities at various degrees of interests and involvement” (Hartt et al., 2020, p.591). When someone is motivated, this person is “energized or activated toward an end” (Ryan & Deci, 2000, p.54). Within motivation, two different categories can be distinguished: *intrinsic* and *extrinsic* motivation.

On the one hand, **intrinsic motivation** is “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (p.56). People are “intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task” (p.56). On the other hand, **extrinsic motivation** is “induced from external sources such as rewards, grades, money, and social recognition” (Hartt et al., 2020, p.591). Also, it is “a construct that pertains whenever an activity is done to attain some separable outcome” (Ryan 16 & Deci, 2000, p.60). Then, an intrinsically motivated person is “moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (p.56). At some point in our lives, we all have likely experienced both types of motivation. Not every student will be motivated during the same activities, so a variety of tasks should be offered in the classroom so that all students have the chance to feel motivated for something they like or are interested in. In the foreign language context, games can be a strategy to reinforce students’ engagement and motivation in the learning process. However, which type of motivation are they more likely to promote?

Inevitably, games contribute to greater motivation to learn a foreign language both inside and outside the classroom, as students are entertained and pay more attention to the activity they are doing. As Zarzycka-Piskorz (2016) believes, “one of the most important factors in gamified education is motivation” (p.19). In her study, results indicate that “gamification can be engaging and fun, and, therefore, may influence the motivation of the participants” (p.22). Regarding the type of motivation they favor, different authors have varied points of view on this subject. Firstly, Zainuddin et al. (2020) support that “both

intrinsic and extrinsic motivation play crucial roles in promoting students' learning engagement through the gamified learning approach, aimed at meeting the three basic needs: competence, autonomy, and relatedness” (p.9). Similarly, Hartt et al. (2020) point out that games enable “the integration of both intrinsic and extrinsic motivational components to cultivate an environment where players feel more motivated to engage in the target activities” (p.592).

However, in the online game context, “intrinsic motivation is enhanced by the perspective of winning and/or getting a reward” (Zarzycka-Piskorz, 2016, p.33). Garris et al. (2002) think that although “extrinsic rewards can be less effective than intrinsic motives, both play a role in determining learner behavior” (p.444). What is more, “a good gamification design seeks to understand and align the learning objectives with a student's intrinsic motivation” (Zainuddin et al., 2020, p.9). Therefore, “it is necessary to understand the degree to which one can utilize external rewards to motivate learning, so as not to impair students’ originality and intrinsic motivation for learning” (Hartt et al., 2020, 591), both types of motivation must be boosted and combined in the educational context.

At first, gamification is extremely linked with extrinsic motivation with game elements or rewards such as money, points, and badges. Nevertheless, motivation in game playing “has been mainly associated with intrinsic motivation” because “games are often assumed to possess an inherent motivational power through which individuals become immersed and absorbed in a game and experience the gameplay as enjoyable” (Hartmann & Gommer, 2021, p.4). Zainuddin et al. (2020) shed light on the fact that game elements “can reinforce a more enjoyable and engaging player experience and further accentuate their gamified learning experience” (p.7). With “extrinsic rewards and an intrinsically satisfying design, the players embark on their journey of mastery, which requires elements such as desire, incentive, challenge, reward and feedback to create learning engagement” (p.9). Actually, games “require forms of extrinsic motivation for students to become involved and its further internalization for sustained involvement” (Hartmann & Gommer, 2021, p.2). Since “educational games are considered instructional tools that put students in a position to take ownership of their learning and that can foster experiential learning of students”, they are expected to “intrinsically motivate students” (p.18). On the whole, whereas students’ extrinsic motivation in gamification is necessary to provide them with incentives for learning,

intrinsic motivation plays a key role in helping learners to become more mature and to appreciate their progress in the language learning process.

The Affective Filter

Krashen's (1982) hypothesis of second language achievement consists of five major key points: the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective filter hypothesis. Based on the fifth point, this study will discuss how the emotional factor would influence students' English learning a great deal. Krashen's affective filter hypothesis (1985) suggests that language learners might be distracted by emotional factors in the language learning process. It is possible that students would not be able to absorb what they should learn in class because of their teacher's uncongenial manners or classmates' aggressive and competitive attitudes.

In his affective filter hypothesis, Krashen (1982) points out that in Second Language Acquisition (SLA), many key factors of learners' success in language learning should be associated with the student's emotional condition. A language learner's passion for participating in the class and confidence from teachers' encouragement can decide the accomplishment of their SLA. Hence, the researcher of this thesis, based on a theoretical statement of Krashen's hypothesis and some chief affective issues manipulating learners' language acquisition mentioned by many scholars (e.g., Dodson, 2000; Pennington, 1996; Schinke-Llano & Vicars, 1993), suggests English teachers in universities of Taiwan have to apply games, songs, and films in their classroom. That is, this paper attempts to argue that updated pedagogies based on Krashen's theories have to be put into practice to enhance adult learners' willingness to study English.

Tasks Concerning Affective Filter Games

Many scholars suggest that the game applies to English as a second language learning. (e.g., Water, 2007) It might help students feel relaxed and feel confident. Although sometimes there is competition among groups, it still has the function of stimulating students' willingness to participate in English class. Numerous educators agree that playing games is an influential tool for English learning (Feng, Foo, Kretschmer, Predeville & Elgas, 2004; Rosoff, 2007; Waters, 2007). According to Catherine Collier (1996), "Games can be used as learning activities, reinforcing new knowledge or expanding emerging knowledge and skills. They are experiential activities used effectively in classrooms at all levels of education and

training and in various subject areas". Krashen has mentioned that there are mainly four factors that can influence individual variation.

Motivation

Most researchers and educators would agree that motivation "is essential, if not the most important factor in language learning", without which even 'gifted' individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher is. In terms of the definition of motivation, a recent educational theory has tended toward the interpretation of Gardner (1985) defining motivation to learn an L2 as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". So, the motivation of SLA refers to the desire and impetus of the acquirers. Gardner and Krashen point out that there are two motivations, integrative one and instrumental one.

Attitude

Collins Cobuild Student's Dictionary explains that: "Your attitude to something is the way you think and feel about it". Psychological theories on attitudes refer to an evaluative, emotional reaction (i.e. the degree of like or dislike associated with the attitudinal object) comprising three components: affect, cognition, and behavior. How attitude influences the SLA is shown as follows:

The acquirers with a positive attitude tend to learn easily and with rapid progress, while those with a negative attitude make slow progress.

Attitude decides the commitment. Those who give up halfway are probably passive with lower commitment whose achievements are lower than those positive and persistent learners.

Attitude influences the class participation. The students with a positive learning attitude perform actively and can have high grades.

Anxiety

Gardner & MacIntyre (1993) see language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient", this apprehension being characterized by "derogatory self-related cognitions, feelings of apprehension, and physiological responses such as increased heart rate".

Flow Theory

Flow is a state of deep absorption in an activity that is intrinsically enjoyable, as when artists or athletes are focused on their play or performance (Csikszentmihalyi, 1990). Individuals in this state perceive their performance to be pleasurable and successful, and the activity is perceived as worth doing for its own sake, even if no further goal is reached (Nakamura & Csikszentmihalyi, 2002). The individual functions at their fullest capacity, and the experience becomes its reward (DeCharms, 1968; Deci, 1975). Highly creative artists and scholars have reported the experience of flow when engaged in their best work (Csikszentmihalyi, 1996).

Flow theory is based on a symbiotic relationship between challenges and skills needed to meet those challenges. The flow experience is believed to occur when one's skills are neither overmatched nor underutilized to meet a given challenge. This balance of challenge and skill is fragile; when disrupted, apathy (i.e., low challenges, low skills), anxiety (i.e., high challenges, low skills), or relaxation (i.e., low challenges, high skills) are likely to be experienced (Csikszentmihalyi, 1997). The experience of anxiety or relaxation may prompt an instructor to change the level of challenge and prompt the student to increase his or her skill level to reenter the flow. Issuing appropriate challenges and providing opportunities to enhance skills (e.g., providing immediate feedback and incrementally teaching more complex skills that build upon previously learned skills) may be one of the most ideal ways of engaging students.

Because the flow state is intrinsically rewarding, individuals seek to replicate flow experiences. This introduces a selective mechanism into psychological functioning that fosters growth (Nakamura & Csikszentmihalyi, 2002). As individuals seek to master new challenges, they develop greater levels of skill. Once mastered, they must identify progressively more complex challenges to create an ideal match for their skills. Flow thereby invokes a growth principle, in which a more complex set of capacities is sought after and developed.

Flow and Student Engagement

Based on flow theory, concentration, interest, and enjoyment in an activity must be experienced simultaneously for flow to occur (Csikszentmihalyi, 1997). While our study

combines these variables into an engagement composite score, each variable is an important component of flow theory and will be reviewed.

Concentration: Flow experiences are described as states of intense concentration or absolute absorption in an activity (Csikszentmihalyi, 1990). In educational contexts, deep absorption in activities has been shown to promote optimal learning experiences. For example, Csikszentmihalyi, Rathunde, and Whalen (1993) reported that a sample of talented teenagers concentrated more than their average peers during classroom and study activities, but comparatively less while watching television and engaging in social activities. This finding suggests that the ability to harness concentration for more complex mental tasks may be one of the hallmarks of achievement and talent development.

Interest: Interest in an activity is a fundamental aspect of flow experiences, setting the foundation for continuing motivation and subsequent learning. Researchers have argued that interest provides the basis for becoming engaged with a topic for its own sake (Deci & Ryan, 1987). Acting on intrinsic interest alone, individuals seize opportunities to learn, read, work with others, and gain feedback in a way that supports their curiosity and serves as a bridge to more complex tasks.

Enjoyment: Flow activities, including intellectually demanding tasks, can also be enjoyable and satisfying. They may provide a feeling of creative accomplishment and satisfaction. Such feelings may occur mainly in retrospect because all concentration is focused on the task during the actual engagement (Csikszentmihalyi, 1990). In any event, individuals who have developed their talent and creativity are those who continue to follow their sense of enjoyment in chosen activities (Csikszentmihalyi, 1996)

Chapter II

2.1. Methodological Strategies and Diagnostic Phase.

This chapter explains the methodological process of the investigation, the results of the qualitative and quantitative data collected from a pre-survey applied in Google Forms, and an observation checklist of the students enrolled during this project, who interacted throughout the application of gamified learning. The motivation and engagement levels, performance, learning experiences, and feedback were analyzed in the development of applying game-based learning to enhance motivation among 1st bachillerato students at Unidad Educativa Fiscomisional Mater Dei.

Considering the independent variable, gamified learning is the main point that offers students effective integration of online tools into educational contexts to enhance motivation and engagement. It includes many tools and strategies such as points, badges, leaderboards, and interactive content created to make learning more enjoyable and engaging. During this study, gamified learning will be operationalized by specific tools and activities such as Edpuzzle, Nearpod, Lyrics Training, and Baamboozle. These operational aspects will include online tools usage, different types of activities planned, and the integration of lessons according to the students' levels and book contents.

Whereas the dependent variable refers to student motivation. It refers to the level of motivation, interest, and enthusiasm of students. It also considers the intrinsic and extrinsic motivation towards the learning activities. Intrinsic motivation refers to internal rewards or recognition however, extrinsic motivation refers to external rewards or recognition for any kind of implementation. To get to know the level of motivation, it was applied pre-post survey to an observation checklist to assess the academic progress and active participation in gamified learning activities.

The gamified learning tools will be applied in class regarding the lesson plan contents so that students will be able to use the online tools needed for each class like Edpuzzle, Nearpod, Lyrics Training, and Baamboozle, each tool will contain the grammar, vocabulary, reading, writing, listening and speaking skills regarding the class topic and according to the week learning skills. These gamified tools will include additional resources like sheets of paper, school supplies, cell phones, speakers, laptops, and internet connection. This research will be applied in a four-week work. During the four weeks, students will be able to participate in competitions, group discussions, quizzes, group work, pairs, and individual activities, role plays, and a project in which students will be able to develop communicative

skills, critical thinking, discussions, develop their creative by promoting a which foster students' interaction and engagement. Moreover, students will participate in speaking activities that benefit students and promote awareness among other students and the high school in general regarding the mid-term recycling project which not only benefits the students but also has an important impact on society since environmental activities are one of the most important issues in this modern world.

To measure the students' enjoyment and motivation, an observation checklist is an important tool, as well as the use of the post-survey, will gather vital information regarding the students' engagement, collaboration, and motivational level during the four-week project development, it also showed how participants feel, change their perspective during the classes and how it influences in their attitude, engagement, collaboration, peers interaction and learning outcomes.

