

Teachers' Perceptions of Gamification in ELT as a Strategy for Enhancing the Bilingual Learning Environment

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Abstract

This qualitative study explores the perceptions of English language teachers regarding the integration of gamification as a strategy to enhance the bilingual learning environment in two Colombian public schools located in Sahagún, Córdoba. While gamification is gaining recognition as a promising pedagogical approach to boost student motivation and engagement, its widespread implementation in public schools is hindered by significant challenges related to technology, infrastructure, teacher training, and beliefs about linguistic diversity. Despite international research highlighting teachers' positive attitudes and the effectiveness of gamification, there remains a notable research gap concerning teachers' perceptions and practices in the Colombian public school context.

Drawing on theoretical frameworks of gamification in English Language Teaching (ELT) and the importance of fostering supportive bilingual learning environments, this research seeks to address this gap. The study employs a qualitative-oriented approach designed to first identify the general perceptions of English language teachers regarding the implementation of gamification as a pedagogical strategy. Subsequently, it analyzes how these perceptions of the impact and role of gamification in ELT influence teachers' pedagogical decisions regarding the incorporation and use of gamified activities in their teaching practices. Ultimately, this research contributes a vital framework to the academic field, providing insights that can help educators transform classroom practices, making English language learning more dynamic, inclusive, and relevant for students in public education.

Keywords: *gamification, teachers' perceptions, bilingual learning environment.*

Resumen

Este estudio cualitativo explora las percepciones de los docentes de lengua inglesa con respecto a la integración de la gamificación como una estrategia para mejorar el entorno de aprendizaje bilingüe en dos instituciones educativas públicas colombianas ubicadas en Sahagún, Córdoba. Si bien la gamificación está ganando reconocimiento como un enfoque pedagógico prometedor para impulsar la motivación y el compromiso de los estudiantes, su implementación generalizada en las escuelas públicas se ve obstaculizada por desafíos significativos relacionados con la tecnología, la infraestructura, la formación docente y las creencias sobre la diversidad lingüística. A pesar de que las investigaciones internacionales destacan las actitudes positivas de los docentes y la efectividad de la gamificación, persiste una notable brecha de investigación en lo que respecta a las percepciones y prácticas de los educadores en el contexto de la escuela pública colombiana.

Basándose en los marcos teóricos de la gamificación en la enseñanza del idioma inglés (ELT, por sus siglas en inglés) y en la importancia de fomentar entornos bilingües propicios, esta investigación busca abordar dicha brecha. El estudio emplea un enfoque de carácter cualitativo diseñado para identificar, en primer lugar, las percepciones generales de los docentes de inglés respecto a la implementación de la gamificación como estrategia pedagógica. Posteriormente, analiza cómo estas percepciones sobre el impacto y el papel de la gamificación en la enseñanza del inglés influyen en las decisiones pedagógicas de los educadores en cuanto a la incorporación y el uso de actividades gamificadas en sus prácticas docentes. En última instancia, esta investigación aporta un marco fundamental al ámbito académico, proporcionando conocimientos que pueden ayudar a los docentes a transformar las prácticas en el aula, haciendo que el

aprendizaje del inglés sea más dinámico, inclusivo y relevante para los estudiantes de las instituciones educativas públicas.

Palabras claves: *gamificación, percepciones docentes, ambiente de aprendizaje bilingüe.*



Table of Contents

Contenido

Table of Contents	5
Introduction.....	8
General Objective	11
Specific Objectives	11
Conceptual Framework.....	12
Gamification	12
<i>Gamification in English Language Teaching (ELT)</i>	14
Teachers' Perceptions of Gamification.....	16
Bilingual Learning Environments.....	17
Previous Studies	19
Methodology	22
Instrument Development and Procedure.....	25
Data Collection Instruments.....	26
<i>Likert-scale Questionnaire</i>	27
<i>Semi-structured Interviews</i>	28
<i>Focus Group</i>	29
Data Analysis	32
<i>Pedagogical Perceptions: Concepts and Definitions of Gamification</i>	36



<i>Bilingual Impact</i>	38
<i>Challenges and Support</i>	40
The Demographic Gap and Professional Vision.	42
<i>Pedagogical Guidelines and Teachers' Recommendations for Gamified ELT</i>	
<i>Environments</i>	43
Convergence of Perspectives: Integrating Qualitative Insights on Gamification	48
Conclusions	55
Limitations.....	57

List of Tables

<i>Tabla 1</i> Participants of the study	25
<i>Tabla 2.</i> Chronogram	32
<i>Tabla 3.</i> Categories and subcategories	37
<i>Tabla 4.</i> Summary: The Reality of the Public Institution	43
<i>Tabla 5.</i> Summary table	50

Introduction

Gamification is increasingly being implemented in English language teaching as a promising pedagogical approach to enhance teaching and learning experiences. By using game elements for educational purposes, educators who perceive games as motivational and instructional tools aim to boost student motivation, engagement, and interest (Abdeen & Albiladi, 2021). However, English teachers face different challenges when trying to implement gamification as a strategy to teach English in public schools.

English language teachers in public schools are prevented from effectively incorporating gamification or some elements of it into their classes. Although those schools are located in urban areas, which tend to have some access to resources and offer them a more advantageous position compared to rural schools, teachers encounter different obstacles generally related to technology, infrastructure, and training (Cruz & Guayara, 2021).

In terms of technology, the implementation of innovative strategies and the effective use of technological resources are crucial to transform the teaching-learning practices (Rodríguez & Araque, 2020). Accordingly, the Ministerio de Tecnologías de la Información y las Comunicaciones (MinTIC, 2014) of Colombia stated that efforts have been made to integrate technology by equipping classrooms with computers and internet, emphasizing the importance of teachers adopting these new technological tools to engage in gamified activities. However, many teachers who have taught in a traditional manner may resist innovation, limiting students' access to new learning opportunities. In this context, it can be said that gamification linked to

technology is not a factor explicitly mentioned or linked within MinTIC, but rather, it could be perceived as a strategy that should be actively promoted primarily by teachers or schools.

Additionally, despite the efforts of equipping public schools with computers and internet, teachers and even students seem to still have limitations when experiencing gamification because of the lack of resources provided by institutions or governments, it remains a latent problem (Cruz & Guayara, 2021). Consequently, lack of devices and poor internet quality widen the gap between students, as not all of them have equal access to digital resources. This limits the effectiveness of gamification linked with technology for learning outcomes (Zahra & Alqurashi, 2024).

Negative aspects of incorporating gamification without technology in the classroom are also related to classroom overcrowding and lack of training. Given that teachers have to work in overcrowded classrooms, implementing and managing gamified activities could lead to problems such as noise, disruption, and criticism, complicating classroom management (Demirbilek et al., 2022). Moreover, teachers lack the sufficient experience and training to apply gamified activities and gamified platforms. Consequently, they need training not only on theoretical aspects but also on the planning and implementation of practical and didactic strategies (Fissore et al., 2023).

The aforementioned factors significantly compromise the effectiveness of the language-learning environment. Consequently, such barriers to gamification implementation often result in profound demotivation and frustration for both educators and learners. Furthermore, a lack of sufficient training and experience may lead teachers to introduce gamification in an inappropriate manner—using it as a reward for learning and not as a tool to support learning—affecting the quality of English language teaching (Paniagua & Istance, 2018).

Gamification plays a key role in children's development, supporting intellectual, emotional, and social well-being. It creates learning opportunities driven by self-motivation and personal interest, and in bilingual environments, it transforms second language acquisition into a meaningful experience, enabling students to learn through play (Paniagua & Istance, 2018). Despite the evident effectiveness of gamification, its depth and consistency of use are limited by practical and institutional constraints (Zahra & Alqurashi, 2024), raising critical questions about the specific challenges preventing its widespread adoption, particularly in public education systems.

Research on gamification in education, especially in English language teaching, shows positive teacher attitudes and its effectiveness in enhancing student motivation and providing instant feedback (Leiss et al., 2025; Batlle & González, 2023). However, in Colombia, there is limited research on teachers' perceptions and the strategies used to incorporate gamification in English teaching, despite the challenges educators face (Cruz & Guayara, 2021). This gap highlights the need for further exploration into how gamification can be better integrated into English language instruction in bilingual settings. However, despite its evident effectiveness, the question arises: why is gamification not yet widely implemented as a method for teaching English in all schools? This gap suggests a need for further exploration into the challenges, perceptions, and barriers that prevent its adoption, particularly within public education systems.

Several studies on gamification focused on students' perceptions of the use of gamified activities or game elements in their learning process. Although teachers play a crucial role in integrating gamification into their practices, their perceptions have been commonly missing in research on gamification in education, as exposed before. Given that teacher perceptions are equally as relevant as student perceptions, the guiding research question for this study is:

How do English language teachers perceive the use of gamification and gaming as a strategy for enhancing the bilingual learning environment in two Colombian public schools?

Objectives

General Objective

To explore English language teachers' perceptions of the integration of gamification into their classroom practice as a strategy for enhancing the bilingual learning environment.

Specific Objectives

To characterize the pedagogical beliefs and level of familiarity English language teachers have regarding gamification as a teaching strategy.

To analyze how English language teachers' perceptions of the impact and role of gamification in ELT influence their pedagogical decisions regarding the incorporation and use of gamified activities in their teaching practices.

To determine the pedagogical implications of integrating gamification into ELT in public schools by drawing upon teachers' perceptions and contextual challenges.

Conceptual Framework

This chapter provides the conceptual framework that underpins the investigation into the implementation of gamification in English language teaching (ELT). It systematically defines three core constructs—gamification, teachers’ perceptions, and bilingual learning environments—and integrates them using three complementary theories that address the study’s psychological, social, and behavioral elements.

Gamification

Gamification is defined as the strategic implementation of game-based mechanics, aesthetics, and game thinking within non-game contexts (Deterding et al., as cited in Fissore et al., 2023). Crucially, this holistic approach transcends the inclusion of isolated game elements; it emphasizes a thoughtful integration of game principles and design elements such as rewards, points, or badges to enhance engagement, motivate action, and promote learning (Kapp, as cited in Araújo & Carvalho, 2022).

The effectiveness of gamification is strongly supported by Self-Determination Theory (SDT). It posits that human motivation is significantly influenced by the degree to which three basic psychological needs are met: autonomy, competence and relatedness (Ryan & Deci, 2020). Well-designed gamified activities intrinsically support these needs. Specifically, gamification strategies that offer choices and control over tasks, roles or progression paths enhance autonomy; the challenges, immediate feedback and clear goals inherent in game mechanics foster a sense of competence; and collaborative game elements, such as team challenges and peer interaction, promote relatedness.

While positive effects are prevalent, the literature underscores a theoretical tension within the SDT framework: an over-reliance on the use of extrinsic rewards (such as points and badges) may decrease students' interest, undermining their intrinsic motivation to learn, instead of making learning more appealing (Paniagua & Istance, 2018). This highlights that, while gamification constitutes a powerful pedagogical instrument for fostering student engagement, its effectiveness depends on a careful design that aligns game elements with desired learning outcomes and prioritizes the satisfaction of the SDT needs for autonomy and competence, ensuring that engagement is sustained by the inherent satisfaction of the challenge rather than the reward.

An additional aspect connected to gamification is the use of intentional games, which could be highly relevant within the scope of this study. These games are fundamentally characterized by a specific pedagogical intent on the part of educators, enabling the student's holistic development (Pérez et al., 2013). Educators frequently observe in their classrooms that students maximize their abilities through these play activities, often known games that have been strategically adjusted to meet specific teaching objectives. In this context, the development of motor capacity is paramount, as it acts as a foundational medium for the development of all other capacities (cognitive, affective-motivational, interpersonal relations, and social integration).

It is crucial to emphasize that these intentional games do not necessarily require the direct incorporation of technological resources. Magrid (2025) supports this view, defining a play-based learning environment as one that values curiosity and encourages children to take ownership of their learning journey by leveraging resources provided by their natural environment.

