A didactic proposal integrating technology and gamification to develop teachers' digital competencies and foster motivation and engagement among intermediate EFL students at Centro Colombo Americano

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Dedication

To my God, Lord and Savior. Father, Son, and Holy Spirit, as He is who made this possible; my strength, my wisdom, my health, my life… none of this would have been possible without his will. May all the glory be for my God, all-mighty.

To my beloved husband, for his patience and unwavering support, which have lifted me in moments of doubt and celebrated with me in moments of triumph.

To my precious daughter, the brightest light in my life, her smile inspires me to keep striving for better and reminds me of the beauty of every step I take.

To my dear mother, whose endless love, prayers, and sacrifices have shaped the person I am today. Your example of resilience and kindness continues to guide my path.

And to my beloved father, gone but never forgotten — your love lives on in every step I take.

Abstract

This study examines the impact of a didactic proposal based on technological integration and gamification on developing teachers' digital competencies and enhancing the motivation of intermediate-level EFL students at Centro Colombo Americano. An exploratory mixed-methods design was implemented through participatory action research with 11 students (B1.1–B1.2) and 5 teachers. Data collection instruments included questionnaires, PICRAT observation forms, field journals, and semi-structured interviews. The "Voice Odyssey" proposal consisted of five progressive levels integrating immersive narrative, technological tools, and gamification elements. Quantitative results show consistent increases in student engagement, with 88.9% growth among older students and a reduction of the generational gap from 40 to 12 percentage points. Collaborative problem-solving rose by 193.3%, and gamified task completion remained above 89%. Qualitative triangulation confirms substantial transformations in teachers' pedagogical practices, critical use of technology, and development of contextualized criteria. Gamified storytelling fostered authentic engagement, shifting motivation from extrinsic to intrinsic. Younger students assumed technological mentor roles, while older ones offered communicative guidance, creating mutually supportive learning ecosystems. Identified technical limitations highlight the need for systematic contingency protocols and differentiated teacher training.

Keywords: Didactic proposal, English as a foreign language, gamification, technological integration, student engagement.

Resumen

Este estudio examina el impacto de una propuesta didáctica basada en la integración tecnológica y la gamificación en el desarrollo de las competencias digitales de los docentes y en la motivación de los estudiantes de inglés como lengua extranjera de nivel intermedio en el Centro Colombo Americano. Se implementó un diseño exploratorio mixto a través de investigación-acción participativa con 11 estudiantes (B1.1–B1.2) y 5 docentes. Los instrumentos de recolección de datos incluyeron cuestionarios, formularios de observación PICRAT, diarios de campo y entrevistas semiestructuradas. La propuesta "Voice Odyssey" se estructuró en cinco niveles progresivos que integran narrativa inmersiva, herramientas tecnológicas y elementos de gamificación. Los resultados cuantitativos muestran incrementos sostenidos en la participación estudiantil, con un crecimiento del 88.9% entre los estudiantes mayores y una reducción de la brecha generacional de 40 a 12 puntos porcentuales. La resolución colaborativa de problemas aumentó en un 193.3%, y la finalización de tareas gamificadas se mantuvo por encima del 89%. La triangulación cualitativa confirma transformaciones significativas en las prácticas pedagógicas de los docentes, el uso crítico de la tecnología y el desarrollo de criterios pedagógicos contextualizados. La narrativa gamificada fomentó un compromiso auténtico, desplazando la motivación de lo extrínseco a lo intrínseco. Los estudiantes más jóvenes asumieron roles de mentores tecnológicos, mientras que los mayores ofrecieron orientación comunicativa, configurando ecosistemas de aprendizaje mutuamente enriquecedores. Las limitaciones técnicas identificadas evidencian la necesidad de protocolos de contingencia más sistemáticos y de una formación docente diferenciada.

Palabras claves: Gamificación, inglés como lengua extranjera, integración tecnológica, participación estudiantil, propuesta didáctica.

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Introduction to the Research Study

In the current digital era, the effective integration of technology in education becomes increasingly important, particularly in the context of language learning. As technology evolves, educators face the challenge of harnessing its potential to enhance teaching experiences. However, successful integration in the classroom largely depends on educators' digital competence. For this reason, in the context of English as a Foreign Language teaching, teachers' interest in obtaining continuous digital training that allows them to adequately implement technology in the classroom increases.

This growing interest justifies research oriented toward analyzing the impact of a didactic proposal based on technological integration and gamification strategies on the development of teachers' digital competencies and on the motivation and active engagement of English as a Foreign Language students. The present study takes place at Centro Colombo Americano, a recognized institution that promotes English language mastery in Colombia. The didactic proposal is also closely related to the development of projects that students must present at the end of their studies in levels B1.1 and B1.2.

Therefore, this thesis aims to generate an immersion space through a didactic proposal that integrates technology and gamification strategies in the development of teachers' digital competencies and in the motivation and active engagement of intermediate-level English students at Centro Colombo Americano. This study seeks to provide valuable learning experiences through: the analysis of technology use in English teaching; the implementation of technological integration and gamification strategies for the benefit of teaching practices and students' learning processes; and the comprehension of the impact of such limitations on student engagement.

The following sections describe the study components: the problem statement mentions the perception of teachers and intermediate-level students at Centro Colombo Americano regarding technological integration, motivation, and engagement in English classes. The literature review presents the findings and gaps of previous studies on the impact of gamification and technological integration on student motivation and engagement. The theoretical framework presents the study's concepts, while the methodological framework details data collection and analysis techniques. The results analysis exposes the findings and contrasts them with other authors. Finally, the conclusions summarize the main results, provide recommendations for improving teacher training programs, and suggest areas for future research.

Context of the Research Problem

New situations bring diverse learning environments, tools, and strategies to the educational field. Simultaneously, they demand new technological challenges based on specific methodologies and needs. An example of this is the COVID-19 pandemic, an experience that necessitated the transition from traditional classrooms to online environments. In this post-pandemic era, technology is recognized as fundamental to the student learning process, as asserted by Archambault and Barnett (2021): "the integration of emerging technologies in teacher training emerges as a fundamental path to foster global competitiveness" (p. 25).

Several educational systems worldwide emphasize the integration of technology in the classroom. This is attributed to the enhancement of learning experiences, student inclusion, and preparation for the digital environment. In this regard, a study by Colas and Reyes (2015) observes a positive impact on student participation and interaction with the use of ICTs. Similarly, Hanaysha et al. (2023) also find that technological tools promote

enthusiasm, a sense of belonging, and the satisfaction derived from accomplishing challenging tasks.

Despite the foregoing, the efficient integration of technology into education requires teachers' digital training. Hanaysha et al. (2023) indicate that the absence of adequate training can negatively affect the learning process, particularly student motivation. Furthermore, Johnson et al. (2016) demonstrate in their study that teachers with inadequate digital competencies use technology less frequently and often do not employ interactive didactic methods, which can impact student performance and participation.

In this context, Hodgson's (2016) suggestions gain importance due to the emphasis on frequent support and training to update skills and mastery of technological knowledge. This proposal aligns with the objectives of the National Education Technology Plan Update (2017), which states that "to fully leverage the benefits of technology in our education system and provide authentic learning experiences, educators must effectively use technology in their practice" (p. 15).

Within this framework, the present research seeks to examine the relationship between teachers' digital training and students' participation in English language learning at Centro Colombo Americano, a renowned institution that has been teaching English in Bogotá for over 83 years. This issue has become increasingly visible as teachers attempt to adapt to the evolving demands of technology-enhanced instruction.

While the institution provides access to various technological resources, their pedagogical potential is not always fully exploited, leading to a gap between tool availability and meaningful classroom implementation. This gap can directly influence students' engagement levels, as the effective use of digital tools has been shown to foster motivation, interaction, and active participation in language learning. When technology is

poorly integrated or used only as a supplementary element, learners may perceive activities as repetitive or disconnected from authentic communication, resulting in decreased interest and participation.

Furthermore, emerging pedagogical approaches such as gamification—using game design principles to increase motivation and persistence—have demonstrated positive effects on engagement and learning outcomes. Yet, the successful adoption of gamified practices requires that teachers possess not only technical skills but also an understanding of how to align digital tools with pedagogical goals. Without adequate digital training and continuous professional development, teachers may struggle to design learning experiences that leverage gamification effectively to enhance student engagement.

To this end, two surveys were designed: one for teachers, aimed at exploring their training, perceptions, and competencies in the pedagogical use of technology; and another for students, which addresses the frequency and impact of technological integration on their learning process. In addition, classroom observations based on the PICRAT model, proposed by Kimmons, Graham, and West (2020), which provides conceptual tools for teachers to reflect on effective classroom technology integration, were conducted to analyze how technology is employed in practice and to what extent it encourages student engagement.

The results showed that while most teachers demonstrate confidence in using technology, its integration varies in depth and pedagogical impact. Three of the five teachers effectively integrated digital tools, while others used them superficially, without enhancing comprehension or creativity. Only one teacher achieved optimal technological integration in teaching practices. Many lessons could still be conducted without digital resources, indicating limited transformation of learning experiences. The quantitative

findings revealed clear progress in both teachers' digital competence and student motivation throughout the five-week implementation. High satisfaction levels with tools such as Mentimeter and Quizizz demonstrated the proposal's functional effectiveness. Student engagement indicators showed a steady upward trend, particularly among older learners, whose participation increased by nearly 90%. Collaboration and problem-solving improved notably, confirming the positive influence of gamification on classroom interaction. These results, supported by qualitative data from interviews and observations, highlight the proposal's potential to foster inclusive and technology-enhanced learning environments. Overall, the findings highlight a need for continuous digital training to promote more meaningful and engaging technology use in EFL classrooms. This reinforces the need to investigate the problem more deeply and propose strategies to enhance digital competencies among teachers.

Research Question

How does an immersive environment based on technological integration and gamification strategies impact the development of teachers' digital competencies and the motivation and engagement of intermediate English as a Foreign Language students at Centro Colombo Americano?

Research Objectives

General Objective

To analyze the perceived effectiveness of an immersive learning environment that integrates technology and gamification strategies to enhance teachers' digital competencies and promote motivation and engagement among intermediate English students at Centro Colombo Americano.

Specific Objectives

To quantitatively diagnose the current level of teachers' digital competencies and students' motivation and engagement in intermediate English courses at Centro Colombo Americano, using validated measurement instruments.

To design a didactic proposal that integrates technological tools and gamification strategies, informed by the diagnostic findings and teachers' and students' contextual needs.

To implement the didactic proposal within the teaching practices of Centro Colombo Americano.

To analyze the perceived impact of the immersive environment on the development of teachers' digital competencies and on students' motivation and engagement, through observations, reflective journals, and semi-structured interviews.

Rationale for the Study

The present study proposes the design of a didactic immersion environment that incorporates technology and gamification strategies. The purpose of this initiative is twofold: to strengthen teachers' digital competencies and to foster greater motivation and engagement among intermediate English students at Centro Colombo Americano. Understanding how a single pedagogical intervention can simultaneously influence teacher training and student participation is vital in a context where both education and technology are evolving rapidly. The findings derived from this research are expected to provide practical guidance for improving English language teaching and learning dynamics.

The benefits of this study extend across multiple levels of the educational community. Teachers at Centro Colombo Americano will have the opportunity to reinforce their technological integration skills and experiment with gamified practices that align with current pedagogical demands. Students, in turn, will experience a more dynamic and

interactive learning environment that is likely to strengthen both their motivation and their language development. At an institutional level, the implementation of this model can enhance the quality of educational offerings and position the Centro as a leader in innovative teaching practices. In a broader sense, the study responds to societal demands where English proficiency and digital competence are increasingly indispensable, contributing to the preparation of citizens who can thrive in an interconnected and competitive labor market.

This research also aims to address concrete educational challenges. The proposed didactic model emerges as a response to the gap in teachers' digital competencies and the persistent difficulties related to student engagement in English classes. By implementing and evaluating this intervention, the study seeks to provide a replicable and adaptable framework that can guide other institutions interested in enriching their pedagogical practices. In this way, it increases the likelihood of offering learning experiences that are both effective and engaging.

At the same time, the study responds to several theoretical gaps in the field. Although there is extensive literature on digital competencies, gamification, and student motivation, these constructs are frequently examined in isolation, which limits understanding of their combined impact. Research in this area also tends to be concentrated in North American, European, and Asian contexts, leaving Latin American English as a Foreign Language (EFL) institutions underrepresented. Methodologically, most studies rely on surveys or theoretical discussions rather than intervention-based designs that assess the practical effects of pedagogical innovations in real classrooms. In addition, existing scholarship often treats digital tools and gamification strategies as supplementary activities, rather than as part of a cohesive, immersive learning environment. Finally, questions

remain about the sustainability and adaptability of such interventions across diverse cultural and institutional contexts.

By addressing these gaps, the present study contributes to the body of knowledge on the integration of teachers' digital competencies, student motivation, and gamification strategies within EFL settings. Its findings may encourage future research that explores the effectiveness of specific gamified elements, their long-term impact on teaching practices, and their adaptability to learners with varying levels of language proficiency or from different cultural backgrounds.

Literature Review

This literature review synthesizes current knowledge regarding technological integration and gamification strategies in English as a Foreign Language (EFL) education, examining their impact on teachers' digital competencies development and student motivation and engagement. The review encompasses theoretical frameworks underpinning digital pedagogical approaches and empirical evidence from national and international studies, establishing foundations for understanding how didactic proposals integrating technology and gamification transform EFL teaching practices while addressing the gap between theoretical knowledge and practical implementation in Colombian contexts.

State of the Art on Research

The state of the art for this study examines three interconnected areas: teachers' digital competency development, gamification in English as a Foreign Language (EFL) teaching, and the specific challenges observed in Colombian contexts. First, the literature on teachers' digital competencies highlights their central role in effective technology integration and their influence on teacher performance, engagement, and student outcomes. Second, scholarship on gamification in EFL reveals its potential to enhance skills such as writing, reading comprehension, vocabulary retention, and listening, while also exposing notable gaps in its application to oral communication. Third, Colombian research provides valuable insights into the tensions between international pedagogical trends and local educational realities, where infrastructural limitations and cultural resistance often restrict implementation despite positive teacher attitudes. By synthesizing these perspectives, this section identifies both global and local patterns, clarifies how digital competencies and gamification intersect in language learning, and highlights the theoretical and practical gaps that justify the present study.

Teachers' digital competency development has become a cornerstone for effective technological integration in EFL contexts. Teacher job engagement influences well-being, motivation, commitment, performance, retention, and student learning outcomes (Houle et al., 2022), underscoring critical importance of understanding how digital competency development impacts both teacher performance and student outcomes.

Teachers demonstrate generally positive attitudes toward technological integration (Rodríguez-Betancourt & Gómez-Zermeño, 2017), with clear evidence of high gamification acceptance (Mendoza-Vega, 2025; Céspedes-Amparo, 2022). However, disparities in educators' digital training levels are commonly observed. Prominent competencies relate to information management and resource creation tools, while those linked to developing complex teaching-learning projects remain less developed (Córdova-Esparza et al., 2024).

Despite positive disposition, teachers' gamification use frequency can be low (Céspedes-Amparo, 2022). This contradiction between high appreciation and low implementation indicates practical adoption gaps. Experience factor proves crucial, as theoretical knowledge does not automatically translate into effective integration without sustained practice, suggesting barriers are operational and structural rather than attitudinal.

In Colombian contexts, EFL teachers' digital competencies research presents opportunities and challenges. González Moncada (2007) highlights complex EFL teacher professional development landscapes, noting tension between international pedagogical approaches and local educational realities. This tension is particularly evident in digital competency development, where teachers navigate between global technological trends and local infrastructure limitations.

Colombian research reveals EFL teachers demonstrate positive technology integration attitudes yet face significant implementation barriers. Cultural and institutional contexts often present resistance to innovative pedagogical approaches, stemming from traditional educational mindsets perceiving technology-mediated instruction as less academically rigorous.

Comparing international and Colombian studies reveals key patterns. While international research demonstrates clear positive correlations between teachers' digital competencies and student engagement, Colombian studies indicate contextual factors significantly moderate these relationships. Infrastructure limitations, cultural resistance, and inadequate professional development programs create barriers less pronounced in developed countries.

Gamification plays prominent roles in foreign language learning studies, particularly EFL, accounting for majority publications in this area (Chaves-Yuste, 2019). This pedagogical strategy provides significant improvements in various linguistic skills. In written production, development occurs in coherent and cohesive ideas, appropriate vocabulary use, and grammatical control, enabling robust textual productions (González-Cabrera & Castro-Villalobos, 2022).

Regarding reading comprehension, substantial improvements are reported in inference, interpretation, reflection, and evaluation competencies (Condori-Chacolli et al., 2024). Vocabulary retention and listening comprehension are favored by gamified approaches promoting immersive learning environments (Cevallos-Veloz et al., 2025).

Literature reveals evidence scarcity regarding gamification effects on oral communication skills (Rodríguez-Betancourt & Gómez-Zermeño, 2017). This leads to recommendations for more studies on gamification effects on oral production (González-

Cabrera & Castro-Villalobos, 2022). Marked differences between receptive and productive skills suggest current gamified methodologies are primarily oriented toward text-based formats or discrete skill exercises.

Contemporary research highlights teacher competency importance in implementing effective gamification strategies. Teachers recognize increased student engagement advantages through gamified learning, motivating them to become proficient in digital and gaming tools (Krishnan et al., 2021).

Theoretical Framework

This theoretical framework establishes conceptual foundations and perspectives underpinning the proposed research, defining and contextualizing technological integration, gamification, teachers' digital competencies, motivation in language learning, instructional design, and linguistic immersion within educational spheres.

Technological Integration in Education

Technological integration refers to effective and responsible Information and Communication Technologies (ICT) application in education (Wang & Woo, 2011). Its primary objective is optimizing classroom learning, developing workforce-relevant skills and competencies, and enabling continuous assessment for identifying weaknesses and strengthening learning. This approach seeks profound transformation in teaching and learning processes, extending beyond merely replacing traditional tools to redefining educational experiences.

Mishra and Koehler (2006) define this concept through the TPACK (Technological Pedagogical Content Knowledge) framework, establishing need for articulating technological knowledge with pedagogical and disciplinary knowledge to achieve effective

integration. ICT integration involves generating, storing, and disseminating knowledge while promoting new learning ways and technological resource utilization.

The PICRAT Technology Integration Model. The PICRAT model, proposed by Kimmons, Graham, and West (2020), provides conceptual tools for teachers to reflect on effective classroom technology integration. Valued for practicality and focus on active and creative student learning, it offers compatibility with various pedagogical methodologies including project-based and collaborative learning.

PICRAT structures along two main axes evaluating technology use. The PIC axis describes student roles when interacting with technology, ranging from receptive stances to active creation. The RAT axis evaluates technology impact on teacher pedagogy, from simple substitution to profound educational activity transformation.

- Passive (P): Students receive content, such as listening to lectures with slides or watching videos. Technology primarily presents information without direct student interaction for knowledge construction.
- Interactive (I): Students actively participate through exploration, experimentation, collaboration, and decision-making. Students direct learning aspects using technology as participation tools.
- Creative (C): Students use technology constructing artifacts representing learning evidence, such as audio/video editing or presentation creation.
- Replacement (R): Technology replaces traditional tools without significant pedagogical change, such as using PowerPoint slides instead of blackboards.
- Amplification (A): Technology improves existing practice efficiency or effectiveness, such as interactive presentation platforms allowing greater participation.

- Transformation (T): Technology enables new pedagogical practices impossible without it, revolutionizing learning experiences through fundamental educational activity redesign.

