

**EFL SECONDARY SCHOOL TEACHERS' AND STUDENTS' PERCEPTIONS ON THE  
USE OF TECHNOLOGY-MEDIATED AND NON-TECHNOLOGY-MEDIATED GAMES  
IN THE ELT CLASSROOM**

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**LICENCIATURA EN LENGUAS EXTRANJERAS**

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## ABSTRACT

One central issue in EFL teaching has been the lack of didactic materials to motivate students and enhance their language learning. Within the area of material design, there have been previous studies which have investigated gamification in EFL classrooms. However, little work has been done on the impact that different types of games can have on students' learning based on teachers' and students' perspectives. This case study investigates one high-school teacher's and students' uses and perceptions of non-technology mediated and technology-mediated games as learning tools to improve students' learning. Particularly, this study aims to know how the teacher implements the games and the characteristics the games have (e.g., interaction, communication, enjoyability, teamwork, facility, etc.) to improve learning.

For this purpose, one teacher from a private school in Cali, Colombia and two researchers from Universidad del Valle were provided with three non-technology mediated games and three technology-mediated games to use in the classroom for over 3 months. Data on teacher's uses and perceptions of the materials and games was gathered through observations and interviews. Students' perceptions of the games were also investigated through a survey. Data was analyzed through thematic analysis. The results of this study might be helpful for EFL teachers in deciding how to use non-technology-mediated and technology-mediated games in their classrooms.

**Keywords:** non-technology mediated, gamification, motivation, technology-mediated games, EFL teacher and students' perspectives.

## RÉSUMÉ

L'un des principaux problèmes de l'enseignement de l'anglais langue étrangère est le manque de matériel didactique pour motiver les étudiants et améliorer leur apprentissage de la langue. Dans le domaine de la conception de matériel, des études antérieures ont examiné la gamification dans les salles de classe d'anglais langue étrangère. Cependant, peu de travaux ont été réalisés sur l'impact que les différents types de jeux peuvent avoir sur l'apprentissage des étudiants en se basant sur les perspectives des enseignants et des étudiants. Cette étude de cas examine l'utilisation et la perception qu'ont les enseignants et les élèves d'une école secondaire des jeux non médiatisés et médiatisés par la technologie en tant qu'outils d'apprentissage pour améliorer l'apprentissage des élèves. En particulier, cette étude vise à savoir comment l'enseignant met en œuvre les jeux et quelles sont les caractéristiques des jeux (par exemple, interaction, communication, plaisir, travail d'équipe, facilité, etc.

À cette fin, un enseignant d'une école privée de Cali, en Colombie, et deux chercheurs de l'Universidad del Valle ont reçu trois jeux non médiatisés par la technologie et trois jeux médiatisés par la technologie à utiliser en classe pendant plus de trois mois. Les données relatives à l'utilisation et à la perception du matériel et des jeux par l'enseignant ont été recueillies par le biais d'observations et d'entretiens. Les perceptions des élèves à l'égard des jeux ont également été étudiées par le biais d'une enquête. Les données ont été analysées par le biais d'une analyse thématique. Les résultats de cette étude pourraient aider les enseignants d'anglais langue étrangère à décider de la manière d'utiliser les jeux non médiatisés par la technologie et les jeux médiatisés par la technologie dans leurs classes.

**Mots clés :** non médiatisé par la technologie, gamification, motivation, médiatisé par la technologie

## RESUMEN

Un tema central en la enseñanza de EFL ha sido la falta de materiales didácticos para motivar a los estudiantes y mejorar su aprendizaje de idiomas. En el ámbito del diseño de materiales, existen estudios previos que han investigado la gamificación en las aulas de EFL. Sin embargo, se han realizado pocos trabajos sobre el impacto que los distintos tipos de juegos pueden tener en el aprendizaje de los estudiantes desde la perspectiva de los profesores y de los alumnos. Este estudio de caso investiga los usos y percepciones de un profesor de secundaria y de los estudiantes sobre los juegos no mediados por tecnología y mediados por tecnología como herramientas de aprendizaje para mejorar el aprendizaje de los estudiantes. En concreto, este estudio pretende conocer cómo implementa el profesor los juegos y las características que tienen los juegos (por ejemplo, interacción, comunicación, amenidad, trabajo en equipo, facilidad, etc.) para mejorar el aprendizaje.

Para ello, se proporcionó a un profesor de un colegio privado de Cali, Colombia, tres juegos no mediados por tecnología y tres juegos mediados por tecnología para que los utilizara en el aula durante más de 3 meses. Los datos sobre los usos y percepciones de los materiales y juegos por parte del profesor se recogieron mediante observaciones y entrevistas. También se investigaron las percepciones de los alumnos sobre los juegos mediante una encuesta. Los datos se analizaron mediante análisis temático. Los resultados de este estudio pueden ser útiles para los profesores de inglés como lengua extranjera a la hora de decidir cómo utilizar los juegos con y sin tecnología en sus clases.

**Palabras clave:** juegos no mediados por tecnología, gamificación, motivación, juegos mediados por tecnología, perspectivas de profesores y alumnos de EFL.

## CHAPTER 1 INTRODUCTION

The teaching of English as a Foreign Language (EFL) poses the persistent challenge of motivating students and providing meaningful learning experiences through appropriate materials and methodology. It takes creative methods and tools to motivate students to learn a language and to effectively engage them in the learning process. One strategy that is often cited to achieve motivation and meaningful learning is the incorporation of games (Aristizabal, 2016; Vargas, 2020). In language teaching, games help achieve the aim of accomplishing specific learning goals, boosting students' drive to finish them, and putting them in a pleasant, competitive environment with their classmates (Kiryakova et al., 2014). In addition, students can practice their language skills, apply their knowledge, and explore the language in a fun and safe atmosphere thanks to the gamified environment (Wulantari et al., 2023).

Games play a crucial role in EFL classrooms, offering a different perspective to language learning. They change the traditional classroom dynamics and provide students with a chance to put their language skills into practice within an enjoyable and interactive exercise. Engaging in games naturally motivates students to communicate, leading to a sense of pleasure and reducing the anxiety mostly associated with traditional learning methods. Through the integration of games into the learning process, teachers can establish a dynamic classroom environment including diverse learning styles and capacities (Wright et al. 2006).

Nowadays, games that are supported by technology have been added to the repertoire of games teachers can use. Recent technological innovations, wireless devices and networks of portable computers have led to new ways of learning in which students can interact with each other using technology in the classrooms (Webb, 2010) These might include different alternatives and different names such as video games, digital games or online games. For the purpose of this study, we will use the umbrella term technology-mediated games. These games promote student-centered learning where materials are designed according to the students' needs and, if they are well implemented, can be really helpful and could influence

not only the student's skills but also their technological knowledge. Technology-mediated games have changed the learning experience for students (Peterson & Jabari, 2022). Their importance relies on how they are able to engage learners in a dynamic and interactive manner. Technology-mediated games make students focus all their attention towards the class. Tech-mediated games can also make students take part and use the language in real situations or in real contexts (Aristizabal, 2016). This might help them enhance their English learning, thinking and solving-problems skills and teamwork.

Some technology-mediated games provide automated feedback that allows students to identify their mistakes and correct them immediately, thus generating new learning. However, tech-mediated games cannot be used in every single context. For example, in Colombia, there are rural areas with limited or no access to the Internet or electronic devices, which makes it difficult for teachers to implement them in these contexts. Even in the main cities, there are schools which lack the technological resources to implement these games. Another limitation is the potential distraction students might have using cellphones. In addition, modern tech-mediated games as teaching tools are not always positive and could have a different impact on students more related to gaming skills rather than communicative skills in a foreign language (Warschauer, 2004; Gee, 2007)

Because of these limitations, games that do not depend upon technology are still a frequent and important option for language teachers (Zagal & Altizer, 2014). Students across the world have benefited from playing charades, hangman and other games that do not require a cell-phone nor Internet connection (Squire, 2011). These games should also be implemented in the classroom to support the learning process. Some authors refer to these as traditional games, others label them as face-to-face games. In this study we will use the term non-tech-mediated games. Games that are not supported by technology can help students to enhance several aspects, such as physical, mental, emotional and social development (Gee, 2013). However, young learners are not familiarized with non-tech-mediated games, since we are now living in an era in which students are mostly exposed to a digital world. As a result, students' perception and motivation towards non-tech-mediated games might be biased and influenced by their familiarity and

preference for tech-mediated tools. Designing or buying non tech-mediated games can also be expensive, as a teacher would need to design or get several sets for the students. So, these games need to be cost effective to be used in the classroom. (Kapp, 2012; Sanchez-Mena & Martí-Parreño, 2017)

The use of games in EFL classrooms has been a topic of interest for researchers and teachers for a long time, since teachers are willing to use innovative materials to enhance and motivate students when learning a second or foreign language. Nevertheless, despite the increasing research on gamification in EFL education, there is still a significant knowledge gap on how different types of games affect students' learning and motivation. Therefore, this case study aims to contribute to the field by giving insights into the effectiveness of these two types of games to assist teachers who want to incorporate these two types of games into their lesson plans.

The research study is organized into key sections. The introduction is followed by a methodology section detailing the research design, including classroom observations, student surveys, teacher interviews, game selection, and implementation. The results section compares engagement and learning outcomes between technology-mediated and non-technology-mediated games. The discussion interprets findings in relation to existing literature, exploring implications for language teaching. The study concludes with recommendations for educators and appendices providing supplementary materials like data collection instruments and observations for implementing game-based learning strategies.

## **1.1 Statement of the Problem**

The use of both technology-mediated and non-technology mediated games has been investigated internationally, nationally and locally, and the results and conclusions of these studies show that game-based methodology has a positive impact on both students' learning (Garzon et al., 2022) and teachers' methodology, creativity and originality (Ávila, 2015). However, as far as we know, there are no studies in our local context that investigate the difference between these two types of games from the teachers' and students' points of view and how they perceive them for English language learning. We consider that teachers and students' perceptions of both kinds of games will help to our understanding of which kinds of

interactions, learning strategies, learning processes and social non-technology mediated and technology mediated games are more effective in the EFL classroom.

## **1.2 Research Objectives**

### **1.2.1 Main Research Question**

What are High school teachers and students' perceptions on the use of non-technology mediated and technology mediated games in EFL classes?

### **1.2.2 Specific Research Questions**

- How do students compare tech-mediated and non-tech mediated in terms of enjoyment, easiness and contributions to learning?
- What types of games, tech and non-tech-mediated, are preferred by students and the teacher?
- How does a high-school teacher evaluate the effects of implementing tech and non-techmediated games?

## CHAPTER 2 LITERATURE REVIEW

In this section, we review studies about the use of non-technology mediated and technology mediated games in different EFL classrooms and contexts. This review will discuss the most common research methods, participants, procedures and contexts in this area and will signal the gap we want to fill. Furthermore, we will define concepts we considered important to explore for the development of this study, such as non-technology mediated and technology mediated games, MALL and CALL, motivation, and game-based learning.

### 2.1 Empirical Research

The existing research on the use of games in language teaching is predominantly qualitative; supported in action-research designs. Most studies have investigated only students and the effects of games in their learning process. Participants in most studies are at the university level, and they aimed to foster oral skills by using electronic or digital devices such as web pages and video games. The findings show that the use of games can be beneficial to students' learning, since it promotes participation and collaboration and makes the learning process easier (Aristizabal 2016; Dewi et al., 2016; Garzon & Serpa, 2022; Torres, 2015).

#### 2.1.1 International Studies

The integration of digital games in language learning seems to transcend cultural boundaries, as evidenced by studies in Asian countries. In Japan, Bolliger et al. (2015) investigated the perceptions of 222 Japanese college students towards the use of digital games in English language learning. A survey was used to collect the data, and it included four factors: ease of use, learning opportunities, experience, and preference. The findings show that participants were generally agreeable with the ease of use of digital games, such as *Gyuto-e*, which is a software aimed at improving students' English pronunciation and grammar, and *EnglishCentral*, a website using authentic video and voice recognition software. The author determined that the integration and utilization of digital games are a viable alternative in English-learning classrooms.

Differences on gender were remarkable, female students were more hesitant to use digital games than male students. For future research, the authors recommend focusing on gender differences.

Similarly, in Thailand, Widachee and Pattanapichet (2018) investigated the effects of *Kahoot*, a game-based learning platform, on students' performance and motivation, and they also examined their attitudes towards application of digital games. This quasi-experimental study was performed with two groups of students. The experimental group included 38 students, while the control group included 39 students. The participants were aged between 18 and 24. Ten vocabulary quizzes and five grammar quizzes were administered to both groups. Nevertheless, the control group received paper quizzes, and the experimental group received the same quizzes through *Kahoot*. Results of both groups were compared using statistical analyses. It was found that *Kahoot* allowed for more engagement in the learning process, and the instructors were able to check student involvement in the activities very easily. Regarding motivation, the experimental group showed much higher motivation than the control group, since digital games influence mental and social conditions. For further studies, the author suggested comparing other digital games in relation to language performance.

Researching the Turkish language, Mazhar (2019) determined the contribution of gamification to the writing skills of middle school students. This was an action research study, in which participants were 12 seventh graders. As data collection methods, student diary, semi-structured interview, semi-structured observation form, digital content from the students were used, and they were analyzed through content analysis and descriptive analysis. The students used a diary in which they wrote what they learned and felt about their lessons. The participants created digital texts through a web tool called *Storium*, a writing tool that encourages collaborative writing. Findings reveal that this text-creation process attracts students' attention. In this respect, it can be used as a narrative text type in Turkish language lessons.

### **2.1.2 National Studies**

Camacho and Ovalle (2019) conducted an action research study aimed at demonstrating the effects of videogames on vocabulary acquisition in a group of 15 students from 8th semester of the program of B.A in English at University of Tolima. They applied a mixed-methods approach since it combined qualitative and quantitative data and analysis. For this study, participants were involved in different activities for five weeks. These activities were face-to-face sessions where the teacher and students discussed the findings of new words. As independent work, students played two video games, and they kept journals where they wrote some findings or the acquisition of new words, and the teachers prepared a test to reinforce the acquisition of new words. The data showed that there is a link between the use of video games and an increased uptake in vocabulary. These games seem to have positive effects in the student vocabulary acquisition process, and they seem to lower the affective filter. The authors conclude that digital games seem to offer several opportunities to practice vocabulary in contexts and a teacher can use this type of technological resources to refine the skills acquired during the gameplay.

Similarly, Garzón and Serpa (2022) carried out an action research study that aimed to strengthen the oral production in English through the use of digital games and tools, such as Kahoot, power point (wheel), Charades, Educa-play, Cerebriti, and YouTube, with fifth grade students in a Colombian rural school. They collected data through a pre-test, and according to its results, they designed teaching sequences to be implemented, and finally, the authors carried out a post test. The results of the pre and post test showed an improvement in the students' oral production, specifically in vocabulary, coherence and cohesion. The implementation showed that the digital games allowed students to feel as an active part of the learning process. They concluded that the use of tech-mediated games in the classroom is essential to strengthen the integral development of the student, since it not only develops specific competencies of an area but also develops social skills for life, such as improving their participation in teamwork, losing the fear of expressing themselves in public, and promoting collaborative learning.

In the same vein, López et al. (2022) designed a didactic sequence for teaching English and astronomy through games to fourth-grade learners of a public school in the city of Pereira. This qualitative study had two different types of participants; students and practitioners. The students were between 9 and 10 years old; and the practitioners were 9th semester students of B.A. in bilingual education from the Technological University of Pereira. They developed their study in four parts: planning, implementation, evaluation, and reflection. In the planning stage, they created materials, using both tech-mediated games, a digital Roulette Wheel, and non-tech-mediated games, Ladder/Stairs Game and Hot Potato Game, and the activities that were going to be developed in each class; in the implementation they developed those lessons in the actual classes. It was concluded that activities selected for the development of the sessions had an important impact on the development of the oral skills of fourth-graders, and that games are also a key factor for learning English due to the fact that these are the main tool and teaching strategy to develop oral skills in English in a comfortable environment.