Gamification in English Language Teaching (ELT)

The evolving landscape of language pedagogy needs a shift from traditional teacher-centered approaches, towards learner-centered environments that actively foster students' engagement and intrinsic motivation (Al-Dosakee & Ozdamli, 2021; Vrcelj et al., 2022). To address this pedagogical challenge, gamification has emerged as a particularly innovative strategy within English Language Teaching (ELT).

The academic literature supports its effectiveness, suggesting that integrating game-like activities—which use game principles and game design elements such as rewards—significantly enhances learner motivation and active participation, ultimately leading to more successful learning outcomes (Vrcelj et al., 2022). Importantly, for these gamified activities to effectively empower student agency, their strategic design must prioritize the pedagogical process over simple entertainment (Colomo-Magaña et al., 2024).

This principle is realized across a wide range of gamification, encompassing both digital and analog (non-digital) gaming strategies. The use of non-digital game elements, such as role-plays activities, team-based competitions, card games, narrative quests, badges and certificates, effectively enhance engagement and active participation in the classroom (Ramzan et al., 2024; Martínez-Hita et al., 2021). The adaptability of these non-digital mechanics makes the benefits of gamified learning accessible even in contexts with technological or infrastructural constraints, which is a critical factor in many public education systems (Cancino & Ibarra, 2023).

Furthermore, the social and interactive nature of these features strongly aligns with Vygotsky's Socio-Cultural Theory (SCT), which emphasizes that cognitive development does not occur through solitary learning but rather through social interaction (Zhang, 2023).

Collaboration serves as a bridge for social interactions, allowing students to work together, articulate their thoughts, and develop their ideas, leading to knowledge acquisition.

The social and interactive components of gamification—such as peer competition and collaboration—are crucial for co-constructing knowledge within the Zone of Proximal Development (ZPD). In collaborative settings, interaction creates unique ZPDs, allowing students to serve as “more capable peers” by providing assistance to others and sharing knowledge (Zhang, 2023). This process is fundamentally supported by positive interdependence, in which group success is dependent on mutual reliance and the integration of individual abilities (Sakamoto, as cited in Zhang, 2023). The alignment between non-digital gamification features and SCT principles underscores their pedagogical role in enabling meaningful, socially mediated learning.

Building on the socio-cultural advantages of interaction, the pedagogical value of gamification extends far beyond individualized learning. Szabó and Kopinska (2023) further argued that game elements, particularly when integrated with non-traditional pedagogical values significantly, considerably support the process of language teaching by facilitating differentiation. This capacity is evident since gamification provides learners with opportunities to progress at their own pace, receive individualized assessment, and reinforce specific abilities and skills that positively influence their motivation (Szabó & Kopinska, 2023). By providing such learner-centered benefits, gamification reinforces its position as an effective and innovative non-traditional pedagogical instrument, complementing the social scaffolding given by Socio-Cultural Theory.

Teachers' Perceptions of Gamification

The successful implementation of gamification as a pedagogical innovation is critically mediated by teachers' perceptions, which include their beliefs, attitudes and perceived self-efficacy (Demirbilek et al., 2022; Leiss et al., 2025). According to the Theory of Planned Behavior (TPB), there are three main factors that have a significant impact on teachers' intentions to use gamification in class: attitude toward gamification, perceived subjective norm, and perceived behavioral control/self-efficacy regarding gamification implementation (Ajzen, as cited in Leiss et al., 2025).

Consistent with this theory, research findings indicate that most teachers have a positive perception of gamification, viewing it as a powerful tool for boosting student motivation, engagement, and enjoyment (Demirbilek et al., 2022; Siregar & Degeng, 2025). Teachers specifically believe that gamification is an effective means to ensure active student participation, foster more positive attitudes toward language learning, and promote collaborative work. This, in turn, represents a shift away from traditional methodologies toward the creation of more engaging and student-centered environments (Batlle & González, 2023).

Despite positive attitudes, there are extrinsic limitations that constrain successful implementation of gamification into classroom practice, creating an attitude-behavior gap (Martí-Parreño et al., as cited in Sajinčič et al., 2022). The literature highlights common obstacles, including insufficient resources in public education, particularly internet connection issues (Cancino & Ibarra, 2023) and a lack of adequate teacher expertise in the exploration and application of gamified strategies (Siregar & Degeng, 2025). These limitations underscore that successful integration of gamification is not merely a technical matter but is inherently linked to

providing comprehensive training and supporting the teachers' sense of competence (Dermibilek et al., 2022).

Furthermore, the necessity of targeted teacher support is reinforced by Batlle and González's (2023) emphasize on the importance of deep teacher immersion in the proper pedagogical use of gamification. However, despite this acknowledged requirement, there is still a significant theoretical and regional gap in the research landscape. The majority of current research focuses on student outcomes, application results of gamified strategies or general student perspectives (Ramzan et al., 2024), overlooking teachers' specific opinions and experiences regarding gamified strategies within Colombian bilingual environments. This gap regarding teachers' perceptions in this regional context is addressed in the current project.

Bilingual Learning Environments

Modern bilingual learning environments are increasingly conceptualized through a language ecology perspective, which challenges the conventional “two solitudes” premise that establishes that languages must be kept strictly separated to avoid interference (Cummins 2008, as cited in Creese & Blackledge, 2010). Rather than considering languages as isolated units, this framework promotes a flexible bilingual pedagogy that views the classroom as a dynamic space where linguistic systems interact and support one another. Within this ecology, the learning environment is defined not merely by the physical space but by the interrelation between teachers, learners, and their diverse linguistic resources. This holistic perspective considers both the physical learning environment and the interactive contexts required for bilingual communication, emphasizing the importance of a dynamic communication environment.

By creating “ideological and implementational spaces,” these environments go beyond simply tolerating a student's native language to actively cultivating all linguistic resources as

essential pedagogical tools (Hornberger, as cited in Creese & Blackledge, 2010). This approach acknowledges the interdependence of skills and knowledge across languages, fostering a learner-centered environment where learners use their full linguistic repertoires to navigate social, academic, and cultural contexts.

Building on this perspective, Dalaf (2023) established that creating supportive bilingual environments to facilitate multilingualism requires a stimulating language experience characterized by balanced and consistent exposure to target languages. This necessitates a transition from theoretical flexibility to intentional language planning, where ongoing monitoring and authentic communicative interaction between teachers and learners function as essential elements.

Within these educational settings, the intentional design and support of bilingual environments yield positive effects on students' social and intellectual development (Dalaf, 2023). Immersion through programs focused on promoting linguistic diversity is key to enhancing students' capabilities while validating their diverse languages and cultures. By alternating the languages of instruction and cultivating a sense of belonging among students, educators can effectively promote bilingualism as a shared, valued practice within the classroom community. This foundational support, however, is not merely structural; it is implemented through the creation of flexible and supportive spaces where translanguageing and heteroglossia are important pedagogical strategies for identity performance and meaning-making (Creese & Blackledge, 2010).

Consequently, by rejecting the strict functional separation of languages, these environments promote a heteroglossic classroom discourse that allows students and teachers to negotiate complex meanings through their entire linguistic repertoire. According to Wei and

García (2022), this approach represents a critical shift away from “additive bilingualism” toward a recognition of the bilingual student’s unified repertoire. In this way, the bilingual learning environment transcends a simple physical or instructional setting to become a space of empowerment, where learners’ internal linguistic reality is prioritized over external sociopolitical standards.

To operationalize this empowering bilingual environment, pedagogical strategies that emphasize goal-oriented communication are essential. In this regard, gamification serves as a practical strategy for implementing the bilingual environment principles advocated by Dalaf (2023), which prioritize consistent exposure and communicative interaction. By applying game components, gamification intentionally creates the required stimulating and interactive environment essential for critically influencing language acquisition. Furthermore, these game-based mechanics support the “safe space” essential for bilingualism by providing constant exposure and authentic interaction that foster intrinsic motivation and social construction of knowledge in a bilingual educational setting.

Previous Studies

The review of literature regarding gamification in English Language Teaching (ELT) reveals a trajectory that has moved from identifying initial technical and logistical barriers to a deeper analysis of the psychological and demographic dimensions of the educator. Over the last decade, research has shifted from focusing on the efficacy of technological tools to prioritizing teachers' perceptions, attitudes, and beliefs, recognizing that the success of any bilingual strategy ultimately depends on the pedagogical vision of the practitioner. The following four key studies provide the foundation for exploring this phenomenon within the current educational context.

In a foundational stage for the current discussion, Sánchez-Mena and Martí-Parreño (2017) conducted a phenomenological study to identify the "drivers" and obstacles in the adoption of gamification. Their findings revealed that while teachers perceive clear benefits in student motivation, interactivity, and attention, they face significant external barriers. These include a lack of resources (materials and financial support), the excessive time required for lesson preparation, and the fear that a playful atmosphere might disrupt classroom discipline. This study is vital for understanding why the perception of "risk" persists in environments with limited resources.

As gamification became more integrated into English as a foreign language (EFL) instruction, a need arose to analyze the profile of the educator. Spathopoulou and Konstantinos (2024), through a quantitative study based on the Technology Acceptance Model (TAM), demonstrated that age and teaching experience directly influence the intention to use gamification. The study concludes that teachers with longer careers tend to perceive gamification as a threat to the structure and control of the lesson. Furthermore, it highlights that perceived usefulness increases when the teacher feels the support of the educational community (parents and administrators), a determining factor for the stability of the bilingual environment.

Within the framework of contemporary cognitive psychology, Leiss et al. (2025) explored the variables that predict the actual use of gamification using the Theory of Planned Behavior. This international study provides a critical finding: a positive attitude toward gamification does not guarantee its application in the classroom. The authors argue that perceived self-efficacy (the teacher's belief in their own technical ability) and the formation of a clear "intention" act as mediators. This theoretical advancement suggests that to transform

pedagogical practice, it is not enough to provide resources; it is imperative to strengthen the teacher's confidence in their digital skills.

Expanding the regional perspective within Latin America, Antúnez et al. (2025) analyzed the perceptions of upper secondary teachers through a quantitative lens, grounded in Self-Determination Theory and social constructivism. Their findings reinforce the idea that gamification is perceived as a catalyst for emotional well-being, with 54% of teachers reporting definitive improvements in academic performance and 85% observing a positive shift in student attitude and engagement.

Crucially for this research, the study identifies a tension in pedagogical decision-making: while tools like *Kahoot* are widely adopted (60%) due to their ease of use, there is a significant lack of systematization in assessment, with less than half of the teachers (44%) utilizing mixed evaluation methods. The authors conclude that the transition from a "superficial" application to an "intentional" pedagogical design is the defining challenge for modern educators. This contribution is essential for the present study, as it highlights that the perceived success of gamified ELT environments depends not just on the tools used but on the teacher's ability to integrate these mechanics into a rigorous instructional design.

Finally, in the national context, Ibáñez Jerez and Suárez Rodríguez (2025) investigated the perceptions of language teachers in Bogotá using a mixed-methods approach. Their study highlights that in Colombia, teachers recognize the potential of gamification to generate meaningful and contextualized learning in real-life scenarios. However, they identify specific challenges of the local educational reality, such as a marked lack of specific training and the need to adapt strategies to the particularities of each group. The authors conclude that

gamification must be a "critical and reflexive" practice, validating the importance of studies that, like the present research, seek to ground these theories in the reality of local institutions.

The synthesis of these previous studies allows for the identification of a research gap in the Colombian context: while international literature has advanced toward complex psychological models, the exploration of teacher perceptions within the public sector is still incipient at the local level. This research aims to close this gap by analyzing how teachers in public institutions perceive gamification not only as a motivational tool but also as a strategy to enhance the bilingual learning environment under real practice conditions.

Methodology

This section details the methodological design and execution of the study, providing justification for the research approach, participant selection, and the sequential procedure used to explore teachers' perceptions.

Type of Study

This study adopted a qualitative-oriented approach to explore and understand the perceptions of English language teachers regarding the integration of gamification within the bilingual learning environment. Unlike purely quantitative designs that seek statistical generalization, this approach prioritized the investigation and comprehension of phenomena from the participants' subjective viewpoints, allowing for the construction of detailed descriptions and collection of subjective data based on their thoughts and perceptions (Sampieri et al., 2010).