2. 2. The methodology of the investigation process, justification, and purpose.

Motivating students to participate actively and make them engaged in the learning process is a vital aspect of boosting academic and personal development. This study focuses on enhancing first bachillerato students at Unidad Educativa Fiscomisional Mater Dei through the implementation of gamified learning tools. Thus, including online tools in their classroom in everyday classes with a healthy atmosphere and engaging environment for students not only facilitates effective and engaging learning but also promotes enthusiasm, collaboration, and creativity for that reason this proposal applies gamified learning to enhance motivation among first bachillerato students who come up with a low success in learning and a need of developing motivation.

The purpose of this study is to enhance students to increase their motivation through the development of gamified learning activities during their classes. Therefore, it allows the students to apply game-based learning strategies to develop each topic in which they can motivate and work collaboratively and productively in pairs, in groups, or even individually. The main beneficiaries of this research project are the students from 1sr bachillerato at Unidad Educativa Fiscomisional Mater Dei, class A, as well as teachers, and the high school in general because it is important to share the findings with the whole teachers' staff so that they can apply these tools in classes.

Based on the diagnostic phase, it can be emphasized that students at Unidad Educativa Fiscomisional Mater Dei have absences in class regarding motivation and engagement. Additionally, there is limited use of vocabulary and grammar structures during classes, a lack

of motivation and self-confidence in communicative activities, disinterest, mispronunciation, and unclear speech, decreasing academic knowledge, learners do not have any motivation factor to work during classes since they have been accustomed to only complete the book without any kind of guidance, teacher's motivation, and without a lesson plan, or any book guide or interactive resources to provide effective interaction and engaging activities to apply in class, students were neither intrinsic nor extrinsic motivated in English classes, on top of that, the classroom management was another negative factor of this group of students, they do not follow academic specific rules for class development. Therefore, the following search proposal pretends to enhance students' motivation by using gamified learning strategies which help students to get them engaged and feel motivated while learning English. This combination of the book content through online tools like Edpuzzle, Lyrics Training, Nearpod, and Baamboozle and additional gamified tools play a crucial role in learning and enhancing students' motivation in English language learning.

The main basis to enhance students' motivation throughout gamified learning is to give them several opportunities to feel engaged and free while learning as well as provide students with efficient and effective strategies to learn and face the new generational and globalized world. In addition, this study intended to replace traditional methods and techniques with innovative approaches that promote communication, innovation, engagement, cognitive development, active learning, collaboration, critical thinking, and motivation. In this way, emphasizing language learning in students with their active participation to give solutions to real-life problems, and to become problem solvers, makes them feel more enthusiastic and engaged because it provides instant feedback, rewards, and points with an interactive interface that supports gamified learning the most.

The research approach adopted for this study is a mixed method, combining both qualitative and quantitative methods. The qualitative method gathers and analyzes data on the reality of social phenomena and views creativity as one of the most relevant characteristics of human beings, it provides a comprehensive understanding of the impact of gamified learning tools and their levels of motivation. This method also offers insights into perceptions, experiences, and attitudes toward gamified learning, enthusiasm, and engagement during classes. On the other hand, statistical data is used to identify the problem, the patterns, trends, and statistical relationships regarding motivational levels because it provides an adequate and general understanding of the community, this is the quantitative method.

Moreover, the combination of mixed approaches was chosen with the idea of capturing both qualitative insights into student attitudes and quantitative data on motivational

levels. This combination provides a comprehensive understanding of the impact of gamified learning tools.

Additionally, the researcher responds to the phenomenon under study using both qualitative and quantitative methodologies in social science investigations. On the other hand, quantitative methods entail gathering and analyzing numerical data to identify patterns, relationships, or statistics (Morse & Niehaus, 2016). The qualitative method applied to this group was an observation checklist at the beginning of the research proposal in order to get an overview of the motivational levels, engagement, enthusiasm, and active participation of the students during English classes. This checklist displayed a low level of motivation, lack of comprehension, no interaction among students, and limited student and teacher contact; they also exposed a deficit in language proficiency regarding their class participation and diagnostic test.

Besides, to develop this thesis project, a comprehensive data analysis plan incorporates quantitative and qualitative methods to assess the effectiveness of applying gamified learning to enhance motivation among first bachillerato students at Unidad Educativa Fiscomisional Mater Dei. The quantitative data analysis will mainly focus on descriptive statistics, using the problem as a measure of central tendency and exploring the standard deviation for data dispersion. It is also necessary to analyze the raw data by identifying variables such as gamified learning tools and motivation levels and ensuring clarity through clear descriptions for efficient analysis. Engaging with diverse data sources, such as pre-post surveys and an observation checklist, permits the alignment of improvements in their motivations before and after the application of gamified learning tools and activities.

In addition, the qualitative analysis highlights the importance of acknowledging the researcher's subjectivity and recognizing their background, beliefs, and biases that might influence the interpretation. The analysis of the process codes is mainly designed to reveal emerging arguments and categories, such as motivation levels and online gamified tools, with detailed descriptions and observations regarding the gamified learning process. Moreover, charts and graphs will be used in the final report to present effective findings. Therefore, interpretation analysis will utilize relevant theories in gamified learning and motivation levels to explain the contributing factors and extent of online tools in enhancing motivation among first bachillerato students at Unidad Educativa Fiscomisional Mater Dei.

Furthermore, the validation process involves seeking a critical friend and colleague in order to review research and provide alternative perspectives, introduce different viewpoints,

and give some advice to strengthen the validity and reliability of the research. Furthermore, it also provides validity and reliability throughout the combination and assessment of online tools applications to measure the level of motivation and engagement when they use online tools in classes as well as the use of qualitative and quantitative approaches by applying pre-post survey and the observation checklist which provides a comprehensive understanding of the impact of gamified learning tools on students' motivational levels. Moreover, an important aspect is the tutor's review and approval to establish the validity and reliability of the research since it fulfills academic standards and ethical guidelines.

2.3. Description of the Initial Diagnosis, Data Processing, and Result Interpretations.

This study was conducted at a Fiscomisional high school, an urban high school located in Loja City. Involves 30 students of which 14 are males and 16 females, with an average age of 15 – 16 years, and all of them are Ecuadorian which counts with diverse English learning styles. The participants were taught by the teacher-researcher who was completing the master's program in TEFL. The group in general is not into English; they find the subject extremely difficult. However, they know basic contents regarding grammar, vocabulary, writing, and reading. They used to use simple and daily phrases for conversational activities. Regarding receptive skills, they find it difficult to fill in gaps, and complete information, listening for specific purposes as well as class participation or discussions with peers or groups. They do not show enough interest in improving their English language because of their demotivation and disengagement in class. Mater Dei High School follows the Ministry of Education's policies and regulations regarding academic and extracurricular activities such as schedules, evaluations, English resources, learning standards, and educational codes. The student's English proficiency level, according to the CEFR (Common European Framework of Reference for Languages) scale, the participants' level of the research study placed in CEFR A2 level (pre-intermediate). The English schedule provides 3 English hours weekly which is not enough to learn a language in an effective way since there are bank holidays during the school and they make students lose classes and they cannot take over.

Although the High School has provided English teachers with resources and an online platform to support the students in achieving their English language objectives, there is not enough time and class engagement to be part of that due to their low-class interaction, disinterest, lack of motivation, and traditional methodologies used in their classes. The

principal objective of this research is to apply gamified learning tools and activities to enhance motivation not only to increase their receptive and productive language skills, but also to expand their vocabulary and grammar, improve pronunciation, and boost active class participation and motivation.

The instruments have been developed based on the operationalization matrix of variables, which also includes conceptual definitions, dimensions, indicators, and scales. (See Annex 1). In order to provide a clear and logical overview of this research work, firstly, it was necessary and mandatory to apply a qualitative insight, which was an observation checklist to the participants that demonstrated the current state of the students in terms of motivation and engagement in the English classes by using online tools as educational instruments and how these enhance and engage students' participation and learning development. The observation checklist showed many inconsistencies regarding their levels of motivation and engagement during their classes making it necessary to apply gamified learning tools to remedy these findings, the use of gamified learning can boost their participation and increase intrinsic and extrinsic motivation which increases their confidence (See Annex 2).

Secondly, it was crucial to conduct a pre-survey to know if learners participated actively in the research project which asked students to be part of gamified learning implementation tools, and how these tools increase students' interests, problem-solving, boosting their creativity, and emotional state. This initial diagnosis provides valuable insights into the current motivational landscape of the students. The comprehensive assessment will inform the development of a well-made gamified learning approach that illustrates existing motivational strengths while addressing identified areas of improvement. (See Annex 3).

The purposive sampling method was convenient for this research, allowing relevant participants for this study based on the objectives of this criteria. In order to assess student engagement and motivation, the researcher should employ several online tools and gamified learning strategies and adapt these teaching methods to the needs of this group of students, the class content, the English level, and additional resources as well as following the timetable or schedule to start implementing the project boosting their motivation and engagement during the learning process. It contains lesson plans for a better understanding and organization of the time and contents. The development of this project consists of a four-week project, so it is necessary to make four lesson plans, moreover, the online tools used for this research are Edpuzzle, Nearpod, Lyrics Training, and Baamboozle, it is vital to enlarge additional resources to gamified learning tools with to make the class more engaging

and interactive so students feel enthusiastic and involved, also to combine the tools them according to the content to be developed in each class, the lesson plan contains every single step to provide an effective learning acquisition.

Furthermore, to conduct this research project, the population is 120 first-bachillerato students. The student's English proficiency level, according to the CEFR (Common European Framework of Reference for Languages) scale, the participants' level of the research study placed in CEFR A2 level (pre-intermediate). The chosen sample is the First bachillerato students, class "A" with 30 learners of which 14 are males and 16 females with an average age of 15 – 16 years. Based on an observation checklist, it was concluded that this group needed more engagement and motivation, was overwhelmed and without any interest in the subject, and their attitude is negative toward the English class, this is a group that needs improvement in their English and brush up on their skills to enhance their class participation and improve their self-esteem.

Therefore, it is critical to apply effective and engaging strategies and techniques. It is possible through gamified learning tools and activities that will enhance students' intrinsic and extrinsic motivation. This group of participants consists of students who are part of my English academic staff; that is why it was easy to identify the motivational levels, lack of engagement, and poor academic proficiency and the ones who need immediate feedback, teacher support, rewards, motivation and additional help to complete the activities then affective filter provides a positive attitude and in a safe emotional state while learning English.

Moreover, the use of gamification will enhance students' engagement, motivation, collaboration, and active participation in class by including academic or emotional rewards, and class recognition to provide a safe and secure atmosphere. Additionally, the flow method is also a vital part of the learning process where students are fully involved in a learning activity resulting in an effective learning environment. Therefore, it is worthwhile for students to develop effective academic skills and techniques, boost their self-esteem and confidence, and improve critical thinking, and collaborative and active learning as a way to brush up on a new learning atmosphere.

Sample: 1st Bachillerato BGU

Sampling: 30 students—Not random. In addition, convenience sampling. The convenience sample was selected because of its availability and ease of access to the teacher-researcher (Ary et al., 2010). There was one class proposed for this research due to their lack of motivation and engagement in their classes. It is considered for the convenience of access to

the 1st Bachillerato BGU at Unidad Educativa Mater Dei, which corresponds to the A2 level in the CEFR.