Gamification

Gamification in education is defined as strategic application of game elements, mechanics, and dynamics in non-gaming learning contexts. Deterding et al. (2011) state gamification differs from game-based learning by maintaining formal educational contexts while incorporating specific game design elements. Gamified elements do not transform educational activities into games but use psychological and motivational principles inherent in games to enhance learning experiences.

Game Elements and Mechanics. Game mechanics are resources generating enjoyment, loyalty, and engagement as users work toward set challenges. Kapp (2012) points out game foundations include motivating challenges, rule establishment, interactivity, and feedback. These components are fundamental for designing effective gamified experiences.

Common game mechanics include:

- Collection: Progressing by gathering objects, leveraging human tendencies to accumulate and display achievements.
- Points: Simple and immediate action feedback, allowing comparison and task valuation based on difficulty.
- Leaderboards: Created using player scores, adding comparison information enhancing competitiveness.
- Levels: Finite stage series providing easier result comparison and new advancement challenges.

- Awards and rewards: Obtained by overcoming challenges, usually virtual badges and privileges or surprise bonuses.
- Feedback: User responses when tasks are successfully completed or events of interest occur.
- Achievements: Recognizing progress and skill mastery, with desire to overcome challenges driving participation.
- Avatars, badges, and emblems: Aesthetic elements contributing to immersion and gamified experience personalization.

Design Principles. Design principles for educational gamification are grounded in psychological and pedagogical theories explaining underlying engagement and motivation mechanisms. Kapp (2012) states gamified design must incorporate meaningful narratives, gradual challenges, curiosity, interactivity, immediate feedback, and freedom to fail without negative consequences. Ryan and Deci (2000) contribute self-determination concept, implying three psychological needs gamification can satisfy: autonomy, competence, and relatedness.

Key design principles include:

- Understanding students' interests, needs, and learning styles
- Establishing clear, concrete, short-term, achievable objectives
- Designing narratives guiding teaching-learning processes
- Planning activity cycles, reward systems, and progression levels
- Considering aesthetic elements for visual appeal and immersion
- Ensuring curriculum alignment and assessment integration
- Fostering curiosity and emotion while linking learning with pleasure
- Implementing constructivist methodology making students learning protagonists

- Planning flexible methodology adapting to different student profiles

Teacher Digital Competencies

Krumsvik (2014) defines teacher digital competencies as abilities to use ICTs with sound pedagogical-didactic judgment and knowledge of content, pedagogy, and technology for continuous professional development. These constitute integrated sets of knowledge, skills, attitudes, and strategies enabling educators to use digital technologies effectively, critically, and creatively in pedagogical practices.

Digital Competence Framework for Educators

The European Framework for Digital Competence of Educators (DigCompEdu), developed by Redecker & Punie (2017), provides comprehensive models structuring teachers' digital competencies into six main areas with 22 specific competencies:

1. Professional engagement: Organizational communication, professional collaboration, reflective practice, and digital continuous professional development.
2. Digital resources: Selection, creation, modification, management, protection, and sharing of digital resources.
3. Teaching and learning: Planning and implementing digital devices and resources, guidance, fostering collaborative learning, and supporting self-regulated learning.
4. Assessment: Using digital technologies for formative and summative assessment strategies, analyzing digital evidence, and providing feedback.
5. Empowering learners: Ensuring accessibility, inclusion, differentiation, and personalization through digital technologies while promoting active student participation.

6. Facilitating learners' digital competence: Incorporating activities requiring students to manage information, use technologies for communication, produce digital content, use technology responsibly, and develop problem-solving abilities.

   The UNESCO ICT Competency Framework for Teachers (ICT-CFT) complements DigCompEdu, guiding teacher training in digital technology use within formal and informal educational systems across three competence levels: basic technology use for productivity enhancement, integration for complex problem-solving, and knowledge creation for educational innovation and social transformation.

Motivation and Engagement in Language Learning

Motivation is essential internal driver in educational processes propelling student participation and engagement. In language learning, it is psychological process influencing how students approach educational activities and tasks, playing fundamental roles in successful language acquisition.

Theories of Motivation in Second Language Learning.

- Gardner & Lambert's (1972) Socio-educational Model focuses on relationships between student motivation and second language learning success, proposing two main orientations: integrative (desire to integrate into speech communities) and instrumental (learning for practical purposes like professional advancement).
- Atkinson & Birch's (1978) Expectancy-Value Theory postulates individual behavior depends on expectations of achieving desired outcomes and values assigned to those outcomes. Strong success expectations with low failure fear are crucial for fostering achievement behavior.
- Williams & Burden's (1997) Interactive Model of Motivation based on social constructivism explains motivation from cognitive and contextual perspectives,

emphasizing motivation must originate from students while considering decision-making, effort, and situation understanding.

- Dörnyei's (2005-2009) L2 Motivational Self System emphasizes learner self-actualization, focusing on what individuals desire to become and qualities they believe necessary for achieving ideals while considering teacher, methodology, and group relationship roles.

Intrinsic and Extrinsic Motivation. Self-Determination Theory by Ryan & Deci (2000) provides fundamental conceptual frameworks for understanding educational motivation. Intrinsic motivation is internal drive propelling students toward academic goal achievement based on personal interest, activity enjoyment, learning satisfaction, and autonomy sense. Extrinsic motivation is based on consequences separable from activities, such as grades, recognition, or punishment avoidance.

The theory distinguishes extrinsic motivation types based on self-determination degrees: external regulation (reward/punishment control), introjected regulation (guilt avoidance/self-esteem maintenance), identified regulation (personally valued behavior), and integrated regulation (behavior aligned with personal values).

Didactic Proposal

Zabala (2000) conceptualizes didactic proposals as ordered teaching and learning activity sequences structured around specific content, considering student characteristics, available resources, and educational objectives. This transcends mere activity planning, requiring epistemological foundations justifying pedagogical decisions adopted. Didactic proposals serve as mediating instruments between theoretical knowledge and educational practice, operationalizing pedagogical principles into concrete actions adapted to specific implementation contexts.

Constituent Elements of a Didactic Proposal. Comprehensive and effective didactic proposals include:

- Title: Clear and concise identification providing quick reference and recognition facilitation
- Clear objectives: Concrete, measurable goal definitions that are specific, achievable, relevant, and time-bound
- Student knowledge: Deep analysis of students' levels, interests, motivations, and sociocultural backgrounds
- Relevant educational content: Specific content selection from specialization or knowledge areas
- Teaching-learning activity sequences: Hierarchical and logical activity and task organization
- Assessment instruments: Strategies and resources for measuring student learning and providing feedback
- Time: Estimated duration or scheduling for activity implementation
- Required resources: Materials, tools, or support necessary for proposal implementation
- Creativity and flexibility: Dynamic adaptability to different contexts and student profiles
- Documentation: Clear, dynamic, versatile records of actions and results for reflection and improvement

Immersion in English as a Foreign Language (EFL) Teaching

Immersion in EFL teaching refers to developing learning environments where students experience intensive and contextualized target language use, simulating conditions

similar to natural language acquisition. Zeng (2025) grounds this concept in comprehensible input hypothesis, positing second language acquisition occurs when students receive linguistic input slightly beyond current competence levels. Immersion involves creating authentic communicative contexts where English is used as natural communication medium, not merely study object.

Types of Immersion in EFL Teaching. Immersion types in EFL are categorized by linguistic experience intensity and modality:

- Total immersion abroad: Constant language exposure in everyday contexts
- Home immersion environment: Changing device languages, consuming English media
- Language exchanges: Practicing with native speakers through platforms or local communities
- Intensive English classes: Structured immersion courses providing controlled environments
- Specific skill practice: Regular writing, reading, and conversation activities
- Interactive apps and resources: Online applications and resources for interactive practice
- Partial bilingual immersion: Bilingual teaching methods using second language as primary instruction medium
- Virtual reality (VR): Innovative tools facilitating linguistic immersion through authentic contexts

This classification demonstrates linguistic immersion has transcended traditional, geographically bound definitions to become didactic and technological strategy sets

replicating or simulating language exposure, making immersion increasingly accessible and adaptable to diverse contexts and increasing intensive learning opportunities.

Research Design

For English as a foreign language instruction at the Centro Colombo Americano, technology integration presents both significant opportunity and considerable challenge. This leads to a crucial inquiry: how does a didactic proposal based on technological integration and gamification strategies impact the development of teachers' digital competencies and the active motivation and engagement of intermediate English as a Foreign Language students at Centro Colombo Americano? The subsequent sections detail the advantages and rationale behind the chosen research methodology. Following this, the main characteristics of the target population are described, the ethical protocol is presented, data collection and analysis instruments are introduced, and the didactic proposal features are exposed.

Methodological Design

Research Approach

The explanatory sequential mixed-methods approach, as described by Creswell & Plano Clark (2018), combines quantitative and qualitative methodologies in sequential phases. Initially, quantitative data are collected and analyzed to identify weaknesses in digital integration. Subsequently, a qualitative phase explains, interprets, or contextualizes the initial quantitative findings. This structure provides deeper, multifaceted understanding that transcends single-approach limitations and offers holistic problem perspective.

This approach is justified by the multidimensional nature of impact evaluation. The research quantifies changes in teachers' digital competencies and student motivation levels, then understands why and how these changes occur through participants' perceptions and experiences. This design is ideal for investigating dynamic educational processes where

numerical results require narrative and contextual enrichment, as proposed by Tashakkori & Teddlie (2003).

This methodology enables triangulation, reinforcing validity and reliability by integrating numerical data on didactic proposal impact with qualitative perspectives from teachers and students. Johnson and Christensen (2019) emphasize that mixed methods' added value lies in offering comprehensive, nuanced pictures of educational reality—essential for addressing complex problems like technological integration and gamification in EFL acquisition.

Research Method

Participatory Action Research (PAR) is a qualitative methodology distinguished by cyclical, collaborative nature that actively involves participants in all process phases. Initially proposed by Lewin (1946) and developed by Kemmis and McTaggart (1988), this model structures iterative cycles of planning, action, observation, and reflection to foster social change and practical improvement through empowering participation.

PAR's relevance lies in deep alignment with creating immersion environments for developing teachers' digital competencies and improving student motivation and engagement. This model positions teachers and students as co-designers and key actors in implementation and evaluation rather than mere study subjects. Active involvement facilitates contextual adaptation, promotes strategy appropriation, and ensures relevant, sustainable results for the educational community.

This participatory approach enhances teachers' reflective capacity regarding practice and students' reflective capacity regarding learning—fundamental for developing digital competencies and improving motivation. PAR's iterative nature allows real-time didactic proposal adjustments, responding to emerging needs and participant feedback, transforming

research into mutual learning and continuous improvement processes ensuring pertinent, effective intervention within Centro Colombo Americano's specific context.

Context of the Research

Population

Centro Colombo Americano in Bogotá is a prestigious binational institution recognized for EFL teaching excellence and U.S. cultural promotion. Founded on educational and cultural cooperation principles, it has become a second language acquisition benchmark. Currently attracting diverse student populations seeking high-quality linguistic and cultural immersion, its advanced infrastructure and pedagogical methodology position it as an ideal setting for implementing and evaluating innovative didactic proposals.

Students typically come from medium-to-high socioeconomic and educational backgrounds, exhibiting high intrinsic motivation toward English learning, often driven by academic, professional, or international mobility goals. The institution employs communicative, student-centered methodologies facilitating new teaching tool integration. Their prior technology exposure and cultural innovation openness make them receptive to technological integration and gamification proposals.

Centro Colombo Americano's selection holds particular relevance for Colombian EFL innovation. Its leading educational position and continuous improvement commitment present challenges and opportunities for adopting new pedagogies. Research findings could benefit the institution directly and serve as models for other Colombian educational institutions interested in modernizing language teaching practices.

Sample

Students. According to Creswell (2014) and Cohen, Manion, and Morrison (2018), random sampling is a rigorous selection method in which each participant has an equal chance of being chosen, thereby reducing bias and increasing representativeness. Similarly, Fraenkel, Wallen, and Hyun (2019) argue that random sampling enhances the external validity of a study by supporting the generalization of findings to the wider population. The student sample consists of eleven (11) participants, aged seventeen to forty-eight years, reflecting notable age heterogeneity. Socioeconomically, they primarily belong to middle-to-high strata, providing access to diverse educational and technological resources. Regarding linguistic proficiency, they are at B1.1 and B1.2 CEFR levels, capable of comprehending and producing texts and conversations on common topics but requiring development of more complex skills.

Age heterogeneity presents significant research implications, as attitudes, learning styles, and technology familiarity vary considerably across age groups. Younger students may exhibit greater digital fluency and gamification openness, while older ones might require more structured approaches or possess different learning motivations. Linguistic level variation demands adaptable didactic proposals offering appropriate challenges, ensuring technology and gamification serve as facilitating tools, not additional barriers.

Teachers. The teacher sample consists of five (5) professionals, aged twenty-five to forty-five years. All hold language degrees, with majority possessing postgraduate qualifications in EFL teaching. Their English proficiency is C1 CEFR level, ensuring advanced fluency and accuracy. This academic and linguistic background indicates high professionalism and deep understanding of second language acquisition theories and practices.

Teacher experience and training are crucial success factors, as their pedagogical knowledge and English proficiency position them as fundamental actors in adopting and adapting new methodologies. C1 level enables effective understanding and modeling of language use in technological and gamified contexts. Their EFL experience influences tool integration, allowing adaptation to students' specific needs and overcoming potential technical or didactic challenges.

Ethical Protocol

According to the Belmont Report (1979), obtaining informed consent is fundamental ethical requirement ensuring participants understand study purpose, procedures, and potential risks and benefits. This research adheres to informing participants of voluntary participation without repercussions, aligning with APA's Ethical Principles of Psychologists and Code of Conduct (2017).

The APA (2017) emphasizes safeguarding participant confidentiality to protect privacy and maintain research process trust. Therefore, codes or pseudonyms replace real names, ensuring secure data storage and protected identifiable information. Classroom observations are conducted non-intrusively to minimize disruption.

Additional measures ensure participant dignity, rights, and welfare throughout the research process, the first document is the teacher informed consent for Research Participation (see Appendix G) and the second the student informed consent for Research Participation (see Appendix and H): removing or anonymizing personal identifiers; informing students they can withdraw without negative consequences; and obtaining permission from educators and administrators ensuring necessary ethical approvals (Creswell, 2014).

Data Collection Techniques

Description and Rationale of the Instruments

Perception Questionnaires. The quantitative data derived from these questionnaires provide a baseline understanding of students' motivation, engagement, and perceptions regarding the use of technology in English language learning, directly addressing the objective of analyzing motivational and participatory factors in the EFL context. The analysis of frequency distributions and mean scores across the items offers a detailed overview of students' initial attitudes toward digital tools, collaborative activities, and learning effectiveness. These data serve to contextualize the intervention, helping to identify key motivational drivers and areas for improvement before the implementation of the didactic proposal. The results also contribute to the triangulation process, complementing qualitative findings from teacher interviews and classroom observations.

Observation Form. Based on the PICRAT model (Passive, Interactive, Creative / Replacement, Amplification, Transformation), this systematic tool evaluates technological integration level and type in classrooms. The PICRAT model offers two-dimensional matrices classifying student roles (passive, interactive, creative) and technology use levels (replacement, amplification, transformation). Its relevance allows objective recording of technology and gamification implementation and experience, providing detailed data on technological integration quality in pedagogical practices and student engagement.

Field Journal. This qualitative instrument systematically and reflectively records observations, impressions, reflections, and emerging contextual notes during research processes. Its relevance is crucial for capturing rich information unobtainable with other instruments, such as classroom dynamics, unexpected teacher and student reactions, or

technical challenges (see Appendix I). It allows deeper insight into behavior and event reasons, providing context to structured quantitative data.

Semi-structured Interview. This qualitative technique combines predefined question scripts with flexibility to explore new questions or topics arising during conversations. Its relevance is fundamental for delving into teachers' subjective experiences of didactic proposals (see Appendix J). It facilitates understanding of motivations, challenges faced, and perceived benefits, providing narrative richness and personal perspectives complementing quantitative data and observations.

Pedagogical Intervention and Application

Instructional Design

The implementation of this research followed the cyclical structure of Participatory Action Research (PAR), which emphasizes continuous reflection, collaboration, and informed action. The process was organized into six interconnected stages that guided the development, execution, and evaluation of the didactic proposal.

Diagnosing. This initial phase involved identifying the main challenges related to technology integration and student engagement in English language learning at Centro Colombo Americano. Preliminary observations and informal conversations with teachers revealed gaps in digital training and limited use of interactive technological tools. Additionally, students showed varying levels of motivation and participation during lessons, particularly when technology was not incorporated meaningfully.

Planning and Designing. Based on the diagnosis, a gamified didactic proposal was created to enhance teachers’ digital competencies and foster student motivation. The design integrated digital tools, storytelling, and collaborative activities across five instructional modules. Each stage was aligned with the research objectives and informed by

pedagogical theories such as constructivism, social learning, and gamification. Teachers were involved in the planning process to ensure contextual relevance and feasibility.

Applying. During the application stage, the proposal was implemented with selected English classes. Teachers received guidance on using the digital tools and applying gamification principles to their lessons. Students engaged in project-based and collaborative tasks that encouraged participation, creativity, and communication in English.

Collecting Data. Quantitative data were gathered through pre-intervention questionnaires to measure students' initial perceptions of technology, motivation, and engagement. Qualitative data were obtained through class observations and teacher interviews to gain insights into classroom dynamics, tool integration, and participation levels.

Analyzing and Sharing Results. Data analysis focused on identifying patterns and correlations between digital training, technological implementation, and student engagement. Findings were shared with participating teachers through reflective sessions, fostering dialogue about successes, challenges, and areas for improvement in the digital teaching process.

Informed Action. Based on the analysis, specific recommendations were developed to refine the proposal. These included selecting more user-friendly tools, providing ongoing digital training, and designing activities that balance challenge and enjoyment. The results informed the next iteration of the intervention, following the cyclical nature of PAR.

Monitoring and Evaluating. Continuous monitoring ensured that both teachers and students received support throughout implementation. Evaluation involved assessing the effectiveness of the didactic proposal in improving student motivation, engagement, and

teachers' confidence in technology use. The process concluded with reflections on sustainability and scalability within the institutional context.

Development of Application

Application development follows a systematic five-week implementation plan with daily structured activities for both students and teachers. Each week targets a specific project phase: topic research (Level 1), draft development (Level 2), content creation (Level 3), peer review (Level 4), and final presentation (Level 5). Students engage in 15-minute daily activities, while teachers participate in focused 10-minute preparation sessions. Although brief, these sessions are intentionally designed to be practical and cumulative: each day introduces a single tool or strategy, allowing teachers to gradually build their digital skills without overwhelming their schedules. Over the course of the five weeks, these short but consistent practices provide sustained exposure, hands-on application, and reflection, thereby supporting progressive growth in digital competency aligned with the project's objectives.

Progressive structure ensures gradual competency development, beginning with foundational tools like ClassDojo for team formation and advancing to sophisticated content creation using Book Creator and AI-assisted platforms. The progressive structure ensures gradual competency development, beginning with foundational tools like ClassDojo for team formation and advancing to sophisticated content creation using Book Creator and AI-assisted platforms. Home immersion tasks extend learning beyond classroom boundaries, requiring students to engage with Wakelet collections, EdCafe chatbots, and Book Creator development. To ensure consistent participation, these tasks are monitored through weekly teacher check-ins. Assessment is carried out using rubrics that

evaluate completion, allowing both teachers and students to track progress and ensuring that learning outcomes are met equitably across participants.