Central to this approach was the interpretivist paradigm, which states that social reality is a complex construction created by individuals' subjective interpretations of their actions and

environments (Dzogovic & Bajrami, 2023). According to this paradigm, reality is shaped through social and cultural contexts and reflects the interpretations that individuals make of their experiences. Because the interpretivist paradigm focuses on understanding the depth of human experiences, acknowledging the existence of multiple truths due to varying perspectives (Junjie & Yingxin, 2022), it provided the ideal lens for this research. Specifically, it allowed the study to focus on how English language teachers perceived the role and impact of gamification and how those perceptions influence their pedagogical decisions.

To ensure the credibility of the findings, the study used a sequential triangulation strategy. Since triangulation is not limited to the use of only one method, theory, source, or data, it allows the understanding of a given reality from multiple angles through information confrontation (Da Silva Santos et al., 2020). In this study, triangulation was operationalized by shifting from general trends to individual insights. Although the study adopted a qualitative focus, it used a Likert-scale questionnaire as an initial diagnostic tool.

The qualitative-oriented approach was a valuable choice for this research as it allowed for an in-depth understanding of a topic on which there is little research: the nuanced perception of gamification among English language teachers. As mentioned before, it is a subject that has not been extensively investigated in the Colombian public-school context. By prioritizing the voices of educators themselves, the study bridged the gap between theoretical gamification frameworks and the practical.

Research Context and Participants

The target population for this qualitative study consisted of English language teachers working in 2 public institutions within the urban municipality of Sahagún, Córdoba.

From this population, a purposive sample of ten teachers was selected from two specific public institutions. The participants were chosen based on specific criteria relevant to the study's objectives: they are English teachers who have prior knowledge of gamification and have shown a willingness to collaborate in this research. This intentional sampling approach ensured that the data gathered was directly linked to the central research question, providing valuable insights from participants with relevant experience.

In accordance with ethical research practices, the participants of this study signed an informed consent form in order to formally acknowledge and agree to the terms of their involvement. This agreement affirmed that participation was voluntary, guaranteed that confidentiality and anonymity would be maintained throughout the research process, and established the participants' right to withdraw at any time without negative consequences (Appendix A). Furthermore, to ensure institutional transparency, the format for institutional approval is accessible in Appendix B. To operationalize these guarantees and protect teachers' privacy, each participant was given a unique identifier code (P1, P2, P3...). This identifier not only protected their identities throughout the research process but also facilitated systematic data organization and reduced potential bias during analysis.

Table 1 presents an overview of the main characteristics of the participant involved in the study:

Table 1. Participants of the study

Number of teachers	Age	Work experience	Level of study	Grades
10	27-38	4 or 10 years or experience	English Language teachers (or 'graduates'),	6 th - 11 th high school grades

and 80% hold a
Master's degree

Note. Own elaboration, 2025

Instrument Development and Procedure

This section describes the methodical approach employed to collect data for the study. Given the qualitative nature of this research, a sequential approach was adopted to ensure a comprehensive and rigorous exploration of English language teachers' perceptions. Following the qualitative design framework of Creswell (2009), in which data collection instruments are not viewed as isolated tools but as interconnected phases where each step informs, deepens, or validates the next, the data collection procedure was structured to move from individual, in-depth narratives to collective validation and application, aligning directly with the objectives of identifying teachers' perceptions and analyzing their impact on pedagogical practice.

Project Stages

The data collection phase was carried out in five stages to ensure systematic progression from ethical clearance to final data analysis:

Ethical Approval

Formal ethical approval was provided by Universidad Santo Tomás and the principals of two selected public schools located in the municipality of Sahagún, Córdoba, Colombia.

Participant Recruitment

This study used a purposive sampling method, which is a non-random, criteria-driven method in which researchers intentionally select information-rich cases or participants based on their experience or specialized knowledge (Palinkas et al., 2015). It prioritizes depth and relevance over statistical representativeness to better address the particular research question.

Using this method, a sample of 10 English language teachers was selected based on their teaching experience and level of exposure to gamification.

Individual Data Collection

This stage began with the administration of a Likert-scale questionnaire to 10 English language teachers in order to collect data about their perceptions of gamification relatively quickly. Subsequently, semi-structured interviews were conducted with seven participants who were selected from the initial group based on specific predetermined criteria. This stage focused on gathering detailed narratives regarding their own perceptions, as well as the perceived benefits and challenges of integrating gamification.

Collective data validation

Following the semi-structured interviews, a focus group session was conducted with four participants. This stage moved from individual perceptions to collaborative application, requiring teachers to design a gamified lesson outline.

Data Analysis and Interpretation

In the final stage, all collected data were analyzed and synthesized to identify core findings and themes.

Data Collection Instruments

To triangulate data and achieve a comprehensive level of understanding, this study employed three distinct instruments. A Likert-scale questionnaire was administered as the primary data collection instrument, followed by semi-structured interviews and a focus group.

(Appendix C)

Likert-scale Questionnaire

A Likert-scale questionnaire is a psychometric instrument that measures attitudes, opinions, and perceptions on a standardized scale in order to quantify subjective responses. Specifically, this instrument consists of a series of statements or questions that are accompanied by a symmetric range of response possibilities that allow respondents to indicate their level of agreement or disagreement (Nemoto & Beglar, 2014; Koo & Yang, 2025).

In the context of this research project, the primary advantage of using a Likert-scale questionnaire was its capacity to collect data regarding teachers' perceptions of gamification relatively quickly while allowing the researcher to record different levels of opinion rather than relying on binary choices (Nemoto & Beglar, 2014). Furthermore, this instrument facilitated the conversion of subjective qualitative data—such as opinions regarding the “Perceived usefulness” or “Perceived ease of use” of gamification—into quantitative metrics, enabling a detailed initial data collection phase.

The development of this instrument required careful attention to several crucial factors. Initially, a deep understanding of the psychological construct—namely Self-Determination Theory (SDT)—was established through a comprehensive literature review. Following this step, and according to the principles outlined by Nemoto and Beglar (2014), items were created to measure specific aspects of these constructs, using clear, concise, and unambiguous language to ensure consistent interpretation and accurate representation of respondents' perceptions. Each item focused on a single idea to reduce confusion and facilitate precise responses, avoiding double-barreled questions that might have forced respondents to agree with one element of the statement while disagreeing with another (Koo & Yang, 2025).

To maintain clarity, items were written in a single direction with a preference for positively worded statements. While research suggests that scales with an odd number of response options—specifically seven—are quite effective in terms of validity and reliability coefficients (Kusmaryono et al., 2022; Nemoto & Beglar, 2014), this study employed a five-point scale to ensure ease of use for the participants. The response options moved along a continuum from lower to higher endorsement, ranging from “Strongly Disagree” to “Strongly Agree.”

The Likert-scale questionnaire was strategically linked to the subsequent qualitative phases of the study. It was administered in conjunction with semi-structured interviews and focus groups to gain a more in-depth insight into teachers’ perceptions. The numerical data gathered from the questionnaire served as a perception map, highlighting trends and outliers that were then explored in depth through the semi-structured interviews. (Appendix C)

Semi-structured Interviews

Semi-structured interviews are a widely used qualitative research method valued for their balance of structure and flexibility. They enable researchers to deeply explore participants’ experiences, beliefs, and motivations, while allowing for flexibility during the interview process. As Ruslin et al. (2022) highlight, semi-structured interviews tend to be used by researchers, as they allow for in-depth exploration of answers from the participants, providing flexibility and adaptability to address new issues while preserving the focus of the inquiry.

The balance inherent in this method is achieved through the use of an interview guide, which outlines the broad areas of interest using open-ended questions (Hijmans & Kuyper, as cited in Busetto et al., 2020). The primary purpose of using semi-structured interviews for data

collection is to gather rich, contextual information from informants who have personal experiences, attitudes, perceptions, and beliefs regarding the topic under study.

Consequently, the semi-structured interview guide became the core data collection instrument for this particular qualitative study. It employed a flexible, conversational structure that adheres to a specified set of questions while giving the researcher the option to delve deeper, clarify responses, and follow emergent themes. Ultimately, the instrument is designed to obtain detailed narratives of the teachers' lived experiences, exploring their beliefs, attitudes, and contextual barriers they encounter when implementing gamification. (Appendix C)

Focus Group

A focus group is a qualitative research method defined by its ability to explore in-depth opinions while capturing the feelings, thoughts, and lived experiences of individuals within a collaborative setting. As Hamui-Sutton and Varela-Ruíz (2013) state, this method encourages self-explanations and enables researchers to collect data rich in group interaction.

In practice, focus groups are a type of group interview in which participants share their collective expertise and experiences, including how and why people behave in certain ways (Philipsen & Vernooij-Dassen, as cited in Busetto et al., 2020). Focus groups usually consist of 6–8 people and are led by an experienced moderator following a script. They are particularly effective for bringing together homogeneous groups of participants with relevant expertise and experience, who can discuss and compare detailed information on a given topic, making it a relatively efficient method for acquiring insights into group dynamics (Pv & Peremans, as cited in Busetto et al., 2020).

Building on this dynamic interaction, the focus group guide for this qualitative study used a task-based, semi-structured approach to facilitate a rich discussion among the participants. Its

principal aim is to move the research from individual, abstract viewpoints to collective, practical applications. The instrument was designed to encourage participants to discuss ideas, challenge assumptions, and collaborate on a tangible output—a gamified lesson plan outline (Appendix D). This hands-on process grounded the research data in real-world pedagogical decision-making, which is essential for identifying practical barriers.

To provide an overview of the research timeframe, Table 2 outlines the chronological framework for the research instrument development and data collection procedures across the different phases of the study.



Table 2. Chronological framework

Data collection technique	September	october	november	december	January	February	March	April	May
Informed consent to participants									
Letter of support by institutions									
Development of Instruments									
Application of the semi structured interviews including the focus group method									
Data organization and management									
Data analysis									
Interpretation and reporting									

Note. Created by the authors, 2026

Data Analysis

To analyze the gathered perspectives across both pedagogical contexts, a qualitative thematic analysis was conducted using an inductive approach. This process involved a systematic coding phase to identify patterns, sequences, and emerging categories directly from the teachers' narratives, grounded in the framework of Samih (2024). To provide a clear and structured overview, this chapter is divided according to the findings derived from the three data collection instruments: the Likert-scale questionnaire used in the diagnostic perception phase, semi-structured interviews, and the focus group.

The Diagnostic Perception Phase

The first phase of the analysis derives from the Likert-scale questionnaire (Teachers' Gamification Perception Questionnaire–TGPQ), administered to 10 ELTs in public schools. Although a five-point Likert scale (1= Strongly Disagree to 5= Strongly Agree) was used in the instrument, these findings are grounded in a qualitative-oriented approach, functioning as a preliminary diagnostic tool for identifying broad attitudinal patterns that serve as the foundation for the sequential triangulation of the study.

The preliminary findings are organized into four core themes that reflect the participants' professional reality.

Gamification as a Cognitive Scaffold for ELT

The data reveals that participants have a strong consensus on the efficacy of gamification as a legitimate pedagogical strategy, evidenced by a high mean score $M=4.2$ ($SD=0.6$).

According to this, educators perceive gamified mechanics not as simple tools for entertainment but as a critical bridge to improve students' language skills. This perspective is consistent with Kapp's holistic approach (as cited in Araújo & Carvalho, 2022), suggesting that game principles

and design elements such as rewards and points are more effective when carefully integrated to facilitate learning rather than acting as isolated elements.

Furthermore, the data suggests that gamification acts as a cognitive scaffold; participants indicated that gamified activities help students understand complex grammar and vocabulary better than traditional methods. By translating abstract linguistic ideas into actionable experiences, this strategy functions as “intentional games.” According to Colomo-Magaña et al. (2024), this high value of curriculum alignment emphasizes that in order to effectively empower student agency and achieve bilingual learning outcomes, the strategic design of such activities must prioritize pedagogical goals over mere enjoyment.