Table 1 Population

Participants	Sample
Students	30
Teacher	1
Total	31

Elaborated by Karina Calva (2024)

2.3.1. Analysis and interpretation of the data derived from the pre-survey to students of First Bachillerato.

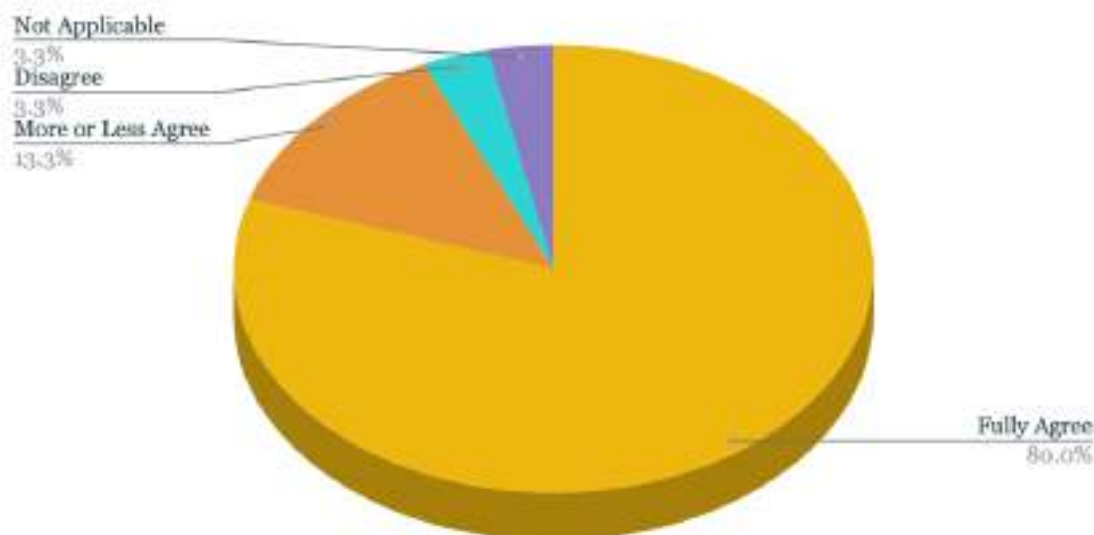
The quantitative data collected in the pre-survey were analyzed and calculated by using Linker software to present the results in order to obtain successful results regarding the acceptance of being part of the research and how enthusiastic they are with the idea of using Gamified learning tools. The responses to the pre-survey were from 30 students of the First Bachillerato. It gathers findings to analyze their wishes and needs for having engaging and interactive activities during their language learning process in their English classes as well as develop their critical thinking, problem-solving, and academic improvement besides different viewpoints regarding online tools, collaboration, and participative learning, intrinsic and extrinsic motivation, rewards, recognition, the affective filter, and the flow method which positively influence in their academic development.

The descriptive statistics were calculated for the students' responses, and percentages were compared to determine if gamified learning tools appeal to determine the effectiveness of gamified learning in enhancing motivation among first-year bachillerato students at Unidad Educativa Mater Dei.

Regarding the results given by the pre-survey, it is noticeable that students are eager to change the conventional learning methods for effective learning approaches that benefit students' needs and academic performance as well as offer not only external rewards like points, academic recognition, immediate feedback, extra credits in their participation or specific skills it also contributes to being part of a secure environment and a friendly atmosphere where they can participate in a freely and safe approach without facing any kind of judgment or even being taunted from their classmates or even their teacher.

Statement 1: I am open to using online tools like Edpuzzle, Baamboozle, Lyrics Training, and Nearpod to improve my English.

Figure 1 Online tools.

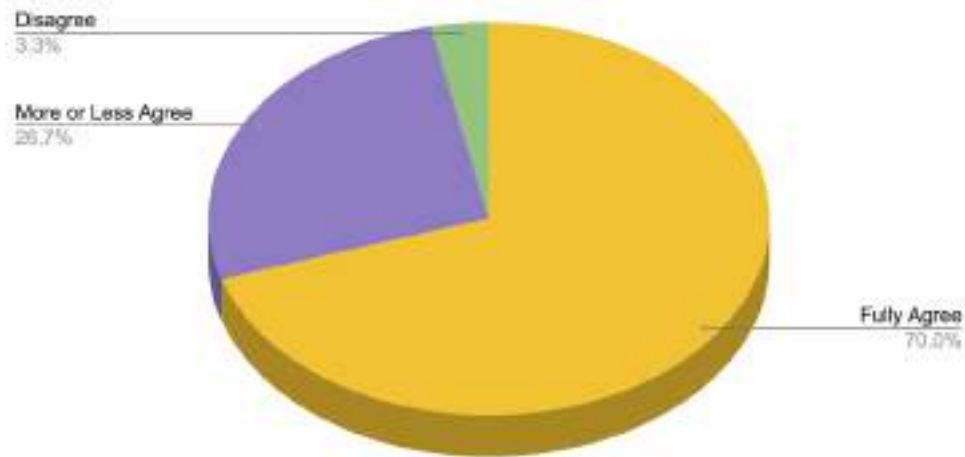


Elaborated by Karina Calva (2024)

Regarding question number 1, 80 % of contestants fully agree that online tools improve their learning process, emphasizing the importance of digital tools like Edpuzzle, Baamboozle, Lyrics Training, and Nearpod for learning English which seems to be effective when learning English. On the other hand, 13% of responders felt more or less agree, suggesting they might prefer a blend of digital and traditional tools for their learning process. Whereas only 3.3 % of learners chose the disagree option, possibly choosing traditional teaching methods as effective to improve their English, and a small percentage of 3.3 % of participants found it not applicable, indicating a lack of exposure or access to online tools for learning English.

Statement 2: I am personally motivated to learn a second language, and I find joy in the process, especially with the use of online tools.

Figure 2
Intrinsic Motivation

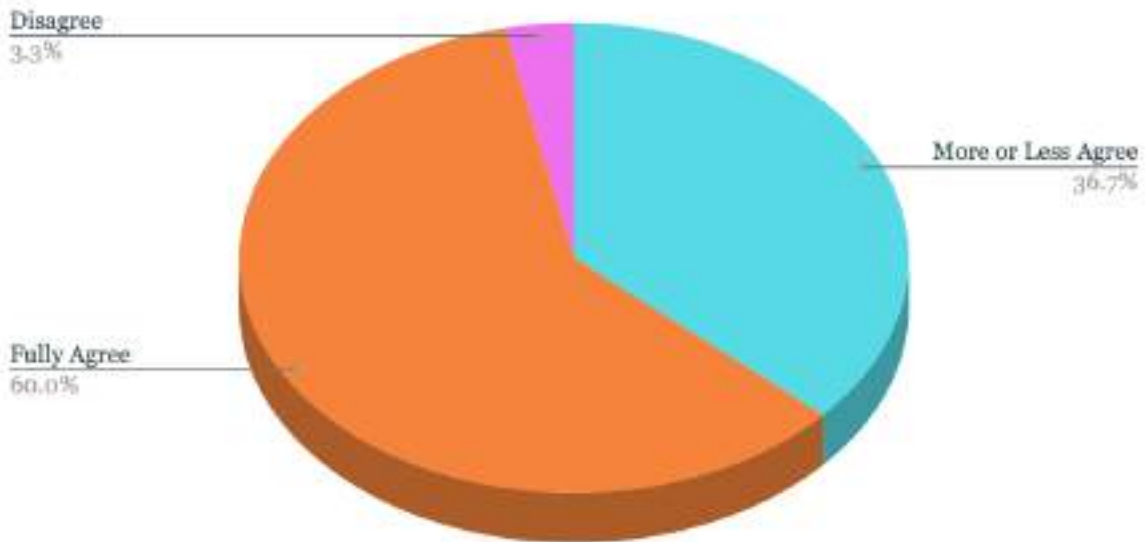


Elaborated by Karina Calva (2024).

In response to question number 2, 70 % of students are fully motivated to learn English; moreover, they feel motivated to study a second language and find joy in the process by using online tools as main resources, while 26.7% of contestants expressed more or less agree, suggesting they need additional encouragement or interest-based tasks to find joy to learn a second language. The other 3.3% of contestants disagreed, indicating a need for motivational interventions while learning a second language. On the other hand, 0% of learners did not answer the not applicable option.

Statement 3: External rewards or recognition play a role in keeping me motivated to learn a second language.

Figure 3
Extrinsic Motivation

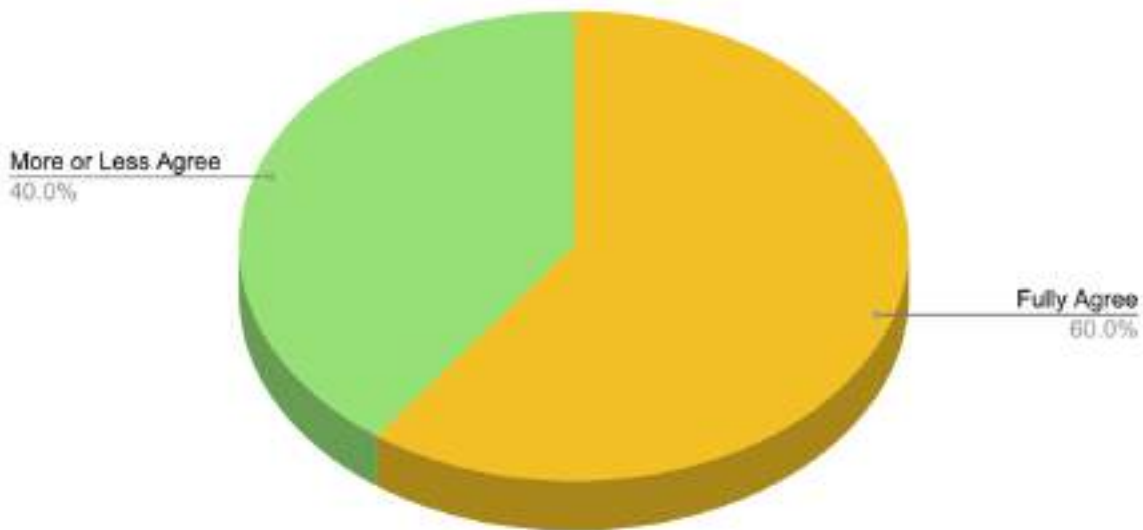


Elaborated by Karina Calva (2024)

Regarding statement number 3, 60% of respondents strongly felt that external rewards are very motivating in order to learn a second language. Another 36.7% of participants showed more or less agree, indicating that external rewards can be effective for learning a second language and participating in class. Meanwhile, just 3.3% disagreed, suggesting that internal motivation might be more important than external rewards when learning a second language, whereas 0% showed the question was not applicable.

Statement 4: My emotional state can impact how well I learn a second language, and I am open to managing my emotions during the learning process.

Figure 4
The Affective Filter

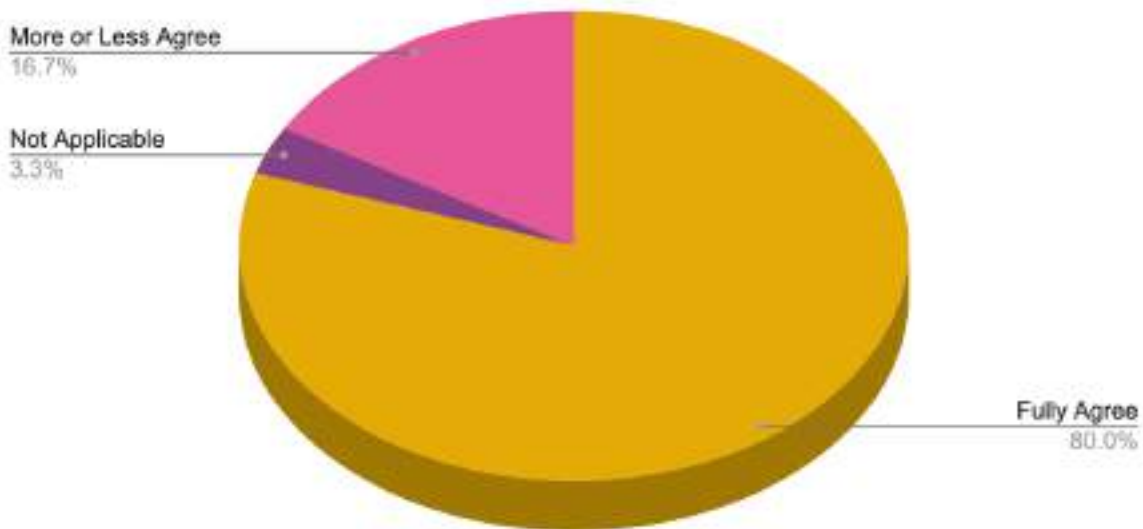


Elaborated by Karina Calva (2024)

Concerning question number 4, 60 % of participants fully agree that their emotional state is impacted when they are learning a second language, emphasizing the role of emotional well-being in academic success. On the other hand, 40% of learners expressed more or less agreement with the statement, suggesting that while emotions matter the most, other factors also influence when they learn a second language. Whereas 0 % disagree with the option, and the other 0 % find it not applicable.

Statement 5: I have a positive attitude toward the idea of learning a second language, and I am open to new and innovative methods.