The application incorporates comprehensive evaluation mechanisms, including tool-specific rubrics with three performance levels: Legendary (exceptional mastery), Champion (solid competence), and Explorer (notable progress). While these categories serve as motivational feedback within the gamified framework, they also function as measurable indicators for the research. Each level is assigned a numerical value, enabling the collection of quantitative data across tasks and participants. These scores will be aggregated and analyzed to identify trends in both teacher digital competency growth and student engagement levels, thus ensuring that evaluation outcomes contribute not only to classroom motivation but also to the study's empirical findings. Each tool includes specific criteria addressing digital portfolio development, participation quality, academic precision, and peer collaboration (see Appendix N).

The reward matrix provides immediate recognition through digital badges and experience points (XP), with pedagogical benefits including extended deadlines, additional AI consultations, enhanced decision-making privileges, peer mentorship roles, and official competency certification. This system maintains motivation while recognizing diverse achievement levels and learning progression patterns.

Semi-structured interviews and field journal templates facilitate systematic data collection regarding teacher experiences, student engagement patterns, tool effectiveness, and sustainability considerations. The evaluation framework encompasses classroom dynamics, technology implementation, gamification impact, and critical incident documentation, providing comprehensive evidence for research analysis and future refinements.

Data Analysis

This chapter presents the results derived from the implementation of the didactic proposal and the data collected through various instruments applied to teachers and students at Centro Colombo Americano. It details how both quantitative and qualitative findings were analyzed and interpreted to address the research objectives. The following sections describe the management of data collection, the outcomes of teacher and student surveys, and the results obtained through the PICRAT model analysis. Together, these findings offer a comprehensive understanding of the impact of the gamified framework on teachers' digital competence, classroom practices, and students' motivation and participation in English language learning.

Data Management Procedures

Quantitative Data Analysis

Tables and Figures. These essential tools visualize quantitative data, organizing and presenting information clearly, concisely, and accessible. Their relevance for analyzing pre- and post-intervention perception questionnaires lies in effectively displaying frequencies, distributions, and comparisons between groups or time points. These visual representations are crucial for communicating quantitative results comprehensibly and rigorously.

Descriptive Statistics and Measures of Central Tendency. Descriptive statistics include measures of central tendency (mean, median, mode) and dispersion measures (standard deviation) used to summarize and characterize data sets. Their relevance is fundamental for analyzing closed-response questionnaire results, describing sample characteristics, identifying predominant perception patterns of motivation and engagement, and quantifying observed changes between pre- and post-intervention measurements.

PICRAT Matrix. This adapted analysis tool categorizes observed technological integration levels in classrooms, classifying activities and technology use within PICRAT model dimensions (student role and technology use level). Its relevance provides systematic frameworks to quantify and qualify implemented technological integration quality, ensuring identification of most effective strategies and improvement areas in developing teachers' digital competencies.

Qualitative Data Analysis

Thematic Content Analysis. This systematic qualitative technique identifies, analyzes, and interprets recurring patterns or themes in textual and verbal data. Its relevance is key for analyzing semi-structured interviews and field journals, allowing researchers to uncover meanings, perceptions, and experiences of teachers and students concerning technological integration and gamification. This method organizes large qualitative data volumes into meaningful categories complementing quantitative findings.

Results

Introduction

The following section presents the results derived from the implementation of the didactic proposal that integrated technology and gamification strategies within an immersive learning environment at Centro Colombo Americano. First, the quantitative results are presented, addressing the first specific objective, which aimed to diagnose teachers' digital competencies and students' motivation and engagement through validated measurement instruments. These data were obtained from pre- and during-intervention tools designed to capture participants' initial levels and subsequent progress. Next, the qualitative results are introduced, corresponding to the fourth specific objective, as they analyze the perceived impact of the immersive environment on the development of teachers' digital competencies

and on students' motivation and engagement, based on observations, reflective journals, and semi-structured interviews. Finally, both data sets are integrated to provide a comprehensive understanding of the proposal's effectiveness, allowing for triangulation between quantitative trends and qualitative insights that reinforce the interpretation of findings and the achievement of the general objective.

Quantitative Results

Initial Diagnosis (Pre-Intervention Teacher Survey).

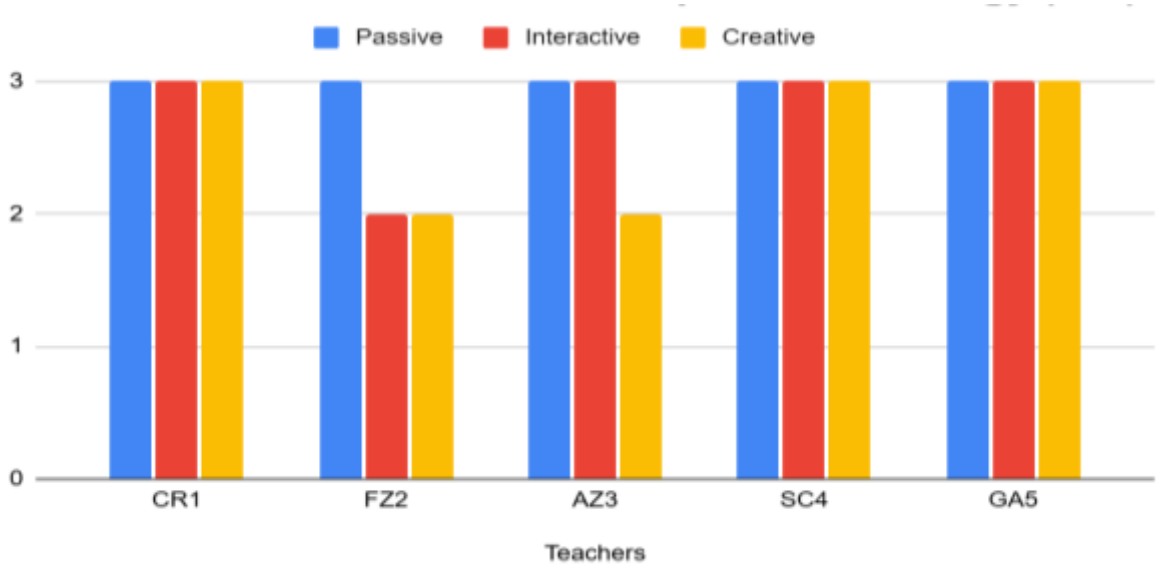
The initial findings indicate that teachers generally recognize the positive influence of technology on the teaching and learning process and feel confident in using a range of digital tools. However, the data also reveal differences in the depth and creativity of integration, which supports the need for an immersive and transformative approach such as the one proposed in this study. These results, obtained from the pre-intervention stage, align coherently with the general objective of the study, which is to analyze the perceived effectiveness of an immersive learning environment that integrates technology and gamification strategies to strengthen teachers' digital competencies and enhance students' motivation and engagement.

In relation to the first specific objective — to quantitatively diagnose the current level of teachers' digital competencies and students' motivation and engagement in intermediate English courses — the pre-intervention surveys and PICRAT analysis provide a comprehensive diagnostic overview. They identify teachers' varying levels of digital proficiency, students' diverse comfort levels with technology, and specific areas where engagement can be enhanced. These insights establish a solid empirical baseline for subsequent comparison after the implementation of the didactic proposal.

The findings also contribute to the second specific objective — to design a didactic proposal that integrates technological tools and gamification strategies informed by the diagnostic findings and contextual needs. The diagnosis reveals both strengths and improvement opportunities, particularly in promoting technology as a means for creation, collaboration, and student-centered learning. These aspects directly inform the design of the proposal, ensuring it responds to real pedagogical challenges and institutional contexts.

Figure 1

Dimension 1: student's relationship with technology (PIC)



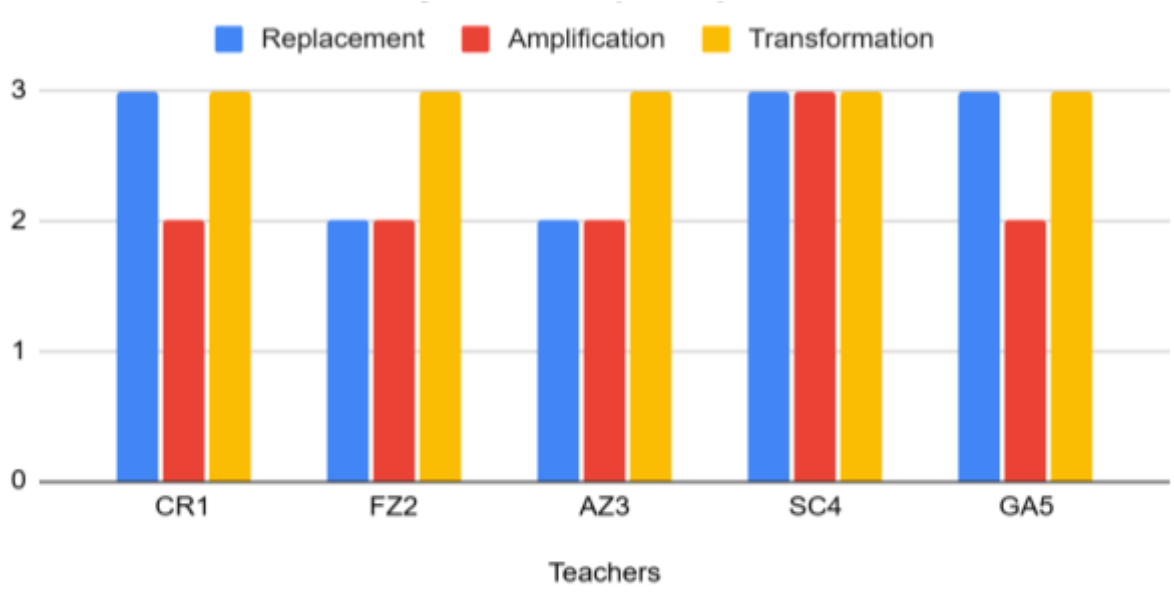
Note. The figure illustrates students' relationship with technology based on teachers' reports.
Source: Self-elaboration

Figure 1 shows the results for the first dimension of the PICRAT model, which explores how students relate to technology during classroom activities. This dimension examines three types of interaction: passive, interactive, and creative. As illustrated in the graph, most teachers reported that their students tend to use technology in interactive and creative ways rather than passively. However, there are noticeable differences among teachers. For example, in the case of teacher FZ2, the levels of interactive and creative

engagement appear lower, indicating that not all learning experiences equally promote active participation or content creation through digital tools. Overall, these results suggest that while technology is generally used to support meaningful learning, there is still room to encourage more innovative and student-centered practices.

Figure 2

Dimension 2: impact of technology on teacher's practice (RAT)



Note. Data derived from teachers' self-assessment of technology integration in their practice.
Source: Self-elaboration

Figure 2 presents the results for the second dimension of the PICRAT model, which examines the impact of technology on teachers' practice (RAT). This dimension evaluates whether digital tools are used mainly for replacement, amplification, or transformation of traditional teaching methods. As the figure shows, only one teacher (SC4) reached the highest level of technological integration across all three categories, demonstrating a transformative approach where technology meaningfully enhances learning experiences. In contrast, teachers FZ2 and AZ3 reported lower levels of amplification and transformation,

indicating that their use of digital tools remains more limited and could be replicated without major technological support. Overall, these findings suggest that while most teachers integrate technology into their lessons, the degree of transformation varies, highlighting the need to strengthen innovative practices that move beyond substitution toward truly redefined and student-centered learning experiences.

Evaluation of Digital Tools (During-Implementation) The following results correspond to the implementation phase of the didactic proposal and address the specific objective, which focuses on applying the designed immersive environment within the teaching practices of Centro Colombo Americano. During this stage, the emphasis was placed on how teachers integrated technological tools and gamification strategies into their lessons, as well as how these practices influenced students' motivation and engagement. The quantitative data collected during the intervention provide concrete evidence of progress in teachers' digital competencies and reveal an overall increase in student participation and enthusiasm. As shown in Table 1, teachers evaluated digital tools such as Mentimeter, Quizizz, and Flipgrid as highly functional resources that supported classroom management, content comprehension, and formative feedback. The structured implementation of the proposal — organized into five progressive modules over five consecutive weeks — generated measurable indicators that illustrate varying levels of impact across different stages of integration. Additionally, the gamification system, based on badges and rewards, produced quantifiable participation data that align with the project's general objective of fostering engagement through technology-mediated learning experiences. The cyclical process adopted by the teacher-researcher allowed for continuous reflection and refinement of both the proposal and the measurement instruments, ensuring the reliability and consistency of the study's findings.

Table 1

Teacher Evaluation of Digital Tools by Functional Category

Functional Category	Preferred Tool	Consensus (n=5)	Average Rating
Class control	Mentimeter	100%	5.0
Content exploration	Wakelet	80%	4.8
Content presentation	Genially/Nearpod	100%*	4.6
Content comprehension	Quizizz	100%	5.0
Feedback	Flipgrid	100%	4.4
Content production	Book Creator/Voki	80%	4.8

Note. Data collected from teacher survey during the intervention. *Source:* Self-elaboration

The quantitative data configure a panorama of differentiated technological adoption, where tools such as Mentimeter and Quizizz achieve absolute consensus with perfect scores, while others like Flipgrid evidence high functional valuation (100% usage) but moderate ratings due to technical limitations. The distribution of preferences in the content presentation category suggests adaptive flexibility in the developed digital competencies. The overall average of 4.72 out of 5.0 indicates a significantly high level of technological satisfaction, supporting the effectiveness of the didactic proposal in quantifiable terms.

Student Motivation and Engagement Indicators. The following results correspond to the analysis of student motivation and engagement during the implementation phase and respond to the specific objective, which aims to analyze the perceived impact of the immersive environment on students' motivation and engagement. As presented in Table 2, the data reveal a consistent upward trend in engagement indicators throughout the five-week intervention. The most notable improvement was observed in collaborative problem solving, indicating that the use of interactive and gamified digital tasks effectively fostered

teamwork, communication, and shared responsibility among learners. Likewise, the steady increase in general participation and task completion suggests that technology-based strategies helped sustain students' motivation over time. These results highlight the role of gamification and digital tools not only as motivational elements but also as catalysts for active and meaningful learning experiences in the English classroom.

Table 2

Student Engagement and Motivation Indicators

Engagement Indicator	Week 1	Week 3	Week 5	Variation %
General active participation	65%	82%	91%	+40%
Younger students (18-25)	85%	94%	97%	+14.1%
Older students (26+)	45%	70%	85%	+88.9%
Collaborative problem solving	30%	75%	88%	+193.3%
Gamified task completion	70%	89%	95%	+35.7%

Note. *D*ata collected from student performance tracking during the five-week intervention.
Source: Self-elaboration

The quantitative progression evidences a sustained increase in all student participation indicators, with particular emphasis on the transformation of older students' disposition, who experience 88.9% growth in active participation. The data reveal that the initial generational gap of 40 percentage points reduces to 12 points upon completion of the implementation. The collaborative problem-solving indicator registers the most significant growth (193.3%), suggesting that gamification not only increases individual participation but also enhances intergenerational cooperative dynamics. The completion of gamified tasks maintains consistency above 89% from the third week, indicating motivational consolidation.

Qualitative Results

The qualitative results are organized into four analytical categories that emerged during the implementation phase: (1) Implementation of the Didactic Proposal, (2) Development of Teachers' Digital Competencies, (3) Student Motivation and Engagement, and (4) Gamification Impact and Critical Incidents. Each category brings together insights derived from semi-structured interviews, systematic classroom observations, and researcher reflections collected throughout the iterative cycles of participatory action research (see Appendices O and P).

This structure provides a comprehensive understanding of how the immersive learning environment influenced both teaching practices and student participation, directly addressing the study's third and fourth specific objectives. The integration of these qualitative sources uncovers rich, context-sensitive patterns that complement the quantitative findings, offering a deeper view of the processes behind the observed changes. Furthermore, the contrast between teachers' initial expectations and their experiences during implementation generated valuable reflections on professional growth, digital adaptation, and student engagement, which contribute to a more holistic interpretation of the proposal's impact.

Implementation of the Didactic Proposal.

During the implementation phase, teachers' experiences with the didactic proposal unfolded across three interrelated dimensions: transformation, perception, and appropriation. These categories reflect the progressive changes in their teaching practices, their evolving views on digital integration, and the extent to which they adopted and adapted the proposed strategies within their classrooms.

Transformation. Throughout the process, teachers experienced a gradual transformation in their teaching practices and attitudes toward the didactic proposal. Most participants (four out of five) expressed initial curiosity and openness to the integration of digital tools. As they experimented with new platforms and activities, their approach evolved from cautious exploration to confident and purposeful use.

"I was very curious about it. I had implemented gamified strategies but just with some other apps; there were very interesting tools." (Teacher CR01)

Perception. Teachers' perceptions of the proposal shifted as they observed positive classroom dynamics and increased student engagement. One teacher, initially skeptical due to concerns about student receptivity, later described a change in perspective after witnessing learners' enthusiasm and autonomy.

As stated by (Teacher CR01) "Students were more energetic, especially during group competitions." And (Teacher FZ02) "Students were surprisingly independent."

Appropriation. In terms of appropriation, teachers began to internalize and adapt the didactic proposal to their own teaching contexts. They emphasized the value of its narrative structure, noting that it enhanced immersion and coherence during technological activities. Although some tools—such as Book Creator—posed operational challenges, others like Flipgrid and Edpuzzle were praised for their pedagogical potential. As (Teacher FZ02), "I'll continue using Voki and Flipgrid for storytelling."

Development of Teachers' Digital Competencies

All participants reported noticeable progress in their digital competencies during the implementation phase. This finding directly supports the project's general objective, which seeks to analyze the perceived effectiveness of an immersive learning environment that integrates technology and gamification strategies to enhance teachers' digital competencies

and promote student engagement. It also aligns with the third and fourth specific objectives, which focus on implementing the didactic proposal and analyzing its impact on teaching practices and engagement levels. The proposal offered teachers structured and purposeful opportunities to explore new digital tools, leading to a broader repertoire of technological resources for diverse instructional purposes. As several participants expressed, this process fostered both professional curiosity and confidence:

"I was forced to explore, and it paid off." (Teacher AZ03)

"It built on my existing experience and made me explore more." (Teacher GA05)

Data from the semi-structured interviews (see Appendix P) revealed that tools such as Book Creator and EdCafe played a key role in promoting a creative and reflective use of technology. Teachers emphasized that these platforms encouraged them to design digital storytelling projects and collaborative spaces that engaged students more actively. Participants like CR01 and GA05 described Book Creator as particularly effective for enhancing creativity and learner autonomy, while AZ03 highlighted EdCafe as a tool that supported technological fluency and confidence. Moreover, the iterative cycles of experimentation and reflection embedded in the proposal strengthened teachers' capacity to make informed pedagogical decisions about selecting and adapting digital tools.

These insights demonstrate tangible evidence of professional growth and reflective practice, confirming that the immersive environment effectively supported the development of teachers' digital competencies. In addition, teachers noted that this growing sense of digital confidence translated directly into the classroom, where they observed higher levels of student participation, creativity, and autonomy during technology-enhanced lessons.

Student Motivation and Engagement

Evidence from the semi-structured interviews and the Voice Odyssey Field Journal (see Appendix O) revealed a steady increase in student motivation and active participation throughout the implementation phase. Teachers consistently observed that students became more autonomous, collaborative, and proactive when using digital tools and engaging in classroom activities. The integration of gamified elements, such as badges and rewards, proved to be a strong motivational factor that encouraged friendly competition and sustained interest. Several teachers noted that students were eager to earn badges and celebrated each new level achieved, which contributed to a more dynamic and enthusiastic classroom atmosphere.