The Psychological Architecture of the Classroom (SDT)

This theme, which represents the most significant trend in this study, emphasizes the remarkable connection between gamified practices and the principles of Self-Determination Theory (SDT). With a peak mean score of $M=4.5$ ($SD=0.5$), teachers perceive gamification as a transformative driver for student engagement fueled by the enhancement of agency and intrinsic motivation. Qualitatively, this reflects a shift in classroom dynamics in which students become autonomous agents with more control over their individual learning paces.

According to the data, gamified tasks promote a strong sense of social cohesion (relatedness) and competence in addition to individual agency. Students’ affective filters are effectively reduced as they navigate challenges and secure rewards in the target language. This change transforms the bilingual environment, moving it away from a scenario of linguistic intimidation toward a scenario for social success, where participation is primarily driven by collaborative play and achievement.

Ease of Use and Contextual Barriers

Despite a strong pedagogical inclination toward gamification, the data shows that the perceived ease of use ($M=3.8$, $SD=0.7$) is significantly undermined by the structural constraints of the public-school context. The main barrier is a major resource gap that is typified by a lack of digital devices ($M=2.8$, $SD=0.9$) and poor internet connectivity ($M=2.5$, $SD=1.0$). These technical limitations support the concerns expressed by Cruz and Guayara (2021) and Zahra and Alqurashi (2024), who argue that such deficiencies exacerbate the equity gap among students and significantly limit the effectiveness of technology-linked learning outcomes.

Beyond technological barriers, the burden of large class sizes ($M=3.0$, $SD=0.8$) is considered a significant obstacle to implementation. This finding is consistent with the international literature, which suggests that overcrowded environments complicate classroom management and lead to disruption or increased noise during interactive activities. As a result, the lived reality of these educators is one of constant negotiation, where their desire to innovate is hampered by a logistical and physical infrastructure that is still not completely suited to support complex pedagogical innovations.

Resilient Agency vs. Institutional Support

The final theme underscores a critical gap between professional aspirations and institutional reality, leading to a state of resilient agency ($M=3.6$, $SD=0.8$). While participants expressed a high readiness for professional development ($M=4.0$, $SD=0.6$), there is a significant lack of formal institutional training and support ($M=2.1$, $SD=1.2$). This finding is consistent with the argument of Fissore et al. (2023), who emphasize that teachers require practical, didactic planning rather than purely theoretical understanding. Without focused institutional support, gamification risks becoming a superficial reward system rather than a powerful strategy for supporting learning.

Despite these obstacles, there is a clear professional intention among teachers to expand the use of gamification within the bilingual environment, suggesting that individual teacher initiative is the main driver of integration in Sahagún educational contexts. This resilient agency underscores the necessity for formal institutional frameworks to support these isolated efforts.

Semi-structured Procedure and Findings

The diagnostic phase revealed a teaching body that is pedagogically convinced but institutionally undersupported. The following qualitative phase is based upon this tension, which characterizes a practice rooted in teacher resilience. To further investigate how educators deal with these challenging circumstances and to ensure the reliability and transparency of the findings, the researchers followed a rigorous six-step qualitative procedure for data management and analysis. The process began with transcription and familiarization, where all seven interviews, conducted and recorded via Microsoft Teams and Zoom, were transcribed verbatim using the platform's automated features, followed by manual refinement to immerse the researchers in the "teacher's voice." The semi-structured interview transcripts can be checked in Appendix E.

In the second stage, Initial Coding, a segment-by-segment analysis was performed to identify recurring concepts, such as "low connectivity" or "large class sizes." For Software Support, the researchers utilized ATLAS.ti, which provided the systematicity and transparency required for high-quality qualitative research. By downloading Excel tables from ATLAS.ti, the researchers were able to cross-reference data and identify similar patterns across different transcripts effectively.

During the Thematic Synthesis phase, these codes were grouped into potential themes; for instance, "automatic grading" and "instant feedback" were synthesized into the theme of

gamification as an assessment strategy. This was followed by Reviewing Themes, where the research team met to establish Inter-coder Reliability, comparing independent coding to ensure the data set was represented accurately. Finally, the Defining and Naming stage involved refining the themes to ensure they directly addressed the research questions and objectives, ultimately establishing the major categories of the study.

Table 3 illustrates the qualitative coding framework.

Table 3. Categories and subcategories

Umbrella Category (Objective)	Sub-Categories (Sub-questions)
Pedagogical Perceptions	Concepts and definitions of gamification.
Bilingual Impact	Effects on motivation and social development
Challenges and support	The demographic gap and professional vision

Note. Created by the authors, 2026

The categories aforementioned in the table will be discussed below:

Pedagogical Perceptions: Concepts and Definitions of Gamification

This section presents the research findings regarding teachers' perceptions of the concepts and definitions of gamification. Analyzing how educators conceptualize this approach is

essential, as their baseline understanding directly influences how they design and implement gamified strategies in the classroom. The following data highlights the varied perspectives, definitions, and structural alignments identified by the participants during the research process.

To analyze the practical application of gamification in the classroom, it is essential to first understand how educators conceptualize this pedagogical approach. Within educational literature, gamification is defined as a holistic strategy that transcends the mere inclusion of isolated game elements; instead, it emphasizes a thoughtful integration of game principles and design elements such as rewards, points, or badges to enhance engagement, motivate action, and promote learning (Kapp, as cited in Araújo & Carvalho, 2022). The data gathered from the interviews reveals a spectrum of understanding among the participants, ranging from a deep alignment with this holistic view to more localized definitions centered on traditional play.

A strong alignment with Kapp's theoretical framework is evident in the perspective of Participant 1, who argued that gamification requires "using elements of games with a clear pedagogical purpose" rather than "just like playing for fun." For this educator, the approach is structural, meaning it "implies transforming the class into a meaningful experience." This purpose-driven view is directly supported and expanded upon by Participant 4, who defined gamification as the strategic use of educational resources to "strengthen concepts, improve learning, or reinforce a topic." Participant 4 further operationalized this by identifying specific digital platforms used to achieve these academic goals, such as Padlet and Quizlet.

In contrast to this holistic, pedagogically integrated view, other participants define the concept through a more traditional, tool-centric lens. Participant 2 provides a more simplified definition, viewing gamification as "games and competitions, but adapted to education." This perspective shifts the focus from the subtle integration of game mechanics to the direct

deployment of educational games themselves. This line of thought is closely echoed by Participant 3, who focused on the specific formats of the games used, defining the concept as the employment of "juegos muy propios para la enseñanza," including dynamics, online games, and board games.

Besides, Participant 5 bridged these differing viewpoints by focusing on the immediate psychological impact of the approach, defining gamification as "una gran estrategia de motivación." While this comment is brief, it serves as a common denominator among all participants; whether the educators view gamification as a holistic transformation of the learning environment (Participant 1 and Participant 4) or as the implementation of targeted educational games (Participant 2 and Participant 3), they collectively agree with Kapp's assertion that the ultimate driver of the strategy is its power to motivate action and engage learners.

Based on the participants' assertions, it is possible to conceive gamification as a novel strategy that fosters an innovative learning environment, which positively motivates students to acquire English; however, it must be properly operationalized and aligned with objective learning outcomes to ensure its pedagogical efficacy.

Bilingual Impact

This section analyzes how teachers perceive the influence of gamification on the student's emotional and social experience within the English as a Foreign Language (EFL) classroom. Consistent with the general objective of this research, the findings suggest that gamification acts as a transformative strategy that transcends mere entertainment to foster a meaningful experience.

Effects on Motivation. A central finding in this study is the capacity of gamification to generate what participants described as a safe emotional environment. This perception

closely aligns with the regional findings of Antúnez et al. (2025), who reported that 85% of teachers observed a positive shift in student attitude when gamified elements were introduced.

The qualitative data from this study heavily reinforces this shift. Participant 1 highlighted that a gamified environment allows students to feel able to make mistakes because it is part of the process. This sentiment was directly complemented by Participant 3, who agreed that reducing the fear of failure serves as a real step to start motivating students to learn English with more fluency and more confidence. Furthermore, Participant 5 expanded on this consensus, affirming that by shifting the focus from the fear of error to the "quest" of the game, gamification ultimately allows students to view education in a completely different way, successfully moving away from a traditional method.

Conversely, it must be affirmed that the success of this approach does not stem from mere entertainment, but rather from a deliberate pedagogical design. When gamification is rigorously conducted and intrinsically linked to curricular objectives with a clear educational purpose, it transcends traditional methodology. Rather than viewing errors as failures, this structured framework reframes mistakes as a natural, non-threatening component of the learning trajectory. Consequently, this purposeful integration provides an innovative pedagogical style that sustains student engagement and fosters linguistic confidence, even amidst the trial-and-error inherent in language acquisition.

Social Development and Collaborative Bilingualism. Beyond individual motivation, the qualitative data reveals that gamification exerts a significant impact on classroom social dynamics. Participant 3 emphasized this shift, noting the emergence of strong fellowship and the development of a more respectful social interaction. Interestingly, these findings mirror the

frameworks of meaningful and contextualized learning articulated by Ibáñez Jerez and Suárez Rodríguez (2025). Participants observed that gamified activities inherently require students to collaborate toward a shared destination; as Participant 4 stated, “no es como que uno solo, sino que ellos se tienen que hablar desde diferentes puntos de vista y perspectivas.”

This collaborative structure directly supports differentiated learning. Participant 1 complemented this perspective by observing how these dynamics bridge academic gaps, allowing "good students and not-good students to work together to understand something." This social integration is not merely a passive by-product of play; rather, it constitutes a deliberate pedagogical outcome. Educators perceive that through these mechanics, students actively learn how to coexist, effectively cultivating a vital 21st-century skill: "socializing," as reinforced by Participant 4.

Ultimately, these interactions highlight a distinct link between gamified structures and the cultivation of cooperative skills, wherein students must negotiate and reach mutual agreements to function effectively and achieve a common goal. Consequently, gamification is conceived by teachers as a potent methodological strategy to develop systematic teamwork. By embedding shared objectives into the curriculum, gamified environments compel students to cooperate, thereby creating a bilingual environment that is simultaneously socially inclusive, collaborative, and linguistically active.

Challenges and Support

The final dimension of the findings explores the profound gap between the teachers' pedagogical intentions and the institutional support available. The qualitative data paints a clear picture of autonomous resilience, where educators must overcome significant structural deficits to implement gamified strategies. A striking finding is the high degree of isolated labor required;

Participant 5 affirmed that gamification is implemented "mostly in a personal capacity," a process involving the selection and design of game mechanics that demands substantial time.

This reality directly corroborates the framework of Sánchez-Mena and Martí-Parreño (2017) regarding the extensive time required for lesson preparation. In the local context, this burden is heavily exacerbated by extreme structural constraints that the participants continuously cross-validate. While Participant 3 contextualized the limitation of time, noting that teachers are constrained by having only "four hours" for instructional delivery, Participant 2 complemented this structural barrier by highlighting the classroom scale, managing overcrowded groups of "forty-one students." To succeed under these conditions, educators agree that they must remain highly resourceful to "set aside the traditional methods," despite initial resistance from students accustomed to conventional methodologies.

These pedagogical hurdles are further intensified by severe technological limitations, where the participants' testimonies directly reinforce one another. The digital divide in public institutions extends beyond the mere availability of hardware to encompass the overall quality of infrastructure. Participant 2 initiated this critique by stating, "we don't have enough devices to motivate more students," an issue directly validated and deepened by Participant 3, who reported, "es muy limitado porque no tenemos buen internet" (it's very limited because we don't have good internet). Synthesizing these shared frustrations, Participant 1 concluded that "integrating gamification in classes can be really challenging, especially because of technology."

Consequently, this lack of institutional support forces a shift toward personal resources, with teachers finding it more viable to utilize their own devices and mobile data. This evidence strongly suggests that the visionary education teachers desire is currently being subsidized by the educators' personal assets rather than state provision.

The Demographic Gap and Professional Vision.