Figure 5
Students Attitude Towards Learning a Second Language

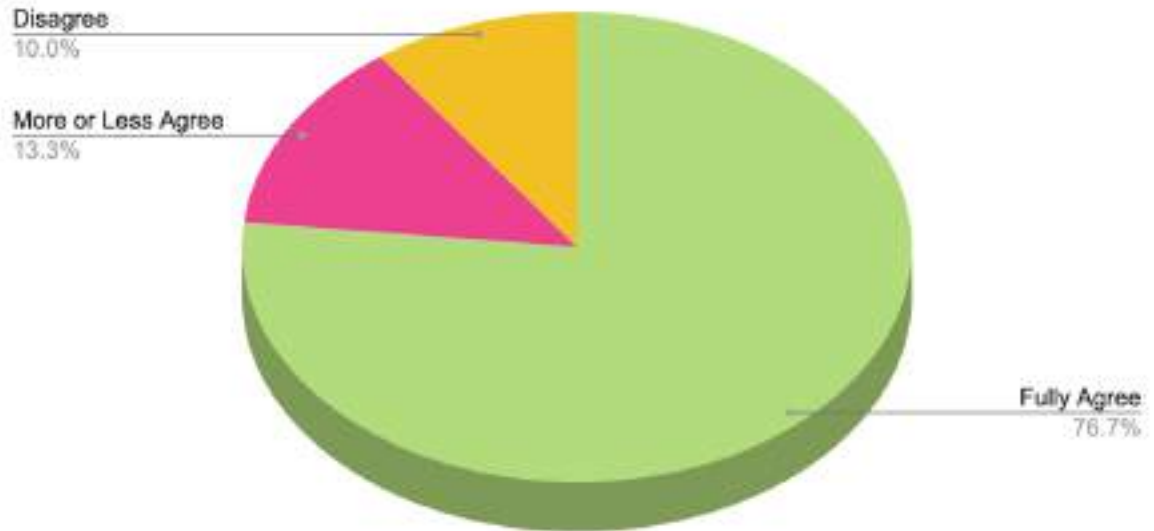


Elaborated by Karina Calva (2024)

Regarding question 5, 80% of students fully agree that having a positive attitude enhances their learning experience and shows the importance of using innovative approaches during second language learning. Meanwhile, 16.7% of participants expressed more or less agreement, suggesting they consider other factors to be important as well in learning a second language. On the other hand, only 3.3% of learners said the question wasn't applicable, suggesting other factors are also important as the attitude towards learning a second language. On the other hand, 0% disagreed with the idea of having a positive attitude towards learning a language.

Statement 6: I am interested in collaborating with peers using online tools during the language learning process.

Figure 6
Collaborative Learning



Elaborated by Karina Calva (2024)

Regarding statement number 6, 76.7% of respondents fully agree that they are interested in using online tools for collaborating with peers during language learning. Likewise, 13.3% of learners responded more or less agree, suggesting they might prefer a mix of individual and group learning approaches during the language learning process. Meanwhile, 10% of participants answered disagree, possibly preferring individual learning the most. On the other hand, 0% of participants showed the not applicable option.

2.3.2. Analysis and interpretation of the observation checklist to students.

While conducting the observation checklist for students of the first Bachillerato at Unidad Educativa Mater Dei, it was evident that students presented a low level of engagement and motivation in their classes, they were not active participants, they showed a low academic performance, disinterest and lack of motivation was evident. Regarding these findings, it was required to incorporate strategies and techniques to increase their participation and interest in the learning process. Therefore, this was accomplished through the application of interactive activities and projects that permitted students to use what they had learned in practical settings. As a result, applying online resources like Edpuzzle, Bamboozle, Lyrics Training, and Nearpod in every single class activity increased student engagement and motivation resulting in more involved and collaborative learning, which

enhanced the students' language learning experiences because learners demonstrated growth in their English language skills, vocabulary acquisition, grammatical use, and English language understanding since these resources contributed significantly to their academic achievement.

It is worth mentioning that students felt more confident in a state of flow in their class activities because they communicated in English since they felt more engaged and motivated being able to participate and being part of each class is worthy. Furthermore, they reported improvements in real-life situations as well. Also, they were motivated by the external rewards and recognition provided by the online tools in a language learning environment. Taking part in healthy competitions presented in gamified scenarios motivates students to improve and achieve higher levels of proficiency. As a result, students are more engaged and active during language lessons when they feel a sense of achievement.

Even though there were no evident signs of reduced anxiety levels among students during language learning competitions in the gamified setting, the positive attitude and enjoyment demonstrated by learners indicated a supportive and enjoyable environment. It was evident that students were fully immersed and focused on language learning in the gamified learning environment in a state of flow.

Furthermore, one of the most important approaches is the flow approach, which contributed to a positive language learning experience as students were deeply engaged and motivated to achieve their language learning goals without complaining about their errors or people's judgment, just keeping in mind they could do what they wanted or desired in the target language. Its freedom allowed students to take risks and make mistakes without fear of consequences or penalties.

On the other hand, verbal expressions related to motivation were observed during gamified learning tools, when students expressed excitement and satisfaction and discussed their progress while working on everyday activities. As well as regarding students' motivation levels and increased enthusiasm for language learning. Moreover, the implementation of gamified activities positively affected students' engagement and motivation in the language learning process. The contrast with non-gamified learning showed that students expressed a positive attitude during the learning process, and significant changes were observed in their entire attitude toward learning since the implementation of gamified elements. As a result of the implementation of online tools, students were more engaged and motivated and participated in classes, resulting in a more rewarding learning experience.

In conclusion, the qualitative research into the first Bachillerato students at Unidad Educativa Mater Dei observations demonstrates how effective online tools are for language learning. The gamified environment created through these tools connects with students' passion for language learning, fosters creativity and exploration, promotes intrinsic and extrinsic motivation, and positively impacts their attitude and academic success. Positive verbalizations and the flow approach can make language learning enjoyable. These results show how gamified learning can encourage and involve students in learning a foreign language.

Chapter III: The methodological proposal and its validation

This chapter presents an overview of the foundational characteristics, structure, and components of the online tools' presentations, as well as the validation process, providing all the necessary information to understand its structure and originality. It also provides findings regarding the post-survey applied to 30 students at Unidad Educativa Mater Dei in Google Forms. The main online tools applied to enhance students' motivation are Edpuzzle, Lyrics Training, Baamboozle, and Nearpod. Each tool contributes to learning a second language by using interactive elements like quizzes to facilitate learning comprehension, reinforce grammar and vocabulary, boost receptive and productive skills through the use of gamified learning as well as competitions and peer work, and develop friendly competitions to encourage student's enthusiasm and euphoria while learning a second language. The main aim of the research is to explore and evaluate the application of gamified learning to enhance motivation among 1st bachillerato students at Unidad Fiscomisional Mater Dei.

The purposive sampling method was convenient for this research, allowing relevant participants for this study based on the objectives of this criteria as well as based on the observation checklist and pre-survey conducted on this group of students, who expressed a desire and acceptance to be part of this research. In order to assess student engagement and motivation, it was convenient to employ several online tools for instance Edpuzzle, Lyrics Training, Baamboozle, and Nearpod as gamified learning strategies and adapt these teaching methods to the needs of this group of students boosting their motivation, engagement, and enjoyment during the language learning process.

These results showed a lack of intrinsic motivation, engagement, and interaction, indicating a need for adjustments in the gamified learning approach. Moreover, there is no observation of healthy competition motivating students to struggle for improvement during gamified learning. They showed disinterest, a negative attitude on their faces, a lack of motivation to participate, and poor classroom management leading to low academic performance. Besides the absence of extrinsic motivation elements which impacted students' engagement. Moreover, the students did not get instructions and guidance, they used to work alone without teacher and student interaction. On top of that, there were no used to affective filter strategies used by the teacher to monitor and support student progress during the classes.

As a result of a need for gamified learning implementation to solve and repair all these issues generated by obsolete and traditional methods that do not provide successful

motivational levels, enjoyment, enthusiasm, rewards, and effective feedback. Therefore, the use of gamified learning tools such as Edpuzzle, Lyrics Training, Baamboozle, and Nearpod provides a supportive and safe environment where students can participate, make mistakes, and discuss in a friendly way without judgment or punishment involved in an affective filter and a state of flow. Thus, the use of gamified tools may contribute to positive academic acknowledgments and enhance their engagement and class interaction with their classmates and teachers to reduce anxiety and fear while learning English.

3.1. Foundations of applying Gamified Learning to Enhance Motivation among 1st bachillerato Students.

Chapter I discusses the theoretical concepts observed in this research focusing on the online tools that provide more opportunities for students to feel confident and motivated during learning. These tools actively enhance the teaching-learning process by offering enjoyable activities that promote the development of a second language acquisition. As a result of an observation checklist, a significant number of students feel nervous and anxious when working in class because they do not have suitable opportunities to learn enjoyably at school due to the use of traditional methods and without the necessary teacher's feedback and intrinsic motivation.

Thus, if you teach a second language with gamified learning methods it overcomes all these issues and provides a very supportive environment when you know that someone is correcting students' mistakes they still feel engaged and confident with their learning. This method is likely to boost students' assurance on a significant scale and will also reduce their anxiety. Therefore, gamified learning motivates students to develop multiple skills such as critical thinking, problem-solving, active learning, and collaboration with peers in an enjoyable way with engaging activities that promote language acquisition.

In addition to using online tools, which not only are effective and useful to promote student interaction, critical thinking, and language acquisition but also enable to increase self-confidence, motivation, and enjoyment. To start with an engaging tool, Edpuzzle is the main tool that is mostly used by several teachers to create interactive video lessons. Teachers can add questions, keywords, and notes for extra explanations or quizzes in videos that make them more interactive as well as allow live student participation. It is also an interactive way to keep the students involved and encourage active participation.

One use of the Edpuzzle platform is to integrate it with problem-based learning. The students can learn the material and do a quiz through Edpuzzle in collaborative learning or

individually. Meanwhile, the teacher is applying problem-based learning both collaborative and individual learning as an assignment. This learning model improves students' critical thinking skills in research conducted by Susanti (2016), who explained that problem-based learning creates a problem in the student's motivation to solve the learning problems. Also, the research of Silverajah & Govindaraj (2018) explained that Edpuzzle provides a student-centered learning environment that appropriates problem-based learning and a student-centered approach. Liu et al. (2019) added that the problem-based learning model is active learning that uses real-life problems as the main learning topic, then students are encouraged to think critically in solving these problems. Furthermore, Silbermans' research (2020) emphasized that group-based learning is the appropriate learning strategy to stimulate students to think critically in problem-solving.

Another engaging tool that offers several educational games for teachers and students not only helps to reinforce content like vocabulary, grammar, listening, and speaking but also stimulates active participation and helps students improve their English skills through continuous practice in a competitive format, so the class can be divided into groups or according to the teacher's preferences as well as create a funny name for each group, depending on choosing the number they can get gain extra points, steal or lose points, it is an incredible and funny tool called Bamboozle. This gamified tool can address students' needs, abilities, and preferences.

Bamboozle not only serves the purpose of engaging in an enjoyable way to spend time but also helps in learning through fun, according to Paul (2021). "Games are enjoyable activities that offer opportunities for learning a foreign language in a relaxed and engaging environment". The Bamboozle game is an online learning platform designed to provide accessible and engaging interactive experiences for classroom settings.

Additionally, Bamboozle allows collaborative work among students (Quraishi et al., 2020). This cooperative learning model uses small groups of 5-8 students. It begins with the delivery of learning objectives, delivery of group activity materials, quizzes, and group awards.

Moreover, it is worth talking about Lyrics Training, which is a fun and engaging tool that uses music and lyrics to help students improve their language learning, like listening skills. This tool transforms language learning into interactive and enjoyable activities by integrating popular songs, levels, and game modes based on the class topic. This tool highly enhances students' enjoyment and attraction, making them more motivated and encouraged to

practice and retain new vocabulary, grammar patterns, speaking, intonation, and pronunciation. This tool was used to boost students' understanding.

The Lyrics Training website is a way to learn and improve learners' language skills through music videos and the songs' lyrics. Besides, it has a special Karaoke mode where people can sing and enjoy the lyrics (Fiori, 2021). Besides, it is an excellent approach to learning and improving language skills. Through the ongoing practice of writing the missing words, lyrics training aids in acquiring new vocabulary and idioms and reinforcing grammatical knowledge. Additionally, regardless of whether or not all words are understood, it trains the brain almost subconsciously, improving the ear's capacity to distinguish the sounds and words of a foreign language in a relatively short time (Lyrics training, 2022).

Accordingly, the Lyrics Training website is an available or accessible tool to anyone who wants to learn a new language, especially English. It has the opportunity to know and listen to songs by successful and favorite artists in the music field.

Last but not least, another interactive tool that permits teachers to make engaging lessons with multimedia elements by using collaborative activities, polls, quizzes, etc. Nearpod offers several learning styles and provides effective instant feedback that helps students stay encouraged and engaged in their learning process. This tool can be used in groups, pairs, or individual learning.