While some initial hesitation was observed among older learners, teachers described a gradual shift as intergenerational collaboration naturally developed. Younger students often supported their older peers by guiding them through technical challenges and motivating their participation in the narrative-based tasks. As one teacher reflected, “Older students showed more insecurity, but younger ones helped them” (CR01). This interaction not only helped bridge generational differences but also cultivated a sense of community and inclusion, where learners of different ages shared a comparable level of engagement and satisfaction by the end of the intervention.

These findings directly address the specific objective, which aims to analyze the perceived impact of the immersive environment on students’ motivation and engagement. The results demonstrate that the combination of technology and gamification strategies effectively strengthened motivation, promoted collaboration, and encouraged continuous participation across a diverse group of learners, reinforcing the value of immersive and inclusive approaches to English language learning.

Gamification Impact and Critical Incidents

Clear evidence of the impact of gamification on classroom dynamics emerged from the qualitative data collected through the Voice Odyssey Field Journal, teachers' reflection journals, and classroom observation reports (see Appendix P). This section directly relates to the general objective of analyzing the perceived effectiveness of an immersive learning environment that integrates technology and gamification strategies to enhance teachers' digital competencies and promote student engagement. It also connects with the fourth specific objective, which focuses on examining the impact of the immersive environment on both teaching practices and student engagement.

Teachers' reflections and observation records documented how game-based elements—such as digital badges, level progression, and collaborative missions—sparked visible improvements in students' motivation and classroom participation. Many teachers highlighted that the competitive yet playful structure inspired greater enthusiasm and perseverance during activities that had previously generated limited interest. For example, Teacher GA05 described a critical incident in which students who initially struggled with Edpuzzle began collaborating spontaneously after learning that badges would be awarded for task completion. In the same field journal, GA05 noted that "Students competed but supported each other," emphasizing the balance between competition and cooperation that gamification encouraged.

These moments, also noted in the classroom observation reports, illustrate how gamified strategies transformed traditional language-learning activities into immersive, interactive experiences that promoted collaboration, autonomy, and creativity. Taken together, the evidence demonstrates that gamification acted as a catalyst for meaningful engagement and sustained motivation, reinforcing the effectiveness of the didactic proposal

in achieving its pedagogical goals and contributing to a more dynamic, participatory classroom culture.

Integration of Quantitative and Qualitative Findings:

To further illustrate the connection between quantitative and qualitative findings, the following table synthesizes the key results related to the development of teachers' digital competencies and the engagement of intermediate English students throughout the implementation of the didactic proposal. This integration responds to the general objective of analyzing the perceived effectiveness of an immersive learning environment that integrates technology and gamification strategies to enhance teachers' digital competencies and promote motivation and engagement among intermediate English students at Centro Colombo Americano. The table triangulates data from perception surveys, classroom observations, and teachers' reflection journals, highlighting how statistical trends were reinforced and clarified through qualitative insights. By merging both types of data, the analysis offers a holistic understanding of how the proposal fostered confidence, motivation, and inclusion within the learning process, ultimately contributing to a more dynamic and participatory educational environment.

Table 3. *Alignment of Quantitative Findings, Qualitative Evidence, and Interpretations*

Quantitative Finding	Qualitative Evidence	Interpretation
80% of teachers reported feeling confident using digital tools after the intervention	Teachers described greater self-efficacy and experimentation with *Book Creator* and *Quizizz*	Growth in digital competence was supported by experiential learning
75% of students felt more motivated in technology-based lessons	Teachers observed more active participation and peer mentoring	Gamified tools promoted engagement and collaborative learning

Quantitative Finding	Qualitative Evidence	Interpretation
88.9% increase in older students' participation	Reports of intergenerational mentoring and inclusion	Gamification reduced resistance and fostered inclusive participation

Discussions and Conclusions

Discussions

The findings demonstrate that a didactic proposal based on technological integration and gamification strategies significantly impacts both the development of teachers' digital competencies and the motivation and active engagement of intermediate-level English as a Foreign Language (EFL) students at Centro Colombo Americano. This supports previous research emphasizing that digital competency development influences teacher performance, engagement, and student learning outcomes (Houle et al., 2022). Quantitative data reveal sustained increases in all student engagement indicators, while qualitative triangulation confirms profound transformations in teachers' pedagogical practices and classroom dynamics — consistent with Rodríguez-Betancourt and Gómez-Zermeño's (2017) observations that teacher perceptions and practices evolve positively with digital integration.

The modular structure of five progressive levels generates an immersive learning ecosystem that transcends mere technological adoption to configure transformative educational experiences effectively integrating narrative, gamification, and competency development. This finding aligns with contemporary research that underscores the need for systematic pedagogical design rather than superficial technology use (Córdova-Esparza et al., 2024).

The evidence shows 88.9% growth in active engagement among older students, a population initially presenting greater resistance to technological integration. This finding challenges conventional assumptions about generational technology adoption patterns in educational contexts and resonates with González Moncada's (2007) analysis of how Colombian educators navigate tensions between international pedagogical approaches and

local realities. The initial generational gap of 40 percentage points reduces significantly to 12 points upon completion, indicating social cohesion effects exceeding specific academic expectations.

Particularly noteworthy is the collaborative problem-solving indicator, registering the most notable growth with a 193.3% increase. This evidences that gamification not only enhances individual engagement but also strengthens intergenerational cooperative dynamics, an effect supported by Chaves-Yuste (2019), who emphasizes gamification's potential to enhance both cognitive and social dimensions of language learning.

Young students spontaneously assume technological mentor roles, while older students provide guidance in complex communicative tasks, configuring mutually beneficial learning ecosystems.

The integration of gamification with storytelling generates authentic engagement that transcends superficial extrinsic motivations toward intrinsic commitment to learning processes, aligning with Krishnan et al. (2021), who highlight how narrative-driven gamified learning fosters intrinsic motivation and student agency. The narrative immersion of "Voice Odyssey" captures student interest sustainably, particularly during dramatic moments requiring task completion to learn story continuations, consistent with findings from Cevallos-Veloz et al. (2025) on immersive learning environments supporting sustained motivation and comprehension. This integration generates memorable learning experiences exceeding superficial entertainment toward profound pedagogical transformation.

The competitive-cooperative balance, between competitive and cooperative elements evolved toward teamwork, evidencing the maturation of learning communities — a phenomenon also reported by Mendoza-Vega (2025), who noted that gamification

enhances collaboration when combined with meaningful narrative elements, evolves progressively from initial competitive dynamics toward consolidated patterns of collaboration and teamwork, evidencing maturation of learning communities. Teachers report clear behavioral changes in students, including greater willingness to take risks in oral activities and systematic engagement in class dynamics.

Teacher consensus regarding digital competency strengthening constitutes one of the most consistent findings. All participants reported developing mastery over tools like Book Creator, EdCafe, Mentimeter, and Quizizz, supporting Céspedes-Amparo's (2022) observation that sustained practice in authentic contexts yields deeper digital skill acquisition than theoretical workshops alone. Furthermore, these findings reflect the trend identified by Córdova-Esparza et al. (2024), who highlighted the diversification of digital resources as key to effective pedagogical transformation. Effects include significant improvements in pedagogical technological integration and diversification of digital resource repertoires adapted to different instructional moments.

Book Creator and EdCafe emerge as relevant tools in competency development processes, generating evident transformations in observed teaching practices. Teachers express that the proposal exceeds initial expectations of professional improvement, configuring authentic learning experiences transcend conventional technological training. Google Classroom emerges as an effective management tool, while tools like Mentimeter and Quizizz obtain absolute consensus in terms of pedagogical utility.

Research Implications for the Field of Study

This research contributes significantly to understanding technology integration in EFL education, particularly in Latin American contexts where infrastructure and training

limitations present unique challenges. The findings have important implications for educational practice and policy.

The successful integration of narrative elements with gamification suggests that immersive storytelling serves as powerful pedagogical framework for language learning. The "Voice Odyssey" approach demonstrates how authentic content production and significant feedback processes enhance communicative competencies while maintaining sustained student motivation. This finding provides practical guidance for curriculum designers and EFL practitioners seeking to implement technology-enhanced learning environments.

The intergenerational collaboration patterns observed offer valuable insights for inclusive pedagogical models. The emergence of spontaneous mentoring relationships between younger and older students suggests that age-diverse classrooms can become assets rather than challenges when properly structured through gamified activities.

The research demonstrates that structured technologic al integration serves as effective vehicle for teacher professional development. The finding that all participating teachers developed enhanced digital competencies through practical application rather than isolated training sessions has important implications for in-service education programs. This suggests that future professional development initiatives should embed technology training within authentic pedagogical contexts rather than delivering it as separate technical workshops.

The successful implementation at Centro Colombo Americano provides a replicable model for other language institutions in similar contexts. The systematic approach to teacher support and gradual technology introduction offers practical guidelines for institutional leaders seeking to implement comprehensive digital transformation initiatives.

Research Limitations of the Current Study

While this research provides valuable insights, several limitations must be acknowledged to ensure appropriate interpretation and inform future research directions. Implementation reveals technical limitations requiring attention in future applications. Book Creator presents operational complexity demanding additional temporal investment for teacher technical competency development. Technical problems reported with Flipgrid, specifically prolonged loading times, although not obstructing positive pedagogical evaluation, suggest need for more exhaustive prior technical evaluation of selected tools.

Microphone malfunctions and registration difficulties, although transformed into learning opportunities, reveal need for more systematic contingency protocols minimizing disruptions in educational processes.

Differentiated levels of digital competency among teachers evidence need for more personalized training processes considering diverse technological profiles. Some teachers require continuous assistance, indicating that proposals must include more robust technical support systems differentiated according to individual needs.

Initial resistance documented in older students, although subsequently overcome, suggests that proposals require more gradual induction strategies sensitive to generational diversities. The five-week structure, although effective, could benefit from more extensive adaptation periods for populations with less technological familiarity.

The study was conducted in a specific institutional context (Centro Colombo Americano) with particular infrastructure and student population characteristics. The generalizability of findings to different educational contexts, particularly those with more limited technological resources or different student demographics, remains to be established.

Another important limitation of this study lies in the small sample size of both students and teachers who participated in the implementation. Because the proposal involved a limited group of intermediate-level learners and a few instructors from Centro Colombo Americano, the findings cannot be generalized to broader populations. The reduced number of participants provided valuable in-depth insights into the effects of technological integration and gamification, yet it also restricted the statistical power of the quantitative analysis and the diversity of perspectives captured through qualitative data. Future research involving larger and more heterogeneous groups would allow for stronger comparisons across levels, ages, and teaching experiences, providing a more comprehensive understanding of the proposal's impact.

Recommendations for Future Research

Based on findings and limitations identified, several directions for future research emerge as particularly promising.

Longitudinal research is suggested examining sustainability of observed transformations beyond immediate implementation periods. Medium and long-term effects on teacher digital competencies and student motivation require systematic follow-up evaluating learning transfer to diverse educational contexts. Such studies would provide crucial evidence for lasting impact of gamified technological integration.

The emerging intergenerational dynamics and their potential to configure inclusive pedagogical models represents particularly relevant research area in educational contexts with increasing age diversity. The mechanisms through which young and older students complement each other in technological-communicative learning processes require deeper theoretical and empirical exploration.

Research on artificial intelligence integration in gamified didactic proposals is suggested, exploring tools like EdCafe and their potential to personalize learning experiences and optimize feedback processes in foreign language teaching contexts. The rapid advancement of AI technologies presents new opportunities for enhancing effectiveness of gamified learning environments.

Future research should examine applicability of this didactic proposal across different cultural and linguistic contexts. Comparative studies between Latin American institutions and those in different geographical regions would provide valuable insights into cultural sensitivity and adaptability of gamified EFL approaches.

Given literature's identification of limited research on gamification's effects on oral communication skills, future studies should specifically focus on measuring improvements in speaking competencies through comprehensive pre- and post-implementation assessments.

Conclusions

The didactic proposal based on technological integration and gamification strategies demonstrates significant and measurable impacts on both teacher digital competency development and student motivation and engagement in EFL learning contexts. The research confirms that systematic, narrative-driven gamification can create immersive learning environments fostering authentic communication, collaborative learning, and sustained pedagogical transformation.

The success of this implementation lies not merely in technological tool adoption, but in careful integration of pedagogical design principles, narrative elements, and progressive skill development. The five-level modular structure provides replicable

framework for other institutions seeking to implement comprehensive digital transformation initiatives in language education.

Most significantly, this research demonstrates that effective technology integration serves as catalyst for broader educational transformation, enhancing not only digital competencies but also fundamental pedagogical practices, student-teacher relationships, and classroom community dynamics. The emergence of intergenerational collaboration patterns and sustained increases in student engagement suggest that well-designed gamified proposals can address multiple educational objectives simultaneously.

However, successful implementation requires careful attention to individual differences, adequate technical support systems, and gradual introduction strategies accommodating diverse learner profiles. The technical limitations identified provide important guidance for future implementations and highlight need for comprehensive preparation and ongoing support structures.

This research contributes to growing evidence supporting integration of gamification and technology in foreign language education, particularly in Latin American contexts where such studies remain limited. The findings provide both theoretical insights and practical guidance for educators, administrators, and researchers working to enhance effectiveness and engagement of EFL instruction through innovative pedagogical approaches.

The transformative potential of immersive, gamified learning environments extends beyond mere technological adoption toward fundamental reimagining of educational practices.

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Appendices

Appendix A

Teachers' Survey

Universidad Nacional Abierta y a Distancia (UNAD)
Master´s degree in pedagogical mediation in English learning

Teacher digital literacy on technology integration and English as a Foreign Language student engagement at Centro Colombo Americano

Objective: to explore their digital training, their perceptions of technology's pedagogical use, their competencies in integrating it into the classroom, and its perceived impact.

Instruction: read the following statements and mark with an X in the appropriate column. Your honest answer contributes significantly to the progress of the research. We sincerely appreciate your participation.

Statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Using technology in the classroom significantly enhances the teaching-learning process.					
2. I feel comfortable with the use of various digital tools during my classes.					
3. I consider that technology enables to adapt my classes to the individual needs of my students.					
4. Technology integration in my classes increases students' motivation and engagement.					
5. Technology enhances the evaluation of my students.					
6. The digital training I have acquired from my previous studies has prepared me to					

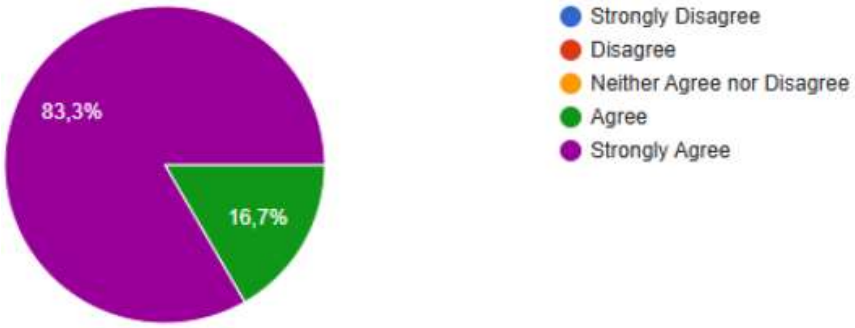
integrate technology into my classes.					
7. I am confident in my abilities to solve basic technical problems in the classroom.					
8. Continuous training in digital tools is crucial for my professional development as a teacher.					
9. I would appreciate receiving additional support and guidance to explore and implement new digital tools in my teaching.					
10. My current knowledge of digital tools is adequate for the educational demands of the Centro Colombo Americano.					

Source: Self-elaboration

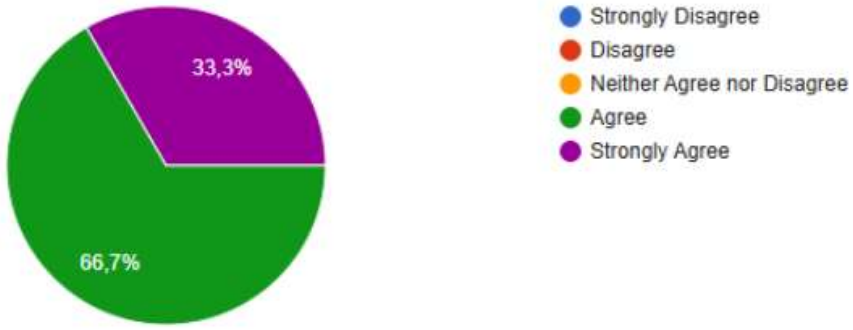
Appendix B

Teachers' Survey Answers

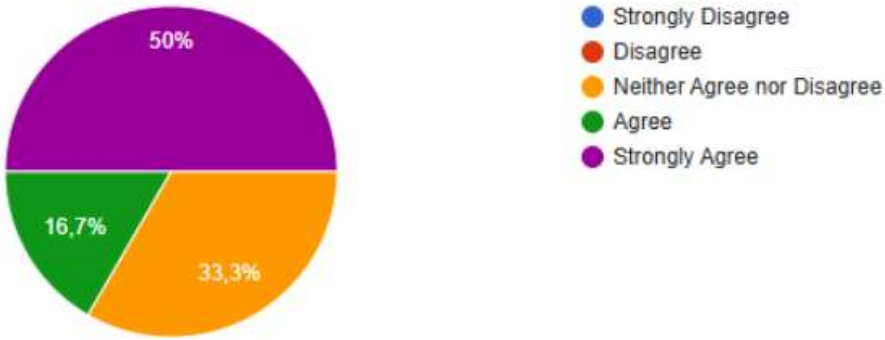
1. Using technology in the classroom significantly enhances the teaching-learning process.



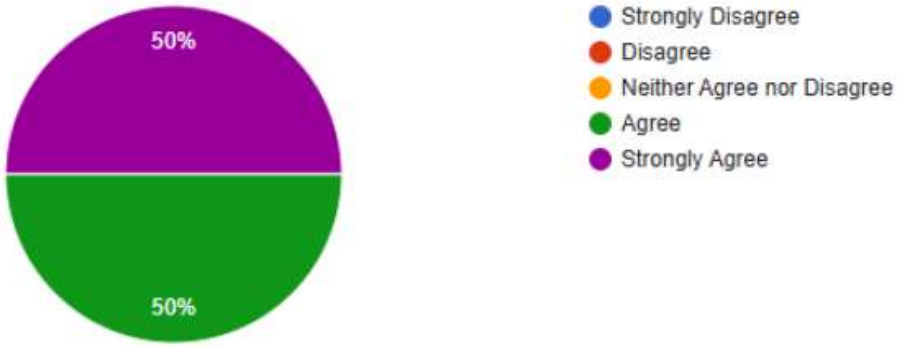
2. I feel comfortable with the use of various digital tools during my classes.



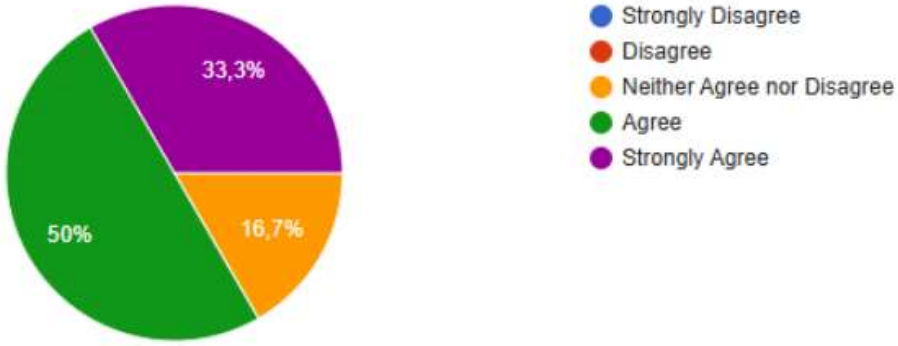
3. I consider that technology enables to adapt my classes to the individual needs of my students.