### **2.1.3 Local Studies**

Some local studies in Cali highlight the positive influence of game-based approaches in diverse language learning contexts. Rivas (2016) implemented the game *Minecraft*, a sandbox video game, in an English class with 15 children between 8 to 12 years old from an outreach course at Universidad del Valle. The author implemented an Action Research study in which the findings showed that the use of a video game within an educational context proves to be a valuable tool in English learning, characterized by its ability to ignite motivation, interest, and teamwork among some students. The author recommends understanding the curriculum, which language functions and themes can be aligned with the content of the video game. This ensures that there is no risk of implementing a game that does not cater to the preferences and interests of the students or fails to align with the course objectives.

In contrast, Jaramillo (2011) undertook an action research project at a language institute in Cali. The objective of this study was to develop an instructional unit using a collection of traditional games and activities to enhance the speaking skills of young adults studying EFL. The participants were young adults,

and the research proposed a series of 30 activities. Data collection methods included classroom observation, a teacher survey, and two student surveys. The findings highlighted the transformative impact of games on students' attitudes toward learning English, introducing variety into the classroom and increasing student engagement. The research offered valuable insights into enhancing students' oral participation by using motivating games that encouraged both short and extended interactions among participants.

Aristizabal (2016) described the impact of traditional games aimed at promoting English oral production with an adult population between the ages of 22 and 62 at Universidad del Valle. The author implemented a qualitative study. The study's results showed that the games fostered a relaxed classroom environment, contributing to a reduction in students' affective filter. This, in turn, enabled them to successfully communicate orally and with less inhibition. The emphasis shifted from paying careful attention to correct grammar to a focus on conveying a message effectively in their utterances. The author concluded that the implementation of these games produced a notorious progress in students' level of fluency and in the quality of their interaction, and also that learners proved to be highly involved in the games; they constantly supported each other building a secure and friendly environment.

Overall, these studies showed that the use of games can be beneficial to the learning process of students, since the authors arrived at positive findings in different skills, such as reading and oral skills. However, the majority of these studies at the three levels; international, national and local, investigated the effectiveness of tech-mediated games (Bolliger et al., 2015; Widachee & Pattanapichet, 2018; Mazhar, 2019; Zadi et al., 2021; Camacho & Ovalle, 2019; Garzón & Serpa, 2022; López et al., 2022; Torres, 2015; Rivas, 2016), and just a few analyzed non-tech-mediated games (López et al.; 2022; Jaramillo, 2011; Aristizabal, 2016;), so it is important to continue studying in this field. Furthermore, we did not find studies in which the effectiveness of both types of games were compared, so we want to contribute by filling this gap by investigating perspectives of teachers and students on the use of digital and traditional games to improve English learning.

## CHAPTER 3 CONCEPTUAL FRAMEWORK

The main constructs of this study are Game-based learning, CALL and MALL which are two important fields that have been strengthening throughout the time in the classrooms; Motivation, that is an important factor when learning not only languages, but anything new; and non-tech and tech mediated games which will be the most important focus in our research. These constructs chosen are crucial because they form the foundational elements and considerations for understanding the impact of incorporating games into language learning.

### 3.1 Game-based learning

Game-based learning (GBL) has been strengthened widely in multiple contexts, even to the point that the idea that schools should use digital games for learning purposes has reached political levels (Lindgren, 2018). There are even recurring opinions that consider digital games should be used more in school, and teachers should start implementing more games in their lessons. Not only in educational contexts but also in workspaces. By nature, humans enjoy playing games and it might play an important part in cognitive development in childhood (Piaget, 1962; Vigotski, 1978). Some psychologists claim that game play is not only fun, but it is actually a key element for the development of thought and social skills. Thus, games have always played a part in education.

With the advancements in technology nowadays, it is more common to find classrooms provided with overhead video projectors, TV sets or computers. Therefore, when the word “game” is mentioned, people might tend to think of digital or video games. Yet, the word “games” does not refer only to these technologically-mediated games. Before discussing GBL, it is necessary to understand the concept of game. Salen and Zimmerman (2004) define a game as "a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome" (p. 80).

Specifically in the context of language learning, Wright et al. (2006) define games as “an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually

interact with others [...] Competition against others is not an essential ingredient of games” (p. 1). Lewis & Bedson (2013), in the context of teaching English to Young Learners, claim that two key elements in a game for language learning are “the presence of a visible set of rules which guide children’s actions, and an element of strategy -children must successfully apply their language (and other) skills” (p.5). Lewis & Bedson (2013) also claim that games are intrinsically task-based, which lends them easily compatible with language classes. Put together, these definitions emphasize interactivity, engagement, conflict (thereby implying problem-solving), rules, strategy, and product orientation. Instructional or educational games are basically games adapted to fulfill a specific learning objective (Nousiainen et al., 2018)

Game-based learning is characterized by specific educational goals achieved through gameplay, fostering engagement on cognitive, behavioral, affective, and sociocultural levels (Plass et al., 2015). These games often incorporate motivational elements such as points, badges, and leaderboards, sustaining student interest over time. Additionally, GBL provides a low-risk environment where students can explore, take risks, and self-regulate their learning without significant penalties (Nousiainen et al., 2018).

The theoretical foundations of GBL include cognitive theories, which emphasize how learners process and apply knowledge through interactive experiences. Motivational theories highlight the role of intrinsic and extrinsic motivation in sustaining engagement, while affective theories focus on the emotional aspects of learning and their impact on retention (Plass et al., 2015). Moreover, sociocultural theories underline the importance of social interaction and collaboration, positioning games as effective tools for cooperative learning (Nousiainen et al., 2018).

To implement GBL effectively, teachers must develop key competencies. A strong understanding of learning theories allows educators to design meaningful learning experiences. Awareness of game design principles ensures that games align with educational objectives. Additionally, technological proficiency is essential for integrating digital tools into the curriculum. Teachers must also possess assessment skills to evaluate both learning outcomes and student engagement during gameplay. Furthermore, they should

facilitate and guide students in making connections between gameplay and lesson goals, fostering reflection and deeper learning (Plass et al., 2015; Nousiainen et al., 2018).

GBL has been defined by many authors as a type of game play with defined learning products (Shaffer et al., 2005; Nousiainen et al., 2018). Within the game-based learning approach, both digital and traditional games can be involved. The next section discusses the fields of CALL and MALL which relate to digital technologies and games.

### **3.2 CALL and MALL**

To talk about digital games, we have to mention the field of Computer-Assisted Language Learning (CALL), which refers to a field of knowledge that focuses on how computers can mediate, influence, and help language learning (Gallego Espinosa, 2008). CALL has influenced language teaching and learning when it comes to preparing classes and materials in educational contexts mediated or assisted by technology.

Due to the continuous development and transformation in technology, CALL is a field of applied linguistics in constant change. It is known for its ever-changing nature in terms of teaching methods and advancements in both hardware and software technology (Beatty, 2013). However, it could be defined as "the search for and the study of applications of the computer in language teaching and learning" (Levy, 1997, as cited in Gallego Espinosa, 2008, p. 44) or any process in which students or learners use a computer specifically to improve their linguistic or communicative skills (Beatty, 2013).

CALL offers aimed input and interaction that can be related to the learners' proficiency level, and it allows the assessment of their performance. These activities create opportunities for learners to receive different kinds of input, like reading texts or watching/listening to videos, and also help students engage in collaborative work through the computer or other computer-supported technologies (Chapelle, 2005; Gallego Espinosa, 2008). The interactivity of CALL should provide learners with such opportunities to check, clarify, and confirm their understanding. Interaction takes place when the learner clicks to have their

response assessed, to continue in the activity, or to look for more information such as word definitions or cultural explanations related to the input (Chapelle, 2005).

Additionally, CALL materials focus on student-centered approaches over teacher-centered ones, aiming to promote and improve self-paced learning. Teachers can utilize CALL reference materials to aid in lesson planning, offering texts, audio, digital videos, and grammar or vocabulary exercises for classroom use. This approach does not only involve teachers using computers to create instructional materials; instead, it emphasizes a student-centered learning environment (Hashmi, 2016).

CALL has several defining characteristics, including:

- Providing an opportunity for real communication and interaction.
- Increasing student motivation and confidence.
- Offering authentic materials for study.
- Enabling personalized and self-paced learning.
- Supporting various roles of technology, such as tutor, tool, and stimulus for language learning (Gallego Espinosa, 2008).

Furthermore, CALL has evolved through three main stages, as described by Warschauer (1996, as cited in Gallego Espinosa, 2008):

- **Behaviorist CALL (1960s-1970s):** Focused on repetition and drills, following the audio-lingual method, where computers acted as tutors providing structured exercises.
- **Communicative CALL (1980s-1990s):** Shifted towards meaningful interaction, incorporating games, text reconstruction, and skill practice in a more engaging format.
- **Integrative CALL (2000s-Present):** Utilizes multimedia, internet resources, and hypermedia, allowing learners to navigate digital content at their own pace and engage in more dynamic learning experiences.

Nowadays, computers are not the only device used to access communication technologies. Mobile phones are now a well-established technology worldwide adopted by lots of language learners. Mobile-assisted language learning (MALL) has gained attention in recent times. Mobile phones are viewed as essential devices in our daily lives. In terms of mobile phone users, Zippia reports that as of 2023, approximately 86.29% of the global population owns a smartphone. This figure aligns with the estimate that around 70% of the global population over the age of 10 possesses a mobile phone. They are even more common than computers for different reasons, some of them are their prices and also their practicality.

Regardless of any limitations, technology—whether mobile or not—plays a crucial role in language learning. However, it does not function as a teacher on its own but rather serves as an instructional tool. To maximize its effectiveness, it must be integrated with second language teaching methods. Therefore, why use mobile phones only for social media as a communication tool if they can also be used as learning tools (Chinnery, G, 2006). In the present study, mobile games were implemented complementing the overhead video projector in games like *Kahoot*, *Bamboozle* and *Fortune* games where they have to look at the overhead video projector and also have to work from their personal devices.

In their 2004 study titled "Cell phones in task-based learning: Are cell phones useful language learning tools?" published in *ReCALL*, Patrick J. Kiernan and Kazumi Aizawa investigated the effectiveness of mobile phones in language education. They stated that second language acquisition is optimally facilitated through tasks that require learners to bridge information gaps, emphasizing in meaning-focused learning. However, in traditional classroom settings, the close proximity of students can undermine the effectiveness of such activities. The authors suggested that mobile technologies offer a solution by enabling physical separation among learners, thereby enhancing the efficacy of task-based learning.

These two constructs are relevant in our study because they are essential fields that join technology with language education. They take into account a wide variety of digital tools such as apps, online platforms, and mobile devices, updating the landscape of language learning. By understanding their

significance throughout game-based learning, the aim is to assess how digital games could influence language acquisition in contrast to traditional games.

### **3.3 Tech and Non-Tech-Supported Games**

Let us turn now to the core construct of the current study: defining and contrasting tech-supported games and non-tech-supported games. We started this chapter by providing definitions of “games” in general and of GBL, but in this subsection we need to be more specific in what we will later operationalize as tech-supported and non-tech-supported games.

In short, a technology supported game is any activity that 1) has a clear objective; 2) has a specific set of rules; 3) might imply either cooperation or competition; 4) involves interaction; 5) requires some level of strategy; 6) engage players’ cognitive and/or linguistic skills; and is supported in a digital or platform (Gros, 2014; Patrick, 2009). We prefer to use this as an umbrella term that may cover different games that include digital games, video games and collaborative online games. In terms of interaction, it is important to distinguish games in which the user interacts with the computer or a program or where the user interacts with another user (O’Brian et al. 2010).

On the other hand, we use the term non-tech-supported games to refer to those that do not depend on electronic devices to be implemented, are played face-to-face and might require materials such as paper, boards, markers and corporal movements (Lewis & Bedson, 2013; Wright et al., 2006). These may include board games such as Monopoly. They are seen as a typology of games that has played an important role in enhancing language skills. In the past, children created traditional games like lively activities, tongue twisters, counting-out rhymes, and more, all of them related to their surroundings and socio-economic circumstances (Kenanoglu & Duran, 2021). Before the emergence of tech-supported-games, these games were used widely and they were easy to use. These games can be played in any single classroom or space since they do not require materials difficult to carry, and do not depend on external factors like electricity or the internet.

Non-tech-supported games serve as fun activities for entertainment, providing a sense of community and social comfort (Lewis & Bedson, 2013; Wright et al., 2006). Consequently, engaging in these games can make English learning funnier for young learners. Games offer students a practical gaming experience that promotes interaction and communication among classmates (Kenanoglu & Duran, 2021). In addition, the physical movement mentioned above might also help students in order to release energy, and might favor kinesthetics, an important learning style (Gilakjani, 2012).

A dimension that is important to discuss when considering GBL, whether tech-supported or not, is the continuum from cooperation to competition. Over three decades ago, Dörnyei and Malderez (1997), supported in the field of group dynamic psychology, classified learning tasks as competitive, cooperative and individualistic, a taxonomy that easily applies to games as well. These are defined as follows:

In a competitive [task], students work against each other and only the best ones are rewarded. In a cooperative situation students work in small groups, each member sharing responsibility for the outcome, and group members are equally rewarded. In an individualistic structure students work alone and one's probability of achieving a goal or reward is neither diminished nor enhanced by a capable other. (Dörnyei and Malderez, 1997, p. 74).

Each type of task has its applications, contents for which they are appropriate, benefits and pitfalls. Some online games are designed to be played by oneself, and games that involve interacting with the computer are intrinsically individualistic. Kahoot and Quizzis promote a competitive environment in which a winner is selected based on the number of correct responses and the time taken to reply. Cooperative games are defined by the extent to which they meet certain criteria, as described by Quy, (2019, p. 14):

Students receive mutual support from their teammates, fostering positive group dynamics; Students become strategic planners willing to take risks and exchange their roles in different rounds of the game, alleviating possible anxiety for lower-level students; Students learn lessons of tolerance, sympathy, and teamwork, contributing to the development of successful learners beyond the classroom walls.

These are games in which learners have to co-construct something or together work towards the solution of a problem. As stated before, each of these tasks (games) might serve different purposes; yet, Dörnyei and Malderez (1997) emphasize that

There is consistent evidence from preschool to graduate school settings that, compared to competitive or individualistic learning experiences, the cooperative goal structure is more powerful in promoting (1) intrinsic motivation, in that it leads to less anxiety, greater task involvement, and a more positive emotional tone, (2) positive attitudes towards the subject area, and (3) a caring, cohesive relationship with peers and with the teacher (p. 74).

Putting together the views discussed above, it can be seen that the main difference between these two categories of games is the way they are delivered and their dependence on technology. Both need to have a clear learning objective, rules for students to follow, strategies for them to use their linguistic and cognitive resources, require interaction and promote engaging. Both types of games can be planned to be individualistic, competitive or cooperative. Yet, their dependence on technology can be a very important difference with distinctive implications. Does face-to-face interaction promote more or better cooperation among learners? Does the use of tech-devices increase retention or attentional processes? Does automatic feedback provided in tech-mediated games lead to better memorization? We hope our study can provide some initial insights into these questions.

## **CHAPTER 4 METHODOLOGY**

### **4.1 Overview**

This research's primary objectives are to investigate the teacher's and students' perspectives regarding the use of tech and non-tech mediated games in EFL classrooms. This chapter describes the research methodology used in this study.

### **4.2 Research Approach and Design**

This is a descriptive study, with qualitative approach and action-research design. Qualitative research involves the development of questions and methodologies, gathering data usually in the participant's environment, analyzing data by moving from specific instances to broader themes, and the researcher interpreting the importance of the information (Creswell & Creswell, 2018).