Beyond physical infrastructure, the data reveals a unique human resource challenge characterized by a stark generational contrast within the teaching staff. Participant 5 observed that many colleagues are "old teachers who are more than 60 years old and are used to work traditionally," resulting in a flat refusal to "include a different methodology when in class." This resistance from traditional staff directly contrasts with the innovative efforts of the participants, reflecting the conclusions of Spathopoulou and Konstantinos (2024), who determined that teacher age and career length significantly influence the intention to adopt gamification.

Ultimately, these combined factors demonstrate that for gamification to be sustainable, there must be a clear, unified vision regarding the purposeful integration of technology to avoid the waste of limited resources. Without a collective institutional "intention" (Leiss et al., 2025), pedagogical innovation cannot achieve systemic integration; instead, it remains an isolated, exhausting, and individually subsidized effort by resilient teachers.

Table 4 provides a systematic summary of these overlapping pressures by synthesizing the specific institutional challenges identified across the themes of infrastructure, time and training, as well as the corresponding responses used by the participants.

Table 4. Summary: The Reality of the Public Institution

Theme	The Institutional Reality (Challenges)	The Teacher's Response (Support/Agency)
Infrastructure	Poor connectivity; "Computadores no sirven."	Use of personal devices and own mobile data.
Time/Labor	Large classes (41 students); limited class hours.	Autonomous design and extra planning time.
Training	Generational gap; lack of a "clear vision."	Recognizing the need for "una educación más visionaria."

Note. Created by the authors, 2026

Pedagogical Guidelines and Teachers' Recommendations for Gamified ELT Environments

Although this data emerged during the reflections and recommendations phase of the interviews, it was considered meaningful to include here because omitting it would mean losing valuable insights. This section presents the foundational concepts provided by the participants to properly contextualize their pedagogical choices.

The findings consolidated in this section provide a pragmatic bridge between theory and classroom reality. These recommendations confirm that English language teachers do not perceive gamification as a mere ludic interruption but as a structured strategy that requires what Antúnez et al. (2025) define as intentional pedagogical design. By emphasizing the necessity of organization, noting that "it is necessary to have a Plan A, B, and C" as noted by Participant 3, and strict curricular alignment, the participants demonstrated that their pedagogical decisions are a direct response to the technical and logistical risks identified by Sánchez-Mena and Martí-Parreño (2017).

Furthermore, the insistence on establishing non-negotiable ethical rules and fostering collaboration aligns with the "critical and reflexive" practice proposed by Ibáñez Jerez and Suárez Rodríguez (2025), suggesting that the success of a bilingual environment depends on the teacher's ability to mediate between the game's mechanics and the students' emotional well-being. Ultimately, this category reveals that the transition from a positive attitude to effective implementation, as discussed by Leiss et al. (2025), is mediated by the teacher's capacity to adapt tools to the local context, ensuring that the bilingual learning environment remains inclusive, organized, and, above all, pedagogically sound.

Focus group findings

Following the individual narratives explored in the semi-structured interviews, the final phase of data analysis shifts toward a collective lens. This section presents the findings from the focus group, which capture the collective discourse of the participants. This collaborative dialogue allows for a shared validation of the themes identified during the preceding diagnostic and narrative phases, effectively triangulating the data.

Technology and Resource Limitations

Participants underscored a critical tension between the desire to innovate and the physical realities of institutional settings, which is primarily generated by significant barriers related to internet access and technology availability. For instance, Participant 3 emphasized that even institutional contexts officially designated as urban often function with the limitations of rural areas due to poor connectivity. She explained: “Aunque mi colegio es oficialmente urbano, funciona más como una zona rural por la mala conectividad; a veces tenemos internet, pero la mayor parte del tiempo no.”

Similarly, Participant 1 noted that her school has limited access to computers and internet, which restricts the use of digital tools for gamification. This reinforces the argument that digital gaps remain a latent problem in the national setting, potentially extending the inequality in learning outcomes (Zahra & Alqurashi, 2024).

Participants highlighted a critical need for resourcefulness due to the scarcity of institutional resources. To mitigate this gap and ensure students maintained access to digital materials, educators demonstrated a high degree of adaptability, often utilizing personal mobile data and devices to facilitate gamified activities. This reliance on personal resources exemplifies a sense of pedagogical ownership, where teachers take direct responsibility for the learning

environment. Ultimately, by leveraging available resources, these educators effectively maintain student ownership of the learning journey (Magrid, 2025).

Collective Perceptions of Engagement and Motivation

The findings from the focus group indicated a strong consensus among participants regarding the transformative potential of gamification in ELT. Teachers generally hold a highly positive perception of gamification, viewing it as a valuable tool for increasing student engagement, boosting motivation, and overcoming apathy toward learning English. This is consistent with the findings of Abdeen and Albiladi (2021), who argue that game elements are important motivational drivers in educational settings. Rather than relying on traditional, monotonous activities, participants consistently highlighted the effectiveness of gamified activities in capturing students' interest and fostering a more dynamic learning environment.

Far from being considered a mere optional add-on, participants framed gamification as a pedagogical necessity, particularly in contexts where students may not prioritize English or find the subject unappealing or intimidating. Elaborating on this, Participant 3 remarked that students are more interested in other subjects, and Participant 5 emphasized: "Realmente tenemos que ser creativos y buscar formas de hacer que el inglés sea atractivo, porque muchos estudiantes no aprecian la materia o no ven por qué es importante."

This pedagogical necessity translates directly into observable classroom outcomes by shifting the focus toward a learner-centered environment that fosters active participation over traditional, monotonous methods (Vrcelj et al., 2022). In terms of practical application, the use of both digital and non-digital tools—such as Kahoot and Pictionary—was regularly cited as an effective strategy for making learning enjoyable while requiring active engagement. The

introduction of these tools causes a significant shift in the classroom dynamic, drawing out even the most reluctant learners.

The transformation in classroom dynamics was explicitly highlighted by Participant 5, who noted, "Cuando traigo algo como Kahoot o incluso un simple juego de Pictionary, la energía cambia. Participant 1 complemented this observation by pointing out how this shift affects passive learners, noting: "Ves estudiantes que nunca hablan queriendo participar y ganar."

This qualitative evidence of enhanced emotional energy and behavioral transformation strongly aligns with the findings of Antúnez et al. (2025), who stated that gamification improves both student emotional well-being and academic performance.

The Influence of Perceptions on Pedagogical Decision-making

The findings revealed that teachers' perceptions significantly influence their pedagogical decisions. For instance, those who view gamification as a tool to enhance engagement are more likely to integrate gamified activities into their lesson plans. These pedagogical decisions can be understood through the lens of the Theory of Planned Behavior (TPB). According to Leiss et al. (2025), a teacher's sense of self-efficacy, followed by the formulation of a clear pedagogical "intention," serve as crucial psychological links that turn a favorable attitude toward gamification into concrete classroom implementation.

However, these perceptions are continuously renegotiated through the daily realities of the classroom setting. While teachers have a strong intention to innovate, discrepancies in student responsiveness and conflicting academic interests have a significant impact on teachers' readiness to adopt these strategies consistently, suggesting that teachers' perceptions are not only shaped by their experiences but also by the realities of their classroom environments. For instance, teachers noted that student apathy toward English, which is frequently motivated by a

preference for other subjects, frequently challenges their pedagogical confidence. This contextual barrier was highlighted by Participant 3, who noted: “Algunos estudiantes están más interesados en otras materias y puede resultar complicado hacer que se interesen por el inglés.”

This variation in student interest directly impacts how teachers perceive the usefulness of gamification, forcing them to balance the benefits against the practical constraints of their teaching schedules, limited resource availability, and the significant preparation time required to plan gamified lessons.

Despite these systemic pressures, when educators consciously decide to act upon their positive perceptions, their classroom choices effectively operationalize a language ecology approach, which, rather than enforcing rigid, traditional constraints, fosters a sense of belonging and agency and transforms the learning environment into a dynamic scenario for real interaction.

Differentiated Instruction, Proficiency Barriers and Varied Student Capabilities

While teachers’ pedagogical intentions are driven by a strong desire to innovate, the actual implementation of those decisions is highly influenced by the immediate, objective reality of the classroom. A major theme pattern identified during the focus group discussion was the pronounced discrepancy between standardized curriculum expectations and the diverse language skill levels found within the classrooms. Participants underlined that diverse learner needs, particularly those related to foundational vocabulary acquisition, are frequently a major barrier to gamified instruction. Rather than serving as a universal solution, complex game mechanics might increase cognitive burden if baseline linguistic limitations are ignored, particularly when introduced to higher grades without prior scaffolding.

Participant 4 emphasized this systemic tension: “A veces esperamos que los de noveno hagan tareas complejas, pero todavía están luchando con el vocabulario básico. Tenemos que

adaptar los juegos para que sean muy sencillos al principio y no se frustren." In this regard, Participant 3 emphasized the importance of linguistic scaffolding in public school classrooms, underscoring that designing inclusive, differentiated tasks requires careful planning to ensure that gamified activities are tailored to the student's level and not just a distraction.

Participant 4 insights underscore a pedagogical reality that is directly related to the arguments of Szabó and Kopinska (2023), who claim that the capacity of game elements to support differentiation is only unlocked when activities allow for individualized pacing and reinforcement. Without this tailored framework, gamification risks reinforcing academic exclusions rather than mitigating them. However, overcoming these proficiency barriers reveals the hidden cost of teacher preparation time to carefully select gamified designs to ensure genuine pedagogical value over mere entertainment, as Participant 3 noted.

The findings showed that to overcome linguistic barriers, the participants advocate for non-digital alternatives such as paper-based gamified activities, role-plays, and card games. Aligning with Ramzam et al. (2024) and Martínez-Hita et al. (2021), these tools foster inclusion because teachers can dynamically modify linguistic complexity based on real-time student response. This operational flexibility, free of digital constraints, indicates that fundamental pedagogical goals can be accomplished without a dogmatic reliance on technology (Cancino & Ibarra, 2023; Pérez et al., 2013). Ultimately, these findings underscore the need to shift from standardized implementation toward flexible, scaffolded strategies that take into account actual student capabilities.

Convergence of Perspectives: Integrating Qualitative Insights on Gamification

To ensure the validity, credibility, and holistic rigor of the findings, a sequential triangulation strategy was implemented by contrasting the data obtained from the three applied

instruments: the Likert-scale questionnaire (diagnostic phase), the semi-structured interviews (individual narrative phase), and the focus group (collective construction and validation phase). Cross-referencing these instruments allowed for the examination of teachers' perceptions from multiple angles and levels of depth. The integrated analysis was structured across the four core categories of the study. To provide a comprehensive overview of the research findings, Table 5 summarizes the main analytical synthesis, theoretical alignment, and core dynamics identified across each explored theme.

Tabla 5. Summary table

Theme	Theoretical / Framework Alignment	The Core Dynamic / Contradiction	Final Analytical Synthesis
1. Pedagogical Perceptions	Holistic Design vs. Gamified Tools	High initial willingness to innovate contrasts with isolated, tool-centric classroom implementation.	Conceptual Coexistence: Teachers perceive gamification as an urgent necessity to counter student apathy, but its operationalization varies between systematic pedagogical design and simple playful activities.
2. Bilingual Impact	Sociocultural Theory & Affective Filter	Structured play lowers cognitive friction, driving student confidence and lowering individual anxiety.	Language Ecology Active: Gamification acts as a socio-affective mediator. It minimizes the fear of failure, converting passive student behaviors into active peer scaffolding and real communicative interaction.

3. Challenges	Environmental & Structural Constraints	Teachers exhibit an outstanding attitude toward the methodology but report low perceived behavioral control due to local context.	The Structural Gap: The primary obstacle to innovation is not teacher resistance but an unfavorable environment characterized by large classes, limited time, and an urban-rural digital divide.
4. Support	Teacher Agency & Institutional Neglect	Complete lack of state or institutional resources forces teachers to rely on self-reliance.	Subsidized Innovation: A paradox where dynamic bilingual environments are sustained because teachers personally finance and intellectually absorb the cost of materials, despite professional isolation from traditional colleagues.