According to Sanmugam, Selvarajoo, Ramayah, and Lee (2019), Nearpod is a web-based learning application that facilitates and controls interactivities during learning experience settings. It can be used as a teaching tool to deliver lessons with interactive media as well as assessments; it provides formative assessment to get real-time insights into student learning and summative assessment for final assignments or exams. Webb (2020) also defined Nearpod as an online presentation and engagement platform that allows professors and students to engage with one another, record completion, and track overall participation. There are a variety of tools included in the one-stop platform, and because it's web-based, it can be accessed from anywhere. Nearpod integrates with Google Slides for those who already have their slides created in that format.

One of the main advantages of integrating Nearpod into the teaching process is to support active learning in the classroom because it offers different types of ways to engage students in the classrooms (Mattar, 2018). It offers nine types of formative assessments to capture student understanding in any lesson.

Meanwhile, the affective filter plays a pivotal role in the classroom since students gather in pairs or groups to share ideas and take risks to express themselves, so the use of

gamified learning tools makes second language acquisition enjoyable and productive. When the affective filter is low, students are relaxed and open to learning because they tend not to have a high level of anxiety or stress that could hinder their ability to take in new information.

Krashen's (1982) hypothesis of second language achievement consists of five major key points: the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective filter hypothesis. Based on the fifth point, this study will discuss how the emotional factor would influence students' English learning a great deal. Krashen's affective filter hypothesis (1985) suggests that language learners might be distracted by emotional factors in the language learning process.

Academic Success: Students tend to find more success academically when they take their studies very seriously and pay full attention to the same act.

Levels of Motivation: Gamified tools help students participate more actively and consistently by making learning fun and improving motivation levels.

Extrinsic Motivation:

Rewards and Recognition: Rewards in gratification such as points, badges, prizes, or leaderboards, provide external motivation and engagement.

Competition: Encouraging students through friendly competition with games and quizzes can motivate students to improve their performance and get better results.

Extrinsic Reinforcement: Positive reinforcement through rewards and recognition helped foster student engagement and motivation.

The Affective Filter and Anxiety Levels: Gamified learning activities reduce anxiety by creating a fun and supportive learning environment, allowing students to practice their language skills without the fear of making mistakes.

Achievement: Reduced anxiety and increased motivation lead to higher levels of achievement as students are more willing to take risks and engage in language learning activities.

Students' Behavior: A positive and engaging learning environment promotes good behavior and a more positive attitude toward learning.

Student Attitude Towards Learning a Second Language

Interest in Learning the Language: Using gamified tools in daily classes can capture the students' interest and it would make language learning more attractive.

Student Engagement: Improved interest and motivation help in better class engagement activity which is an essential factor to experience the language.

Flow Method: Providing a state of flow in the classroom where students are fully immersed and engaged with learning activities can notably enhance their learning experience and outcomes.

Flow theory is based on a symbiotic relationship between challenges and skills needed to meet those challenges. The flow experience is believed to occur when one's skills are neither overmatched nor underutilized to meet a given challenge. This balance of challenge and skill is fragile; when disrupted, apathy (i.e., low challenges, low skills), anxiety (i.e., high challenges, low skills), or relaxation (i.e., low challenges, high skills) are likely to be experienced (Csikszentmihalyi, 1997).

In order to make an effective learning environment involves incorporating gamified tools into the classroom and using them to complement traditional teaching methods. Teachers should focus on creating a balanced method that includes both gamified and traditional activities to provide different learning preferences and guarantee comprehensive language development.

Moreover, the resources used in gamified learning were aligned with the high school curriculum requirements. The resources were focused on the content that was taught to facilitate the learning process. It is important to consider that 1st-year high school students have a proficiency level of A2 (Pre-Pre-Intermediate) (Common European Framework of Reference). The chosen sample is class A with 30 students of which 14 are males and 16 females with an average age of 15 – 16 years, the participants were taught by the teacher-researcher who was completing the master's program in TEFL. The English schedule provides 3 English hours weekly which is not enough to learn a language in an effective way as the institution follows Ministry of Education regulations and the curriculum.

Besides, the main aim of this research is to explore and evaluate the application of gamified learning to enhance motivation among 1st bachillerato students at Unidad Fiscomisional Mater Dei.

Along with this objective, the specific objectives are also displayed.

To assess the impact of gamified learning on the intrinsic motivation of 1st bachillerato students by comparing motivation levels before and after the implementation of gamified educational activities.

To analyze the relationship between specific gamified elements and changes in motivation levels among 1st bachillerato students.

To design and implement gamified learning strategies tailored to the specific needs and context of 1st bachillerato students at Unidad Fiscomisional Mater Dei.

Although the High School has provided English teachers with resources and an online platform to support the students in achieving their English language objectives, there is not enough time and class engagement to be part of that due to their low-class interaction, disinterest, lack of motivation, and traditional methodologies used in their classes. The principal objective of this research is to apply gamified learning tools and activities to enhance motivation not only to increase their receptive and productive language skills, but also to expand their vocabulary and grammar, improve pronunciation, and boost active class participation and motivation.

Furthermore, the proposal was carried out during a four-week timeline for applying the four gamified learning tools in the learning process, integrating each tool regarding the content to be learned each week. These tools were created to motivate and engage students by allowing them to interact through online activities, games, conversations, contests, listening activities, project presentations, and group or pair work. The project counts with the implementation of several gamified tools during each phase.

In addition, the project's advance was reflected in the lesson plans used over the four weeks, where students actively participated. The lesson plans incorporated gamified tools considering the book contents and the school guidelines. It also contains resources such as methodology, online tools, and feedback to ensure effective lesson plans and engaging gamified learning tools as much as possible to increase student motivation and interest during the learning process.

Likewise, the development of this research required the support of the principal, students, and legal representatives to put this proposal into action. Each participant needed to be informed and permit their consent to use their identity, names, and photographs for gathering information and evidence for the final presentation. Once the teacher-researcher was granted permission by the principal of the Fiscomisional High School (see Annex 4). Then, it was also conducted an authorized letter for the representatives (see Annex 5). It is worth mentioning that this proposal aims to provide teachers and students with the opportunity to obtain experience in learning through gamified methods and to utilize these materials for future learning and teaching experiences. These results answered the research question about the gamified learning tools to enhance motivation among first Bachillerato Students.

3.1.1. Description of the system of activities to motivate students.

One of the most interesting and successful ways to increase students' motivation for teaching or studying English is through applying gamified learning. It helps students and gives teachers useful options for engaging with their learners. This method improves learning while encouraging critical thinking, excitement, relaxation, and problem-solving abilities.

Therefore, the use of new educational online tools and approaches encourages the application of interactive and engaging classroom activities such as Edpuzzle, Lyrics Training, and Nearpod. These tools effectively keep students engaged during the class and maintain a high level of engagement throughout the lesson. Moreover, students were not only able to boost their English fluency but also enhance their motivation by learning a new language. This approach benefits in several aspects such as gaining more confidence when they are speaking.

Moreover, students can enhance their general learning and communicative skills in many contexts through research proposals; by joining these activities, learners are challenged with several challenges and can connect with several people in different settings. The main aim of gamified learning is to engage students in real-world class activities and assignments. This approach promotes teamwork, enthusiasm, critical thinking, problem-solving, and language development to address issues

Moreover, this step begins by choosing attractive online tools such as Edpuzzle, Baamboozle, Lyrics Training, and Nearpod so that the classroom can contain gamified educational tools. Identify the learning goals and results and the researcher's expectations of the student's work. As well as the research project must be aligned with the curriculum requirements and instructional goals.

In the second stage, it was crucial to develop a plan with specific parameters such as a schedule, activities, objectives, resources, both human and material, and online tools to be utilized throughout the process. It was also important to consider how to evaluate class participation and collaboration and the standards for assessing student development during the learning process. Furthermore, it was important for students to familiarize themselves with it and to understand the process and importance of the use of online tools with real topics in their daily classes and how these tools get them engaged and motivated. It was also necessary to point up the importance of using gamified learning tools in the classroom in order to increase motivation and improvement during the educational process not only about the four language skills but also in grammar and vocabulary.

The third phase, it needs to be evaluating and providing feedback on students' progress based on predefined standards. It also assesses the effectiveness of the teaching strategies used for gamified learning, how the use of online tools contributed to their learning improvement, and whether it led to increased engagement.

In the last stage, students have contributed positively to evaluating their favorite tools for in-class use and how these tools contribute to their learning processes. It was vital for students to use activities that emphasize their learning processes and demonstrate how these tools make their lives easier and more engaging. This kind of engagement and involvement in class can enhance the overall learning experience by enhancing intrinsic and extrinsic motivation.

Game-based learning is not just a one-time activity; it is a process that allows students to gain confidence, stay engaged, feel excited, and stay motivated in both the short and long term. It also helps them improve their skills and serves as a complement to achieving results when learning a second language. Gamified tools are powerful methods for fostering a deeper understanding and preparing students for real-life challenges worldwide.

The four stages of the system of activities to apply gamified learning to enhance students' motivation are:

Phase 1: Project Initiation and Planning.

During this stage, the focus is on providing a general overview to demonstrate the value of the project and how it will contribute to the learning process for students. The initiation and planning phase of an educational project is crucial for its success and for meeting the set objectives.

At the start of this phase, it is advisable to introduce the idea of conducting the research project, with headings such as introduction, objectives, problem identification, and possible solutions. These elements will encourage student participation in each of the following activities.

Introduction and Context Setting: The teacher begins by introducing the purpose of using gamified learning and how those tools could help them to be involved in each class. The key is to engage students in participation and motivation in class to provide context and generate interest in situations that happen in daily life.

Brainstorming and Sharing Ideas: In the classroom, it is vital to create a good atmosphere where students can take risks and share their opinions and ideas, even if they make mistakes. Taking part in active learning, group discussions, gamification, teamwork, and classroom engagement are all part of effective learning.

Collaborative learning not only gives opportunities for students to work together, learn from one another, and improve their skills but it also promotes problem-solving and helps active participation in the class. There are excellent examples of collaborative learning like Nearpod, Edpuzzle, and Bamboozle. These online platforms help students enhance their speaking skills, vocabulary, and grammar at the same time. Therefore, this phase is well-suited to students who are engaged in gamification.

Game Tools application: It is necessary to use several game-based learning tools such as Nearpod, Lyrics Training, Bamboozle, and Edpuzzle during classes to boost student motivation and keep them engaged. Therefore, to develop this research project it is important to be guided by the student's book topics. These tools were better applied based on the skills being taught and also aligning with the book topics.

Moreover, throughout the project development, several gamified activities were introduced either at the beginning, middle, or end of each class to boost engagement and foster healthy competition. Each activity was created to work in pairs, in groups, or individually with the main aim to engage students actively in the learning process.

There were also activities assigned as homework involved using Lyrics Training and Nearpod. Lyrics Training allowed students to choose their favorite song and difficulty level to practice vocabulary, listening, and pronunciation. However, Nearpod was used to test and evaluate students' understanding, grammar, writing, and listening of a specific topic.

PHASE 2. Research and investigation

The research phase aims to help students develop an understanding of how gamified tools are used and their importance in the development of each class. Additionally, the application of gamified learning requires the inclusion of information collection, objectives, methodologies, and sample results.

First-year bachillerato students who have used gamified tools such as Nearpod, Bamboozle, Lyrics Training, and Edpuzzle were essential in engaging students in their classes. The goal was to improve motivation and track progress in the development of their English language skills. In this phase, it was necessary to conduct surveys, make presentations, take tests to boost learning and provide progress updates.

PHASE 3. Development and implementation

The development and implementation stage includes several activities for the students. First, there is a warm-up session where students participate in motivational activities related to games and animated dynamics to start the class. The next part is the presentation, where students understand the main concept that they should practice in the next stage. This

leads to the practice stage, which can be done individually, in pairs, or in groups. Finally, in the production stage, students no longer need teacher guidance as they have followed a step-by-step process to produce spoken English language. All these activities are student-centered.

PHASE 4. Gamified tools Demonstration and Reflection

Phase 4 focuses on demonstrating the integration of gamified learning tools such as Nearpod, Bamboozle, Lyrics Training, and Edpuzzle within the classroom environment, while also reflecting on their effectiveness in enhancing student engagement and learning outcomes.

Nearpod serves as a versatile tool with interactive lessons featuring quizzes, polls, and collaborative activities, which actively encourage student participation. Bamboozle offers quiz-based games that foster competition and teamwork among students. Lyrics Training enhances language skills through interactive song-based exercises. Edpuzzle provides interactive video lessons with engaging quizzes, increasing students' understanding and retention.