This approach and design allow us to have a deep exploration of a student population and their teacher's perspectives, attitudes, and experiences about the implementation of non-technology mediated and technology mediated games in the EFL classroom. The study focuses on the subjective points of view of the teacher, researchers and students and reflects their thoughts, feelings, and attitudes related to using games in language learning.

### **4.3 Research Site and Participants**

#### **4.3.1 Research Sites**

This study was conducted at a private archdiocesan school called Centro Educativo Industrial Luis Medina. The school is located in the Melendez neighborhood, this neighborhood is strata 2-3 and is located to the South of Cali. This institution was chosen because it has the necessary instruments such as access to the internet, computers, overhead video projector, speakers and their smartphones to implement tech-mediated games and there is enough space inside and outside the classrooms to implement non-tech-mediated games. They use textbooks which are aligned with the ministry of education and have 4 hours a week of English classes which are divided into 3 different days, 2 days with 1 hour and 1 day with 2 hours in a row.

### 4.3.2 Participants

The teacher participating in this project is a graduate in Modern Languages from the Universidad Santiago de Cali. He has 13 years of experience teaching English in both the private and public sectors. He has worked in universities such as UNAD, Universidad Santiago de Cali and in private language institutes such as Learn English in Cali. At Centro Educativo Industrial Luis Madina, where this research study is carried out, he has been teaching English for the tenth and eleventh grades for a year. In his professional career, he has taught different audiences, from children to adults, but he has only taught English; he says he would like to teach French in the future.

The group of participants is composed of 30 students from 11th grade aged 15 to 17. There were 15 male students and 15 females. This is an interesting population because they are usually characterized as difficult learners. The 11th grade is the last year of High School before graduation. As they are about to graduate, they might not have the same motivation of learning since they are mostly thinking about their future. Then, we consider that games can be a good tool to start teaching in a fun, different and engaging way for students.

### 4.4 Stages and Procedures

For our study, we followed Mertler's (2017) model of action research that involves the four stages of planning, acting, developing and reflecting. Table 4.1 below shows the stages and the steps we implemented in each stage.

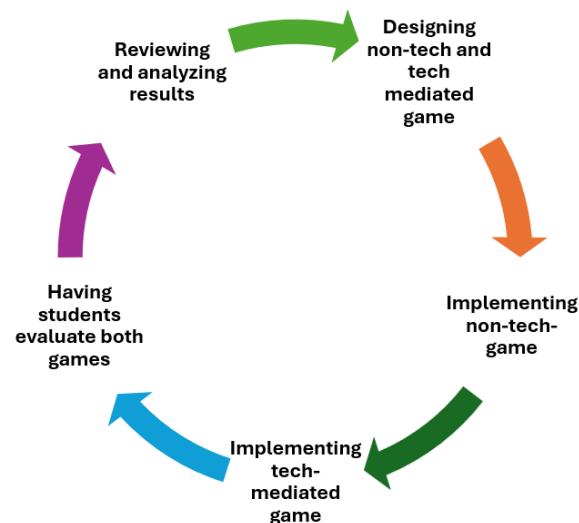
**Table 4.1** *Stages, steps and data collection instruments*

| Stage                | Planning stage                                                                                                                           | Acting stage                                                                               | Developing stage                                                                                         | Reflecting stage                                                                                |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Steps/actions</b> | Identify the gap in the research.<br>Review previous studies.<br>Create Conceptual framework.<br>Propose the action plan (methodological | Data collection pre-implementation.<br><br>Designing/selecting the tech and non tech games | Implementing tech-mediated games<br><br>Implementing non-tech games<br><br>Observing students during the | Reviewing results of the surveys.<br><br>Making adjustments to the game.<br><br>Writing results |

|                                                  |                                                     |  |                                                                                                                                                                                |                   |
|--------------------------------------------------|-----------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|                                                  | framework)                                          |  | intervention<br>Having students evaluate the games in terms of effectiveness, enjoyment and other criteria.<br><br>Learning the teacher's perspective on the games implemented | Final conclusions |
| <b>Data collection instruments or techniques</b> | Class observation<br><br>Semi-structured interviews |  | Class observations<br><br>Students' surveys                                                                                                                                    |                   |

Although the table makes it look as a linear process, action-research is not linear and phases 2, 3 and 4 are cyclical. They are best represented in the following way:

**Figure 4.1 Graphic representation of the action-research process as we developed the study**



This cycle of designing, implementing, evaluating and analyzing was repeated three times, once for each pair of games by a post-implementation survey. The survey focused on three key questions: their purpose in learning English, their confidence in different language abilities, and their favorite classroom activities,

such as singing, storytelling, or drawing, into the lessons. The responses provide valuable insights into students' motivations, strengths, and preferences, which can inform the development of more engaging and effective teaching strategies that we used to design and select the games we were going to implement.

The outcome of each step, becomes the income for the following. In the next sections we describe the games and the more specific aspects of the study.

## **4.5 Tech-Mediated and Non-Tech-Mediated Games**

A total of 6 games were designed/selected and implemented by the teacher in the school. The games were chosen based on the class observations prior to the implementation, the interview with the teacher and the review of the class syllabus. In this regard, it is important to highlight that the teacher had a very structural syllabus in which the topics and the sequencing criteria were grammatical points and linguistics items. Students were also very accustomed to grammar-based lessons. Next, we describe each pair of games.

Following the scheme from Wright et al (2006) and Quy (2019), for each game we include the objective, the materials needed, a brief introduction, the instructions, the main activity and the rules.

### **4.5.1 First Non-Tech-Mediated Game**

#### **Present Continuous through Charades**

**Objective:** Students will practice the use of the present continuous tense in a fun way through the game of Charades, improving their communication skills and vocabulary.

#### **Materials Needed**

- Timer
- Word or phrase cards for Charades (related to daily activities, occupations, hobbies, etc.)

#### **Warm-up**

The teacher starts with a quick review of the present continuous tense, giving examples and explaining its grammatical rules if needed.

## Introduction

1. The teacher will explain the rules of Charades to the students.
2. It will be a demonstration of a round of Charades with a few volunteers to ensure everyone understands how to play.

## Main Activity

1. The class will be divided into two teams.
2. One student from Team A comes to the front and selects a card. They must act the word or phrase on the card without speaking, while Team A tries to guess.
3. A time limit of 1-2 minutes per turn will be set. If Team A guesses correctly within the time limit, they earn a point. If not, Team B gets a chance to steal. Then it will be repeated with Team B and the teacher will continue alternating turns between the teams until the majority or all students have had a chance to participate.

### 4.5.2 First Tech-Mediated Game

#### Present Perfect Tense with Wordwall

**Objective:** Students will be able to understand and correctly use the present perfect tense in English sentences.

#### Materials Needed

- Computers or phones with internet access for each student
- Projector and screen for teacher's computer
- Wordwall account (free to create)

#### Links

- <https://wordwall.net/es/resource/55822814/ingl%c3%a9s/present-perfect-positive-and-negative-sentences>
- <https://wordwall.net/es/resource/36282450/ingl%c3%a9s/present-perfect-put-sentences-in-order>

## Introduction

1. Start the lesson by asking students what they know about the present perfect tense. Briefly review the concept if necessary.
2. Explain that the lesson will focus on understanding and practicing the present perfect tense in English.

## Instructions

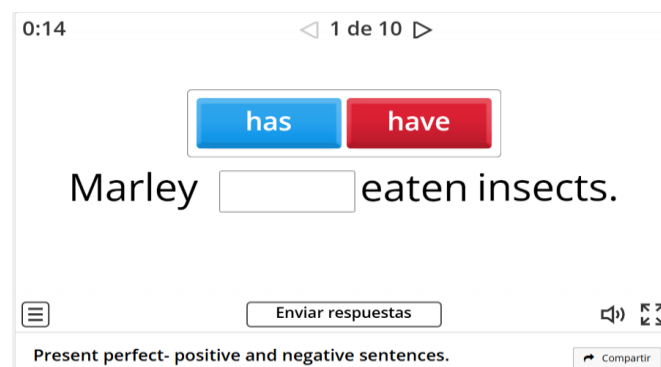
1. The class will be divided into groups of 5-6 students each.
2. Each group accesses the Wordwall activities on their phones.
3. The teacher should circulate around the classroom to assist students and ensure they are understanding the activities.

## Class Review

1. The class is organized back together and the Wordwall will be projected on the screen.
2. Discussion of the correct answers and explanation of any concepts that may be unclear.

The next figures (1 and 2) will show how the Wordwall games looked like.

**Figure 4.2** Screenshot of the First Wordwall game.



**Figure 4.3 Screenshot of the Second Wordwall game.**



### 4.5.3 Second Non-Tech-Mediated Game

#### Running dictation

**Objective:** Students will practice asking and answering questions in English, improving their question formation, vocabulary, and critical thinking skills.

#### Materials

- Timer
- List of categories (e.g., animals, famous people, objects, places)

#### Warm-up

1. Review question formation in English by asking students to brainstorm different types of questions (yes/no questions, wh-questions).
2. The teacher will provide examples and correct any mistakes in question formation.

#### Introduction

1. Explanation of the rules of the game.
2. Demonstration with a few volunteers to ensure everyone understands how to play.

#### Main Activity

1. The class is divided into teams of 5-6 students.

2. One student from the team thinks of a person, place, or thing and keeps it secret.
3. The rest of the team should ask yes-or-no questions to try to guess what it is (e.g., "Is it a person?" "Is it bigger than a car?").
4. Time limit of 1-2 minutes per round.
5. The teacher goes around the classroom making sure they are playing and understanding the game's rules

#### **4.5.4 Second Tech-Mediated Game**

##### **Bamboozle**

**Objective:** Students will recognize parts of the speech (nouns, adjectives, adverbs, verbs)

##### **Materials**

overhead video projector

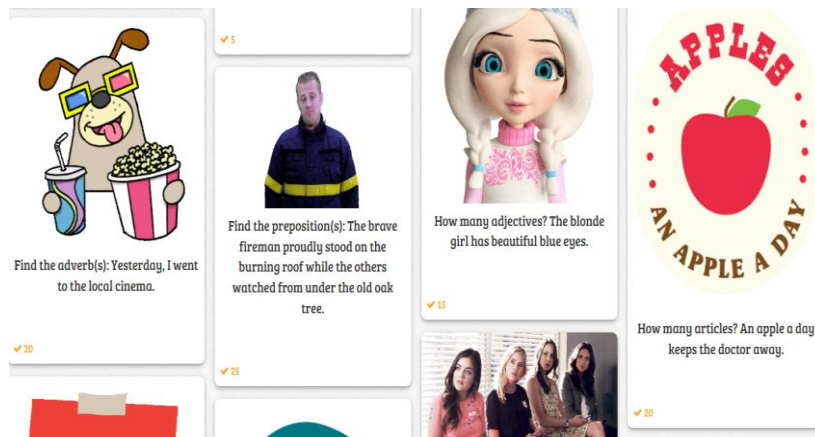
##### **Instructions**

1. The teacher gives a brief explanation of the topic.
2. Rules of the game are explained.

##### **Gameplay**

1. The group is divided into two groups, Group A and Group B.
2. A GIF will be shown and the group should name 3 adjectives that describe it.
3. They should do it within 30 seconds.
4. They should name 4 - 5 as the time passes.
5. The group that gains more points is the winner.

Figure 4.4 Screenshot of Bamboozle game



### 4.5.5 Third Tech-Mediated Game

#### Fortune Game

**Objective:** To enhance students' vocabulary and language skills through a game.

#### Materials Needed

- ESL Vocabulary Fortune digital game game board
- Computer
- overhead video projector
- Timer

#### Activity

1. Group will be divided into two groups, Team A and Team B.
2. Each group will choose one topic from the screen, such as Hobbies, Work, Animals, Food, ect.
3. The game will give a statement and students should guess which are the answers given by the public, each answer has different points.
4. The group of students with more points wins.

Figure 4.5 Screenshot of Fortune Game

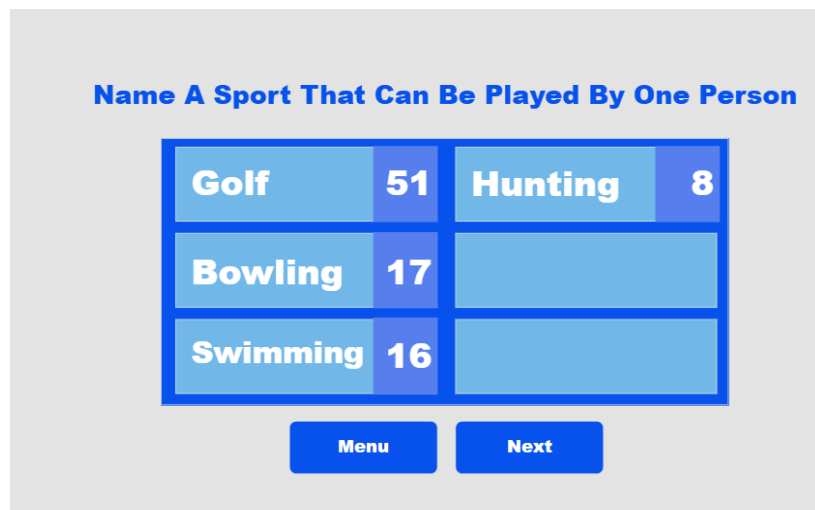


Figure 4.6 Screenshot #2 of Fortune Game



#### 4.5.6 Third Non-Tech-Mediated Game

##### Scramble

**Objective:** To practice third person singular conjugation in Present Simple tense.

##### Materials Needed

- Pieces of hard paper of different colors (white, red, green, and blue)
- *White:* conjugations s, es, ies

- *Red*: Complements
- *Blue*: verbs
- *Green*: Subjects (I, are, you, we, they, she, he, it)

### Activity

1. Students will create groups from 2 to 5 people.
2. Each group will have some pieces with the words, conjugations, and verbs.
3. They should create sentences in third person singular in present simple tense.
4. When they have finished the sentence, the teacher will confirm if it is right or wrong.
5. Once they have a correct sentence, they should write it down.
6. The group that writes down 10 sentences first, wins a grade of 5.0.
7. The other groups will have a lower grade depending on the place they finish.

## 4.6 Data Collection Methods

### 4.6.1 Researchers' observation journal

The researcher's journal ([Appendix 5](#)) serves as a reflective and observational tool to document classroom activities, student engagement, and instructional practices associated with the use of technology-mediated and non-technology-mediated games. Both researchers will keep individual journals, ensuring comprehensive and nuanced data collection. Entries will include detailed observations, emerging patterns, and reflections, which will later undergo triangulation to compare and validate findings from other data sources such as interviews and surveys. The triangulation process enhances the reliability and credibility of the data, supporting a holistic understanding of the research context (Creswell & Creswell, 2018).

We conducted observations for a total of 10 classroom hours prior to implementing the games, aiming to understand students' behaviors in the English class as well as their needs. These pre-implementation observations provided a general understanding of the classroom environment and practices. On the other hand, during the implementation of the games, we used a focused observation format

([Appendix 6](#)) to examine both the teacher's and students' performance throughout the execution of all six games. Additionally, we took on a participatory role in these observations, providing support to the teacher during the implementation process.

#### **4.6.2 Needs Analysis Survey**

A needs analysis survey was conducted to gather students' opinions on technology-mediated and non-technology-mediated games, as well as their motivations for learning English. This survey aimed to identify students' preferences regarding language learning activities and the skills they felt most comfortable developing. According to Richards (2001), a needs analysis helps educators design courses that align with learners' specific needs and interests, enhancing the learning experience. Through the survey, students were also asked about the types of activities they would like to have in their English classes, providing valuable insights for designing engaging and effective learning experiences.

#### **4.6.3 Interviews**

Interviews allow participants to express their feelings and thoughts (Cresswell & Cresswell, 2018). In this study, 1 pre and 1 post semi-structured short interviews with a maximum of 5 questions were conducted with the teacher. The first one to gather his opinions towards the use of games, the students' behavior and interests and classroom general information. The second or post interview was intended to gather information about how he perceived the process, the engagement, motivation and performances students had within each pair of games.