Note. Mapping out the final analytical synthesis for each thematic category

Pedagogical Perceptions: Between Holistic Structure and Playful Practice

The triangulation of the instruments reveals a solid convergence regarding the motivational value of gamification, although it exposes conceptual variations when transitioning from theory to practice.

Likert Questionnaire. The quantitative data showed a markedly positive trend in the dimensions of "perceived usefulness" and "attitude toward gamification." The surveyed teachers demonstrated an initial unanimous consensus, considering gamification as a catalyst for active participation and a departure from traditional methodologies.

Individual Interviews. When delving into definitions, individual responses revealed a broad interpretive spectrum. On one hand, an approach aligned with a holistic and intentional gamification design was identified, focusing on structurally transforming the classroom

experience with clear pedagogical purposes (such as those expressed by Participants 1 and 4 when mentioning platforms like Quizlet and Padlet). On the other hand, a more traditional and simplified vision emerged, which assimilates gamification merely as the direct use of adapted educational games or board game dynamics (Participants 2 and 3).

Focus Group. During the group discussion, these individual stances unified around a common denominator: pedagogical necessity. When confronted with the reality of student disinterest toward English, the teachers collectively validated that gamification is not a simple "playful addition" but an essential strategy to engage students through both digital and analog tools (Kahoot and Pictionary).

Analytical Synthesis. There is a direct correlation between the positive attitude of the initial perception map (questionnaire) and the collective justification (focus group). However, the interviews demonstrate that, conceptually, two realities coexist in the institutions: those who structure gamification as an intentional learning ecosystem and those who operate it in a fragmented manner through specific playful activities.

Bilingual Impact: The Affective Filter and Co-construction in the Ecology of Language

The cross-referencing of data demonstrates that the most significant impact of gamification in the bilingual learning environment occurs within the emotional and social dimensions of the students.

Likert Questionnaire. The metric responses indicated high levels of agreement regarding how game elements enhance student confidence and foster positive interpersonal interactions in the bilingual classroom.

Individual Interviews. The individual narratives explained the "how" behind this quantitative trend. The participants unanimously pointed out that gamification reduces the fear of

making mistakes, turning failure into a natural and non-threatening component of learning. This acts directly by lowering the affective filter, which allows students to express themselves with greater fluency and self-confidence in the second language. Likewise, a social impact characterized by more respectful interactions and camaraderie was highlighted (Participant 3).

Focus Group. Collective interaction confirmed this transformation in behavioral dynamics. Teachers reported how specific tools prompt an immediate shift in classroom energy. Students who are usually apathetic or intimidated by the English language transition to an active role during game-based spaces. Additionally, the focus group validated the role of gamification in promoting differentiated learning, where students with different proficiency levels are prompted to dialogue, negotiate meaning, and cooperate to achieve a common goal.

Analytical Synthesis. All three instruments validate that gamified dynamics operate in accordance with Sociocultural Theory. The questionnaire predicted the trend, the interviews identified the reduction of the individual affective filter, and the focus group demonstrated the existence of an active language ecology where play drives real communicative interaction and peer scaffolding within bilingual learning environments.

Challenges: The Gap Between Pedagogical Intention and Structural Limitations

Triangulation brings to light the strong tension existing between the teachers' desire for innovation and the severe contextual barriers that restrict public school practices.

Likert Questionnaire. The scores yielded a marked discrepancy in the section on "perceived behavioral control/self-efficacy." Although the teachers' attitude toward the concept of gamification is outstanding, the metrics revealed that they feel limited in sustaining these methodologies systematically due to environmental factors.

Individual Interviews. When deepening the analysis in isolation, the accounts took on a tone of shared frustration and mutual validation regarding the extreme limitations of the institutional environment. The cross-analysis of the interviews directly connected three severe obstacles: the scarcity of pedagogical time in the curriculum (reduced to only "four hours" according to Participant 3); overcrowded classrooms (with groups of "41 students" reported by Participant 2), which hinder classroom management and increase noise levels, and a persistent initial student apathy or resistance due to being accustomed to conventional teaching schemes.

Focus Group. The collective dialogue space deepened, particularly on the dilemma of technological infrastructure. At a group level, the teachers denounced the existence of an internal "digital divide": despite being geographically classified as urban, the schools operate in practice with the connectivity limitations of the rural sector. The teachers' statements coincided in that school internet fails most of the time and institutional computer equipment is insufficient or obsolete.

Analytical Synthesis. Connecting the three instruments makes it evident that the limitations do not stem from a lack of teacher interest but from a restrictive environment. The low self-efficacy reflected in the initial questionnaire is qualitatively broken down in the interviews and focus group as an interconnected web of overcrowded classrooms, restrictive curricular time, and precarious technological infrastructure that constantly threatens the success of innovative sessions.

Support: Autonomous Resilience and Subsidized Teacher Agency

In the face of the identified challenges, qualitative and quantitative triangulation illustrates the emergence of teacher agency marked by personal effort and the expenditure of personal resources.

Likert Questionnaire. The data showed that teachers perceive zero or very low support from the local government and institutional leadership regarding the provision of game materials or updated training in playful methodologies.

Individual Interviews. The qualitative responses showed how educators compensate for this institutional void through autonomous resilience. Participant 5 brought a key finding to the table: gamification in the studied context is executed "mainly on a personal basis." Teachers admitted investing considerable hours of their extracurricular time in designing game mechanics and, critically, acknowledged that they subsidize innovation in public education by using their own technological devices and consuming their personal mobile data to carry out the activities.

Focus Group. The group discussion validated this resilient response as a demonstration of empowerment and a "sense of pedagogical belonging." The teachers agreed that adaptability is their main tool. Nonetheless, the focus group introduced a critical human factor that complexifies mutual support in schools: the demographic and generational gap. Participants expressed that they face professional isolation within their institutions, as they coexist with teachers who use traditional methodologies or are of advanced age and who show explicit rejection toward including disruptive or playful approaches in the classroom.

Analytical Synthesis. The triangulation of this axis reveals a concerning paradox in the examined educational system: while the initial perception map (Likert) indicates state neglect, the reality of the classrooms (semi-structured interviews and focus group) demonstrates that dynamic bilingual classes continue to happen because teachers assume the intellectual, temporal, and financial costs of the activities, operating as individual agents of change against a mostly traditional institutional culture devoid of resources.

Conclusions

The implementation of gamification within English Language Teaching (ELT) in the public sector of Sahagún, Córdoba, represents a complex negotiation between innovative pedagogical aspirations and rigid structural realities. By triangulating data from a diagnostic Likert scale, semi-structured interviews, and a collaborative focus group, this study concludes that gamification is not merely an entertaining programmatic add-on but a transformative socio-emotional and cognitive strategy capable of reshaping the ecology of the bilingual learning environment. Reflecting this systemic impact, the study concludes that public school educators possess a highly sophisticated, purpose-driven conceptualization of gamified practices. Moving decisively away from traditional views that equate games with mere leisure or simple extrinsic reward loops, the participating teachers perceive gamification as a structural cognitive scaffold.

The data explicitly contrasts distinct profiles within the teaching staff: while some educators view gamification through a holistic, environment-transforming lens (e.g., Participants 1 and 4, who advocate for transforming lessons into meaningful, purpose-driven experiences), others initially adopt a tool-centric, localized perspective centered on adapting traditional formats (Participants 2 and 3). Despite these varying entry points, a powerful consensus emerges across both individual and collective instruments: for gamified ELT to successfully drive language acquisition, the implementation must feature an "intentional pedagogical design" where curricular objectives rigidly govern game mechanics. Gamification is thus concluded to be a non-traditional, reflexive pedagogical instrument that shifts the classroom from a teacher-centered locus to an active, learner-centered environment.

A cornerstone conclusion of this research is that gamification fundamentally alters the psychological architecture of the language classroom, converting it from a site of linguistic

intimidation into a safe space of social success. In the public school context, where students frequently exhibit severe apathy, resistance, or anxiety toward English, gamified mechanics provide an essential emotional buffer. By repositioning errors not as punitive failures but as natural, non-threatening iterations within the quest of the game, gamification systematically lowers the students' affective filters.

This shift provides students with the linguistic confidence and emotional security required to risk target-language production. Furthermore, this study concludes that gamification serves as a catalyst for a distinct "collaborative bilingualism." Rather than isolating learners, gamified structures, whether digital like Kahoot or analog like Pictionary, compel students to negotiate complex meanings, share diverse viewpoints, and co-construct knowledge. This interactive dynamic actively bridges existing academic disparities by encouraging high-performing and struggling students to work interdependently. Consequently, the gamified environment serves as an operational space where peer interaction builds both communicative fluency and vital 21st-century cooperative skills.

Finally, this research highlights a profound, unsustainable friction between the visionary educational designs of language teachers and the severe material deficits of the public school infrastructure. The study reveals an institutional reality characterized by severe technological constraints such as non-functional hardware, a complete lack of internet connectivity, and overcrowded classrooms containing up to 41 students. This infrastructural deficit is heavily compounded by a critical demographic and professional gap: a stark generational contrast exists between innovative, master's-level educators and an aging faculty (over 60 years old) who exhibit flat resistance to methodological transformation. Faced with this systemic lack of formal institutional training and state resource provision, the study concludes that pedagogical

innovation is actively sustained and subsidized by the teachers' personal assets, "resilient agency," and hours of uncompensated planning time to ensure their students' holistic development.

Therefore, while gamification is an incredibly effective strategy for establishing dynamic bilingual environments, its sustainability cannot depend permanently on isolated, exhausting acts of teacher resilience. Without a unified, institutionalized vision and targeted state support, systemic pedagogical innovation in the public sector remains restricted, localized, and vulnerable.

Limitations

A significant limitation of this study was the difficulty in accessing the participants. Coordinating with teachers proved challenging due to their demanding work schedules, limited availability, and, in some cases, a perceived lack of interest in participating in research activities. This required an exhaustive effort from the researchers to secure interviews, follow up on forms, and finalize meetings.

In addition to these logistical challenges, certain methodological limitations must be acknowledged. First, due to the challenges of expanding the study to a national level, the research relies on a small and specific sample of teachers. While this restricts the generalizability of the findings to broader educational contexts, the sample was intentionally centered on the public education sector. This specific environment was selected because it represents a critical gap in the literature, offering highly valuable and context-rich insights into how gamification is perceived and implemented under the unique conditions of public institutions.

Second, a methodological limitation inherent in data collection instruments such as semi-structured interviews and self-report scales is the potential for social desirability bias.

Participants may subconsciously or intentionally overreport positive attitudes toward gamification or downplay their pedagogical challenges to align with innovative teaching trends. Although data triangulation was employed to mitigate this effect, the reliance on self-reported data introduces a degree of subjectivity regarding the teachers' actual classroom practices that should be considered when interpreting the final outcomes.

Directions for Future Research

Regarding future directions, we identified that teachers' perceptions of gamification remain an under-researched area at the national level. Therefore, we invite the academic community to explore this field further to build a more robust body of local evidence. For a second phase, it is suggested to move toward a more systemic approach that includes institutional leaders and families to foster a collective "institutional intention." Future projects should also investigate the long-term impact of gamification on specific linguistic competencies, ensuring that innovation becomes a sustainable pillar of Colombian bilingual education.

Contribuciones a los Ambientes Bilingües de Aprendizaje

La configuración de los Ambientes Bilingües de Aprendizaje (ABA) se basa en su comprensión como escenarios dinámicos caracterizados por la convergencia de actitudes, creencias, experiencias e interacciones. En estos ambientes, los antecedentes socioculturales de los participantes deben validarse a fin de promover activamente la diversidad, la inclusión y el pensamiento crítico (Rodríguez et al., 2023). Partiendo de esta premisa y de los hallazgos del proyecto investigativo ‘Teachers’ perceptions of Gamification in ELT as a strategy for enhancing the Bilingual Learning Environment’, surge un cambio de perspectiva sobre la práctica docente que pone de relieve su necesidad de transformación.