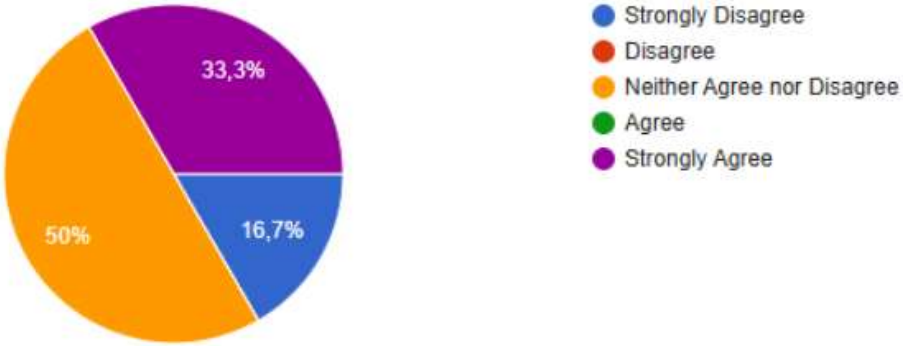
4. Technology integration in my classes increases students' motivation and engagement.



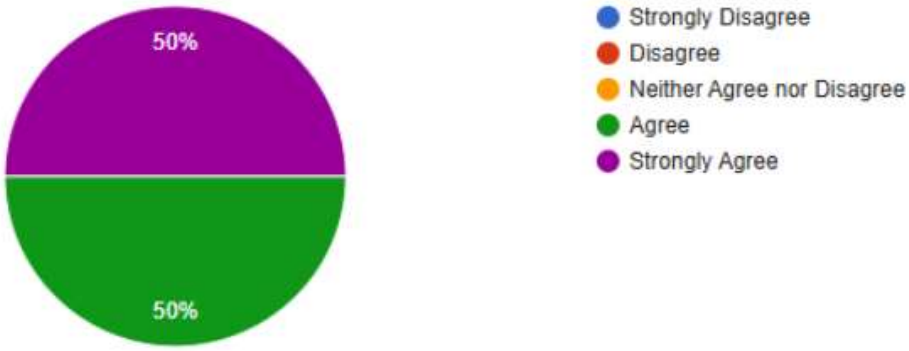
5. Technology enhances the evaluation of my students.



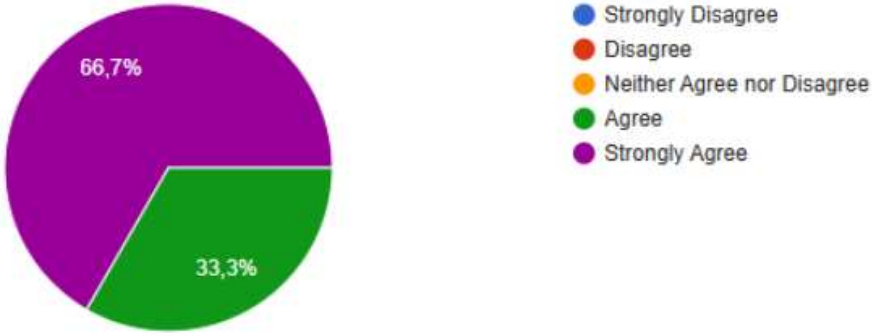
6. The digital training I have acquired from my previous studies has prepared me to integrate technology into my classes.



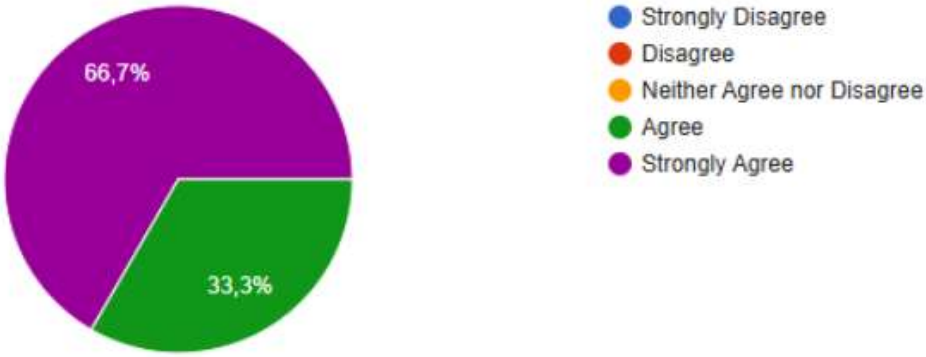
7. I am confident in my abilities to solve basic technical problems in the classroom.



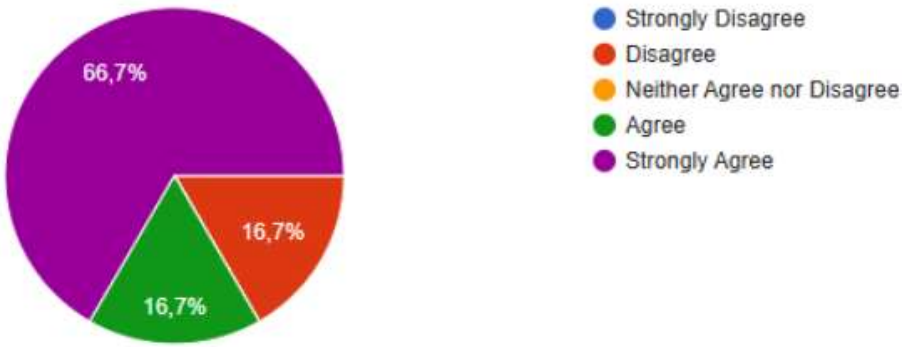
8. Continuous training in digital tools is crucial for my professional development as a teacher.



9. I would appreciate receiving additional support and guidance to explore and implement new digital tools in my teaching.



10. My current knowledge of digital tools is adequate for the educational demands of the Centro Colombo Americano.



Source: Self-elaboration

Appendix C

Students' Survey

Universidad Nacional Abierta y a Distancia (UNAD)
Master´s degree in pedagogical mediation in English learning

Teacher digital literacy on technology integration and English as a Foreign Language student engagement at Centro Colombo Americano

Objective: to investigate the frequency of technological integration both inside and outside the classroom, as well as their perception regarding the influence of technological tools on their acquisition process

Instruction: read the following statements and mark with an X in the appropriate column. Your honest answer contributes significantly to the progress of the research. We sincerely appreciate your participation.

Statements	Strongly Disagree 	Disagree 	Neither Agree nor Disagree 	Agree 	Strongly Agree 
1.My English teacher uses technology (such as videos, online games, or apps) to make the class more engaging.					
2. It is easy to understand how to use the technological tools that my English teacher uses.					
3. When I use technology in English class, I feel that I learn more effectively.					
4. My teacher uses technology to encourage speaking in class.					
5. My teacher explains how to use technology to practice					

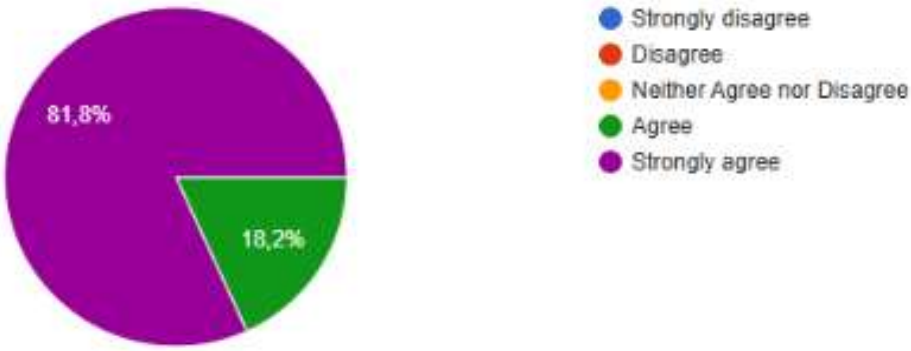
English outside the classroom.					
6. When my teacher uses digital tools, I feel more comfortable expressing my opinions.					
7. I appreciate when I use technology in pairs or groups because it helps me participate more with my classmates.					
8. Technology-based activities help me to put my knowledge into practice.					
9. When there are technology-based activities, I feel that I have more opportunities to participate.					
10. I feel more interested in participating when there are games or interactive activities with technology.					

Source: Self-elaboration

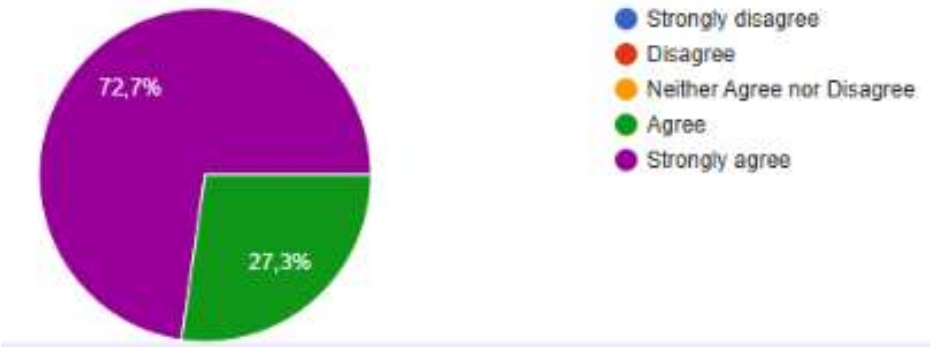
Appendix D

Students' Survey Answers

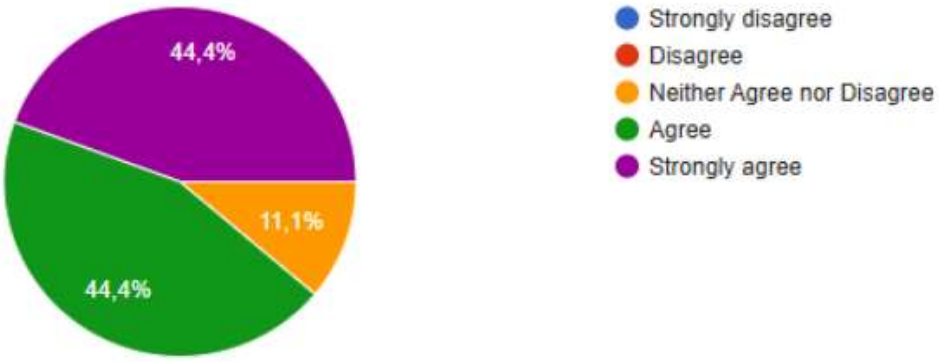
1.My English teacher uses technology (such as videos, online games, or apps) to make the class more engaging.



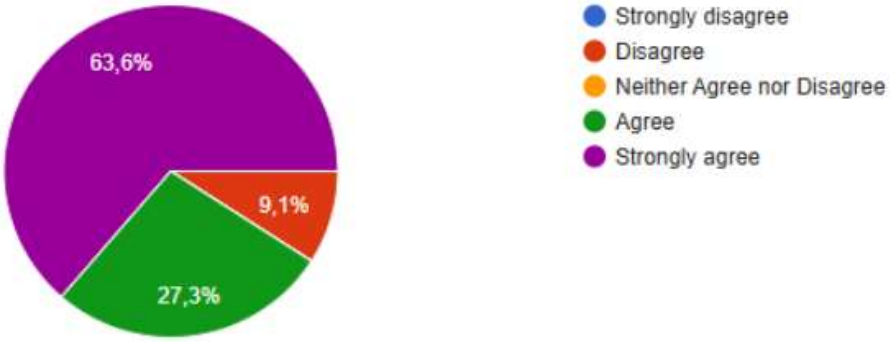
2. It is easy to understand how to use the technological tools that my English teacher uses.



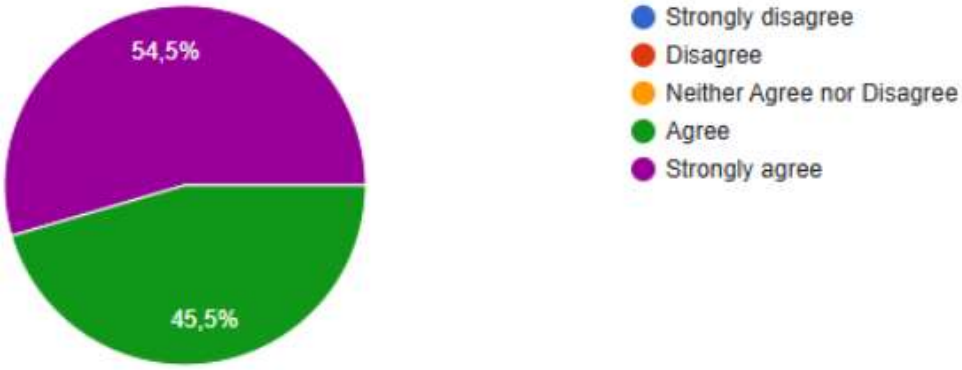
3. When I use technology in English class, I feel that I learn more effectively.



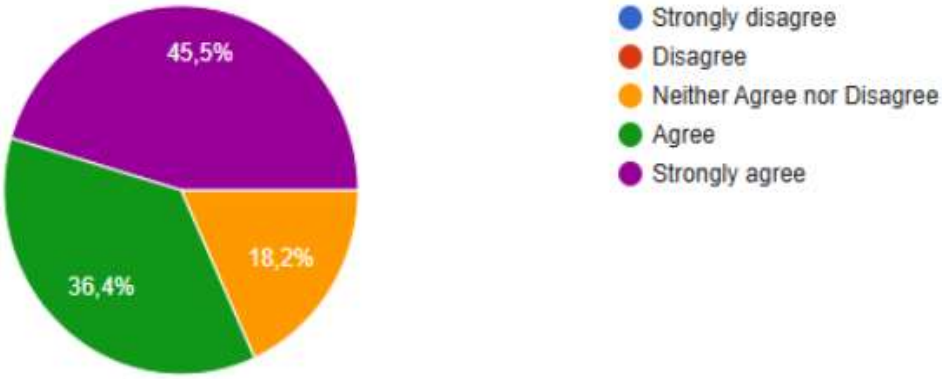
4. My teacher uses technology to encourage speaking in class.



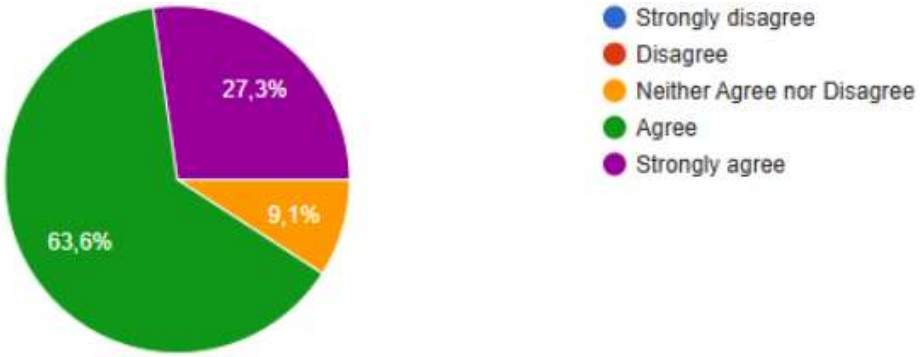
5. My teacher explains how to use technology to practice English outside the classroom.



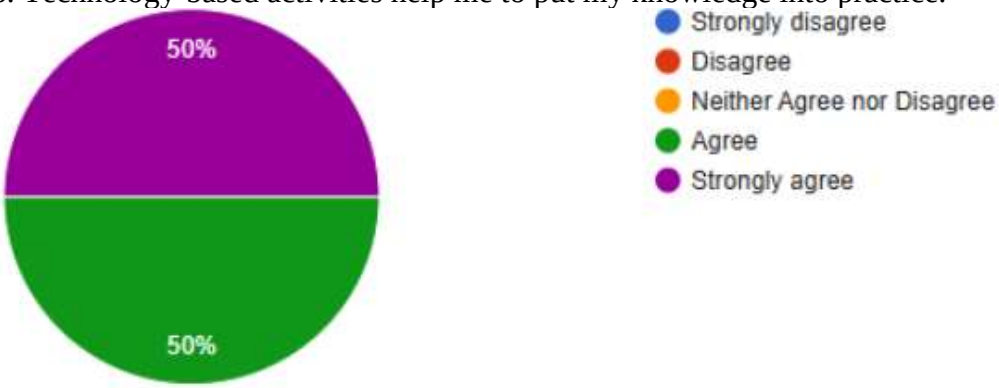
6. When my teacher uses digital tools, I feel more comfortable expressing my opinions.



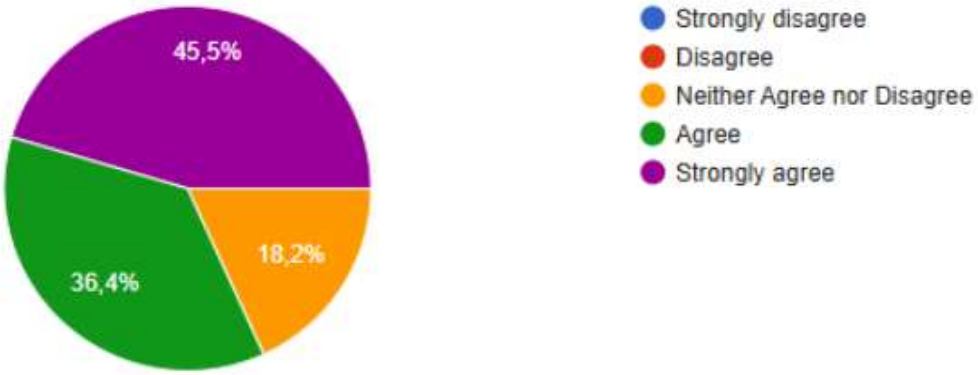
7. I appreciate when I use technology in pairs or groups because it helps me participate more with my classmates.



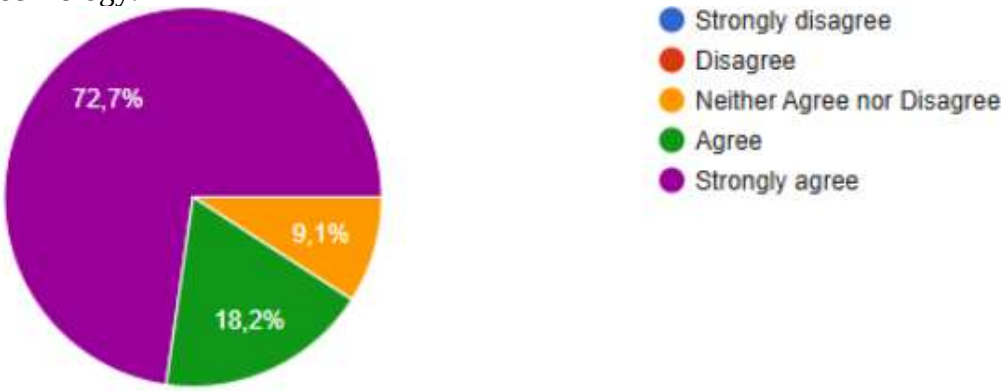
8. Technology-based activities help me to put my knowledge into practice.