#### **4.6.4 Surveys**

Surveys helped us to identify and compare the students' perceptions of how they felt when the tech and non-tech-mediated games were implemented. In this study, four questionnaires in total were conducted. The first one was to know the students interests and needs so we could design the games ([Appendix 8](#)) and the other three questionnaires were to know the perceptions of students on the implementation of the games ([Appendix 7](#)). Each time that a pair of a non-tech mediated game and a tech-mediated game was implemented, a survey would be conducted to evaluate which game they felt more motivated with, which

one taught them more, which one was more interesting for them, which one was easier to understand, which one was easier to remember, and which one was more engaging.

All surveys include closed-ended and open-ended questions to obtain a complete vision of students' perceptions. Closed-ended questions were important because they allowed for direct comparisons among participants' perspectives of each game, making it easier to analyze trends and patterns in responses. On the other hand, open-ended questions played a crucial role in gathering detailed information, as they provided participants with the flexibility to express their feelings and thoughts more freely, offering deeper insights into their perspectives and experiences.

We implemented three surveys that aimed to compare the students' perceptions on a pair of a tech and a non-tech-mediated game. Each survey contained a different pair of games. In these surveys the students' encountered 4 close-ended questions in which they had to rate each game in terms of joyfulness, easiness to understand, and how much they recall the grammar topic developed in the game. Besides that, they had to choose the game they liked more, and explain why they chose it. At the end of the survey, they had to give a brief opinion on each game.

#### **4.7 Procedure and Data Analysis**

The procedure was planned to start with the implementation of a non-tech-mediated game, then, the next week was planned to implement a tech-mediated game and so on. It is important to clarify that the teacher implemented the games with some support and instructions given by the researchers. The teacher did not design the games, these ones were provided by the researchers too. This methodology was carried out until three non-tech-mediated games and three tech-mediated games were implemented.

Furthermore, when three non-tech-mediated games and three tech-mediated games were already implemented, this means every 2 weeks, we conducted the survey to the students in order to get their perceptions of each game. This part of the study will have a duration of around 4 months. We alternated the types of games so students can make comparisons and state their differences according to their experience with each type of game. Table 4.1 depicts the data collection process.

**Table 4.2** *Plan of Implementation of Games*

|        |                   |        |
|--------|-------------------|--------|
| Week 1 | Non-tech-mediated |        |
| Week 2 | Tech-mediated     | Survey |
| Week 3 | Non-tech-mediated |        |
| Week 4 | Tech-mediated     | Survey |
| Week 5 | Non-tech-mediated |        |
| Week 6 | Tech-mediated     | Survey |

The data collected in this study was analyzed through thematic analysis. Thematic analysis focuses on identifying and describing implicit and explicit ideas in the data, that is, themes (Guest et al., 2011). Thematic analysis will be employed to identify recurring patterns and themes within the qualitative data collected from interviews and interventions. This method allows for a nuanced exploration of participants' perspectives. Also, some sub-themes can be found and they are included in the results and the final discussion (Bakar & Nosratirad, 2013)

#### **4.8 Validity and Reliability**

Validity and reliability were crucial to the credibility of our study and also to ensure that the study accurately measured what it intended to measure (Golafshani, 2003). In order to do so, several steps were taken to enhance the reliability of data collection and analysis.

To ensure this study's validity, the games, observations, survey and interview questions were developed based on a review of existing literature and they were reviewed and consulted with experts in the field, in this case, our tutor, for clarity and relevance, so we can get the most important information to

develop the study. Regarding reliability, this study used inter-coding reliability, since it was important to guarantee consistency in the coding process and interpretations of participants' responses. Both researchers were involved in the coding process. Besides, the interview protocol was carefully designed to maintain consistency across all interviews.

#### **4.9 Ethical Considerations**

Ethical considerations for this study underscored our dedication to protecting and respecting participants, ensuring that the research was conducted ethically and responsibly. First, both the teacher and the students were orally informed of the objectives, procedures and implications of the study. Then, they were invited to voluntarily sign a written informed consent ([Appendix 2](#)) if they decided to participate in the study. At all times, they were informed that their participation was voluntary. Since students were minors, a letter of information was also sent to their parents and responsible adults. Also, the purpose of our study, the methodology used and some potential risks were clearly explained. Furthermore, we ensured participant anonymity, and maintained confidentiality. At the end, participants received information about the findings of the study.

## **CHAPTER 5 RESULTS**

In this section of the study, we report on the results from the methodology implemented. First, we report the results of the initial phase in which we collected data to design the intervention. This stage includes class observations, the needs analysis survey and an interview with the English teacher. Then we report data during the implementation of the tech-mediated and non-tech mediated games, which includes notes from our research journal and results from the comparative surveys students answered after each pair of games was implemented. Finally, we report the results of the evaluation of the games from the perspective of the teacher in the post-implementation phase.

## 5.1 Before Implementing the Games

Before implementing the games, we interviewed the teacher with the aim of learning about his methodology in class and his perspectives on games. We also conducted a needs analysis survey which aimed to discover students' preferences related to the English language and lessons. This interview and survey helped us to have some insights and a better view on how to approach the students and how to create the material for the games and their implementations.

### 5.1.1 Teacher's Interview Pre-Implementation

In the interview ([Appendix 3](#)), we found that the teacher has a positive perception of the use of games in teaching English. He mentions that students find this type of activity motivating and interesting, as it breaks the monotony of traditional written assignments. According to his experience, games increase students' motivation, although he admits that long-term engagement may depend on other complementary pedagogical strategies.

The teacher emphasizes that digital games, such as Kahoot and Quizizz, have a positive impact due to students' familiarity with the digital world. He recognizes that young people are immersed in this environment, which makes them more receptive to these tools. However, he also points out barriers such as the lack of connectivity or technological resources in some institutions, which limits their application.

On the other hand, the teacher has implemented non-technology mediated games such as “Stop”, “Mime”, “Hangman” and activities with cards (e.g., forming routines in the simple present tense or creating stories). He considers these activities to be useful, especially when there is no access to technology, and they help develop skills in a playful way.

The teacher sees games as an effective pedagogical tool to motivate students and foster meaningful learning. Although he admitted a preference for technology-mediated games, he also recognizes the value of non-technology mediated games, especially in situations where resources are limited. Despite the

technical and training challenges, the teacher integrates these activities with creativity, adapting them to the needs of the group.

### 5.1.2 Needs Analysis Survey

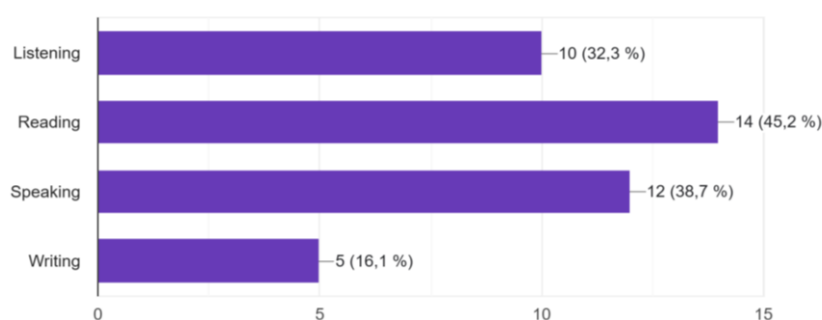
The following section presents some of the results obtained from a survey designed to explore students' perspectives and preferences regarding their English learning experience in the classroom.

Regarding the first open-ended question which was “What is your purpose in learning English”, we evidenced two main topics in their answers: Future opportunities, for work or study, and leaving the country. Regarding their future opportunities, 17 students said similar answers in which they stated they were learning English because they wanted to have better opportunities in the future, either to study or work, some of the answers taken from the Needs Analysis were: “*Mi propósito de aprender inglés es para ser mejor profesional en un futuro*”, “*Quiero aprender inglés porque me sirve en un futuro para lo que quiero estudiar*”, and “*Para el futuro, poder tener mejores oportunidades*”.

The other main issue in their answers was leaving the country and 6 of them mentioned they wanted to learn or improve their English because they wanted to leave Colombia. Some of their answers taken from the Needs Analysis were: “*Salir del país y para otras oportunidades que me brinda el inglés*”, “*Para tener un mejor futuro en otros países*” and “*Porque quiero salir del país*”. These answers, put together, seem to suggest that students' motivation to learn English leans towards an instrumental orientation (Dörnyei & Ryan, 2015), that is, they see the value of learning English in the practical and pragmatic benefits mastery of the language could bring for them such as better job opportunities, studies or living abroad.

As part of the needs analysis, it was important to learn how students self-assess their performance in the different communicative skills. This would be useful to select and design the type of games to be implemented considering the strengths and weaknesses students identified. In the next figure we can see students' preference regarding the different language skills.

**Figure 5.1 Students' self-assessment of their performance in the four communicative skills.**



We can see that students feel more comfortable when it comes to reading, while the skill they feel the least comfortable with is writing. Surprisingly, they feel more at ease with speaking than with writing.

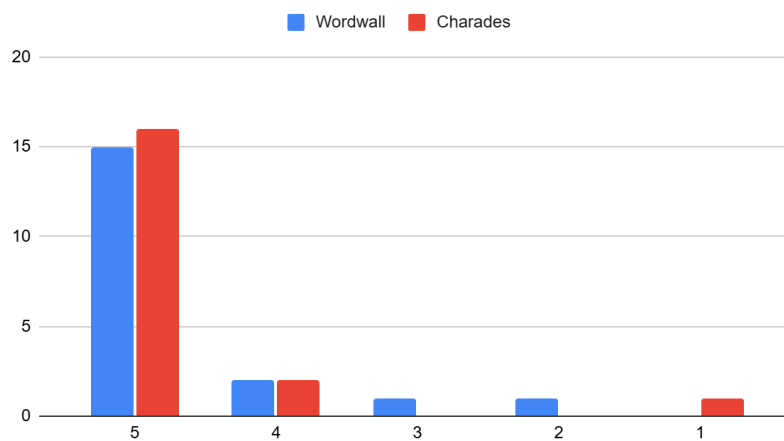
In this section, we comment on some of the activities that the students proposed for the games we were planning, designing and selecting. In the answers we identified all the answers were different and every student proposed dynamic activities to do in the classroom. Here are some of the most repeated options we took from the Needs Analysis: Two of them wrote “*Conversations*”, six of them said “*Drawing*”, two wrote “*Sing, make a song*” and three of them wanted “*digital games*”.

Other answers showed they wanted to have some approach with videos, movies and digital content “*Watch videos*”, “*Watch movies in English and do more didactic activities*” “*Watch movies in English*”.

## 5.2 During the Implementation of the Games

### 5.2.1 First Pair of Games

During the first two weeks of the implementation, the games implemented were Charades (non-tech mediated) and Wordwall (tech-mediated). After the students played both games, the comparative evaluative survey was administered. Figure 5.2 below shows the results of the survey comparing the first pair of games in terms of enjoyment.

**Figure 5.2 Comparison of students' enjoyment of the first pair of games**

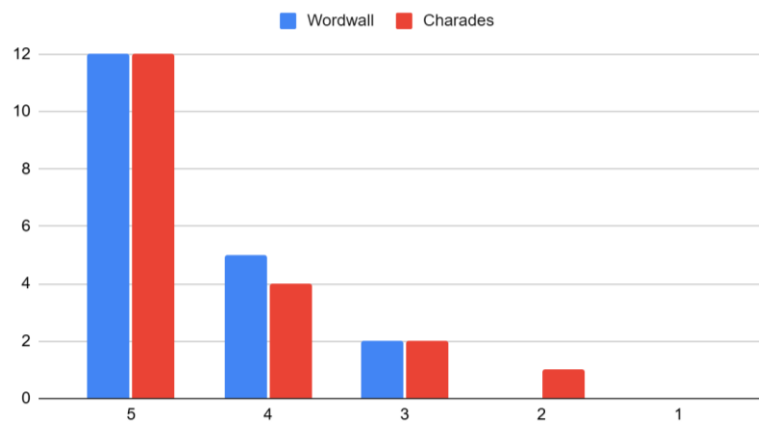
Regarding the overall enjoyment of the first pair of games among the students, both games had similar scores. This suggests that both activities were generally well-received, but there are some notable distinctions worth mentioning. From our point of view, in this pair of games, Charades showed a slightly higher average score compared to Wordwall.

From our perspective, based on our own observation and reflection during the sessions in which the games were played and notes from our journal, Charades seemed to increase their participation. The nature of the game, which involves acting out words or phrases without speaking, naturally encourages players to be more involved and interactive. This active participation not only enhances the fun factor but also promotes a sense of teamwork among players.

In contrast, while the other game was enjoyable, we evidenced it did not promote the same level of engagement. The dynamics of Charades seem to create an atmosphere where students are not just witnesses but also actively contribute in the process of learning. As a result, we observed that students were more enthusiastic and invested during Charades, leading to a more enjoyable experience overall. Similarly, Reinders and Wattana (2015) highlight how engaging activities can lead to increased enthusiasm and willingness to participate, which aligns with our observations from this game.

The next comparison between these games focused on students' perception on which game facilitated learning more. Figure 5.3 shows the results.

**Figure 5.3 Comparison of students' perception on the facilitative effect on learning of the first pair of games**



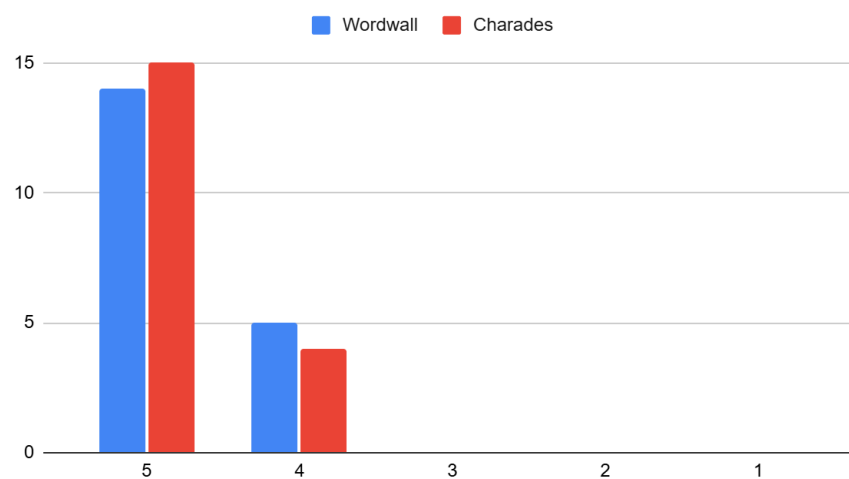
In response to this question, both games received similar scores from the students, showing no important difference in terms of how easy it was to understand the topic through the game. This suggests that, overall, both games were effective in making comprehension easier. In fact, the same number of students gave a score of 5 for both games in this question. However, there was a slight preference for Wordwall (the technology-mediated game), which received one additional vote on the 4-point scale. This slight advantage suggests that some students found Wordwall a bit easier to understand in terms of learning the grammar topic.

Interestingly, while Charades (the non-technology-mediated game) was preferred in terms of enjoyment—as indicated by the previous figure—it was the only game to receive a score of 2 on the scale. This lower rating shows that, despite being fun and engaging, Charades may have posed more challenges for students when it came to clearly understanding the topic, since it focused more on interaction, corporal movement, teamwork rather than a grammar topic. The physical and kinesthetic nature of Charades made it more abstract, which may have made it harder for some students to connect directly with the topic. In contrast, Wordwall appears to have supported clearer comprehension for more students. Since Wordwall incorporates more structured prompts and visual aids, it may have allowed for easier processing of information compared to Charades.