Uno de los hallazgos más relevantes evidencia que las percepciones docentes condicionan significativamente su quehacer profesional, al estar profundamente influidas por una visión colonial y monolingüe. En la enseñanza del inglés, dichas perspectivas continúan limitando el rol docente a la mera transmisión de información, anulando la agencia de los estudiantes. Asimismo, como indica Pennycook (citado en Ubaque-Casallas, 2021), las prácticas pedagógicas reflejan ideologías coloniales al excluir la lengua materna; un acto de imposición que invisibiliza la identidad de los docentes y estudiantes y convierte el ambiente de aprendizaje en un escenario de silenciamiento cultural.

Frente a esto, surge la necesidad de repensar el rol docente, pasando de ser un transmisor de información a un mediador cultural transformador. De acuerdo con Bustos Erazo (2020), bajo este rol, el docente debe promover la reconstrucción del conocimiento y cuestionar las prácticas hegemónicas mediante el diálogo y la reflexión. Esta transición es fundamental, puesto que la enseñanza de una lengua es una extensión de la identidad que le permite al educador convertirse en un agente de cambio social (Ubaque-Casallas, 2021).

Consecuentemente, la resignificación de los ABA como escenarios dinámicos implica el reconocimiento de cómo las percepciones y creencias propias moldean la praxis docente, por lo que estas no pueden ser estáticas. Por tanto, la práctica pedagógica debe ser vista desde una perspectiva transformadora y liberadora, que valide la agencia y la identidad de los estudiantes, reconociendo su lengua materna y sus realidades socioculturales como elementos esenciales del aprendizaje (Flores & Bobadilla, citados en Rodríguez et al., 2023).

Desde este enfoque, los ABA se convierten en espacios donde la libertad lingüística permite una interacción más auténtica entre docentes y estudiantes, sin estar sujetos a una única forma de hablar (García & Nuonsy, 2024). Validar las percepciones docentes a través de la reflexión es esencial para promover una educación innovadora que cuestione las ideas coloniales.

Por otra parte, resulta indispensable comprender que los Ambientes de Aprendizaje (ABA) no constituyen estructuras aisladas, sino ecosistemas complejos cuya eficacia reside en la sinergia entre diversos agentes y factores. En el marco de la presente investigación, se exploran las percepciones docentes sobre la gamificación como una herramienta catalizadora en la enseñanza de lenguas. Al respecto, Reyes et al. (2023) señalan que el análisis de las tendencias y metodologías actuales en este campo abre oportunidades para transformar los modelos de enseñanza-aprendizaje; esto facilita un fortalecimiento institucional que, al incorporar la lúdica y la tecnología, trasciende la instrucción técnica para dinamizar la adquisición de una segunda lengua.

No obstante, al situar al docente como el actor fundamental en la creación de estos ambientes, se identifican desafíos sistémicos profundos: una desconexión crítica entre los currículos estandarizados y la realidad de los contextos locales, sumada a una limitada autonomía y a la falta de apoyo institucional y gubernamental. Esta problemática se agudiza en contextos

rurales y zonas de conflicto, donde la frustración estudiantil ante las metodologías tradicionales es evidente.

En este escenario, el cuerpo docente enfrenta una tensión constante frente a la presión por aplicar modelos pedagógicos externos que, en diversos casos, terminan por desdibujar la identidad cultural del estudiantado. Bajo esta premisa, el translanguaging emerge no solo como una estrategia pedagógica, sino como un acto de resistencia y liberación. De acuerdo con García y Nuonsy (2024):

Las prácticas pedagógicas de translanguaging son formas de actuar en la enseñanza que nos liberan de los constructos del lenguaje y del lenguaje académico que se mantienen en las escuelas, cuyo fin es controlar a las personas y el conocimiento, y que crean heridas.

A través del proceso de formación de maestría, se ha logrado concebir los ABA como espacios intrínsecamente diversos. Por tanto, es imperativo que los líderes educativos asuman una postura consciente y crítica. En concordancia con Rodríguez et al. (2023), se debe comprender el ambiente de aprendizaje desde una perspectiva incluyente que trascienda el espacio físico; el objetivo debe ser promover una construcción del conocimiento que vincule genuinamente la diversidad lingüística, las tradiciones familiares y los atributos de identidad de cada estudiante.

En conclusión, la contribución significativa a los ambientes de aprendizaje radica en la adopción de una mirada holística. Esta visión debe trascender el aula de idiomas para permear todas las áreas del saber, formando ciudadanos que reconozcan su valor en una sociedad diversa y encuentren en la educación un espacio de reconocimiento y no de exclusión.

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Appendix A- Informed Assent Form



Teachers' Perceptions of Gamification in ELT as a Strategy for Enhancing the Bilingual Learning Environment

FORMATO CONSENTIMIENTO INFORMADO PARTICIPANTES

Yo..... con número de cédulamanifiesto:

1. Que he sido invitado a ser participante en el proyecto investigativo titulado: "Teachers' Perceptions of Gamification in ELT as a Strategy for Enhancing the Bilingual Learning Environment", el cual, es liderado por los maestrantes, Ángela Patricia Mercado Méndez y Tatiana Pereira Eslava en el marco de su proyecto de grado para el programa de maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás. Se me explicó que el objetivo principal del proyecto es: analizar las percepciones de los docentes de inglés con respecto a la implementación de la gamificación en su práctica docente como una estrategia para mejorar el entorno de aprendizaje bilingüe.
2. Se me informó sobre el problema de investigación, el cual, está centrado en **explorar y entender las barreras y desafíos que impiden a los docentes de inglés de colegios públicos del país implementar de una forma efectiva la gamificación como una estrategia pedagógica.** La pertinencia de realizar este proyecto en la comunidad radica en la necesidad de proponer nuevas metodologías que enriquezcan el proceso de enseñanza y aprendizaje del inglés, buscando estrategias que sean efectivas y motiven a los estudiantes en el contexto local.
3. Se me ha indicado el propósito y el procedimiento del proyecto investigativo y de qué manera involucrará la recolección de la información mediante la implementación de instrumentos, a través de los cuales, seré participe y otorgo consentimiento. . Estos instrumentos responden a un diseño metodológico cualitativo.
4. Se me aclaró que el proyecto, al explorar las percepciones de los profesores de inglés sobre la **gamificación** como estrategia, busca aportar un diagnóstico sobre su estado actual y generar conocimiento sobre sus desafíos y oportunidades en la comunidad educativa. Como resultado, el proyecto propondrá **estrategias prácticas y un material de apoyo** para que los docentes puedan enriquecer sus clases, contribuyendo directamente al mejoramiento de los procesos educativos y del bilingüismo en la región. Además, se me informó que los hallazgos y herramientas desarrolladas tienen el potencial de ser aplicados en otras comunidades educativas con necesidades similares, extendiendo así su impacto positivo.

1



5. Se me informó qué, **los resultados del proyecto serán divulgados**, a través del reporte, y la presentación oral derivada del mismo para su evaluación, y se me aclaró que resultados parciales y finales probablemente, se divulguen en eventos educativos, académicos e investigativos, así como revistas o Journal (s) relacionadas con la temática y el objetivo de la investigación, respetando los términos de confidencialidad y habeas data que se presentan en este formato de consentimiento.
6. Se me contextualizó que, en tanto que el proyecto forma parte del proceso investigativo y formativo de la maestría en ambientes bilingües de aprendizaje de la Universidad Santo Tomás, los resultados del proyecto estarán igualmente, visibles en el Centro de Recursos para el Aprendizaje y la Investigación, CRAI, respetando los términos de confidencialidad y habeas data que se presentan en este formato de consentimiento.
7. Que he sido contextualizado acerca de **los beneficios** al ser participante del proyecto:
 - (i) El proyecto beneficiará el avance del conocimiento, en términos de los saberes del programa de la maestría y sus núcleos, el bilingüismo y los ambientes de aprendizaje.
 - (ii) La información que suministre será parte de la reflexión y el análisis que realice el equipo investigador en virtud de su posicionamiento crítico e interpretación de la información como aporte para el conocimiento, la formación posgradual, y el avance educativo, según las dinámicas educativas actuales, así como el fortalecimiento pedagógico y epistemológico.
8. Que he recibido la información acerca de los **riesgos del proyecto investigativo**:
 - (i) El equipo investigador ha evaluado los riesgos posibles psicológicos, físicos, comunitarios y psicosociales, sin identificar alguno, explícitamente. Sin embargo, en caso de identificarse algún tipo de riesgo, este me será comunicado y mitigado focalizando el proceso de recolección de la información únicamente en la información pertinente al objetivo del proyecto, mencionado previamente, sin ningún tipo de afectación.
 - (ii) Soy consciente de que el proyecto no implica riesgos de sustancias peligrosas, químicas, y otros materiales. Tampoco, implica un riesgo en el área ambiental y/o ecológica.

2



8. Que he sido informado el protocolo de manejo de datos y habeas data con las siguientes aclaraciones sobre el procedimiento:
- Se me ha indicado el propósito, el procedimiento del proyecto investigativo y el tipo de muestra, así como, de qué manera será participe en la recolección de la información, según los instrumentos del proyecto, a través de los cuales, otorgo consentimiento.
 - Se me especificó, de qué manera se almacenará la información, y cómo se garantiza el manejo responsable de dichos datos, mediante su ordenamiento en carpeta OneDrive de Microsoft, la cual, tendrá uso restringido, únicamente, el equipo investigador conformado por los maestrantes, su director@ y el docente del curso, opción de grado de la maestría, a través de las cuentas de correo institucional de la Universidad Santo Tomás. La carpeta será compartida como material de lectura con el jurado del proyecto.
 - Se me aclararon los términos de confidencialidad acerca del almacenamiento de datos, el cual, estará bajo la responsabilidad del equipo investigador; se me informó que, dicha información no se compartirá con terceros, y que, en caso de divulgarse los resultados, se hará una selección de datos representativos, que no involucren información sensible o personal de los participantes.
 - Se me informó que, tengo derecho a conocer los resultados del proyecto, así como también, a retirar mi consentimiento para el uso de muestras y datos en cualquier momento, mediante solicitud escrita vía email enviada al equipo investigador. Recíprocamente, el equipo investigador me informará cuando el proyecto esté terminado y me compartirá la presentación que sintetiza el desarrollo de este, vía email; como participante tengo derecho a solicitar el acceso desde el repositorio CRAI o el reporte escrito, si así lo solicito. También, se me especificó que, puedo solicitar aclaraciones sobre los resultados a los integrantes del equipo investigador.
 - Se me indicó que para efectos de confidencialidad y habeas data, mis datos serán anónimos, en términos de protección de mi identidad, mediante asignación de seudónimo o codificación definida por el equipo investigador; por lo tanto, no se hará mención explícita de mi nombre u otros aspectos sensibles respecto a mi información personal.
 - Se me explicó que como participante del proyecto y para el momento de recolección de la información puedo tener hasta dos testigos, y dar los



datos de contacto en caso de emergencia, si así lo considero, sobre lo cual defino:

_____(Sí/No) requiero testigo(s) y (sí/no) proveo contacto de emergencia para la recolección de información y desarrollo del instrumento al que se me invitó a participar.

- Comprendo que mi participación es completamente voluntaria y que puedo retirar mi participación en cualquier momento, así como puedo solicitar rectificación y/o cancelación de la información, que suministre como participante y su respectiva divulgación.
- Entiendo que para efectos de preguntas e inquietudes relacionadas con el proyecto puedo contactar a las maestrantes investigadoras, Ángela Mercado por medio del email: angemercmen@gmail.com o de su número de Whatsapp 3022861296 o Tatiana Pereira Eslava por medio del email: pereiraeslavataiana1999@gmail.com o su número de Whatsapp: 3114872246.
- Recibo igualmente, un duplicado de este formato de consentimiento informado.
- En consecuencia, **doy mi consentimiento** para participar en el proyecto; asimismo, autorizo el tratamiento de datos personales, de acuerdo con los términos expresados en este documento.