9. When there are technology-based activities, I feel that I have more opportunities to participate.



10. I feel more interested in participating when there are games or interactive activities with technology.



Source: Self-elaboration

Appendix E

Observation Form Based on PICRAT Model

Observation Date:

Observer:

Colleague Observed:

Group:

Class topic:

Technological tools used:

Dimension 1: student's relationship with technology (PIC)			
Categories	Observation criteria	Yes	No
P A S S I V E	-Are students primarily receiving information through technology (e.g., watching a video, reading a digital text, listening to a podcast)?		
	-Is technology being used merely as a content presenter, without requiring direct action or response from the student?		
	-Is student interaction limited to consuming digital content?		
I N T E R A C T I V E	-Are students interacting with the digital content (e.g., answering embedded questions, participating in polls, using basic simulations, collaborating on shared documents)?		
	-Does technology facilitate communication among students or between students and the teacher (e.g., discussion forums, chats, collaborative whiteboards)?		
	-Are students required to perform specific actions within the digital environment to progress or comprehend?		

C R E A T I V E	-Are students using technology to create, design, produce, or modify content (e.g., creating presentations, videos, podcasts, programs, 3D models, blogs, websites)?		
	-Is technology a tool for students to express their original ideas or solve problems in innovative ways?		
	-Are students asked to construct knowledge or products using technology?		

Dimension 2: impact of technology on teacher's practice (RAT)			
Categories	Observation criteria	Yes	No
R E P L A C E M E N T	-Does technology substitute a traditional tool or method without fundamentally altering the activity or pedagogical objective?		
	-Could the class have been conducted similarly without the technology, using analog resources?		
	-Is the teacher using technology as a mere "digital version" of something he/she already did?		
A M P L I F I C A T I O N	-Does technology enhance the efficiency, scope, or quality of existing teaching practices?		
	-Does it enable the teacher to do what he/she already did, but in a better, faster, or more accessible way?		
	-Does technology facilitate differentiation, feedback, or classroom management in an improved manner?		
T R A N S	-Does technology enable the teacher to design and conduct learning activities that would not be possible without it?		
	-Does it fundamentally change the nature of the activity or the roles of the teacher and the student?		

F O R M A T I O N	-Does technology open new pedagogical opportunities that redefine the learning experience?		

Open questions	
-What do students produce with the digital tools provided by the teacher?	
-How do students express their ideas?	
-Do students write meaningful texts?	
-How does this strategy change classroom roles?	

Additional notes (strengths or improvement opportunities):

Source: Kimmons et al. (2020).

Appendix F

Observation Form Completed

Observation Date: 8/07/2025

Observer: Johanna Velez

Colleague Observed: CR1

Group: B1.2

Class topic: food and culture

Technological tools used: Wordwall

Dimension 1: student's relationship with technology (PIC)			
Categories	Observation criteria	Yes	No
PASSIVE	-Are students primarily receiving information through technology (e.g., watching a video, reading a digital text, listening to a podcast)?		X
	-Is technology being used merely as a content presenter, without requiring direct action or response from the student?		X
	-Is student interaction limited to consuming digital content?		X
INTERACTIVE	-Are students interacting with the digital content (e.g., answering embedded questions, participating in polls, using basic simulations, collaborating on shared documents)?	X	
	-Does technology facilitate communication among students or between students and the teacher (e.g., discussion forums, chats, collaborative whiteboards)?	X	
	-Are students required to perform specific actions within the digital environment to progress or comprehend?	X	

CREATIVE	-Are students using technology to create, design, produce, or modify content (e.g., creating presentations, videos, podcasts, programs, 3D models, blogs, websites)?	X	
	-Is technology a tool for students to express their original ideas or solve problems in innovative ways?	X	
	-Are students asked to construct knowledge or products using technology?	X	

Dimension 2: impact of technology on teacher's practice (RAT)			
Categories	Observation criteria	Yes	No
REPLACEMENT	-Does technology substitute a traditional tool or method without fundamentally altering the activity or pedagogical objective?		X
	-Could the class have been conducted similarly without the technology, using analog resources?		X
	-Is the teacher using technology as a mere "digital version" of something he/she already did?		X
AMPLIFICATION	-Does technology enhance the efficiency, scope, or quality of existing teaching practices?	X	
	-Does it enable the teacher to do what he/she already did, but in a better, faster, or more accessible way?	X	
	-Does technology facilitate differentiation, feedback, or classroom management in an improved manner?		X
TRANS	-Does technology enable the teacher to design and conduct learning activities that would not be possible without it?	X	
	-Does it fundamentally change the nature of the activity or the roles of the teacher and the student?	X	

FORMATION	-Does technology open new pedagogical opportunities that redefine the learning experience?	X	

Open questions	
-What do students produce with the digital tools provided by the teacher?	They were using either PowerPoint or Canva to create a presentation about the role model or hero description they chose before.
-How do students express their ideas?	They were all writing the most important elements of their role models on their canvas.
-Do students write meaningful texts?	Yes, they used the grammar they studied in previous classes connected to the topic.
-How does this strategy change classroom roles?	There is a flipped classroom as they are the ones producing knowledge and explaining to the rest of the class

Additional notes (strengths or improvement opportunities):

The class demonstrated a strong student-centered approach to technology use. Students actively engaged with digital tools to collaborate and work on their projects, which fostered autonomy and teamwork. A key strength was the way technology facilitated interaction among students, rather than relying on passive content consumption. However, there is an opportunity for improvement in diversifying the use of technology—not only for output activities like answering questions and completing tasks, but also for input and exploration. Incorporating multimedia resources such as videos or interactive platforms could enhance content understanding, provide models, and enrich the learning experience.

Observation Date: 8/07/2025

Observer: Johanna Velez

Colleague Observed: FZ2

Group: B1.1

Class topic: used to and would

Technological tools used: Quizizz, Wordwall and Youtube video

Dimension 1: student's relationship with technology (PIC)			
Categories	Observation criteria	Yes	No
PASSIVE	-Are students primarily receiving information through technology (e.g., watching a video, reading a digital text, listening to a podcast)?		X
	-Is technology being used merely as a content presenter, without requiring direct action or response from the student?		X
	-Is student interaction limited to consuming digital content?		X
INTERACTIVE	-Are students interacting with the digital content (e.g., answering embedded questions, participating in polls, using basic simulations, collaborating on shared documents)?	X	
	-Does technology facilitate communication among students or between students and the teacher (e.g., discussion forums, chats, collaborative whiteboards)?	X	
	-Are students required to perform specific actions within the digital environment to progress or comprehend?		X
CREATIVE	-Are students using technology to create, design, produce, or modify content (e.g., creating presentations, videos, podcasts, programs, 3D models, blogs, websites)?		X
	-Is technology a tool for students to express their original ideas or solve problems in innovative ways?	X	
	-Are students asked to construct knowledge or products using technology?	X	

Dimension 2: impact of technology on teacher's practice (RAT)			
Categories	Observation criteria	Yes	No
REPLACEMENT	-Does technology substitute a traditional tool or method without fundamentally altering the activity or pedagogical objective?		X
	-Could the class have been conducted similarly without the technology, using analog resources?	X	
	-Is the teacher using technology as a mere "digital version" of something he/she already did?		X
AMPLIFICATION	-Does technology enhance the efficiency, scope, or quality of existing teaching practices?	X	
	-Does it enable the teacher to do what he/she already did, but in a better, faster, or more accessible way?	X	
	-Does technology facilitate differentiation, feedback, or classroom management in an improved manner?		X
TRANSFORMATION	-Does technology enable the teacher to design and conduct learning activities that would not be possible without it?	X	
	-Does it fundamentally change the nature of the activity or the roles of the teacher and the student?	X	
	-Does technology open new pedagogical opportunities that redefine the learning experience?	X	

Open questions	
-What do students produce with the digital tools provided by the teacher?	In a padlet, they were all writing different ideas about a place they had to describe, along with changes, and experiences lived there .
-How do students express their ideas?	They all nurture a Padlet with their ideas, writing the most important elements about their place.
-Do students write meaningful texts?	Yes, they used the grammar they studied in previous classes connected to the topic.
-How does this strategy change classroom roles?	There was a flipped learning activity where students had to watch a video about used to and would, and answer some questions.

Additional notes (strengths or improvement opportunities):

The class demonstrated a strong student-centered approach to technology use. Students actively engaged with digital tools. A key strength was the way technology facilitated interaction among students. However, there is an opportunity for improvement in more collaborative moments.

Observation Date: 8/07/2025

Observer: Johanna Velez

Colleague Observed: AZ3

Group: B1.1

Class topic: used to and would

Technological tools used: Educaplay and YouTube video

Dimension 1: student's relationship with technology (PIC)			
Categories	Observation criteria	Yes	No
P A	-Are students primarily receiving information through technology (e.g., watching a video, reading a digital text, listening to a podcast)?		X

PASSIVE	-Is technology being used merely as a content presenter, without requiring direct action or response from the student?		X
	-Is student interaction limited to consuming digital content?		X
INTERACTIVE	-Are students interacting with the digital content (e.g., answering embedded questions, participating in polls, using basic simulations, collaborating on shared documents)?	X	
	-Does technology facilitate communication among students or between students and the teacher (e.g., discussion forums, chats, collaborative whiteboards)?	X	
	-Are students required to perform specific actions within the digital environment to progress or comprehend?	X	
CREATIVE	-Are students using technology to create, design, produce, or modify content (e.g., creating presentations, videos, podcasts, programs, 3D models, blogs, websites)?		X
	-Is technology a tool for students to express their original ideas or solve problems in innovative ways?	X	
	-Are students asked to construct knowledge or products using technology?	X	

Dimension 2: impact of technology on teacher's practice (RAT)			
Categories	Observation criteria	Yes	No
REPLACEMEN	-Does technology substitute a traditional tool or method without fundamentally altering the activity or pedagogical objective?		X
	-Could the class have been conducted similarly without the technology, using analog resources?	X	
	-Is the teacher using technology as a mere "digital version" of something he/she already did?		X

T			
AMPLIFICATION	-Does technology enhance the efficiency, scope, or quality of existing teaching practices?	X	
	-Does it enable the teacher to do what he/she already did, but in a better, faster, or more accessible way?	X	
	-Does technology facilitate differentiation, feedback, or classroom management in an improved manner?		X
TRANSFORMATION	-Does technology enable the teacher to design and conduct learning activities that would not be possible without it?	X	
	-Does it fundamentally change the nature of the activity or the roles of the teacher and the student?	X	
	-Does technology open new pedagogical opportunities that redefine the learning experience?	X	

Open questions	
-What do students produce with the digital tools provided by the teacher?	Students had to write prompts for ChatGPT so it could give feedback on their pronunciation while reading a text
-How do students express their ideas?	They shared the prompts they wrote in their zoom chat.
-Do students write meaningful texts?	Yes, they used the grammar they studied in previous classes connected to the topic.
-How does this strategy change classroom roles?	It was student-centered but there was no flipped learning

Additional notes (strengths or improvement opportunities):

During the class observation, it was evident that technology was integrated in a meaningful and interactive way. Students were engaged in using digital tools to complete their tasks and. The teacher successfully created a student-centered environment where learners worked actively and independently. The use of platforms and digital resources enhanced motivation and participation, showing a clear benefit of technology in the classroom.

However, one noticeable weakness was the absence of a flipped learning approach. There was no evidence that students had access to the content before the class, which limited the potential for deeper discussion and critical thinking during the session.

Observation Date: 8/07/2025

Observer: Johanna Velez

Colleague Observed: SC4

Group: B1.2

Class topic: role models and heroes

Technological tools used: Educaplay, Wordwall, YouTube video and Agendaweb

Dimension 1: student's relationship with technology (PIC)			
Categories	Observation criteria	Yes	No
P A S S I V E	-Are students primarily receiving information through technology (e.g., watching a video, reading a digital text, listening to a podcast)?		X
	-Is technology being used merely as a content presenter, without requiring direct action or response from the student?		X
	-Is student interaction limited to consuming digital content?		X
I N T E R	-Are students interacting with the digital content (e.g., answering embedded questions, participating in polls, using basic simulations, collaborating on shared documents)?	X	
	-Does technology facilitate communication among students or between students and the teacher (e.g., discussion forums, chats, collaborative whiteboards)?	X	

ACTIVE	-Are students required to perform specific actions within the digital environment to progress or comprehend?	X	
CREATIVE	-Are students using technology to create, design, produce, or modify content (e.g., creating presentations, videos, podcasts, programs, 3D models, blogs, websites)?	X	
	-Is technology a tool for students to express their original ideas or solve problems in innovative ways?	X	
	-Are students asked to construct knowledge or products using technology?	X	

Dimension 2: impact of technology on teacher's practice (RAT)			
Categories	Observation criteria	Yes	No
REPLACEMENT	-Does technology substitute a traditional tool or method without fundamentally altering the activity or pedagogical objective?		X
	-Could the class have been conducted similarly without the technology, using analog resources?		X
	-Is the teacher using technology as a mere "digital version" of something he/she already did?		X
AMPLIFICATIO	-Does technology enhance the efficiency, scope, or quality of existing teaching practices?	X	
	-Does it enable the teacher to do what he/she already did, but in a better, faster, or more accessible way?	X	
	-Does technology facilitate differentiation, feedback, or classroom management in an improved manner?	X	

N			
TRANSFORMATION	-Does technology enable the teacher to design and conduct learning activities that would not be possible without it?	X	
	-Does it fundamentally change the nature of the activity or the roles of the teacher and the student?	X	
	-Does technology open new pedagogical opportunities that redefine the learning experience?	X	

Open questions	
-What do students produce with the digital tools provided by the teacher?	Students had investigated online about how to create a documentary and find an interesting topic so they could start creating their own documentary
-How do students express their ideas?	They shared their ideas in a Padlet where the teacher could read and give immediate feedback.
-Do students write meaningful texts?	Yes, they were writing all the principal ideas about the topic they chose for the documentary
-How does this strategy change classroom roles?	It was student-centered There was flipped learning

Additional notes (strengths or improvement opportunities):

The class I observed demonstrated an excellent integration of both technology and flipped learning strategies. Before the session, students had access to instructional videos and reading materials that introduced key vocabulary and grammar structures. As a result, they came to class prepared and ready to participate in interactive tasks that reinforced and applied what they had learned.

During the lesson, the teacher used digital tools effectively to guide collaborative activities and promote communication among students. Platforms such as interactive quizzes and shared documents allowed learners to work together, receive immediate feedback, and stay actively involved throughout the class.

Observation Date: 8/07/2025

Observer: Johanna Velez

Colleague Observed: GA5

Group: B1.2

Class topic: food and culture

Technological tools used: Kahoot, Quizizz and Canva

Dimension 1: student's relationship with technology (PIC)			
Categories	Observation criteria	Yes	No
PASSIVE	-Are students primarily receiving information through technology (e.g., watching a video, reading a digital text, listening to a podcast)?		X
	-Is technology being used merely as a content presenter, without requiring direct action or response from the student?		X
	-Is student interaction limited to consuming digital content?		X
INTERACTIVE	-Are students interacting with the digital content (e.g., answering embedded questions, participating in polls, using basic simulations, collaborating on shared documents)?	X	
	-Does technology facilitate communication among students or between students and the teacher (e.g., discussion forums, chats, collaborative whiteboards)?	X	
	-Are students required to perform specific actions within the digital environment to progress or comprehend?	X	
CR	-Are students using technology to create, design, produce, or modify content (e.g., creating presentations, videos, podcasts, programs, 3D models, blogs, websites)?		X

E A T I V E	-Is technology a tool for students to express their original ideas or solve problems in innovative ways?	X	
	-Are students asked to construct knowledge or products using technology?	X	

Dimension 2: impact of technology on teacher's practice (RAT)			
Categories	Observation criteria	Yes	No
R E P L A C E M E N T	-Does technology substitute a traditional tool or method without fundamentally altering the activity or pedagogical objective?		X
	-Could the class have been conducted similarly without the technology, using analog resources?		X
	-Is the teacher using technology as a mere "digital version" of something he/she already did?		X
A M P L I F I C A T I O N	-Does technology enhance the efficiency, scope, or quality of existing teaching practices?	X	
	-Does it enable the teacher to do what he/she already did, but in a better, faster, or more accessible way?	X	
	-Does technology facilitate differentiation, feedback, or classroom management in an improved manner?		X
T R A N S F O R M A	-Does technology enable the teacher to design and conduct learning activities that would not be possible without it?	X	
	-Does it fundamentally change the nature of the activity or the roles of the teacher and the student?	X	
	-Does technology open new pedagogical opportunities that redefine the learning experience?	X	

T I O N			

Open questions	
-What do students produce with the digital tools provided by the teacher?	Students wrote ideas about the place they chose for their project on the Zoom chat.
-How do students express their ideas?	They had to use sentences in the different past tenses, giving their personal opinion of the other students' places
-Do students write meaningful texts?	Yes, they were writing all the principal ideas about place, using the grammar studied before.
-How does this strategy change classroom roles?	It was student-centered There was flipped learning

Additional notes (strengths or improvement opportunities):

The class I observed demonstrated an excellent integration of both technology and flipped learning. Students had access to a video and some questions before they could socialize about what they understood. As a result, they came to class prepared and ready to participate in interactive tasks that reinforced and applied what they had learned.

During the lesson, the teacher used digital tools effectively and promoted communication among students. Platforms such as Kahoots, interactive quizzes, and YouTube videos allowed students to work together and stay actively involved throughout the class.

Source: Self-elaboration

Appendix G

Teacher Informed Consent for Research Participation

1. Purpose: to evaluate the effectiveness of gamified strategies with digital technologies to strengthen pedagogical competencies in English as a Foreign Language (EFL) instruction.

2. Procedures:

Aspect	Description
Total Duration	5 academic weeks
Specific Activities	• Gamified training sessions (2h weekly) • Implementation of digital tools in classroom settings • Periodic assessments of digital competencies • Group feedback sessions
Digital Tools	• LMS Platforms (Moodle, Canvas) • Gamification applications (Kahoot, Quizizz) • Content creation tools • Digital assessment systems

3. Benefits:

- Development of advanced digital competencies for EFL instruction
- Professional development in innovative pedagogical methodologies
- Enhanced teaching effectiveness and professional satisfaction

4. Risks:

- Technological overload during the adaptation period
- Additional time required for digitalized lesson preparation

5.Data protection:

- Pseudonymization: Your identity will be protected through alphanumeric codes
- Encrypted storage: Data stored on secure servers with encryption
- Legal compliance: Colombian Law 1581 of 2012 - Personal Data Protection

6. Participants rights:

- Voluntary withdrawal at any time without academic or professional penalty
- Right to access research findings
- Request for clarifications at any stage of the process

Consent

I have read and understood the information provided about this research. I understand that my participation is voluntary and that I may withdraw at any time without consequences. I agree to participate in this study.

Participant's Signature: _____ Date: _____

Full Name: _____

ID Number: _____ Position: _____

Source: Self-elaboration

Appendix H

Student Informed Consent for Research Participation

1. Purpose: to enhance your English learning experience using games and digital technology to make classes more engaging and effective.

2. Procedures:

What will you do?	Details
Total Time	5 academic weeks
Activities	• Participate in digital educational games. • Use mobile applications to practice English. • Complete interactive exercises. • Provide feedback about the activities.
Tools you will use	• Applications like Kahoot and Quizizz • Course virtual platform • Online educational games • Videos and interactive activities

3. Benefits:

- Enhanced motivation to learn English
- More engaging and dynamic learning
- Development of useful digital skills
- Better understanding of difficult topics

4. Risks:

- Need to adapt to new technologies
- Possible initial technical difficulties

5.Data protection:

- Your identity will be protected: We will use codes instead of your name
- Secure information: Your data will be stored safely
- Legal: We comply with Colombian data protection laws

6. Participants rights:

- You can withdraw whenever you want without affecting your grades
- Right to ask questions about the study when you wish

- Right to know the final results

Consent

have read and understood the information about this research. I understand that:

- My participation is completely voluntary
- I can withdraw at any time
- My personal data will be protected
- This will not affect my grades

I agree to participate in this study.