This finding suggests that for educational objectives that require clarity, games with structured content (such as Wordwall) might be preferable, while games like Charades might be more adequate for boosting engagement and enjoyment. (Plass et al., 2015)

Continuing with the analysis of this pair of games, the next question compares it in terms of students' perception of how easy the game was. This question refers to how easy the instructions of the game were while the previous one referred to how easy the game made the topic or content.

**Figure 5.4 Comparison of students' perception of how easy the games were on the first pair of games**



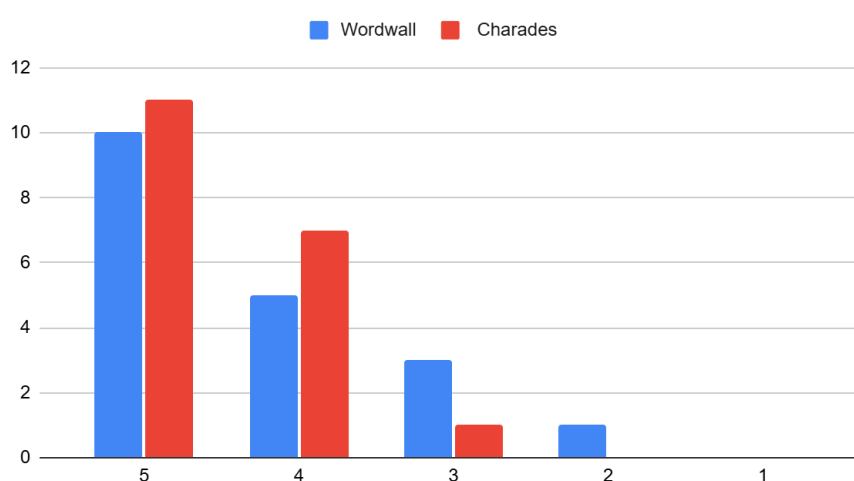
The data reveals that Charades, the non-technology-mediated game, received one additional point on the 5 score. However, Wordwall, the technology-mediated game, also received an additional point on the 4 score. This balancing effect suggests that both games were relatively well-received in terms of clarity, and students felt comfortable and understood the instructions and structure of each game.

The distribution of high scores for both games implies that neither game presented significant barriers in terms of comprehension. Both Charades and Wordwall appeared accessible and understandable for the students, regardless of the differences in game format. This suggests that both approaches—technology-mediated and non-technology-mediated—were equally effective in guiding students to follow along and engage without confusion in classroom settings, provided that the games are well-structured and clearly explained to the students. It highlights the flexibility of GBL tools in supporting comprehension,

regardless of the tool used, and suggests that game choice can prioritize other factors, such as engagement or learning objectives, rather than ease of understanding alone (Garris et al., 2002).

The next question compares this pair of games in terms of how easy the topic was to remember. This question refers to the students' ability to remember the grammar topic (or content) with the game's aid.

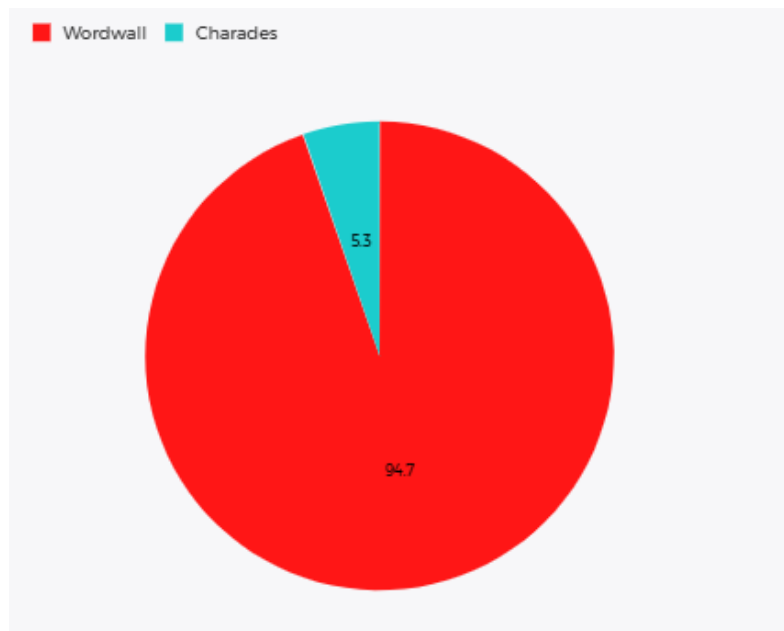
**Figure 5.5 Comparison of students' perception of how easy the topic was to remember on the first pair of games**



Paradoxically, while students reported that Wordwall helped them more to learn the linguistic content targeted in the game (figure 5.3), they perceive that Charades helped them remember the topic better. This contradiction might be due to the fact that students enjoyed more charades (figure 5.2) and remember more the experience of playing this game, and might associate this memory of the game with memory of the content. Another alternative explanation is that Charades was less facilitative to the learning of the content according to figure 2, but in turn, the fact that they had to make more effort might benefit long-term memory of the content learned. This has been suggested in studies of cognitive psychology and language learning (Robinson, 2001; Ellis & Sinclair, 1996)

The last question asked students to indicate their preference in this pair of games. Figure 5.6 shows that most students preferred the non-tech mediated game.

**Figure 5.6 Students' preferred game on the first pair of games**



In contrast to the other figures, where the comparison of the first pair of games shows very similar tendencies in students' perceptions, this specific chart reveals a distinct preference. The pie chart clearly shows that Charades was more favored by the students, with 94.7% of them selecting it as their preferred game, leaving Wordwall with only 5.3% of the votes.

From our perspective, this strong preference for Charades comes from the game's interactive and engaging nature. Unlike Wordwall, which is technology-mediated and may feel more structured or routinary, Charades encourages physical movement, spontaneous creativity, and active participation. These aspects allow students to engage with each other more directly, fostering a sense of involvement and excitement that goes beyond simply following prompts on a screen.

Charades also offers a social, team-oriented experience, which can enhance enjoyment and make learning more interesting. According to Mardhiah et al. (2023), the game has evolved as a versatile and engaging gamification technique that can stimulate interaction and enhance engagement in English language learning and teaching. The game's reliance on gestures and teamwork likely created a lively, dynamic environment that appealed to the students. This level of interactivity may help explain why

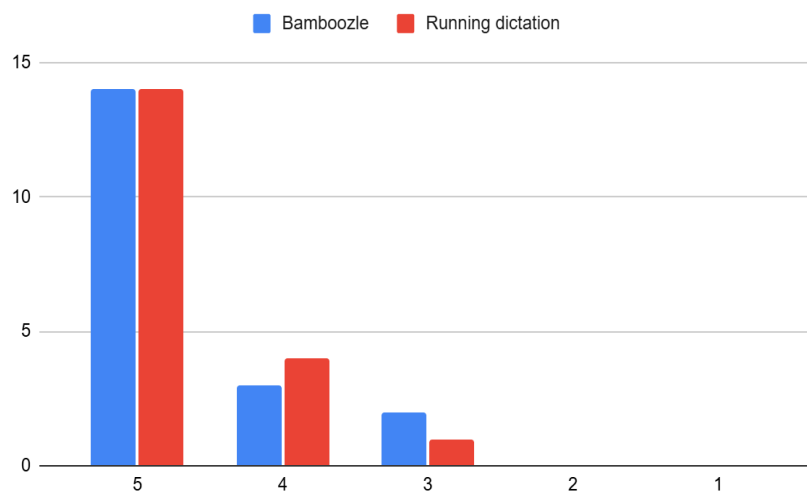
Charades was way more favored, as it allowed students to feel more involved in the learning process through movement and collaboration.

To conclude, while both games were useful in supporting the learning objectives, the students' clear preference for Charades suggests that interactive, non-technology-mediated games can provide a more immersive experience. This highlights the value of incorporating hands-on, movement-based activities in the classroom, particularly when engagement and active participation are key goals.

### 5.2.2 Second Pair of Games

During the next two weeks of the implementation, the games implemented were Running Dictation (non-tech mediated) and Bamboozle (tech-mediated). After the students played both games, the second comparative evaluative survey was administered. Figure 5.7 below shows the results of the survey comparing the second pair of games in terms of enjoyment.

**Figure 5.7 Comparison of students' enjoyment of the second pair of games**



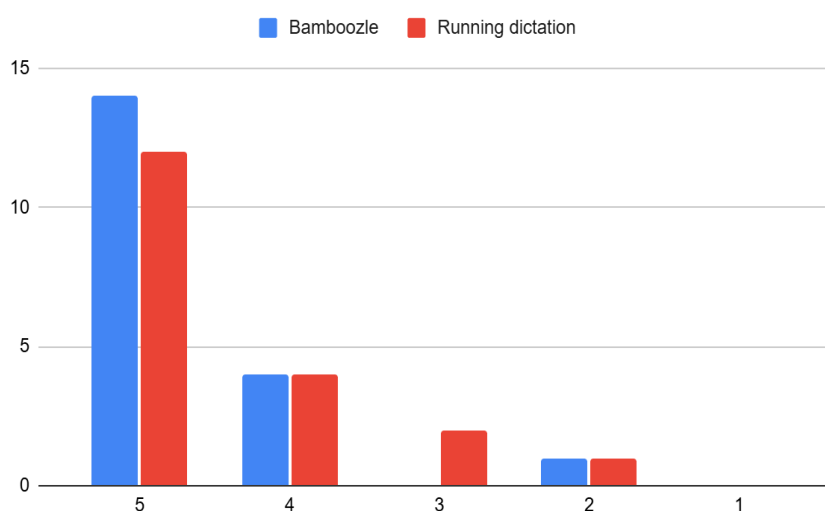
The figure shows that both games are perceived similarly in terms of enjoyment. For both games, the majority of students (14 in each) gave them the maximum score of 5 on a 5-point scale. However, there were slight differences in individual scale punctuations. The rest of the scores were distributed between the scores of 3 and 4 and no students scored any of the games with a 1 or 2. Despite these minor differences,

we believe that the digital game, Bamboozle, was better received overall. We observed higher levels of student engagement during Bamboozle, with most students actively participating.

In contrast, during the running dictation game, although all students were present, not all were involved. This lack of full participation may be attributed to the physical and grammar demands of the game, which required students to run and correct grammar mistakes aloud. Some students may have felt uncomfortable performing these tasks, possibly impacting their willingness to fully engage. Likewise, Hanus and Fox (2015) note that engagement in classroom activities is influenced by their design, tasks that are too demanding potentially discourage full participation.

In the next figure, results of the comparison of both games in terms of how much the game facilitated learning are shown.

**Figure 5.8 Comparison of students' perception on the facilitative effect on learning of the second pair of games**

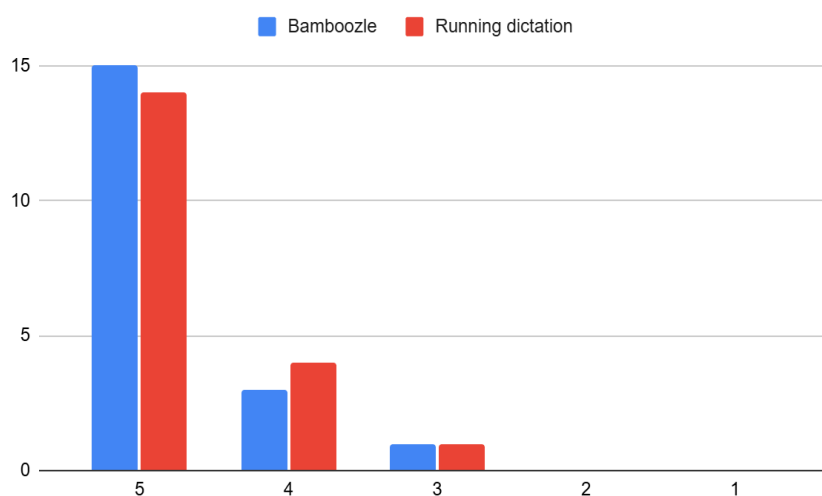


Once again, both games received very similar scores despite one game having slightly higher scores than the other. More students considered that bamboozle was more facilitative of learning. Here it is important to consider that Bamboozle was implemented for students to practice parts of speech, while the running dictation was implemented for them to practice the structure of interrogative sentences in different tenses. The type of questions and tasks required in Bamboozled was more helpful for students to learn the

grammatical points. There seems to be an interaction between the type of game and the grammar or communicative point to be learned.

Based on these observations, we can conclude that the technology-mediated game, Bamboozle, was perceived as slightly more facilitative of learning overall than its non-technology mediated peer. This insight aligns with the trend that digital tools can make gameplay more intuitive and appealing to students, possibly reducing the complexity and physical demands that may affect participation and engagement in non-mediated activities (Huang & Soman, 2015). The other point of comparison between these two games referred to the perceived easiness of the game. These results are shown in figure 5.9 below.

**Figure 5.9 Comparison of students' perception of how easy the games were on the second pair of games**

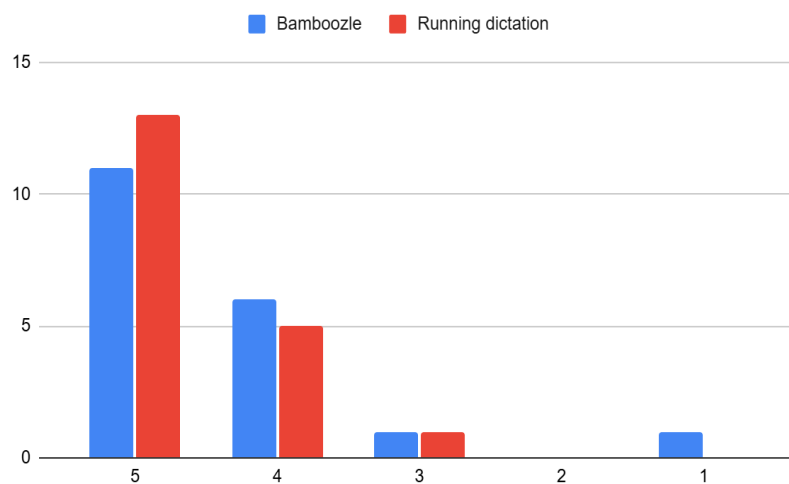


This figure shows that the technology-mediated game (Bamboozle) was slightly easier than the non-technology mediated game (running dictation) with one vote more on the 5 rating. However, on the 4 score running dictation had one point more. This balance suggests that both games' rules were easy to understand and follow. From our perspective, running dictation was more challenging logistically speaking. Unlike Bamboozle, which is played within a digital platform, running dictation required significant preparation and coordination. Players needed to be divided into teams, students had to take turns and had to be organized, and the game had to be played in an outdoor setting, introducing additional aspects like space

management and distractions. These factors could make the game feel more complex or demanding, both for participants and teachers.

Despite these logistical aspects, the attractiveness of Running Dictation lies in its active and interactive nature, which engages players physically and cognitively. However, this complexity remarks the importance of preparation and clear instructions to ensure a smooth and enjoyable experience for all participants. This comparison puts in evidence how technology-mediated games may offer more simplicity, while non-technology-mediated games provide unique interactive and physical engagement, but with some challenges. Let us continue to the next point of comparison.

**Figure 5.10 Comparison of students' perceptions of how easy the topic was to remember of the second pair of games**



This figure shows that students rated Running Dictation better at helping them remember the topic they worked on. The number of students rating the games with scores of 4 and 3 are also similar. However, it is worth noting that Bamboozle received one vote on the 1-point score, suggesting that for at least one participant, the activity was less effective in helping them retain the topic.

The perceived greater retention of the topic in Running Dictation can be attributed to the game's structure, which requires active and dynamic participation. The physical movement, team coordination, and verbal dictation involved in Running Dictation could lead to deeper processing of the material, making it

easier for students to remember the information later. It has been suggested that kinesthetic activities might favor memory and retention in different learning activities (Lamb et al., 2017).