Student Engagement: The application of gamified learning tools has remarkably increased student motivation and engagement, especially in vocabulary and grammar classes. Students have shown enthusiasm for these tools, viewing them as enjoyable activities that facilitate learning. The integration of features like points, badges, and leaderboards has effectively encouraged their participation. Competitions and game-based learning methods, including the use of mobile phones, have been particularly well-received by students. Students believe that they can learn better through competition and by starting the class with a game, which they perceive as an enjoyable way to learn.

Feedback Mechanisms: These tools provide students with immediate feedback, whether they are reviewing an activity or taking a quiz. This helps keep students focused on the activities and allows for progress tracking over time.

Impact on Learning: Applying gamified learning tools has positively impacted student learning outcomes. Students have reported better motivation and improved knowledge retention. They have found that these tools make learning more enjoyable and effective, reducing the need for recapped explanations of grammar concepts.

Student Feedback: 1st bachillerato students, Class A provided positive feedback over a month on the use of gamified tools, a huge number of learners expressed satisfaction and motivation with gamified learning for improving language skills regarding reading,

listening, speaking, writing, grammar, and vocabulary. They perceive these tools as effective in developing both engagement and learning outcomes.

Challenges and Successes: Firstly, the development of this research project faced some challenges such as not having access to school resources like computer labs and limited use of students' cell phones during classes, therefore for Nearpod implementation, it was necessary to use students' cell phones by working in small groups due to prevalent device ownership. To make effective use of gamified learning regarding Lyrics Training, Nearpod, and Edpuzzle were convenient not only to work in class but also to assign as homework for flexible learning at students' own pace. On the other hand, Bamboozle facilitated effective team-based learning across language skills because it is a versatile tool so working in class was essential to enhance students' motivation and learning where students were the main authors of developing their productive and receptive skills. The main idea behind using these tools was to enhance motivation and engagement in the English language learning process.

Consequently, the last phase concludes with a complete evaluation of how gamified learning tools align with the educational objectives bordered in Phase 1. The researcher reflects on the validation and feedback collected to refine its approach, ensuring that future projects expand student engagement and learning outcomes through the effective use of gamified learning tools.

Furthermore, it also provides validity and reliability throughout the combination and assessment of online tools applications to measure the level of motivation and engagement when they use online tools in classes as well as the use of qualitative and quantitative approaches by applying pre-post survey and the observation checklist which provides a comprehensive understanding of the impact of gamified learning tools on students' motivational levels. Moreover, an important aspect is the tutor's review and approval to establish the validity and reliability of the research since it fulfills academic standards and ethical guidelines.

3.2. Post-survey results, analysis, and interpretation.

The post-survey applied to 30 students of First Bachillerato at Unidad Educativa Mater Dei (see Annex 7). It consisted of a post-survey of six questions to verify their fulfillment and feelings concerning applying gamified learning in activities about real-life topics in their English classes.

These findings offer effective and truthful information after the application of the post-survey to measure the effectiveness of applying online tools to enhance motivation

during a four-week project development. Engagement and motivation are reflected across many aspects of their learning experiences emphasizing the great impact of online tools development as well as showing areas that need improvement.

Regarding question number 1, students believe that their language acquisition skills have improved by using online tools.

Graph 7 shows that 19 students, who represent 63.3 % of the class, said they felt delighted, supported, engaged, and satisfied that language acquisition skills have improved by using online tools. However, 9 students, who represented 36.7 % of students, showed that they agreed more or less and believed that their language acquisition skills had improved by using online tools. On the other hand, there were no students with the disagree option, and the options were not applicable. Based on the data, it can be concluded that there is a significant improvement in the use of online tools to enhance language acquisition.

Figure 7
Online Tools



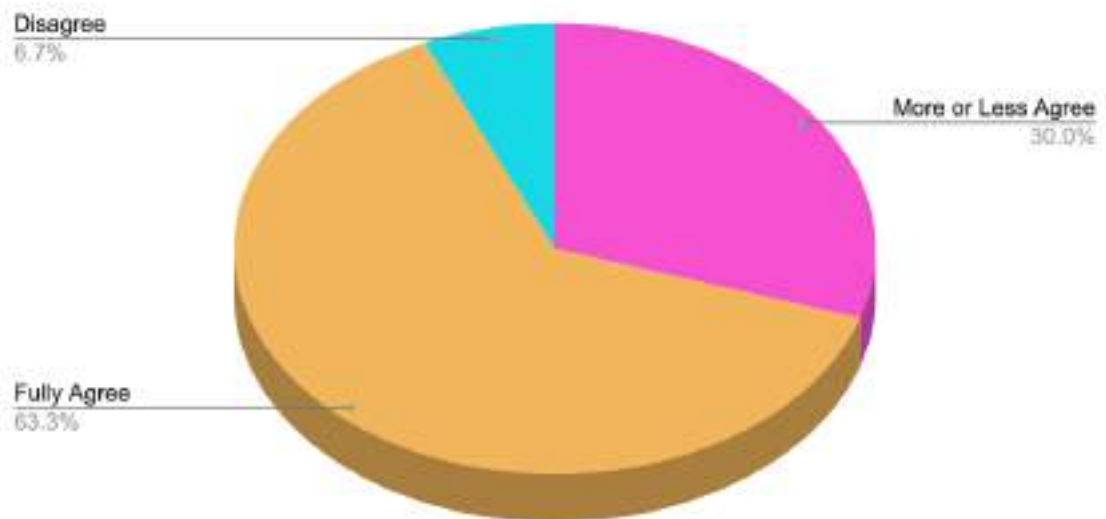
Elaborated by Karina Calva (2024)

Concerning question 2, students believed that the use of online tools has positively contributed to the language learning experiences.

Graph 8 indicated that 19 students, who represent 63.3% fully agreed that the use of online tools had positively contributed to the language learning experience in everyday classes while learning a second language. Additionally, 9 students, representing 30 % more or less agreed with the statement, suggesting that while they felt not motivated at all when using online tools, they still recognized their positive impact on their learning experiences. On the other hand, two students, indicating 6.7%, disagreed that the use of online tools contributes to their learning experience, they might find other alternatives as effective for language learning experiences. On the other hand, there were no answers for the not applicable option.

Furthermore, the results showed a positive impact on the use of online tools to contribute to effective language experiences.

Figure 8
Intrinsic Motivation



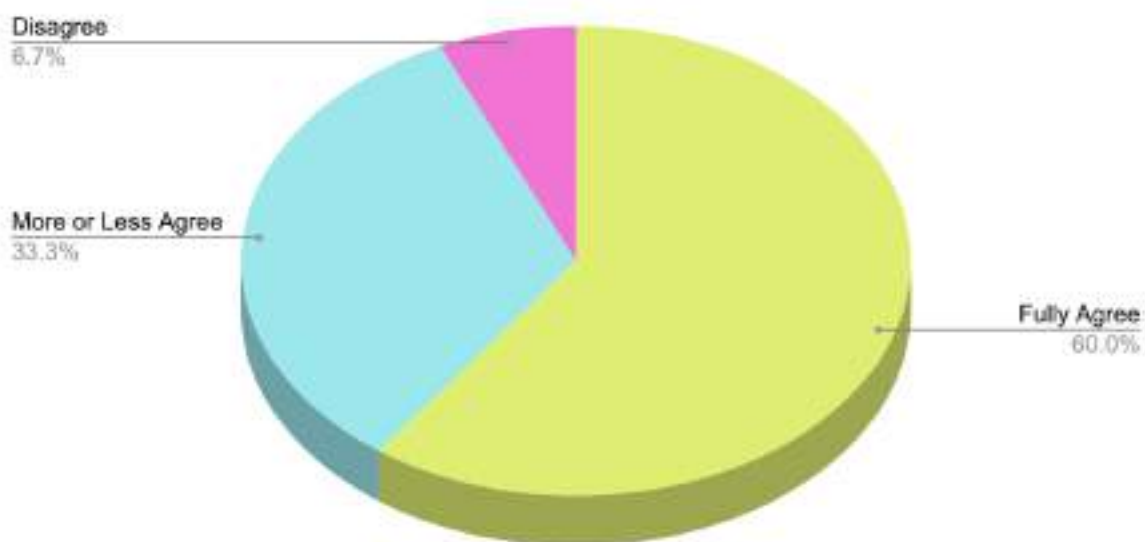
Elaborated by Karina Calva (2024)

Answering question 3 which is related to the use of online tools, such as Edpuzzle, Bamboozle, Lyrics Training, and Nearpod has enhanced the language learning process.

Graph 9 revealed that 18 students, representing 60%, fully agree with the statement, they believed that online tools like Edpuzzle, Bamboozle, Lyrics Training, and Nearpod have done more than just enhance their language learning process; these have simplified the whole learning process, these tools' effectiveness and convenience as supports for language acquisition. Moreover, 10 students, representing 33.3 % of participants, more or less agree with this statement. Although this group recognized that such instruments were beneficial, they were as inspiring as those who fully believed in them. However, both groups realized how important it is to use these resources to enhance their learning process. Nevertheless, there were only 2 students, 6.7%, who disagreed with the statement. On the other hand, there were no students in the not applicable category.

It showed that the use of Edpuzzle, Bamboozle, Lyrics Training, and Nearpod not only showed as effective tools but also enhanced the learning process.

Figure 9
Extrinsic Motivation



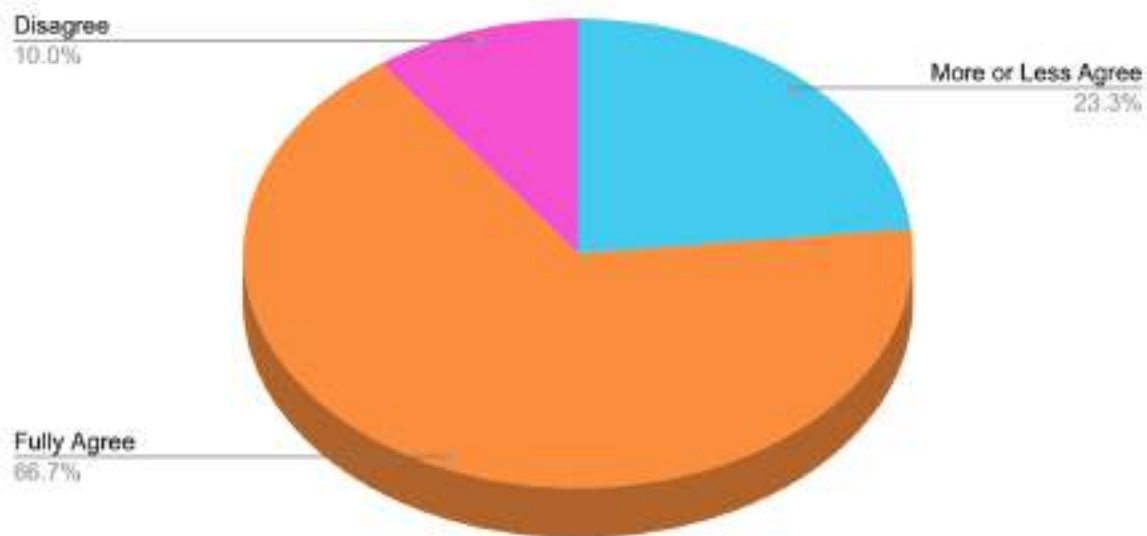
Elaborated by Karina Calva (2024)

Concerning question 4, students found personal joy and satisfaction in learning a second language through the combination of online tools.

Graph 10 indicated that 20 students, representing 66.7%, fully agreed that they have found personal joy and satisfaction in learning a second language through the combination of online tools. This considerable number of students emphasizes the strong positive emotional and motivational impact of using these tools effectiveness and convenience as supports for language acquisition. Moreover, 7 students showed 23.3% more or less agree with the statement, these students recognize the positive impact of online tools on their learning experience. While three students, 10% disagreed with the statement. There were no students who responded with the not applicable option.

This data showed that there is an evident joy and satisfaction in learning a second language by combining online tools in their learning process.

Figure 10
The Affective Filter



Elaborated by Karina Calva (2024)

Regarding question 5, students showed that external rewards or recognition motivated them to learn a second language with the use of online tools.

Graph 11, showed that 19 students, representing 63.3%, fully agree that external rewards or recognition significantly motivated them to learn a second language with the help of online resources. This majority emphasized the strong influence of external incentives on their motivation. Moreover, 11 students, representing 36.7% more or less agreed with the statement, accepting the motivational impact of external rewards and recognition. On the other hand, there were no answers who chose neither to disagree nor an applicable statement.

The data showed that external reward plays a crucial role in keeping students motivated. So, it is an effective technique to apply external rewards as a motivational strategy.