Your Signature: _____ Date: _____

Full Name: _____

Age: _____ ID Document: _____ Level: _____

Source: Self-elaboration

Appendix I

Voice Odyssey Field Journal Template

Date:

Class Time:

Observer:

Badge Target:

A. Classroom Dynamics	
1. Student engagement patterns: (Active participants, passive observers and Engagement shifts during session)	
2. Cross-age interactions: (Collaborative examples and intergenerational mentoring observed)	
B. Technology in Action	
3. Tool category and name: (class control, input introduction, content exploration, content comprehension, feedback or content production)	
4. Digital competency evidence: (Teacher comfort level with tools and student technical problem-solving)	
C. Gamification Impact	
5. Badge motivation: (Students actively pursuing badges and observable behavior changes due to badges)	
6. Narrative immersion: (Connection between activities and narrative)	
7. Competitive-cooperative Balance: (Collaborative moments)	

D. Critical Incidents	
8. Technical Issues: (Problems, students' reaction or unplanned learning opportunities:)	
E. Researcher Reflections	

Source: Self-elaboration

Appendix J

Semi-Structured Interview Questionnaire: "Voice Odyssey" Didactic Proposal

Section 1: Overall Experience (Warm-up)

1. How would you describe your initial expectations about "Voice Odyssey" before its implementation?
2. In your view, what were the strongest and weakest aspects of this gamified-tech approach in your classroom?

Section 2: Digital Competency Development

3. Which specific activities or tools within "Voice Odyssey" helped you feel more confident and proficient with educational technology?
4. How do you feel the "Voice Odyssey" proposal addressed your individual needs for developing your tech skills, especially considering your prior experience with educational technology?

Section 3: Student Engagement Impact

5. What noticeable changes did you observe in your students' motivation and enthusiasm for learning English compared to your traditional classes?
6. Considering the diverse age range of your students (17-48 years), how did the different age groups in your class respond to the integration of technology and gamification?

Section 4: Tool-Specific Feedback

7. On a scale of 1 to 5 (where 1 is "not effective at all" and 5 is "highly effective"), how would you rate the effectiveness of these *class control* tools for managing your lessons and fostering a productive learning environment?
    - ClassDojo _____
    - Mentimeter _____
8. When it comes to *content exploration*, which tool—Wakelet or Gimkit—did you find better supported student-led learning and discovery?
    - Wakelet _____
    - Gimkit _____
9. On a scale of 1 to 5, how effective were Nearpod and Genially in helping you present new English content in an engaging and interactive way to your students?
    - Nearpod _____
    - Genially _____
    -
10. Considering Kahoot! and Quizizz, which tool did you find more effective for assessing students' comprehension and promoting their progression through the material?
    - Kahoot! _____
    - Quizizz _____

11. Regarding the *feedback* process, how Flipgrid contributes to your ability to provide timely and effective feedback to your students?
12. When students were tasked with *producing their own content*, how effective were Book creator and Voki in facilitating their creative expression, collaboration, and presentation of work?
    - Book creator _____
    - Voki _____

Section 5: Sustainability & Transfer

13. Looking ahead, what specific elements or practices from the "Voice Odyssey" proposal, including particular tools or gamification strategies, would you consider keeping in your regular teaching practice? Why?

Source: Self-elaboration

Appendix K

Week Implementation Plan

Week	Project Phase	15-Min Daily Activity (Students)	Teacher Training Focus (10 min daily preparation)	Home Immersion Task
1	Topic Research	- ClassDojo team formation and experience (XP) setup - Mentimeter voting on most inspiring heroes -Wakelet resource curation challenge	ClassDojo, Mentimeter and Wakelet basics.	Wakelet Collection: to build a personal hero resource library.
2	Draft Development	- Quizizz grammar accuracy check - Gimkit vocabulary challenge (place-specific terms) -Kahoot content knowledge quiz	Identifying knowledge gaps through Quiziz, Kahoot and Gimkit tools. EdCafe chatbots setup and design.	EdCafe Practice: to use AI chatbot for practice knowledge.
3	Content Creation	-Voki avatar creation for presentation - Book Creator template selection + page setup - EdCafe chatbot AI-assisted draft review	Voki and Book creator basics. EdCafe chatbots setup and design.	EdCafe Practice: to use AI chatbot for draft revision and focus on project clarity.
4	Peer Review	-Wakelet collaborative annotation -Mote peer feedback	Use of Wakelet and Mote for collaborative purposes.	Book Creator development: Create 5-page draft with images, audio notes,

		exchange (2 min audio reviews) -Voki (improved draft)	Designing rubrics and tools assessment on EdCafe.	and interactive elements.
5	Final Presentation	- Book Creator portfolio finalization - Mentimeter final presentations with live voting - ClassDojo final points review and reflection	Use of Mentimeter for designing polls and ClassDojo for metric analysis. Flipgrid basics.	Final Flipgrid reflection on learning journey and tool impact

Source: Self-elaboration

Appendix L

Level Narratives

Level 1: The explorer's awakening

Students awaken in the Kingdom of lost echoes, where the voices of great heroes have been fragmented and scattered by mystical winds. As new voice explorers, they must form search teams and use magical artifacts to gather the fragments of wisdom.

Dramatic tension elements:

1. Time Pressure: only 7 days before the echoes fade away forever
2. Group Dependency: each team needs minimum 3 different fragments to advance
3. Resource Challenge: the best fragments are hidden in the most difficult sources to access

Level 2: The story forging

In the Valley of sleeping words, explorers discover an ancient forge where they must awaken language using magical precision tools. Each poorly forged word can shatter the entire story, and only the most skilled architects will create the draft that opens the portal to the next realm.

Dramatic tension elements:

1. Random Trials: grammar and vocabulary challenges change daily
2. Competitive Ranking: only the top 70% advance without penalty
3. Mystical Assistant: EdCafe chatbot can help, but with a limit of 3 consultations

Level 3: Digital creation

The architects arrive at the Creative crystal caves, where they must give visual and auditory life to their stories. Here, the magic crystals (digital tools) only respond to creators with true artistic vision. One false step can make the story vanish into echoes.

Dramatic tension elements:

1. Personal Transformation: Must create an avatar representing their storytelling essence
2. Aesthetic Coherence: All visual elements must maintain thematic unity
3. Continuous Refinement: AI will evaluate clarity; only 3 improvement attempts allowed

Level 4: The circle of wisdom

In the Circle of masters, designers must face the judgment of their peers. Here, each constructive critique strengthens not only the receiver but also the giver. However, empty or destructive criticism summons the Guardians of silence, who can expel participants from the circle.

Dramatic tension elements:

1. Mandatory Reciprocity: Giving quality feedback is required to receive it
2. Audio Evaluation: Critiques in Mote are permanently recorded
3. Community Validation: The community votes for the best contributions

Level 5: The master's coronation

The final moment has arrived at the Amphitheater of eternal voices. Champions must present their finalized creations before the Council of Immortals (entire community). Only those whose voices resonate with authenticity and power will be crowned as voice masters.

Dramatic tension elements:

1. Public Presentation: Live performance before the entire community
2. Democratic Voting: Audience decides through real-time Mentimeter
3. Eternal Recognition: Only the best achieve permanent legend status

Source: Self-elaboration

Appendix M

Badges and Rewards

Level	Immediate Reward	Pedagogical Benefit
1 - Knowledge hunter	Digital badge + 100 XP	24h extension for next deliverables
2 - Story architect	Digital badge + 200 XP	Extra consultations with EdCafe chatbot
3 - Digital designer	Digital badge + 300 XP	Double vote in group decisions
4 - Feedback champion	Digital badge + 400 XP	Official "Peer Mentor" role
5 - Voice master	Legendary badge + 500 XP	Official competency certificate

Source: Self-elaboration

Appendix N

Evaluation Rubric by Tool

Performance levels:

- Legendary (Excellent): Exceptional mastery that inspires others
- Champion (Good): Solid competence with effective application
- Explorer (Satisfactory): Notable progress with room for growth

1.ClassDojo - experience management

Criteria	Legendary	Champion	Explorer
Digital Portfolio	Complete profile, dynamic multimedia, constant updates	Structured profile with basic multimedia elements	Basic profile with essential information
Participation	Active leader, motivates team, exceptional contribution	Consistent and constructive participation	Occasional but present participation
XP Progress	Exceeds goals, helps peers, creative innovation	Meets objectives, effective collaboration	Steady progress, needs occasional support

2. Mentimeter - interactive engagement

Criteria	Legendary	Champion	Explorer
Digital Portfolio	Original ideas that generate debate and inspiration	Solid and well-founded proposals	Basic but topic-relevant ideas

Participation	Always present, leads voting, constructive feedback	Regular participation and valuable contributions	Occasional presence, simple contributions
XP Progress	Ideas inspire changes and new perspectives	Contributes to consensus and group decisions	Follows group trends, passive voting

3. Wakelet - content curation

Criteria	**Legendary**	**Champion**	**Explorer**
Digital Portfolio	Premium resources, academic sources, original content	Reliable and project-relevant source	Basic but topic-appropriate resources
Participation	Expert categorization, complete metadata, intuitive navigation	Clear structure with logical categories	Basic functional organization
XP Progress	Mentors peers, shares insights, creates connections	Collaborates effectively, contributes to group collections	Participates when requested

4. Quizizz/Gimkit/Kahoot - knowledge mastery

Criteria	**Legendary**	**Champion**	**Explorer**
Digital Portfolio	90%+ consistent, helps explain concepts	80-89% regular, understands key concepts	70-79% with gradual improvement

Participation	Top 10% in time, instinctive responses	Good average time, reflective responses	Adequate time, needs processing
XP Progress	Creates questions for peers, explains concepts	Motivates group, shares strategies	Learns from others, personal improvement

5. EdCafe - AI interaction

Criteria	Legendary	Champion	Explorer
Digital Portfolio	Strategic questions that maximize AI value	Clear and specific consultations with purpose	Basic functional questions
Participation	Integrates suggestions creatively and innovatively	Implements suggested improvements effectively	Applies basic suggested changes
XP Progress	Uses AI as expert collaborator, maintains own voice	Balances AI assistance with personal judgment	Depends on AI but maintains control

6. Voki - avatar creation

Criteria	Legendary	Champion	Explorer
Digital Portfolio	Unique avatar perfectly reflecting personality and project	Coherent avatar with good identity-project match	Basic functional avatar with personal elements

Participation	Clear voice, expressive, perfect timing, total engagement	Good vocal clarity, adequate rhythm, expression present	Comprehensible voice, complete content
XP Progress	Uses all functions, combines creatively, exceptional result	Effectively utilizes multiple functions	Masters necessary basic functions

7. Book Creator - portfolio development

Criteria	**Legendary**	**Champion**	**Explorer**
Digital Portfolio	Professional design, exceptional visual coherence, aesthetic innovation	Attractive and functional design, good visual coherence	Simple but effective design
Participation	Expert integration of text, audio, video, interactive elements	Good multimedia elements with effective integration	Basic functional multimedia elements
XP Progress	Fluid story, perfect transitions, emotional impact	Clear narrative with good structure and flow	Complete story with basic structure

8. Mote - audio feedback

Criteria	**Legendary**	**Champion**	**Explorer**
Digital Portfolio	Specific, actionable, motivating and inspiring feedback	Useful, specific and encouraging comments	Basic but constructive feedback

Participation	Detailed analysis, conceptual connections, valuable insights	Well-founded and relevant observations	Content-relevant comments
XP Progress	Comments generate visible improvements in others	Feedback effectively helps peers	Meets minimum peer review expectations

9. Flipgrid - final reflection

Criteria	**Legendary**	**Champion**	**Explorer**
Digital Portfolio	Deep reflection on learning process and personal growth	Good awareness of own learning journey	Basic reflection on experience
Participation	Connects experiences, identifies transfers, plans future applications	Identifies key learnings and their applicability	Contributes positively to group reflections
XP Progress	Reflection motivates and inspires community	Shares valuable insights with group	Contributes positively to group reflections

Source: Self-elaboration

Appendix O

Voice Odyssey Field Journal Completed Form

Date: July 16th 2025

Class Time: 8:00 a.m - 9:00 a.m

Observer: Johana Carolina Vélez

Badge Target: knowledge hunter

A. Classroom Dynamics	
1. Student engagement patterns: (Active participants, passive observers and Engagement shifts during session)	• Most students actively participated during the role-play and badge challenges. • A few students began as passive observers but became more involved once they saw their peers progressing. • Engagement shifted positively when students realized their progress was being recognized with badges and narrative advancement.
2. Cross-age interactions: (Collaborative examples and intergenerational mentoring observed)	• there was collaboration between stronger and weaker students**,** with more advanced learners guiding others through tasks. • In classes with mixed-age groups, older students naturally mentored younger ones, especially when navigating tools or understanding story contexts.
B. Technology in Action	
3. Tool category and name: (class control, input introduction, content exploration, content comprehension, feedback or content production)	Tools used covered multiple categories: • Class control: Google Classroom for managing access and instructions. • Content exploration: Videos and slides tied to the narrative. • Content production: Students recorded voice memos and dialogue recreations. • Feedback: Peer reviews and teacher comments on recordings.

4. Digital competency evidence: (Teacher comfort level with tools and student technical problem-solving)	• Teachers expressed varying levels of comfort**;** some were confident with tools, others needed assistance. • Students often solved technical issues among themselves, indicating a solid level of digital literacy.
C. Gamification Impact	
5. Badge motivation: (Students actively pursuing badges and observable behavior changes due to badges)	• Most students actively pursued badges**,** with visible excitement when unlocking new levels. • Teachers reported clear behavior changes**,** such as increased risk-taking in speaking and consistent participation.
6. Narrative immersion: (Connection between activities and narrative)	• Students connected emotionally and cognitively with the "Voice Odyssey" storyline. • Tasks tied directly into the narrative kept students curious and engaged, especially when outcomes depended on their input.
7. Competitive-cooperative Balance: (Collaborative moments)	• The dynamic was mostly cooperative, with team-based quests and shared badge goals. • Teachers observed friendly competition, but it didn't overshadow collaboration.
D. Critical Incidents	
8. Technical Issues: (Problems, students' reaction or unplanned learning opportunities:)	• Issues included microphone malfunctions**,** login errors, and audio syncing problems. • Students responded with patience**,** often supporting each other. • Some moments turned into unexpected learning opportunities in troubleshooting and digital resilience.
E. Researcher Reflections	
• Teachers found the experience innovative and highly engaging, despite initial skepticism.	

• They appreciated how the project encouraged authentic communication, critical thinking, and peer learning**.** • Several teachers noted that the approach fostered autonomy and improved classroom atmosphere.

Date: July 23th 2025

Class Time: 10:00 a.m - 11:00 a.m

Observer: Johana Carolina Vélez

Badge Target: story architect

A. Classroom Dynamics	
9. Student engagement patterns: (Active participants, passive observers and Engagement shifts during session)	• Most students actively participate during vocabulary challenges and grammar verification activities. • Some students initially observe passively but progressively engage when they perceive their peers' advancement in the badge system. • The engagement level increases notably when students understand that their progress receives recognition through badges and the project's narrative progression.
10. Cross-age interactions: (Collaborative examples and intergenerational mentoring observed)	• Effective collaboration occurs between students with different competency levels, where more advanced learners guide others in task resolution. • In mixed-age groups, older students exercise natural mentoring toward younger ones, especially in platform navigation and narrative context comprehension.
B. Technology in Action	
11. Tool category and name: (class control, input introduction, content exploration, content	Tools used covered multiple categories:

comprehension, feedback or content production)	• Class control: Google Classroom for access management and organizational instructions. • Content comprehension: Quizizz for grammar accuracy verification and formative assessment. • Content exploration: Gimkit for place-specific vocabulary challenges. • Feedback: Kahoot for content knowledge evaluation and immediate feedback.
12. Digital competency evidence: (Teacher comfort level with tools and student technical problem-solving)	• Teachers express varied comfort levels with technological tools; some demonstrate confidence while others require technical assistance. • Students frequently resolve technical problems collaboratively, which indicates a solid level of digital literacy.
C. Gamification Impact	
13. Badge motivation: (Students actively pursuing badges and observable behavior changes due to badges)	• Most students actively pursue badges, with evident enthusiasm when unlocking new progression levels. • Teachers report clear behavioral changes, such as increased willingness to take risks in oral activities and consistent class participation.
14. Narrative immersion: (Connection between activities and narrative)	• Students establish emotional and cognitive connections with the project's "Voice Odyssey" narrative. • Tasks directly linked to the narrative maintain student curiosity and engagement, especially when outcomes depend on their active participation.
15. Competitive-cooperative Balance: (Collaborative moments)	• The dynamic remains predominantly cooperative, with group missions and shared badge objectives. • Teachers observe friendly competition that does not overshadow collaboration among students.
D. Critical Incidents	

16. Technical Issues: (Problems, students' reaction or unplanned learning opportunities:)	• Technical problems include connectivity difficulties, synchronization errors in Gimkit, and loading issues in Quizizz. • Students respond with patience and frequently support each other in difficulty resolution. • Some moments become unplanned learning opportunities about problem-solving and digital resilience.
E. Researcher Reflections	
• Teachers consider the experience innovative and highly engaging, despite initial skepticism. • They value how the project fosters authentic communication, critical thinking, and peer learning. • Several teachers highlight that the approach develops student autonomy and considerably improves the classroom atmosphere.	

Date: July 30th 2025

Class Time: 7:00 a.m - 8:00 a.m.

Observer: Johana Carolina Vélez

Badge Target: digital designer

A. Classroom Dynamics	
17. Student engagement patterns: (Active participants, passive observers and Engagement shifts during session)	• Active participation remains high during avatar creation activities and digital template selection. • Initially passive students become involved when they observe their peers' creations and badge recognition. • Engagement intensifies when students understand that their digital products contribute directly to the project's narrative advancement.
18. Cross-age interactions: (Collaborative examples and intergenerational mentoring observed)	• Collaboration between students of different competencies becomes clearly evident, with advanced students who guide others in digital creation processes.

	• In mixed-age group contexts, older students provide natural mentoring, especially in design tool navigation and narrative element comprehension.
B. Technology in Action	
19. Tool category and name: (class control, input introduction, content exploration, content comprehension, feedback or content production)	Tools used covered multiple categories: • Class control: Google Classroom for access administration and project guidelines. • Content production: Voki for personalized avatar creation and digital presentations. • Content production: Book Creator for template selection and initial page setup. • Feedback: EdCafe chatbot for AI-assisted draft review.
20. Digital competency evidence: (Teacher comfort level with tools and student technical problem-solving)	• Teachers exhibit variations in technological mastery; some show competence while others need support with digital creation tools. • Students demonstrate autonomous capacity to resolve technical problems collaboratively, which reflects consolidated digital literacy.
C. Gamification Impact	
21. Badge motivation: (Students actively pursuing badges and observable behavior changes due to badges)	• Students actively seek badges, with evident manifestations of excitement when reaching new progress levels. • Teachers identify significant behavioral modifications, such as increased assumption of communicative risks and sustained participation in activities.
22. Narrative immersion: (Connection between activities and narrative)	• Students develop deep emotional and cognitive bonds with the project's "Voice Odyssey" narrative. • Activities integrated into the narrative preserve curiosity and engagement, particularly when outcomes reflect their individual contribution.