On the other hand, although Bamboozle is an accessible learning platform, being digital and less physically engaging might not foster the engagement of cognitive processes as much as Running Dictation does. For some students, the simplicity and passive interaction in Bamboozle was not enough to remember the topic as effectively.

As a conclusion, the results show that Running Dictation is more effective in terms of improving retention of information due to the game's nature: it involves an active and participative aspect. However, different preferences and learning styles of the students might influence the results, which evidences the importance of varying instructional strategies to respond to different students' needs.

**Figure 5.11 Students' preferred game of the second pair of games**

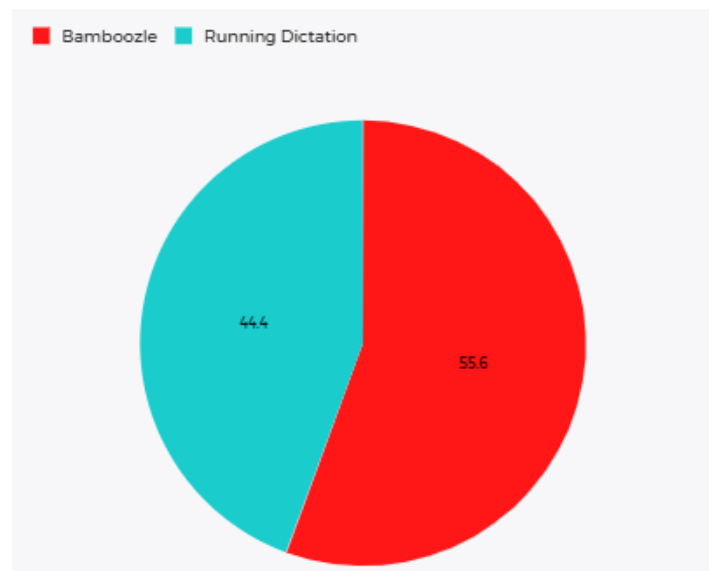


Figure 5.11 shows that, although students' preferences were very similar, Bamboozled was preferred by the majority of the students. In contrast with the first pair of games, in which there was a remarkable difference, in this pair the difference is not really meaningful even though there is a 10% difference between both games.

We can conclude that the preference for Bamboozle comes from the facility and simplicity it takes to play the game while Running Dictation was somewhat more challenging and complicated in terms of rules and development. As a technology-mediated game, Bamboozle makes many aspects of game mechanics easier, such as turns and presenting questions, which makes it more accessible. The structured and automated digital environment ensures an easier experience, avoiding possible misunderstandings.

In contrast, Running Dictation involved a more dynamic context that required additional effort. Its rules and structure, while engaging and interactive, demanded more preparation and coordination. Players needed to form teams, organize their roles, and actively participate in physical movement and verbal communication. While these elements can make it effective in terms of engagement and enjoyment, they also introduced a little complexity. In conclusion, while in the last pair of games the enjoyment was enough to make charades the most preferred game, in this pair it was not enough, thus Bamboozle was preferred.

### 6.3.3 Third Pair of Games

After the first month of the implementation of games, Scramble (non-tech-mediated) and Fortune Game (tech-mediated) were implemented. After the students played both games, the third comparative evaluation survey was conducted. Figure 5.12 shows the survey results comparing the two games in terms of enjoyment.

**Figure 5.12 Comparison of students' enjoyment of the third pair of games.**

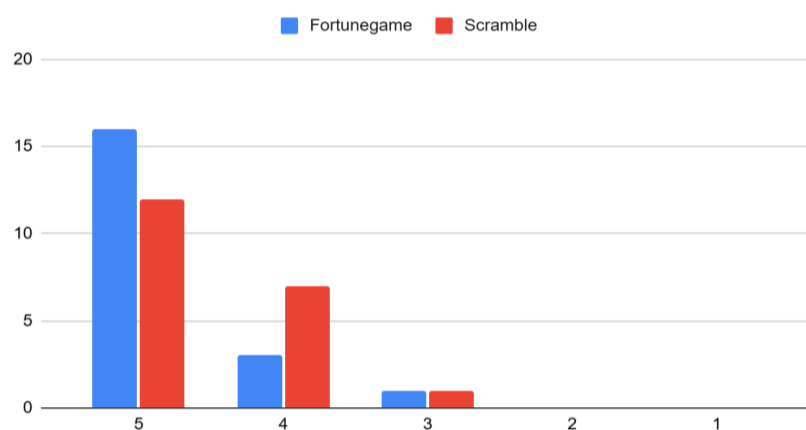


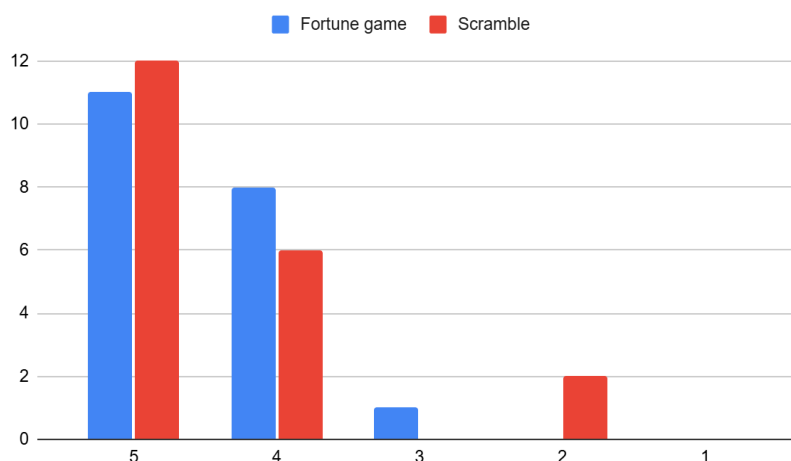
Figure 11 shows that the technology-mediated game (Fortune Game) had a higher frequency of votes on the 5-point extreme of the scale, while the non-tech mediated game (scramble) had a higher frequency on the 4-point level. This shows us that both games, once again, were well-received by the students as there are no scores below the three points. Both games were enjoyable.

According to our observations we believe the Fortune Game resulted slightly more enjoyable for the students since the idea was to talk about different topics such as: Music, sports, food, transportation, fashion, and so on, and these are topics that might be interesting for some students. These topics captured students' attention and allowed them to connect with the activity on a personal level, making it feel more interactive and fun. The conversational aspect of the game encouraged participation and offered an opportunity for students to express their opinions and interests, contributing to its higher ratings (Dörnyei & Ryan, 2015; Ryan & Deci, 2017).

On the other hand, Scramble had a more structured and grammar-focused format. Students were required to organize words correctly by identifying their grammatical roles, such as nouns, verbs, or adjectives. While this activity was still positively received, its focus on linguistic structure made it less flexible and less dynamic compared to the nature of the Fortune Game. For some students, this difference might have led the students to perceive Scramble as a more traditional classroom exercise, which could explain why it did not receive as high a score on the 5-point scale.

Overall, both games served the purpose of engaging students in learning activities, but the results suggest that incorporating conversational topics and a more interactive format, as seen in the Fortune Game, might be more effective in improving student enjoyment and participation. While enjoyment is an important element when discussing instructional games, it is not the only factor to take into account. In the next figure, we report and then analyze students' perception on how facilitative of learning these games were.

**Figure 5.13 Comparison of students' perceptions of the facilitative effect on learning of the third pair of games**



It can be said from the graph that there are similar perceptions from the students when rating how facilitative of learning these games were. Most students distributed their scores between 3 and 5. Yet, most students rated a 5 to Scramble.

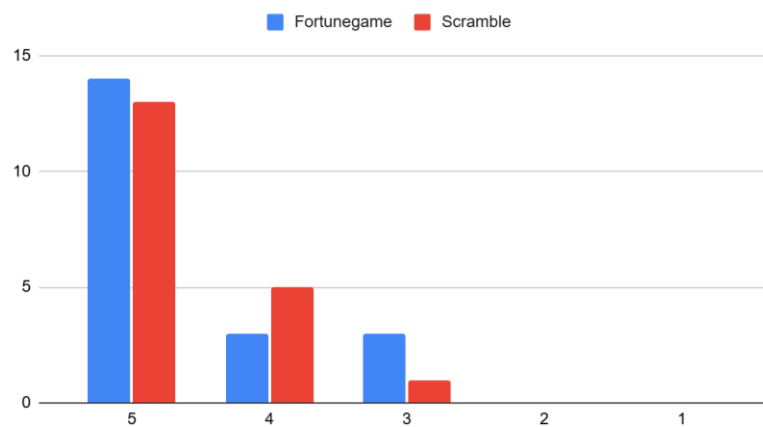
We believe the differences in scores come from distinct objectives of the two games. The Fortune Game was designed to develop speaking skills by encouraging students to discuss various topics of personal interest. Its emphasis on conversations allowed students to express their opinions and engage in discussions, making the activity feel relevant and dynamic. However, the learning objective might not have been clear for the students. Students might have felt that they were just having fun and having conversations, but not actually learning. As Borg (2017) said, students' perceptions of learning are shaped by their experiences with traditional instructional practices, making it harder for them to appreciate communicative tasks.

In contrast, Scramble focused more on strengthening students' grammatical knowledge and promoting teamwork. This game required students to collaborate to identify and organize words to form correct sentences. Its structured format might have been more appropriate for students who preferred clear guidelines and tasks, which may account for the slightly higher score on the 5-point extreme of the scale.

At the same time, the structural nature of the game might have felt less engaging or more demanding for students who struggled with grammar concepts, potentially leading to the lower ratings on the 2-point scale.

Overall, the data suggests that while both games were good learning tools, their differing purposes and approaches influenced how students perceived their contributions to learning. These findings highlight the importance of balancing conversational activities with structured ones to use diverse learning tools according to students' preferences and needs. The next figure shows how students compared the games in terms of ease.

**Figure 5.14 Comparison of students' perceptions of how easy the games were of the third pair of games**



This figure shows that both games had similar scores on all points along the scale. Fortune Game scored higher on the 5 and 3 levels of the scale, while Scramble received more points on the 4-point level. This means that both games' rules and instructions were easy to understand and follow. However, the Fortune Game seemed easier to play, since it was meant to guess some words related to the given topic, while Scramble implied more steps, rules, and instructions.

The differences in scores may be attributed to the complexity of each game. The Fortune Game was relatively easier, as it involved guessing words related to a given topic. This simplicity likely made the game easier and quicker to grasp, allowing students to focus more on participation and engagement rather than mastering complicated instructions. Its direct approach may have contributed to its higher ratings. Yet,

the nature of this game might have led to challenges for some students, particularly those who felt less confident in their speaking abilities or struggled with generating ideas spontaneously.

On the other hand, Scramble had a more structured format, requiring students to follow multiple steps, adhere to specific rules, and categorize words into parts of speech. While this added complexity made the game more instructional, it might also have required more effort, which could explain why it was more frequently selected on the 4-point level of the scale rather than the highest one. Students may have found the activity engaging but slightly less intuitive than the Fortune Game.

In sum, both games were effective with clear instructions, as evidenced by the lack of ratings in the lower scores. However, the comparative simplicity of the Fortune Game in terms of instructions and rules suggests that activities with fewer rules and more intuitive development might relate better with students who prefer simpler, less structured tasks (Reinders & Benson, 2017).

This distinction in the complexity of the games sets the stage for analyzing how students perceived the ease of remembering the topic in the third pair of games, as illustrated in Figure 5.15.

**Figure 5.15 Comparison of students' perceptions of how easy the topic was to remember of the third pair of games**

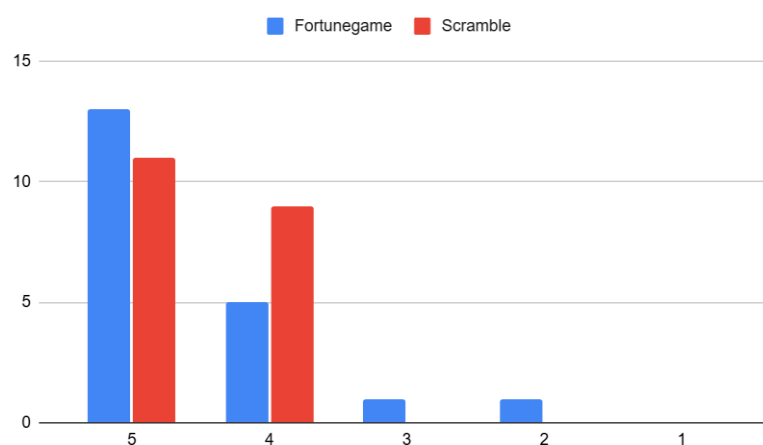
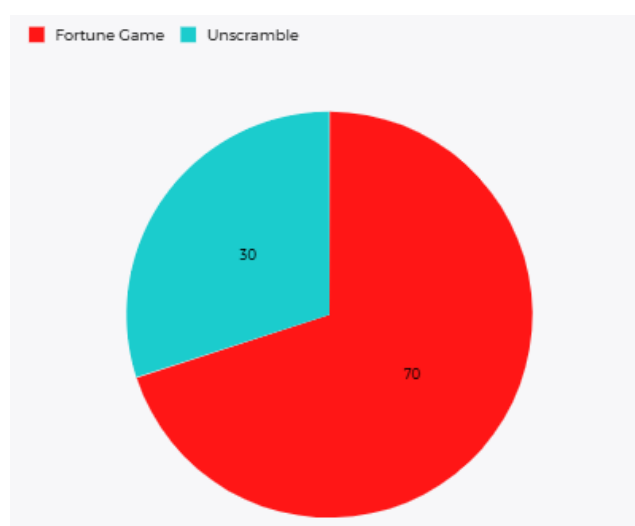


Figure 5.15 highlights an interesting comparison between the two games. While the Fortune Game gathered the highest rating more frequently, the Scramble game showed better overall performance. It can be noticed

that Fortune Game received a mix of scores, including some lower ratings, which suggests that students had mixed feelings about this point of comparison. The difference in their results can likely be attributed to the nature of the two games as it has been already explained.

Fortune Game is designed to promote speaking practice, which involves tasks without a fixed topic. While this game aims to practice communication, it may not leave students with a clear conclusion, as there is not a specific concept tied to the game (Borg, 2018). As a result, Fortune might feel less effective to some students, even though it serves an important purpose in building fluency and confidence in speaking.

**Figure 5.16 Students' preferred game of the third pair of games**



As in the case of the second pair of games, the pie chart shows that the technology-mediated game was the most preferred by students. Although, in most of the figures the ratings were very similar, this figure shows that at the end there was a clear favorite. Fortune Game had the higher score with 70% of the votes while Scramble had just 30% of the votes.

The higher score for the Fortune Game could be attributed to its engaging and interactive format, which encouraged students to discuss a variety of topics related to their likes, such as music, sports, and fashion. This design not only provided a relaxed and enjoyable learning environment but also offered opportunities for creativity and personal expression and opinions. As it did not have a clear identifiable grammar point to learn, students might have seen it as a real game as opposed to Scramble which, due to

grammar focus, might have been perceived as a classroom exercise. While Scramble was effective in reinforcing grammatical skills and promoting teamwork, its less dynamic nature might have contributed to its lower preference (Borg, 2018).

This data remarks the value of incorporating technology-mediated, students' interest activities in the classroom to enhance their engagement and enjoyment. Games like the Fortune Game, which combine relevant topics with interactive nature, appear to relate more with students, particularly when compared to more structured, conventional games like Scramble. These findings, again suggest that a balance between dynamic, skill-focused tasks can help to gather diverse student preferences and learning needs and fulfill them.

#### **6.3.4 Open-ended questions of the surveys**

At the end of each survey, we asked students some open questions like “Briefly explain your choice” when they had chosen their favorite game, and “Give a general opinion about each game” this, to know more about their general impressions of each pair of games so we could have a wider view on how the games were implemented, some of the factors to take into account and also to improve.