Figure 11
Student Attitude Towards Learning a Second Language



Elaborated by Karina Calva (2024)

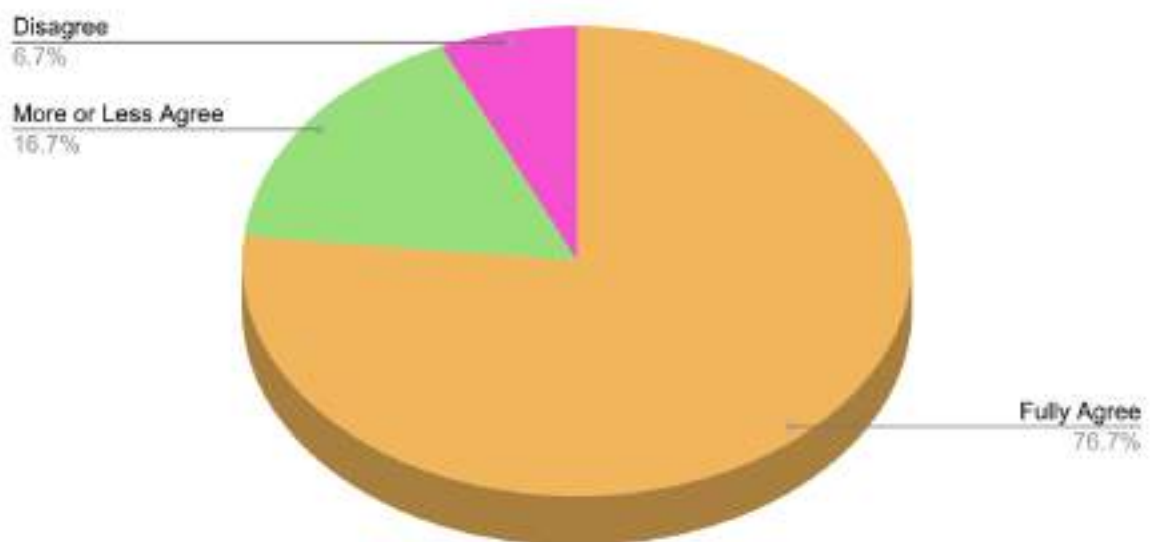
In response to question 6, students were satisfied with the experience of learning a second language with online tools, and I feel it was a valuable and enjoyable learning opportunity.

Graph 12, 23 students, 76.7% of students fully agree that they were satisfied with their experience of learning a second language through online tools and found it both valuable and enjoyable. The vast majority of respondents indicated a high level of satisfaction

with the learning experience provided by online tools. Additionally, 5 students, representing 16.7% more or less, agreed with the statement, recognizing the value and enjoyment of using online tools for language learning. 2 students who corresponded with 6.7% disagreed with the statement, indicating a small minority who did not find the experience particularly enjoyable. On the contrary 0 % found this not applicable.

It showed a positive answer, which indicates that online tools meaningfully enhance language learning experiences for most students.

Figure 12
Collaborative Learning



Elaborated by Karina Calva (2024)

Conclusions

It was evaluated and applying gamified learning tools enhanced intrinsic motivation among first-year bachillerato students at Unidad Educativa Fiscomisional Mater Dei. Based on the post-survey results, most students felt delighted, supported, and fulfilled with a higher level of enjoyment and engagement in English learning classes, indicating that gamified learning can positively influence their educational development.

The methodology used in this research regarding gamified learning tools like Edpuzzle, Lyrics Training, Baamboozle, and Nearpod and elements like points, badges, and leaderboards not only encourage and engage students' participation but also contribute to improved language acquisition. These tools facilitate the development of vocabulary, grammar, and communicative language skills by demonstrating that gamified tools can effectively enable a comprehensive language experience and support traditional teaching methods.

Gamified learning tools resulted in a more interactive interface and a student-centered for an effective learning environment after their implementation. A huge number of students were more enthusiastic about their development gaining confidence, engagement, and inspiration to participate without being judged or complaining about class participation. After using these methods students were able to establish and create an interesting and supportive learning environment through collaborative and active learning, problem-solving, critical thinking, group work, and friendly competition as well as.

Recommendations

It is suggested that the school prioritize and maximize the use of gamified learning, it is essential to offer suitable online resources like those used during this research project as well as access to computer labs and internet connections for each computer so that students have the necessary tools that will facilitate more effective integration of gamified learning activities. Moreover, educators need to keep in constant educational training related to online tools, teaching practices, motivation, and evaluating the efficacy of their application.

Using an effective application regarding online tools that provide students with efficient and continuous feedback may contain areas for improvement and adaptation for students' needs and better improvement, constant updates, and several gamified learning keep students motivated and engaged, preventing monotony and discouragement.

Providing learning activities to students with specific needs and preferences through magnified learning can enhance their motivation and engagement. Furthermore, these activities can cover specific topics, an interactive interface, and English proficiency levels, such as beginner, intermediate, and advanced. This approach can make learning more engaging and beneficial by providing deeper insights and potential areas of enjoyment and enhancement.

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Annex 1

Table 1

Operationalization Matrix

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	INSTRUMENTS	SCALES
GAMIFIED LEARNING (Independent)	Game-based learning is designed to balance theoretical content and learning through games. Game-based learning allows students to explore rigorous learning environments, concepts, and targeted learning outcomes (Chen et al., 2018).	Game-based learning	Importance of gamified learning	Checklist	Observation
			Advantages		
			Disadvantages		
		Collaborative Learning	Connect students' passion		
			Self-determination		
			Creativity - Exploration		
		Active learning	Definition		
			Importance of active learning		
			Active learning strategies		
		Online Tools	Edpuzzle		
			Lyrics training		
			Nearpod		
			Bamboozle		

MOTIVATION (Dependent)	Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior (Maehr & Meyer, 1997).		Academic success	Post survey	- More or Less Agree - Disagree - Not Applicable
			Levels of motivation		
		Extrinsic Motivation	Rewards and recognition		
			Competition		
			Extrinsic Reinforcement		
		The Affective filter	Anxiety levels		
			Achievement		
			Students' behavior		
		The Flow method.	Interest in learning the language		
			Students' active participation		
			Attitude		
			Teaching learning environment.		

Annex 2: Checklist.

Observation - Checklist		
Objective: Evaluate the impact of gamified learning on motivation among first bachillerato students.		
Use of Online Tools		
1. Are students effectively using online tools such as Edpuzzle, Baamboozle, Lyrics Training, and Nearpod to enhance language learning?	Yes	No
2. Do these tools contribute to the interactive and collaborative aspects of the lesson?	Yes	No
Intrinsic Motivation		
3. Can you observe signs of enjoyment and enthusiasm among students during language-related activities?	Yes	No
4. Are the incorporation of online tools influencing academic success in language learning?	Yes	No
Extrinsic Motivation		
5. Do students show increased motivation due to rewards and recognition within the online tools in the language learning environment?	Yes	No
6. Is there any healthy competition that motivates students to strive for improvement?	Yes	No
The Affective Filter		
7. Are there evident signs of reduced anxiety levels among students during language learning activities in the gamified setting?	Yes	No
8. Does a student's sense of achievement impact their overall behavior during language lessons?	Yes	No
Student Attitude Toward Learning		
9. Is the level of interest in learning the language evident in students' engagement and participation?	Yes	No
10. Do students experience a state of flow during language tasks?	Yes	No
Flow Method		

11. Can you identify instances where students are in a state of "flow," fully immersed and focused on language learning within the Minecraft environment?	Yes	No
12. Does the flow method contribute to a positive language learning experience?	Yes	No
Motivational Verbalizations		
13. Are there any verbal expressions related to motivation during gamified activities?	Yes	No
14. Capture statements, comments, or discussions that reflect changes in motivation.	Yes	No
Comparison with Non-Gamified Learning		
15. Are students expressing a positive attitude during the learning process?	Yes	No
16. Have there been noticeable changes in students' attitude toward learning since the use of gamified elements?	Yes	No

Annex 3: Pre - Post Survey

Pre - survey

Theme: Applying Gamified Learning to Enhance Motivation.

Objective: To gather information regarding the application of Gamified Learning to Enhance Motivation among 1st bachillerato Students.

Instructions: Please respond to the following questions based on your feelings and attitudes before engaging in the language learning program.

1. I am open to using online tools, such as Edpuzzle, Bamboozle, Lyrics Training, and Nearpod for learning English.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

2. I am personally motivated to learn a second language, and I find joy in the process, especially with the use of online tools.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

3. External rewards or recognition play a role in keeping me motivated to learn a second language.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

4. I believe my emotional state can impact how well I learn a second language, and I am open to managing my emotions during the learning process.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

5. I have a positive attitude towards the idea of learning a second language, and I am open to new and innovative methods.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable
6. I am interested in collaborating with peers during the language learning process using online tools.
- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

Post – Survey

Theme: Applying Gamified Learning to Enhance Motivation.

Objective: To gather information regarding the application of Gamified Learning to Enhance Motivation among 1st bachillerato Students.

Instructions: Please respond to the following questions based on your feelings and attitudes after being part of the language learning program.

1. I believe that my language acquisition skills have improved by using online tools.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

2. The use of online tools has positively contributed to my language learning experience.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

3. The use of online tools, such as Edpuzzle, Blooket, Lyrics Training, and Nearpod, has enhanced my language learning process.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

4. I found personal joy and satisfaction in learning a second language through the combination of online tools.

- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

5. External rewards or recognition motivated me to learn a second language with the use of online tools.

- Fully Agree

- More or Less Agree
- Disagree
- Not Applicable
6. I am satisfied with the experience of learning a second language with online tools, and I feel it was a valuable and enjoyable learning opportunity.
- Fully Agree
- More or Less Agree
- Disagree
- Not Applicable

Annex 5: Parents' Consent Letter

CONSENTIMIENTO A PADRES DE FAMILIA

Estimados Padres de Familia o Representantes Legales,

Es un placer dirigirme a ustedes en calidad de docente investigador y docente de inglés del grupo, quien estoy llevando a cabo una investigación educativa en la clase de inglés de primer bachillerato, paralelo A.

Título del Proyecto de Investigación: Applying gamified learning to enhance motivation among first bachillerato Students.

El propósito de este proyecto es explorar y evaluar el impacto de la aplicación de técnicas de aprendizaje gamificado en el aumento de la motivación de los estudiantes de primer bachillerato en la clase de inglés. La investigación busca mejorar la calidad del aprendizaje y proporcionar a nuestros estudiantes experiencias educativas más enriquecedoras.

Su participación en este proyecto es completamente voluntaria, y su consentimiento es esencial antes de que su hijo/a pueda ser parte de esta investigación. Aquí están los detalles clave del proyecto:

Descripción del Proyecto: Los estudiantes participarán en actividades de aprendizaje gamificado diseñadas para mejorar su motivación y compromiso en la clase de inglés.

Duración de la Participación: La participación de su hijo/a en este proyecto será durante un periodo de tres semanas.

Compromisos y Responsabilidades: No hay responsabilidades adicionales para ustedes como padres. La investigación se llevará a cabo durante las horas regulares de clase.

Confidencialidad: Toda la información recopilada se tratará de manera confidencial. Los datos se utilizarán únicamente con fines de investigación y no se compartirán con terceros.

Consentimiento:

Al firmar este documento, ustedes otorgan su consentimiento para que su hijo/a participe en el proyecto de investigación mencionado anteriormente.

Nombre del Estudiante: Alfonso Angel Ramón Chabán

Nombre del Padre/Madre/Representante Legal: Sandra Patricia Chabán

Firma: [Firma] Fecha: 06-03-2024

Por favor, devuelva este formulario firmado a más tardar el 15 de enero de 2024 para permitir que su hijo/a participe en este emocionante proyecto de investigación.

Agradecemos su cooperación y apoyo continuo en el desarrollo educativo de nuestros estudiantes.

Atentamente,

Karina Gabriela Calva Vicente
Docente de Inglés - Investigador

Annex 6

Students' Pre-Survey Results

Table 2. Online tools.

Scales	Students	Percentage
Fully Agree	24	80%
More or Less Agree	4	13.3%
Disagree	1	3.3%
Not Applicable	1	3.3%
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 3. Intrinsic Motivation

Scales	Students	Percentage
Fully Agree	21	70%
More or Less Agree	8	26.7%
Disagree	1	3.3%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 4. Extrinsic Motivation

Scales	Students	Percentage
Fully Agree	18	60%
More or Less Agree	11	36.7%
Disagree	1	3.3%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 5. The Affective Filter

Scales	Students	Percentage
Fully Agree	18	60%
More or Less Agree	12	40%
Disagree	0	0%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 6. Student Attitude Towards Learning a Second Language

Scales	Students	Percentage
Fully Agree	24	80%
More or Less Agree	5	16.7%
Disagree	0	0%
Not Applicable	1	3.3 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 7. Collaborative Learning

Scales	Students	Percentage
Fully Agree	23	76.7%
More or Less Agree	4	13.3%
Disagree	3	10%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Annex 7

Students' Post-Survey Results

Table 7. Online tools.