23. Competitive-cooperative Balance: (Collaborative moments)	• The dynamic remains essentially cooperative, with collaborative projects and shared badge goals. • Teachers register constructive competition that complements, rather than interferes with, student collaboration.
D. Critical Incidents	
24. Technical Issues: (Problems, students' reaction or unplanned learning opportunities:)	• Technical problems encompass rendering difficulties in Voki, saving errors in Book Creator, and EdCafe chatbot response limitations. • Students maintain patient attitudes and establish mutual support networks to overcome technical obstacles. • Several incidents transform into unforeseen pedagogical opportunities about technological adaptability and digital persistence.
E. Researcher Reflections	
• Teachers evaluate the experience as innovative and deeply engaging, surpassing initial reservations. • They recognize that the project promotes authentic communication, critical thinking, and collaborative learning. • Multiple teachers point out that the methodology cultivates student autonomy and positively transforms the educational environment. •	

Date: August 6th 2025

Class Time: 10:00 a.m. - 11: 00 a.m.

Observer: Johana Carolina Vélez

Badge Target: feedback champion

A. Classroom Dynamics

25. Student engagement patterns: (Active participants, passive observers and Engagement shifts during session)	• Active participation sustains during collaborative annotation activities and audio feedback exchange. • Students who initially adopt passive observation roles progressively integrate when they observe their peers' recognition through badges. • The engagement level elevates when students recognize that their feedback contributions directly impact the project's narrative development.
26. Cross-age interactions: (Collaborative examples and intergenerational mentoring observed)	• Effective collaboration manifests between students with diverse competencies, where more experienced ones facilitate the feedback process for others. • In mixed-age group configurations, older students exercise organic mentoring, especially in annotation platform navigation and narrative dynamics comprehension.
B. Technology in Action	
27. Tool category and name: (class control, input introduction, content exploration, content comprehension, feedback or content production)	Tools used covered multiple categories: • Class control: Google Classroom for access supervision and activity coordination. • Content exploration: Wakelet for collaborative annotation and digital resource curation. • Feedback: Mote for peer audio feedback exchange (2-minute reviews). • Content production: Voki for digital draft refinement and improvement.
28. Digital competency evidence: (Teacher comfort level with tools and student technical problem-solving)	• Teachers present variable degrees of familiarity with feedback tools; some exhibit mastery while others require technical guidance. • Students frequently address and resolve technical challenges through peer-to-peer collaboration, demonstrating solid digital competence.

C. Gamification Impact	
29. Badge motivation: (Students actively pursuing badges and observable behavior changes due to badges)	• Students pursue badges with determination, manifesting visible satisfaction when achieving new advancement levels. • Teachers document evident behavioral transformations, including greater willingness toward risky oral expression and constant participation in class dynamics.
30. Narrative immersion: (Connection between activities and narrative)	• Students establish substantial emotional and cognitive connections with the project's "Voice Odyssey" narrative. • Tasks articulated with the narrative maintain student interest and participation, especially when outcomes reflect their personal contribution.
31. Competitive-cooperative Balance: (Collaborative moments)	• The dynamic preserves a predominantly cooperative character, with team missions and collective badge objectives. • Teachers perceive healthy competition that strengthens, rather than hinders, collaboration among students.
D. Critical Incidents	
32. Technical Issues: (Problems, students' reaction or unplanned learning opportunities:)	• Technical problems include recording difficulties in Mote, synchronization errors in Wakelet, and update issues in Voki. • Students respond with tolerance and establish collaborative support systems to overcome technical limitations. • Some incidents become unprogrammed learning experiences about digital adaptability and creative problem resolution.
E. Researcher Reflections	

• Teachers rate the experience as innovative and exceptionally motivating, transcending initial doubts. • They appreciate that the project stimulates authentic communication, critical thinking, and reciprocal learning. • Several teachers emphasize that the approach develops student independence and significantly optimizes the educational climate.

Date: August 13th 2025

Class Time: 9:00 a.m - 10:00 a.m

Observer: Johana Carolina Vélez

Badge Target: voice master

A. Classroom Dynamics	
33. Student engagement patterns: (Active participants, passive observers and Engagement shifts during session)	• Active participation reaches its peak during digital portfolio finalization and presentations with live voting. • Students who previously maintain passive observation roles become completely involved when they perceive the project's culmination and final badge recognition. • Engagement intensifies exceptionally when students understand that their contributions determine the successful closure of the project's narrative.
34. Cross-age interactions: (Collaborative examples and intergenerational mentoring observed)	• Collaboration consolidates between students with diverse competency levels, where the most skilled provide final support to others in presentation preparation. • In groups of mixed age composition, older students culminate their natural mentoring role, especially in presentation optimization and reflection on the complete narrative process.
B. Technology in Action	
35. Tool category and name: (class control, input introduction, content exploration, content	Tools used covered multiple categories:

comprehension, feedback or content production)	• Class control: Google Classroom for final administration and presentation coordination. • Content production: Book Creator for finalization and polishing of individual digital portfolios. • Feedback: Mentimeter for final presentations with real-time interactive voting. • Content comprehension: ClassDojo for final accumulated points review and metacognitive reflection on the process.
36. Digital competency evidence: (Teacher comfort level with tools and student technical problem-solving)	• Teachers demonstrate consolidated competence with technological tools at the process's end; most exhibit confidence with minimal need for assistance. • Students manifest advanced technical autonomy and resolve problems independently, evidencing significant digital literacy development.
C. Gamification Impact	
37. Badge motivation: (Students actively pursuing badges and observable behavior changes due to badges)	• Students seek the final badge with determination, exhibiting evident pride when completing all progression system levels. • Teachers register consolidated behavioral transformations, including increased confidence in oral expression and systematic participation in all educational dynamics.
38. Narrative immersion: (Connection between activities and narrative)	• Students achieve deep emotional and cognitive connection with the project's "Voice Odyssey" narrative conclusion. • Closing activities integrated into the narrative generate satisfaction and sense of achievement, especially when outcomes reflect their complete learning trajectory.
39. Competitive-cooperative Balance: (Collaborative moments)	• The dynamic culminates with optimal cooperative balance, integrating collective celebration of individual achievements and shared badge goals.

	• Teachers observe constructive competition that enriches and celebrates the complete group's collaborative accomplishments.
D. Critical Incidents	
40. Technical Issues: (Problems, students' reaction or unplanned learning opportunities:)	• Technical problems include export difficulties in Book Creator, connectivity limitations in Mentimeter, and calculation errors in ClassDojo. • Students respond with developed resilience and apply refined collaborative strategies to resolve final technical obstacles. • Incidents transform into culminating learning opportunities about technological persistence and comprehensive digital competence.
E. Researcher Reflections	
• Teachers evaluate the complete experience as transformative and intensely satisfying, widely surpassing initial expectations. • They recognize that the comprehensive project promoted sustained authentic communication, developed critical thinking, and deep collaborative learning. • All participating teachers confirm that the methodology cultivated significant student autonomy and positively revolutionized the classroom's educational culture.	

Source: Self-elaboration

Appendix P

Semi-Structured Interview Questionnaire Answers:

CR01 - age 44, 10 years teaching experience

Section 1: Overall Experience (Warm-up)

1. How would you describe your initial expectations about "Voice Odyssey" before its implementation?

A= I was very curious about it. I had implemented gamified strategies but just with some other apps; there were very interesting tools.

2.In your view, what were the strongest and weakest aspects of this gamified-tech approach in your classroom?

A= Strongest: student motivation increased immediately. Weakest: technical issues during Flipgrid and Mote

Section 2: Digital Competency Development

3.Which specific activities or tools within "Voice Odyssey" helped you feel more confident and proficient with educational technology?

A= Wakelet and Book Creator helped me feel more in control with tech integration.

4.How do you feel the "Voice Odyssey" proposal addressed your individual needs for developing your tech skills, especially considering your prior experience with educational technology?

A= It pushed me to try new digital strategies I wouldn’t have used otherwise.

Section 3: Student Engagement Impact

5.What noticeable changes did you observe in your students' motivation and enthusiasm for learning English compared to your traditional classes?

A= Students were more energetic, especially during group competitions.

6.Considering the diverse age range of your students (17-48 years), how did the different age groups in your class respond to the integration of technology and gamification?

A= Older students showed more insecurity, but younger ones helped them.

Section 4: Tool-Specific Feedback

5. On a scale of 1 to 5 (where 1 is "not effective at all" and 5 is "highly effective"), how would you rate the effectiveness of these *class control* tools for managing your lessons and fostering a productive learning environment?

- ClassDojo __4__
- Mentimeter __5__

6. When it comes to *content exploration*, which tool—Wakelet or Gimkit—did you find better supported student-led learning and discovery?

- Wakelet X
- Gimkit

7. On a scale of 1 to 5, how effective were Nearpod and Genially in helping you present new English content in an engaging and interactive way to your students?

- Nearpod __4____
- Genially __4___
-

8. Considering Kahoot! and Quizizz, which tool did you find more effective for assessing students' comprehension and promoting their progression through the material?

- Kahoot! _____
- Quizizz ___X__

9. Regarding the *feedback* process, how Flipgrid contributes to your ability to provide timely and effective feedback to your students?

Flipgrid allowed more personalized and reflective feedback.

10. When students were tasked with *producing their own content*, how effective were Book creator and Voki in facilitating their creative expression, collaboration, and presentation of work?

- Book creator ___5___
- Voki __5____

Section 5: Sustainability & Transfer

13. Looking ahead, what specific elements or practices from the "Voice Odyssey" proposal, including particular tools or gamification strategies, would you consider keeping in your regular teaching practice?

A= Why? I'd keep Book Creator and Voki. They really supported autonomy and creativity.

FZ02, age 31, 7 years teaching experience

Section 1: Overall Experience (Warm-up)

1. How would you describe your initial expectations about "Voice Odyssey" before its implementation?

A= I was nervous. I hadn't used most of the tools.I expected resistance from adults, but they were intrigued.

2.In your view, what were the strongest and weakest aspects of this gamified-tech approach in your classroom?

A= Mentimeter was very helpful. Book Creator was hard at first..

Section 2: Digital Competency Development

3.Which specific activities or tools within "Voice Odyssey" helped you feel more confident and proficient with educational technology?

A= I improved a lot with ClassDojo and EdCafe.

4.How do you feel the "Voice Odyssey" proposal addressed your individual needs for developing your tech skills, especially considering your prior experience with educational technology?

A= It addressed my need for digital growth

Section 3: Student Engagement Impact

5.What noticeable changes did you observe in your students' motivation and enthusiasm for learning English compared to your traditional classes?

A= Students were surprisingly independent!

6.Considering the diverse age range of your students (17-48 years), how did the different age groups in your class respond to the integration of technology and gamification.

A= The age range added depth. Younger students mentored older ones.

Section 4: Tool-Specific Feedback

5. On a scale of 1 to 5 (where 1 is "not effective at all" and 5 is "highly effective"), how would you rate the effectiveness of these *class control* tools for managing your lessons and fostering a productive learning environment?
    - ClassDojo __4__
    - Mentimeter __5__

6. When it comes to *content exploration*, which tool—Wakelet or Gimkit—did you find better supported student-led learning and discovery?
    - Wakelet

- Gimkit X

7. On a scale of 1 to 5, how effective were Nearpod and Genially in helping you present new English content in an engaging and interactive way to your students?
   - Nearpod __4____
   - Genially __5___
   -
8. Considering Kahoot! and Quizizz, which tool did you find more effective for assessing students' comprehension and promoting their progression through the material?
   - Kahoot! _____
   - Quizizz ___X__
9. Regarding the *feedback* process, how Flipgrid contributes to your ability to provide timely and effective feedback to your students?

Flipgrid gave space for quiet students to reflect.

10. When students were tasked with *producing their own content*, how effective were Book creator and Voki in facilitating their creative expression, collaboration, and presentation of work?
    - Book creator ___5___
    - Voki __5____

Section 5: Sustainability & Transfer

Looking ahead, what specific elements or practices from the "Voice Odyssey" proposal, including particular tools or gamification strategies, would you consider keeping in your regular teaching practice? Why?

A= I'll continue using Voki and Flipgrid for storytelling.

AZ03, age 29, 5 years teaching experience

Section 1: Overall Experience (Warm-up)

1. How would you describe your initial expectations about "Voice Odyssey" before its implementation?

A= I expected resistance from adults, but they were intrigued.

2.In your view, what were the strongest and weakest aspects of this gamified-tech approach in your classroom?

A= ClassDojo and the badge system were amazing. Weakness: complexity of some tools.

Section 2: Digital Competency Development

3.Which specific activities or tools within "Voice Odyssey" helped you feel more confident and proficient with educational technology?

A= EdCafe and Voki helped my tech fluency.

4.How do you feel the "Voice Odyssey" proposal addressed your individual needs for developing your tech skills, especially considering your prior experience with educational technology?

A= I was forced to explore, and it paid off.

Section 3: Student Engagement Impact

5.What noticeable changes did you observe in your students' motivation and enthusiasm for learning English compared to your traditional classes?

A= Students were more accountable and willing to try.

6.Considering the diverse age range of your students (17-48 years), how did the different age groups in your class respond to the integration of technology and gamification?

A= Younger learners adapted faster; older ones needed more scaffolding.

Section 4: Tool-Specific Feedback

5. On a scale of 1 to 5 (where 1 is "not effective at all" and 5 is "highly effective"), how would you rate the effectiveness of these *class control* tools for managing your lessons and fostering a productive learning environment?
   - ClassDojo __3__
   - Mentimeter __4__

6. When it comes to *content exploration*, which tool—Wakelet or Gimkit—did you find better supported student-led learning and discovery?
   - Wakelet X
   - Gimkit

7. On a scale of 1 to 5, how effective were Nearpod and Genially in helping you present new English content in an engaging and interactive way to your students?
   - Nearpod __5____
   - Genially __5___
   -

8. Considering Kahoot! and Quizizz, which tool did you find more effective for assessing students' comprehension and promoting their progression through the material?
   - Kahoot! _____
   - Quizizz ___X__

9. Regarding the *feedback* process, how Flipgrid contributes to your ability to provide timely and effective feedback to your students?

Flipgrid gave me insight into students' emotions and effort.

10. When students were tasked with *producing their own content*, how effective were Book creator and Voki in facilitating their creative expression, collaboration, and presentation of work?

- Book creator ___5___
- Voki __4____

Section 5: Sustainability & Transfer

Looking ahead, what specific elements or practices from the "Voice Odyssey" proposal, including particular tools or gamification strategies, would you consider keeping in your regular teaching practice? Why?

A= Mentimeter and Wakelet will stay in my future lessons. I really liked them and they were new for me.

SC04, age 25, 2 years teaching experience

Section 1: Overall Experience (Warm-up)

1. How would you describe your initial expectations about "Voice Odyssey" before its implementation?

A= I had high expectations and it still surprised me.

2.In your view, what were the strongest and weakest aspects of this gamified-tech approach in your classroom?

A= The narrative design truly changed classroom dynamics. Flipgrid loading time was an issue.

Section 2: Digital Competency Development

3.Which specific activities or tools within "Voice Odyssey" helped you feel more confident and proficient with educational technology?

A=Mote and Flipgrid gave me new ways to assess..

4.How do you feel the "Voice Odyssey" proposal addressed your individual needs for developing your tech skills, especially considering your prior experience with educational technology?

A= It matched my vision of tech-integrated, student-centered learning.

Section 3: Student Engagement Impact

5.What noticeable changes did you observe in your students' motivation and enthusiasm for learning English compared to your traditional classes?

A=Students were leaders, not just receivers.

6.Considering the diverse age range of your students (17-48 years), how did the different age groups in your class respond to the integration of technology and gamification?

A=Mixed groups worked best; diversity was a strength.

Section 4: Tool-Specific Feedback

5. On a scale of 1 to 5 (where 1 is "not effective at all" and 5 is "highly effective"), how would you rate the effectiveness of these *class control* tools for managing your lessons and fostering a productive learning environment?
   - ClassDojo __4__
   - Mentimeter __4__

6. When it comes to *content exploration*, which tool—Wakelet or Gimkit—did you find better supported student-led learning and discovery?
   - Wakelet X
   - Gimkit

7. On a scale of 1 to 5, how effective were Nearpod and Genially in helping you present new English content in an engaging and interactive way to your students?
   - Nearpod __4____
   - Genially __5___
   -

8. Considering Kahoot! and Quizizz, which tool did you find more effective for assessing students' comprehension and promoting their progression through the material?
   - Kahoot! _____
   - Quizizz ___X___

9. Regarding the *feedback* process, how Flipgrid contributes to your ability to provide timely and effective feedback to your students? Flipgrid is now my main reflection tool.

10. When students were tasked with *producing their own content*, how effective were Book creator and Voki in facilitating their creative expression, collaboration, and presentation of work?
   - Book creator ___4___
   - Voki __4____

Section 5: Sustainability & Transfer

Looking ahead, what specific elements or practices from the "Voice Odyssey" proposal, including particular tools or gamification strategies, would you consider keeping in your regular teaching practice? Why?

A= I’ll definitely keep Flipgrid, and the badge system.

GA05, age 31, 8 years teaching experience

Section 1: Overall Experience (Warm-up)

1. How would you describe your initial expectations about "Voice Odyssey" before its implementation?

A= I was thrilled. This was in my line of teaching style.

2.In your view, what were the strongest and weakest aspects of this gamified-tech approach in your classroom?

A=The structure was powerful. The time per level was limited.

Section 2: Digital Competency Development

3.Which specific activities or tools within "Voice Odyssey" helped you feel more confident and proficient with educational technology?

A= I have always enjoyed Kahoot, and I loved Book creator.

4.How do you feel the "Voice Odyssey" proposal addressed your individual needs for developing your tech skills, especially considering your prior experience with educational technology?

A= It built on my existing experience and made me explore more.

Section 3: Student Engagement Impact

5.What noticeable changes did you observe in your students' motivation and enthusiasm for learning English compared to your traditional classes?

A=Students competed but supported each other.

6.Considering the diverse age range of your students (17-48 years), how did the different age groups in your class respond to the integration of technology and gamification?

A= Everyone was engaged, regardless of age.

Section 4: Tool-Specific Feedback

5. On a scale of 1 to 5 (where 1 is "not effective at all" and 5 is "highly effective"), how would you rate the effectiveness of these *class control* tools for managing your lessons and fostering a productive learning environment?
   - ClassDojo __3__
   - Mentimeter __5__

6. When it comes to *content exploration*, which tool—Wakelet or Gimkit—did you find better supported student-led learning and discovery?
   - Wakelet X
   - Gimkit

7. On a scale of 1 to 5, how effective were Nearpod and Genially in helping you present new English content in an engaging and interactive way to your students?
   - Nearpod __5____
   - Genially __5___
   -
8. Considering Kahoot! and Quizizz, which tool did you find more effective for assessing students' comprehension and promoting their progression through the material?
   - Kahoot! ___X___
   - Quizizz _____
9. Regarding the *feedback* process, how Flipgrid contributes to your ability to provide timely and effective feedback to your students? Flipgrid helped me track progress deeply.

10. When students were tasked with *producing their own content*, how effective were Book creator and Voki in facilitating their creative expression, collaboration, and presentation of work?
    - Book creator ___5___
    - Voki __5____

Section 5: Sustainability & Transfer

Looking ahead, what specific elements or practices from the "Voice Odyssey" proposal, including particular tools or gamification strategies, would you consider keeping in your regular teaching practice? Why?

A= Book Creator and XP rewards are definitely staying.

Source: Self-elaboration