In the first survey, students chose Charades (non-tech-mediated) as their preferred game. They highlighted it was a very didactic game and also that was able to facilitate interaction among them. Many students expressed their enthusiasm, stating, “*Es más didáctico*”. Others mentioned that Charades was enjoyable because it encouraged active participation, with comments like, “*Es mejor porque participamos y es divertido*”. The collaborative aspect of the game was also liked, as one student noted, “*Se podía jugar entre todos*”, while another added, “*Estuvo más chistoso*”, reflecting the humorous and engaging atmosphere it created.

In the second survey, there was no significant difference in preference between the two types of games, as both received positive feedback for their engaging features. Regarding the tech-mediated game, one student commented, “*Pues, fue muy divertido y didáctico trabajar en equipo para adivinar*”, highlighting its collaborative nature. Another student expressed his like for the visual aspects, saying, “*Es*

*muy divertido y muy dinámico porque la imagen expresa bien las cosas que nos preguntaron y estaba muy bien elaborado*". Similarly, one student remarked, *"Este tipo de juegos me ayuda a comprender mejor los temas propuestos en clase, aún más el juego digital"* emphasizing its effectiveness in learning.

For the non-tech-mediated game, students also shared positive feedback. One stated, *"Porque era más bacano, éramos varios y era emocionante porque era con tiempo y a mi casi no me gusta correr"*. Another noted, *"Me pareció más divertido, porque fue afuera"*, appreciating the physical and outdoor element of the activity. Both types of games were valued for their interactive and dynamic aspects, showing that students found benefits in each game.

The tech-mediated game "Fortune Game" was chosen as the preferred game of this pair, with students highlighting its interactive nature. One student commented, *"Me gusta mucho los juegos que son digitales, la herramienta de esta hace interesarme más en el tema de la clase"*, emphasizing how the digital format enhances their motivation to learn. Another student highlighted the teamwork involved, stating, *"Porque trabajamos en equipo además fue muy divertido cómo encontrar la forma de que la palabra fuera la correcta"*. Additionally, they also like this was a dynamic game and one student said *"Siempre lo digital considero que es más divertido y causa más actividad"*, revealing a personal preference for tech-supported tools.

### **6.3.5 Teacher's post-implementation interview**

The teacher shared his perspectives on both tech-mediated and non-tech-mediated games in the classroom. Here are the key points from the interview ([Appendix 4](#)):

The teacher described the implementation of games as "excellent" and a "great experience" for the students, particularly for a group of 11th graders who are receptive to learning through these types of pedagogical activities. He noted that these games engage students effectively and make learning enjoyable for them. Furthermore, he emphasized that tech-mediated games help capture students' interest and

motivation, especially for difficult grammar topics, which might be tedious for them. The interactive nature of these games allows students to engage more deeply with the material.

On the other hand, the teacher acknowledged challenges such as connectivity issues in some educational institutions and the need for teachers to have backup plans and resources to implement these games effectively. He also pointed out that while technology is beneficial, students sometimes express a desire for non-tech activities, indicating a need for balance between digital and physical dynamics in the classroom.

However, the teacher noted that non-tech-mediated games often lead to disinterest among students who are accustomed to digital interactions. He observes that students can become distracted and less engaged when technology is not involved. He also mentions that while students enjoy physical games, like using “cards” or “going out of the classroom”, they are generally more attracted to games that incorporate technology. This reflects their immersion in a digital environment. He highlights that non-tech games can sometimes limit access to information, making it harder for students to engage fully with the content compared to tech-mediated games, which provide more immediate access to resources.

In sum, from the teacher’s perspective, tech-mediated games significantly enhance student engagement and motivation, but connectivity and resource availability are critical challenges in implementing these kinds of games. Students express a need for both tech and non-tech activities, indicating the importance of a balanced approach. Nonetheless, non-tech games often fail to engage students who are used to digital formats, leading to a preference for technology-mediated learning. Overall, he advocates for the use of technology in education while recognizing the importance of incorporating a variety of teaching methods to address students' diverse needs and preferences.

This study aimed to explore three research questions: (1) How do students compare tech-mediated and non-tech mediated games in terms of enjoyment, easiness and contributions to learning? (2) What types

of games, tech and non-tech-mediated, are preferred by students and the teacher? (3) How does a high-school teacher evaluate the effects of implementing tech and non-tech mediated games?

Regarding the first research question, according to the surveys' results, we can conclude that students found both types of games, tech-mediated and non-tech mediated, joyful, easy to understand and that they helped them to understand the contents in an easier and better way the grammatical topic they were aiming to learn. These findings confirm the effectiveness of tech and non-tech-mediated games as tools for language learning, particularly in promoting motivation and learning.

However, and in response to the second research question, in two of the three pairs of games the students evaluated, the tech-mediated games were selected as their preferred ones. Likewise, for the teacher also expressed a preference for the tech-mediated games were his favorites since they allow a faster connection and interest from the students towards the class and also because these kinds of games make it easier for students to understand more difficult grammar topics.

For the third research question, the teacher indicated that students are more inclined toward digital tools due to their constant exposure to technology, which makes tech-mediated games particularly engaging and meaningful for teaching complex topics. However, the teacher also highlighted the occasional need for balance, noting that students sometimes express a desire for non-tech activities to disconnect from digital devices. Non-tech-mediated games, while effective for fostering physical activity and teamwork, may lack the immediacy and depth of information provided by tech-mediated games, which can be a disadvantage for students accustomed to quick access to resources. Ultimately, the teacher emphasized that while both types of games have their merits, tech-mediated games often align better with students' preferences and learning styles in a digital era.

## CHAPTER 7 CONCLUSIONS

In general, the games we implemented were well-received. In the first pair of games, Charades (non-tech mediated game) stood out and was the preferred game, even though Wordwall (tech-mediated game) received good comments and scores in the survey, that is the reason we can see differences in perceptions between both games are not notorious. The same happened with the second and third pair of games. In the second pair of games Bamboozle (tech-mediated game) was the preferred one with a slight difference over Running Dictation (non-tech-mediated). In the case of the third pair of games, Fortune Game (tech-mediated) was preferred over Unscramble (non-tech-mediated) also with a slight difference. Although there was not a big difference among the games, in two out of the three pairs the tech-mediated was preferred rather than the non- tech mediated, this might be due to the digitalization and the contact students, teenagers and people in general have nowadays with the technological devices.

While scores in the survey rarely reveal significant differences, our own in-class observations were usually more informative. It seems that the support (with or without technology) is not truly relevant, but the instructional design, the kind of dynamics and the consistency between the selected game and the content to be learned. It seems impossible to claim that games that involve physical movement are better than games that sit students in front of a screen or the opposite. Other factors such as learning styles and personal preferences are also at play.

Therefore, we cannot conclude recommending one type of games over the other but must recommend the integration and mix of both types of games and the curricular alignment between the syllabus, the games and students' needs and idiosyncrasies. Yet, we can offer a comparison between both types of games and some general guidelines for teachers and pre-service teachers to take into account.

The following table shows some differences and similarities we could evidence between non-technology mediated and technology mediated games.

**Table 7.1** *Similarities and differences between non-technology mediated and technology mediated games*

| Differences                                                                                                                                                                                                                                                                                                                                               | Similarities                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Accessibility:</b> In order to play non-technology mediated games, it is not necessary to have an electronic device or internet connection which are crucial factors needed to play tech-mediated games.</p>                                                                                                                                        | <p><b>Engagement:</b> Both types of games encourage students to participate and provide the class a different environment with different techniques and tools. Students might feel motivated when they know they are going to learn something through the game.</p> |
| <p><b>Interaction:</b> Both foster interactions, but in different ways, while in non-tech mediated games the interaction is face to face, in tech-mediated games the interaction is with or through the computer. Then, face to face interaction could be partially reduced.</p>                                                                          | <p><b>Language use:</b> Both types of games involve at some point language use, contributing to its learning.</p>                                                                                                                                                   |
| <p><b>Language exposure:</b> Tech-mediated games provide structured language exposure through programmed dialogues, feedback, and multimodal input, ensuring consistent linguistic interaction. In contrast, non-tech-mediated games foster spontaneous communication, requiring students to negotiate meaning and engage in real-time conversations.</p> | <p><b>Contextualized learning:</b> Both types can be adapted by the educators to focus on different contexts and scenarios.</p>                                                                                                                                     |

|                                                                                                                                                                                |                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Feedback:</b> In tech-mediated games immediate varied feedback could be given, while feedback in non-tech mediated games is given verbally or through game dynamics.</p> | <p><b>Cultural relevance:</b> Both games, depending on the north the educator gives to each one, can include cultural elements, facilitating language acquisition within a context full of culture.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The main implication of this study is simple. Game-based pedagogy is effective regardless of the means of delivery of the game. Both technology-mediated and non-technology-mediated games can transform pedagogical activities and generate positive and motivating conditions in the EFL classroom. Rather than having one category of games as the winner over the other category, we witness students' engagement and fun during the lessons in which the games were implemented. Even when the syllabus was very structural and included grammar focused contents over communicative ones, lessons including game were more effective than traditional lessons with explanations and paper-based worksheets. These games can be integrated into classroom tasks to face a persisting problem in the area of EFL teaching—maintaining students' motivation and engagement. Games of this, either tech or non-tech-mediated, are more interactive in nature and allow learners to practice language as actively and meaningfully as possible, resulting in participatory learning.

While students tend to be inclined towards technology nowadays, non-tech-mediated games offer the opportunity for socializing and sharing. In this study, many of the tech-mediated-games were planned and implemented in such a way that students could interact with their classmates. The key ingredient seems to be, therefore, the possibility of interacting whether the interaction is direct or mediated by material tools. This is very much in line with Vygotsky's theory of social constructivism in human learning and human cognition (Vygotsky, 1978).

This research also showcases the necessity of teacher education, as it allows teachers to acquire the abilities necessary to use, mediate and manage both types of games in their classrooms. As a result, teachers

will be able to provide a wide range of strategies that can include diverse students and their requirements and preferences. Beyond the games or their support, there is the teacher as the mediator and facilitator of learning.

For future research, we suggest that researchers develop a study in which both types of games, tech-mediated and non-tech-mediated, are implemented simultaneously. This could determine if there is any advantage in integrating the two types of games within the same pedagogical design compared to using them separately. Moreover, future studies can focus on implementing the same game in two different formats, tech and non tech-mediated. Comparing the outcomes of the same game in these two formats can help understand better how delivery medium affects student engagement, motivation and learning. These studies will complement the existing ones and provide insights of the potential benefits and limitations of each format in EFL education.

Finally, this study serves as a foundation for further exploration in different educational contexts. Its inclusion of both teachers' and students' perspectives provides a broad view of the topic, encouraging similar approaches in future research. Collectively, these implications highlight the ongoing potential of GBL in EFL education and its role in shaping more engaging and effective teaching practices.

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## APPENDICES

### Appendix 1: **Timeline**

| <b>Task</b>                                                   | <b>Estimated completion time</b> |
|---------------------------------------------------------------|----------------------------------|
| Completion of the Research Proposal                           | December 2023                    |
| Submission of research proposal to supervisor                 | February 2024                    |
| More literature review and Data collection instruments design | February and March 2024          |
| Data collection                                               | April to July 2024               |
| Data Analysis                                                 | August to September 2024         |
| Writing results, discussion, and conclusions                  | October to November 2024         |
| Thesis revision                                               | ....                             |

## Appendix 2: Consent forms

### CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN LA INVESTIGACIÓN

Título de la investigación: *EFL SECONDARY SCHOOL TEACHERS' AND STUDENTS' PERCEPTIONS ON THE USE OF TECHNOLOGY-MEDIATED AND NON-TECHNOLOGY-MEDIATED GAMES IN THE ELT CLASSROOM.*

**Investigadores:** Freddy Jhován Suárez y Jotam Joel Valencia

**Tutor:** Profesor Carlos Mayora Pernia

Yo, \_\_\_\_\_, identificado(a) con la cédula de ciudadanía/tarjeta de identidad número \_\_\_\_\_, estudiante/docente de \_\_\_\_\_, participo en calidad de sujeto de investigación en el proyecto titulado *Percepciones de Docentes y Estudiantes de Secundaria sobre el Uso de Juegos Mediados y No Mediados por Tecnología en el Aula de Inglés*. Este estudio es desarrollado por Freddy Jhován Suárez y Jotam Joel Valencia como requisito para la obtención del título de Licenciado en Lenguas Extranjeras (Inglés - Francés) de la Escuela de Ciencias del Lenguaje de la Universidad del Valle.

#### Objetivos del estudio:

- Identificar similitudes y diferencias en la percepción de estudiantes y docentes sobre el uso de juegos mediados y no mediados por tecnología en la enseñanza del inglés.
- Analizar el impacto de estos juegos en la motivación y participación de los estudiantes.
- Explorar las perspectivas de los docentes sobre la implementación de estos juegos en sus clases.

#### Procedimientos:

Como participante en este estudio, tomaré parte en:

- La implementación de tres juegos mediados por tecnología y tres juegos no mediados por tecnología en un periodo de tres meses.
- Una entrevista semi-estructurada de aproximadamente 30 minutos sobre mi percepción respecto a la utilización de los juegos en el aula.
- Encuestas diseñadas para evaluar mi experiencia con los diferentes juegos implementados.

Entiendo que mi participación es completamente voluntaria y que puedo retirarme en cualquier momento sin consecuencias negativas. La información recolectada será utilizada únicamente con fines académicos y podrá contribuir al desarrollo de metodologías innovadoras en la enseñanza del inglés como lengua extranjera.

#### Confidencialidad y privacidad:

Entiendo que todos los datos recolectados en este estudio serán tratados de manera confidencial y serán accesibles únicamente para los investigadores y su equipo. Los resultados del estudio se presentarán de manera anónima y no se divulgarán detalles personales que puedan identificarme como participante.

#### Firma del Participante:

Nombre: \_\_\_\_\_

Firma: \_\_\_\_\_

Fecha: \_\_\_\_\_

**Firma de los Investigadores:**

Nombre: Freddy Jhován Suárez

Firma: \_\_\_\_\_

Nombre: Jotam Joel Valencia

Firma: \_\_\_\_\_

Fecha: \_\_\_\_\_

Tu firma indica que has comprendido y aceptado participar en el estudio bajo los términos mencionados anteriormente y que has recibido una copia del presente documento.

### Appendix 3: **Pre-implementation teacher's interview**

#### **Experiencia Personal**

- ¿Podría describir su experiencia enseñando inglés como lengua extranjera en este colegio?
- Cuéntenos un poco de su experiencia y trayectoria como docente de inglés.

#### **Uso de Juegos en el Aula**

- ¿Ha integrado juegos, ya sean mediados por la tecnología o no mediados por la tecnología, en su enseñanza de inglés? Si es así, ¿podría describir algunos ejemplos? Si o no ejemplos de juegos mediados por la tecnología o no mediados por la tecnología
- ¿Cuál ha sido la respuesta de los estudiantes al utilizar juegos en su clase de inglés?
- ¿Ha notado algún impacto en su participación o rendimiento académico? Si les gusta o no les gusta

#### **Preferencias y Perspectivas:**

- ¿Cuál es su opinión sobre el uso de juegos digitales en comparación con juegos no digitales en el aula de inglés?
- ¿Cree que los juegos pueden mejorar la motivación y el compromiso de los estudiantes con el aprendizaje del inglés? ¿Por qué o por qué no?
- ¿Ha enfrentado algún desafío al incorporar juegos en su enseñanza de inglés?

#### **Formación y Apoyo:**

- ¿Ha recibido alguna capacitación extra en su práctica docente?

#### **Reacciones de los Estudiantes:**

- ¿Ha observado diferencias en la preferencia por juegos digitales versus no digitales entre los estudiantes?

#### **Inclusión Cultural:**

- ¿Cómo integra la diversidad cultural en las actividades que utiliza en el aula de inglés?
- ¿Cree que pueden servir como una herramienta efectiva para fomentar la inclusión cultural entre los estudiantes?