Scales	Students	Percentage
Fully Agree	19	63.3%
More or Less Agree	11	36.7%
Disagree	0	0%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 8. Intrinsic Motivation

Scales	Students	Percentage
Fully Agree	19	63.3%
More or Less Agree	9	30%
Disagree	2	6.7%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 9. Extrinsic Motivation

Scales	Students	Percentage
Fully Agree	18	60%
More or Less Agree	10	33.3%
Disagree	2	6.7%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 10. The Affective Filter

Scales	Students	Percentage
Fully Agree	20	66.7%
More or Less Agree	7	23.3%
Disagree	3	10%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 11. Student Attitude Towards Learning a Second Language

Scales	Students	Percentage
Fully Agree	19	63.3%
More or Less Agree	11	36.7%
Disagree	0	0%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Table 12. Collaborative Learning

Scales	Students	Percentage
Fully Agree	23	76.7%
More or Less Agree	5	16.7%
Disagree	2	6.7%
Not Applicable	0	0 %
TOTAL	30	100%

Elaborated by Karina Calva (2024)

Annex 8: First stage: Operative plan for the researcher.

STAGES	OBJECTIVES	ACTIVITY	MATERIAL RESOURCES	DATE	HUMAN RESOURCES
Socialization	Getting to know the research project.	Presentation of the proposal to the principal.	Material - Introduction of the research project. Human - Researcher	October 29th, 2023.	Researcher
Planning	Organize a meeting to explain how to apply gamified learning to students.	Give an oral explanation using the Canva slides about how to apply step-by-step gamified learning to enhance motivation with the students.	Material - Projector - Canva - Bamboozle - Lyrics training - Board - Laptop Human - Researcher	December 4th, 2023.	Researcher
Execution	Execution of the content of the proposal (gamified tools)	Apply the gamified tools to enhance students' motivation in the classroom.	Material - Book - Board - Markers - Notebooks - Online tools - Laptop - Cellphone Human - Researcher - Students	January 5th, to the 8th, 2024.	Researcher and English teacher.

Evaluation	Evaluate the proposal through the application of the post-survey.	Apply a post-survey in order to measure the results and compare them to the pre-survey.	Material -Post survey Human -Researcher -Students -Teacher	February 8th, 2023	Researcher and English teacher.
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Elaborated by Calva Karina. (2024)

Annex 9: Lesson Plans

Lesson Plans for the application of gamified learning tools to enhance motivation.

LESSON PLAN 1

DATE: February 6 th , 2024.		TIME: 90 minutes	LEVEL A2
TEACHER'S NAME: Karina Gabriela Calva V.			
TOPIC: Past Simple & Past Continuous.			
MAIN OBJECTIVE: By the end of the lesson, students will be able to identify between Past Simple and Past Continuous tense.			
OBJECTIVES: Students will identify and use regular and irregular verbs in the past tense. Students will identify the Past Simple & Past Continuous tense by using the Nearpod tool in speaking and writing contexts.		Methodology: Interactive online completion games to engage students during the lesson.	
RESOURCES: Nearpod platform, PPT, whiteboard, bingo cards, timer, online games.			
TIMING	STAGE	PROCEDURE	INDICATORS
5 min	- Warm-up: The teacher starts the class by playing a bingo game, the bingo cards contain regular and irregular verbs in past simple and past participle.	Students listen to the teacher and complete the bingo card according to the teacher mentioning the verbs, they must complete the full card to win.	Students get engaged in an interactive game to review verbs. The teacher provides a prize for the winners.
5 min	- Vocabulary building: The teacher presents a story regarding past simple and Past continuous. - The teacher asks students to work in groups.	Students have to line up and run to the board to complete the story.	Students will be part of a writing competition.

20 min	- Topic builder: The teacher assigns a Nearpod game (climber mountain) for students to complete the activity.	Students join the online game and choose the correct verbs according to the context. The competition becomes harder as they progress	Students get involved in an online competition.
30 min	- The teacher assigns a Nearpod Activity - The teacher shows visual presentations to guide the activity.	Students get along with the presentation and complete each section regarding the activity given or the grammar pattern. Students must create their sentences regarding the topic learned.	Students are involved in active participation through interactive tasks.
20 min	- Team Activity: - The teacher divides the class into teams for a competitive activity regarding the grammar pattern. - The teacher makes students work collaboratively.	Students create sentences by using past simple & past continuous. Students create scenarios where they can express what they are learning.	Students participate in practice and production activities.
10 min	Nearpod Quiz: - The teacher concludes the lesson by reviewing the vocabulary and grammar learned by using the Nearpod online game.	Students work individually and complete a short quiz game regarding the topic learned. They can also talk about how effective the tool was.	Students can evaluate their learning during the lesson.
HOMEWORK:			

Elaborated by Calva Karina. (2024)

LESSON PLAN 2

DATE: February 13 th , 2024.		TIME: 90 minutes	LEVEL A2
TEACHER'S NAME: Karina Gabriela Calva V.			
TOPIC: Movie Genres and Ed – Ing adjectives.			
MAIN OBJECTIVE: By the end of the lesson, students will be better able to use the Ing – ed adjectives in describing movie genres.			
OBJECTIVES: Students will talk about their favorite movie genre and Ing – ed adjectives. Students will be engaged with movie clips, trailers, and songs by using Lyrics and Edpuzzle. Students will be part of competitions to identify movie genres and adjectives.		Methodology: Gamified Learning (Edpuzzle and Lyrics Training and group activities).	
RESOURCES: Movie clips or trailers, Lyrics Training and Edpuzzle platform, Canva slides, timer.			
TIMING	STAGE	PROCEDURE	INDICATORS
5 min	- The teacher gets to know the objectives and activities.	Students get to know the objectives and activities that will be developed in class.	Teacher's project presentation.
5 min	- Warm-up: The teacher displays pictures on the screen or board.	Students describe what they think each movie might be about using ed – Ing adjectives like excited – exciting.	Students get interested in the speaking activity.
20 min	- Lead in: Teacher shows movie reviews and trailers on Edpuzzle which helps to recognize -Ing and -ed adjectives.	The class follows the teachers' instructions and answers some questions regarding the topic.	Students form groups to work on answering some questions regarding movies.
30 min	<ul style="list-style-type: none"> - The teacher presents some movie trailers on Lyrics Training. - The teacher makes groups to set up a competition. - The teacher presents movie trailers with sound. Then, 	<p>Students listen and guess the movie genre on the Lyrics Training and ed – Ing adjectives used in the songs.</p> <p>Each group guesses the genre or title of the movie based on visual aids and adjectives provided.</p>	<p>The group feels engaged with the activity while listening.</p> <p>The group with the most correct guesses wins the competition.</p>

	divide the class into groups and give sheets to list movie genres and adjectives.		
20 min	The teacher makes students write a short movie review using ed – Ing adjectives.	Students create a movie review individually. Students focus on describing the movie’s characters, plot, and quotes, using the grammar pattern.	Students take turns to present their activity in front of the class. Students work with their teacher’s support as needed.
10 min	Discussion and review:	Students share their movie reviews with the class. They explain each aspect of the movie and describe the adjectives needed.	Students understand the use of Ing- ed adjectives and also identify movie genres.
HOMEWORK: Watch their favorite movie or series so that the next class can talk about it and use ed – Ing adjectives.			

Elaborated by Calva Karina. (2024)

LESSON PLAN 3

DATE: February 20 th , 2024.		TIME: 90 minutes	LEVEL A2
TEACHER'S NAME: Karina Gabriela Calva V.			
TOPIC: Emotions and Feelings.			
MAIN OBJECTIVE: By the end of the lesson, students will express different emotions and feelings by using adjectives like (nervous, confused, depressed, and excited) and adverbs (maybe, probably, definitely).			
OBJECTIVES: Students will identify and use adjectives and adverbs to describe emotions effectively through baamboozle. Students will watch video clips on Edpuzzle to identify feelings. Students will engage in interactive quizzes and group discussions in role-play scenarios.		Methodology: Interactive video Learning by Edpuzzle and baamboozle, group discussions, and role-play activities.	
RESOURCES: Videos about emotions and feelings, cellphones, Baamboozle, Edpuzzle, timer and board.			
TIMING	STAGE	PROCEDURE	INDICATORS
5 min	- Warm-up: The teacher starts the class by playing a baamboozle game. - The teacher starts the class by representing several emotions.	Students choose a number and describe the emoji by also adding an appropriate adverb.	Teacher's group work and interaction. The teacher provides a prize for the winners.
5 min	- Vocabulary building: The teacher reinforces the vocabulary related to emotions and adverbs.	Students watch video clips about emotions by using Edpuzzle. Students talk about their feelings using emotions and give additional information.	Students are able to talk about their emotions.
20 min	- Topic builder: The teacher presents video clips that describe each emotion.	Students describe each feeling and mix it with the adverbs.	Students discuss and analyze the vocabulary learned.
30 min	- The teacher assigns an Edpuzzle quiz.	Students watch the video and choose the correct	Students take turns to talk with a partner to discuss

	<ul style="list-style-type: none"> - The teacher shows visual presentations to guide the project. 	<p>answer regarding emotions and adverbs.</p> <p>Students must answer by adding extra information about the video questions.</p>	<p>their answers before submitting the answers.</p>
20 min	<ul style="list-style-type: none"> - Teacher's discussions and application: - The teacher presents the results on the board to check together. - The teacher makes students work in small groups to create role plays to express emotions. 	<p>Students discuss their answers, understand the correct ones, and make common mistakes.</p> <p>Students create scenarios where they can express emotions using the vocabulary learned.</p>	<p>Students provide a good presentation of the project to encourage the community with the environmental project.</p> <p>Students can express emotions by singing gestures or acting out in front of the class.</p>
10 min	<p>Baamboozle Quiz:</p> <ul style="list-style-type: none"> - The teacher concludes the lesson by reviewing the vocabulary and grammar learned by using the baamboozle guessing game. 	<p>Students in groups choose a representative to go to the front and act out the emotion given on the Baamboozle platform.</p>	<p>Students can express their emotions and feelings by using different gamified learning tools.</p>
HOMEWORK:			

Elaborated by Calva Karina. (2024)

LESSON PLAN 4

DATE: February 27 th , 2024.		TIME: 90 minutes	LEVEL A2
TEACHER'S NAME: Karina Gabriela Calva V.			
TOPIC: Recycling Project.			
MAIN OBJECTIVE: By the end of the lesson, students will be able to talk about the importance of recycling sustainability by creating handicrafts through a video.			
OBJECTIVES: Students will talk about the importance of recycling in order to help the planet. Students will work collaboratively by recording a video about recycling materials or handicrafts.		Methodology: Project-based learning, interactive quizzes (Baamboozle), collaborative activities	
RESOURCES: Videos, recycled materials, cellphones, Baamboozle online tool, Edpuzzle, timer, and board.			
TIMING	STAGE	PROCEDURE	INDICATORS
5 min	- Warm-up: The teacher starts the class by showing a video emphasizing the environmental issues and global warming impact.	Students talk about the high impact of global warming and how it affects the planet. Students describe the video message and why it is vital to start recycling	Teacher's project presentation.
5 min	- Vocabulary building: The teacher makes groups and sets up a competition by using the Baamboozle tool.	Students answer questions about recycling vocabulary by choosing numbers on the board.	Students get marks according to their answers.
20 min	- Recycling project: The teacher divides the class into teams and assigns recycling handcraft.	Each group should create a plan, and assign roles to get the best project.	Students explore their creativity and organization to work in groups.
30 min	- The teacher encourages creativity and provides guidelines.	Students work collaboratively to develop the recycling project. Students make some handicrafts by using plastic bottles and any other recycled material.	The group feels engaged by working on a hands-on activity.

	- The teacher shows visual presentations to guide the project.		
20 min	The teacher explains the video presentation.	Each group prepares a short video explaining their recycling project. They should include a brief introduction, talking about the materials, the procedure, and the environmental benefits.	Students provide a good presentation of the project to encourage the community with the environmental project.
10 min	Baamboozle Quiz: The teacher concludes the lesson by reviewing the key concepts and vocabulary recycling.	Students discuss their experiences during the project and the importance of recycling.	Students contribute to sustainability and inspire others to recycle.
HOMEWORK:			

Elaborated by Calva Karina. (2024)