#### **Aprendizaje Intercultural:**

- ¿Cómo cree que el uso de juegos en el aula de inglés puede facilitar el aprendizaje intercultural entre los estudiantes?

#### Appendix 4: **Post-implementation teacher's interview**

- ¿Qué piensa usted en general de los juegos mediados por la tecnología que fueron implementados?
- ¿Qué piensa usted en general de los no mediados por la tecnología que fueron implementados?
- ¿Con qué tipo de juegos cree usted que los estudiantes aprenden más? ¿Por qué?
- ¿Con cuales se divierten más?
- ¿Con cuales se siente usted más cómodo y le resultan más útiles a la hora de enseñar un tema? ¿Por qué?
- ¿Cual tipo de juego implementaría usted en sus futuras clases? ¿Por qué?
- Diga algo positivo y algo negativo de los juegos mediados por la tecnología
- Diga algo negativo de los juegos no mediados por la tecnología
- ¿Cuáles cree usted que son los desafíos al incorporar estos juegos?

## Appendix 5: General researchers' observation journal example

## REGISTRO DE OBSERVACIÓN

**Registro n°: 1****Institución:** Luis Madina**Profesor:** Alejandro Salamanca**Actividad observada/Tema:** Present simple**Fecha:** 2/04/2024**Nombre de los observadores:** Freddy Suárez y Jotam Valencia**Tiempo de observación:** 10:20 - 11:40 a.m.

Para las primeras cuatro observaciones, se utilizará este formato para registrar los hechos observados en el aula. Tenga en cuenta las recomendaciones de la guía al momento de hacer su registro.

**Actividad:** observe los videos de la clase de inglés en Tailandia y registre los hechos e interpretación de lo observado

- <https://www.youtube.com/watch?v=RLWTuauUrKo>
- <https://www.youtube.com/watch?v=vD8cTHHrqw4&t=29s>

| Hora | Descripción                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Interpretación/ interrogantes/análisis preliminares                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | <p>La clase de inglés tiene lugar en el colegio Luis Madina en la ciudad de Cali, Colombia. El profesor tiene a la mano sus marcadores, y un tablero convencional. Los estudiantes (26) ingresan al salón. El salón está dividido en 5 filas de alrededor de 6 estudiantes con la cara hacia el tablero. Todos los estudiantes están uniformados, unos con la chaqueta de la promoción y otros no. El profesor comienza su clase saludandolos en inglés. Pero continúa con las instrucciones en español.</p> <p>El tema de la clase de hoy es el presente simple, En el tablero está escrita la fecha en la parte superior izquierda, de la siguiente manera: <i>Cali, tuesday, 2nd april, 2024</i>, abajo de esto, el profesor escribe 5 oraciones y tienen que cambiar el sujeto de primera persona a la tercera persona. El profesor pide a un estudiante traducir la actividad en el tablero</p> <p>El profesor muestra a los estudiantes la planeación de la clase, en la cual están plasmados los objetivos, los deberes del teacher y estudiante. Están trabajando el <b>DBA 8, narra de manera oral o escrita experiencias personales o historias conocidas.</b></p> | <p><b>Espacio:</b></p> <p>La distribución del espacio lleva a los estudiantes a centrar su atención en el tablero y la docente.</p> <p><b>Recursos y materiales:</b></p> <p>El profesor aprovecha los recursos del los que dispone aunque no funcionaron de la mejor manera y algunos presentaron fallas. El tablero, para presentar las oraciones, proponer los ejercicios; los recursos tecnológicos no a pesar de querer ser utilizados, presentaron fallas las cuales no permitieron hacer la actividad como se tenía</p> |

Algunos estudiantes hacen la actividad y otros bromean entre ellos. Los estudiantes de adelante de la clase usualmente están callados, los de atrás son un poco más ruidosos.

Unos pocos van al puesto del profesor a hacerle preguntas y ver si lo que han hecho está bien. Al pasar un rato, el profesor se para y comienza a pasar puesto por puesto por los estudiantes revisando lo que han hecho y si tienen alguna pregunta.

Mientras los estudiantes están trabajando en sus puestos, el profesor está tratando de solucionar el problema que está teniendo con el video beam ya que en el salón en el que estamos no sirve. Hay algunos estudiantes que están usando sus audífonos y están un poco distraídos.

Un estudiante que ya terminó se acerca a unos de sus compañeros a explicarle el tema y algunas reglas del pasado simple.

Nos cambiamos de salón, a uno donde el video beam sirviera, estuvimos alrededor de 15 minutos tratando de solucionar los problemas con el dispositivo pero no fue posible. En este nuevo salón algunos estudiantes tuvieron que quedarse en el piso, ya que no había los puestos suficientes. Les explica la actividad en la que tendrán que ver algunos videos sobre la rutina y compararlos. Los estudiantes siguen hablando entre ellos sin prestar atención.

Los estudiantes comienzan a ver el video, pero siguen los problemas de audio así que el profesor opta por enviarles el video mediante su grupo de whatsapp y cada uno ve el video en su dispositivo móvil. Los estudiantes ven los videos desde sus celulares mayormente en parejas, o en grupos de tres.

Todo se desordena un poco, algunos estudiantes parecen estar trabajando pero otros parecen no estar haciéndolo y estar haciendo otras cosas en sus dispositivos móviles.

El profesor explica la tarea en casa, la cual consiste en grabar un video de sus rutinas. Los estudiantes prestan atención a las instrucciones del profesor, y aclaran algunas dudas. Llegan a algunos acuerdos, como exponer el video en clase, o hacer la exposición en vivo.

Un estudiante propone hacer la comparación de los videos en un cuadro comparativo, el profesor aclara que todos pueden utilizar la forma de comparación que quieran. (refiriéndose a la actividad en clase)

El profesor va pasando puesto por puesto hablando con ellos, revisando la actividad y preguntándoles que hicieron en semana

planeada. La mayor parte de la clase es dirigida desde el tablero. Aunque el profesor se desplazó por el aula aclarando dudas y confirmando que todo se esté desarrollando.

### **Introducción del tema:**

No hubo una introducción del tema porque ya había sido explicado anteriormente, pero **sí una** especie de actividad estilo review para recordar algunas reglas básicas del presente simple.

### **Desarrollo del tema:**

La actividad principal se centra en mostrar a los estudiantes dos videos sobre rutinas escogidas por el profesor, los cuales tienen que ser descritos y comparados de la forma en que ellos prefieran. El profesor utiliza videos con inglés americano y británico.

El profesor hace uso del español para corregir las dudas e ir guiando a los estudiantes mediante el ejercicio. Una parte de los estudiantes siguen las instrucciones y se concentran en la repetición de vocabulario, pregunta, respuesta. Notamos que el que los estudiantes hayan podido hacer los ejercicios en sus celulares les dio mucho espacio para hacer otras cosas en sus dispositivos, y a pesar de que el profesor pasaba por su lado no les decía nada a los que no estaban trabajando.

### **Uso de las lenguas:**

El profesor y los estudiantes utilizan mayormente el español, el inglés para el saludo y algo de vocabulario.

### **Tratamiento del error:**

El profesor corrige a los estudiantes en español, y lo hace solamente cuando los estudiantes se acercan a que él les revise la actividad, no corrige en público.

### **Habilidades:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>santa, a lo que ellos tratan de responder en inglés y le preguntan “how do you say reza” y el profesor les responde.</p> <p>Los estudiantes hablan de temas ajenos y le preguntan al profesor sobre este vocabulario en inglés.</p> <p>Antes de que la clase se termine, el profesor nos cede un par de minutos para presentarnos con los estudiantes y comentarles un poco del proceso que tendremos con ellos. El timbre suena y antes de que los estudiantes salgan, el profesor les dice que la siguiente clase harán un examen.</p> | <p>La mayor parte de la sesión se centra en la escucha y adquisición de vocabulario y gramática.</p> <p>El método utilizado por el profesor es el método audio oral que comprende la fase de presentación, la de práctica y de producción.</p> <p><b>Interacción:</b></p> <p>La interacción predominante es docente-grupo pero hay también interacción estudiante-estudiante en la fase de producción.</p> <p>Cabe recalcar, que la fase de producción no tomó mucho y la mayoría de interacción estudiante-estudiante no fue acerca del tema de trabajo, sino de temas ajenos.</p> <p><b>Participación en clase:</b></p> <p>La participación de los estudiantes fue en su mayoría voluntaria, aunque hubo una vez en el que el profesor escogió a un estudiante para traducir unas oraciones.</p> <p><b>Componente cultural:</b></p> <p>El profesor propone un material americano y británico, en los cuales los protagonistas son personajes reconocidos de estos países, como Mr. Bean. Y los motiva a reconocer estas diferencias.</p> <p>Sin embargo, los estudiantes no tienen la oportunidad de hablar y compartir sus propias rutinas en el momento de esta observación.</p> <p>El profesor llama a los estudiantes por sus apellidos.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix 6: Focused researchers' observation journal example

| FORMATO OBSERVACIÓN FOCALIZADA: IMPLEMENTACIÓN JUEGOS                                                                                                                                                                                                                               |                         |   |   |   |                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---|---|---|--------------------------------------------------------------------------------------------------------------------------------|
| Institución: Colegio Industrial Luis Madina<br>Grado: 11-2<br>Fecha: 7/5/24<br>Hora: 10:30<br>Nombre del juego: WORDWALL<br>Objetivo del juego: practicar la estructura del PRESENT PERFECT a través de juegos.<br>Modalidad del juego: (digital)<br>Aspecto/habilidad: (gramática) |                         |   |   |   |                                                                                                                                |
| <b>Valoración grado de alcance del objetivo:</b><br>4 = completamente<br>3= casi completamente<br>2= parcialmente<br>1= no logrado                                                                                                                                                  | <b>Grado de alcance</b> |   |   |   |                                                                                                                                |
| <b>Desempeño del docente en el desarrollo del juego</b>                                                                                                                                                                                                                             | 4                       | 3 | 2 | 1 | <b>OBSERVACIONES</b>                                                                                                           |
| Las instrucciones del juego son claras.                                                                                                                                                                                                                                             | x                       |   |   |   | El profesor no les explicó como se utiliza el juego, pero la página es clara. Los estudiantes parece que entendieron el juego. |
| El docente motiva a los estudiantes a participar en el juego.                                                                                                                                                                                                                       |                         | x |   |   |                                                                                                                                |
| El docente da herramientas a los estudiantes para avanzar en el juego.                                                                                                                                                                                                              |                         | x |   |   |                                                                                                                                |
| El docente da retroalimentación a los estudiantes que tienen buen desempeño en el juego.                                                                                                                                                                                            | x                       |   |   |   |                                                                                                                                |
| El docente da retroalimentación a los estudiantes que no tienen buen desempeño en el juego.                                                                                                                                                                                         | x                       |   |   |   |                                                                                                                                |
| <b>Desempeño de los estudiantes</b>                                                                                                                                                                                                                                                 | 4                       | 3 | 2 | 1 | <b>OBSERVACIONES</b>                                                                                                           |
| Los estudiantes están atentos a las instrucciones del juego.                                                                                                                                                                                                                        | x                       |   |   |   |                                                                                                                                |

|                                                                                                       |   |   |  |  |  |
|-------------------------------------------------------------------------------------------------------|---|---|--|--|--|
| Los estudiantes siguen la secuencia del juego.                                                        | x |   |  |  |  |
| Los estudiantes participan en forma activa durante el desarrollo del juego.                           |   | x |  |  |  |
| Los estudiantes se ayudan entre sí durante el desarrollo del juego.                                   | x |   |  |  |  |
| Los estudiantes utilizan vocabulario relevante y adecuado para responder a lo solicitado en el juego. |   | x |  |  |  |
| Los estudiantes elaboran correctamente las oraciones en presente perfecto.                            |   | x |  |  |  |
| Los estudiantes responden positivamente a la retroalimentación.                                       | x |   |  |  |  |

**Notas:**

- ✓ El profesor hace un review de tema gramatical, los estudiantes parecen comprender bien el tema.
- ✓ Algunos estudiantes se acercan al profesor para preguntarle sobre el funcionamiento de la app.
- ✓ Se ven concentrados a la hora de realizar los juegos.
- ✓ Casi todos participan a la hora de socializar las respuestas.

## Appendix 7: Comparative survey for each pair of games

### Encuesta de percepciones

Vamos a evaluar los juegos que hicimos en las últimas dos clases. Asigna una calificación de 1 a 5 para cada uno de los aspectos que se enumeran a continuación. 1 es la calificación más baja y 5 la más alta

[Siguiete](#)
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#### Juego mediado por la tecnología

¿Qué tan divertido fue este juego para ti?

12345

☐
☐
☐
☐
☐

¿Qué tan fácil fue para ti comprender las instrucciones y reglas?

12345

☐
☐
☐
☐
☐

¿Cuánto facilitó el juego aprender el tema de la clase?

12345

☐
☐
☐
☐
☐

¿Cuánto recuerdas del tema de la clase después de haber jugado el juego?

12345

☐
☐
☐
☐
☐

¿Qué tan dispuesto estuviste a participar durante el juego?

12345

☐
☐
☐
☐
☐

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**Juego NO mediado por la tecnología**

¿Qué tan divertido fue este juego para ti?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

¿Qué tan fácil fue para ti comprender las instrucciones y reglas?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

¿Cuánto facilitó el juego aprender el tema de la clase?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

¿Cuánto recuerdas del tema de la clase después de haber jugado el juego?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

¿Qué tan dispuesto estuviste a participar durante el juego?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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¿Cuál de los dos juegos te gustó más?

☐ Juego mediado por la tecnología

☐ Juego NO mediado por la tecnología

Explícanos brevemente tu elección \*

Tu respuesta

[Atrás](#) [Siguiente](#) [Borrar formulario](#)

Comenta tu opinión general sobre cada juego \*

Tu respuesta

¿Qué mejorarías o qué propondrías para que la actividad sea 100% de tu agrado? \*

Tu respuesta

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Appendix 8: Needs analysis form

## Ss Needs Analysis

*The purpose of this questionnaire is to collect information that characterizes a group of students in 10th grade, from the institution Luis Madina, in relation to the foreign language learning process. This work is part of a research project developed in the subject Research Seminar in the Classroom II of the Foreign Language program at the Universidad del Valle. We thank you for your active participation in this research exercise.*

***Puedes responder en Inglés o en Español.  
Si tienes alguna pregunta o no entiendes algo, no dudes en preguntarnos!***

suarez.freddy@correounivalle.edu.co [Cambiar de cuenta](#)

 No compartido

Siguiente

Borrar formulario

### Personal Information

Name

Tu respuesta

Age

Tu respuesta

Atrás

Siguiente

Borrar formulario

### Perceptions about the class

You will find questions about the class and your learning process. It is anonymous, so don't feel afraid or forced to answer.

What is your purpose in learning English?

Tu respuesta \_\_\_\_\_

In which of these abilities do you feel more comfortable?

- ☐ Listening
- ☐ Reading
- ☐ Speaking
- ☐ Writing

How comfortable do you feel speaking English in class? Being 1 very uncomfortable and 5 very comfortable.

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Which activities do you like to do in the classes?

- ☐ Read stories
- ☐ Watch videos
- ☐ Create conversations
- ☐ Do role-plays
- ☐ Otro: \_\_\_\_\_

How would you rate the difficulty of the activities and assignments in class?

- ☐ Very easy
- ☐ Easy
- ☐ Moderated
- ☐ Difficult

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[Siguiente](#)

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Suggestions

Do you have any other observations or comments about the English class?

Tu respuesta

Is there any activity you would like to do in class? (sing a song, create a story, draw, etc)

Or is there any topic you would like to learn about?

Tu respuesta

Atrás

Siguiente

Borrar formulario

Thank you for participating in this survey! Your answers are very valuable to improve the quality of the class and adapt it to your needs.

**No olvides preguntar si tienes alguna duda.**

Atrás

Enviar

Borrar formulario