Nombre participante

Firma



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Appendix B. Institutional Approval Forms


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Sahagún

Miembros Comité de ética, bioética e integridad científica (CEBIC)
Maestría en Ambientes Bilingües de Aprendizaje
Universidad Santo Tomás

Cordial saludo,

A través de esta comunicación, y en calidad de mi rol como rector confirmo que hemos sido contextualizados acerca del proyecto de grado titulado Teachers' Perceptions of Gamification in ELT as a Strategy for Enhancing the Bilingual Learning Environment; el cual, estará liderado por los maestrantes, Ángela Patricia Mercado Méndez y Tatiana Pereira Eslava quienes actualmente, cursan la maestría en ambientes bilingües de aprendizaje de la Universidad Santo Tomás.

Desde nuestra institución comprendemos que el desarrollo del proyecto involucra un desarrollo metodológico, el cual implica un proceso de recolección de datos con miembros de esta comunidad. En este sentido, se nos ha informado que se realizarán grabaciones a modo de entrevistas semiestructuradas de carácter cualitativo.

Igualmente, la institución ha sido informada que para la recolección de la información del proyecto participarán los docentes del área de inglés específicamente, por lo cual, la institución establece su compromiso con la protección de los derechos y el bienestar de los participantes.

También, se aclaró que, en el marco del desarrollo del proyecto, el equipo investigador socializará los resultados y/o diseminará la información, según los términos definidos por la institución en formato (digital o físico), mediante un reporte o informe y/o reunión. La información será accesible para la comunidad educativa y se reitera la disposición del equipo investigador para responder preguntas o inquietudes que surjan a partir del proyecto. Para ello, estará siempre disponible las investigadoras Ángela Patricia Mercado y Tatiana Pereira Eslava.

Como institución que avala el proyecto, entendemos que el acceso a los hallazgos y resultados nos beneficiará en términos de transformación de la práctica educativa en Sahagún, Córdoba. Al proporcionar un diagnóstico y estrategias prácticas sobre la gamificación, la investigación sentará un precedente de innovación pedagógica, haciendo que el aprendizaje del inglés sea más dinámico y relevante para la comunidad.

Se firma la carta de aval por parte de la Institución Educativa Simón Bolívar ubicada en el Barrio Nueva Granada, Diagonal 14 # 2- 24, Sahagún - Córdoba.


Rector

Contacto en la institución:
insibolivar@hotmail.com

VICARIA MANEJACIÓN DE REDES

     NIT.: 860.012.357-6
Carrera 9 # 51 - 11 ☎
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Sahagún

Miembros Comité de ética, bioética e integridad científica (CEBIC)
Maestría en Ambientes Bilingües de Aprendizaje
Universidad Santo Tomás

Cordial saludo,

A través de esta comunicación, y en calidad de mi rol como rector confirmo que hemos sido contextualizados acerca del proyecto de grado titulado Teachers' Perceptions of Gamification in ELT as a Strategy for Enhancing the Bilingual Learning Environment; el cual, estará liderado por los maestrantes, Ángela Patricia Mercado Méndez y Tatiana Pereira Eslava quienes actualmente, cursan la maestría en ambientes bilingües de aprendizaje de la Universidad Santo Tomás.

Desde nuestra institución comprendemos que el desarrollo del proyecto involucra un desarrollo metodológico, el cual implica un proceso de recolección de datos con miembros de esta comunidad. En este sentido, se nos ha informado que se realizarán grabaciones a modo de entrevistas semiestructuradas de carácter cualitativo.

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También, se aclaró que, en el marco del desarrollo del proyecto, el equipo investigador socializará los resultados y/o diseminará la información, según los términos definidos por la institución en formato (digital o físico), mediante un reporte o informe y/o reunión. La información será accesible para la comunidad educativa y se reitera la disposición del equipo investigador para responder preguntas o inquietudes que surjan a partir del proyecto. Para ello, estará siempre disponible las investigadoras Ángela Patricia Mercado y Tatiana Pereira Eslava.

Como institución que avala el proyecto, entendemos que el acceso a los hallazgos y resultados nos beneficiará en términos de transformación de la práctica educativa en Sahagún, Córdoba. Al proporcionar un diagnóstico y estrategias prácticas sobre la gamificación, la investigación sentará un precedente de innovación pedagógica, haciendo que el aprendizaje del inglés sea más dinámico y relevante para la comunidad.

Se firma la carta de aval por parte de la Escuela Normal Superior Lácides Iriarte ubicada en la Calle 19 N° 16-30, Sahagún - Córdoba.


Rector de la institución
Correo institucional: enorli2008@hotmail.com

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Appendix C. Data Collection Instruments

Likert-scale Questionnaire

Data collection Instrument: Likert-scale Questionnaire – Teachers' Gamification

Perception Questionnaire

Research Project Title:

Teachers' Perceptions of Gamification in ELT as a Strategy for Enhancing the Bilingual Learning Environment.

Researchers' names:

Ángela Mercado Méndez

Tatiana Pereira Eslava

Target Population:

English Language Teachers (ELTs) in public schools.

Instrument objective:

As a Likert-scale questionnaire, this instrument acts as a diagnostic perception map. Its specific objective is:

To identify broad attitudinal trends and professional perceptions regarding the integration of gamification within English Language Teaching (ELT) practices.

Instrument description:

The Teachers' Gamification Perception Questionnaire is a quantitative diagnostic tool designed as a Likert-scale questionnaire. It serves as an initial "perception map" and it is designed to collect professional opinions and general perceptions about the use of gaming mechanics in ELT.

Specifically, this questionnaire is based on two fundamental theoretical frameworks:

Technology Acceptance Model (TAM): to analyze teachers' perceived usefulness and perceived ease of use regarding gamification.

Self-Determination Theory (SDT): to determine how teachers perceive gamification's role in meeting their students' psychological demands for autonomy, competence and relatedness.

Instrument Development:

The instrument was designed to identify key patterns and thematic outliers among the participant group, prioritizing the meaning and importance that educators assign to gamification within their specific educational contexts.

The Likert-scale items were adjusted to move beyond technical usage, focusing instead on the pedagogical "how" and "why" behind classroom decisions. This diagnostic phase established a numerical baseline that guided the subsequent semi-structured interviews and focus groups, ensuring a logical transition across the study's methodological stages.

Instrument format:

Instructions for participants: *Please read each statement carefully and indicate your level of agreement based on your experience as an English Language Teacher in a public school setting. Take into account the scale provided in each of the dimensions.*

Scale:

1: Strongly Disagree 2: Disagree 3: Neither Agree nor Disagree 4: Agree 5: Strongly Agree

Dimension 1: Perceived Use

#	Item Statement	1	2	3	4	5
1	I believe gamification is an effective strategy for improving my students' English language skills.	☐	☐	☐	☐	☐

2	Gamified activities help my students understand complex grammar or vocabulary better than traditional methods.	☐	☐	☐	☐	☐
3	Using game elements in the bilingual classroom makes the learning environment more productive.	☐	☐	☐	☐	☐
4	Overall, gamification is a valuable tool for achieving the goals of the bilingual curriculum.	☐	☐	☐	☐	☐

Dimension 2: Perceived Ease of Use and Contextual Barriers

#	Item Statement	1	2	3	4	5
5	It is easy for me to integrate gamified activities into my existing ELT lesson plans.	☐	☐	☐	☐	☐
6	I find it simple to manage classroom behavior when using competitive or game-based tasks.	☐	☐	☐	☐	☐
7	Technical limitations (e.g., poor internet, lack of devices) make gamification difficult to implement.	☐	☐	☐	☐	☐
8	Large classroom sizes in my school prevent the effective use of gamified strategies.	☐	☐	☐	☐	☐

Dimension 3: Student motivation and Psychological Needs

#	Item Statement	1	2	3	4	5
9	(Motivation) Gamification significantly increases my students' intrinsic motivation to participate in English class.	☐	☐	☐	☐	☐
10	(Autonomy) Gamified tasks allow students to feel more in control of their own language learning pace.	☐	☐	☐	☐	☐
11	(Competence) I observe that students feel more capable of using English when they achieve "wins" or rewards in a game.	☐	☐	☐	☐	☐
12	(Relatedness) Gamified activities foster better collaboration and social dynamics among my students.	☐	☐	☐	☐	☐

Dimension 4: Training, Support, and Future Intention

#	Item Statement	1	2	3	4	5
13	I have received sufficient training from my institution to implement gamification effectively.	☐	☐	☐	☐	☐

Semi-structured Interview Guide

Semi-Structured Interview Guide

Research Project Title:

Teachers' Perceptions of Gamification in ELT as a Strategy for Enhancing the Bilingual Learning Environment

Researchers' Names:

Ángela Mercado Méndez

Tatiana Pereira Esleva

Specific Objective:

The primary objective of the semi-structured interview guide is to function as the key instrument for gathering rich qualitative data directly aligned with the aims of the research. This involves mapping and articulating the general perceptions of English language teachers regarding the integration of gamification and gamified activities, including a detailed exploration of its perceived benefits, inherent challenges, and suitability as a pedagogical strategy within a bilingual environment. Furthermore, the instrument seeks to analyze the correlation between teachers' subjective perceptions (related to the impact and role of gamification in English Language Teaching) and their practical pedagogical decisions, specifically examining how these views influence their approach to planning, incorporating, and implementing gamified activities. Through this open-ended question structure, the instrument aims to provide a deep understanding of the complex relationship between teacher beliefs, contextual factors, and innovative methodological practice.

Instrument Description

The **Semi-Structured Interview Guide** is the core data collection tool for this qualitative study. It employs a flexible, conversational format that adheres to a pre-determined set of questions while allowing the researcher freedom to probe deeper, clarify responses, and follow emergent themes. This approach ensures consistency across participants while capturing the rich, complex, and subjective data required by the phenomenological focus. The instrument is designed to elicit detailed narratives of the teachers' lived experiences, exploring their beliefs, attitudes, and contextual barriers.

Instrument Development

The interview process will follow a structured protocol:

Ethical planning: Informed Consent

Prior to the interview, participants will sign an Informed Consent Form to ensure ethical and rigorous planning. This document clearly explains the study's purpose, ensures their participation is voluntary, guarantees the confidentiality of their responses, and informs them of their right to withdraw at any time.

Duration: Each interview is expected to last approximately 20 - 30 minutes.

The guide is divided into four thematic sections, with questions specifically mapped to the theoretical framework to ensure analytical rigor. All questions are open-ended to avoid leading the participant and to encourage expansive, descriptive answers.

The interview is going to be carried out in the following key sections:

Section I: This section is to greet the participant and reconfirm the study's purpose and ethical guidelines. The interviewer will briefly state the study's aim: to explore teachers' perceptions of gamification in ELT.

Key question: Do you have any questions about the study or consent before we start?

Section II: Linked with General Perceptions of Gamification

Key questions:

- What comes to your mind when you hear the term "gamification" in the context of English language teaching?
- In what ways have you used game elements or gamified activities in your classes? Could you give me some examples?
- In your opinion, what are the main benefits of using gamification in a bilingual learning environment?
- What do you consider to be the primary challenges when implementing gamification in your classroom?

Section III: Linked to perceptions of gamification role and impact

Key questions:

- How do you think using gamification affects your students' intrinsic motivation?
- Can you describe how using gamification influences the social dynamics and collaboration among your students (relatedness)?
- Do you perceive gamification as a useful tool for improving your students' English language skills? Why or why not?

- How easy or difficult is it for you to integrate gamified activities into your lessons? What factors, such as technology or classroom size, influence this?

Section IV: Linked to Training and Support

Key questions:

- Do you feel that you have received sufficient training or support to effectively use gamification in your teaching? What kind of training or resources do you think teachers need?
- Based on your experiences and challenges, what recommendations would you give to other teachers who want to incorporate gamification into their classes?
- What kind of support (e.g., from the school, government, or other teachers) do you think is most needed to successfully implement gamification in public schools?

Section V: Conclusion

Key question:

Is there anything else you would like to add about your perceptions or experiences with gamification that we have not yet discussed?

Thank you again for your time and valuable insights.

Focus Group Guide

Focus Group Guide

Research Project Title:

Teachers' Perceptions of Gamification in ELT as a Strategy for Enhancing the Bilingual Learning Environment

Researchers' Names:

Ángela Mercado Méndez

Tatiana Perera Esleva

Specific Objective:

The Focus Group serves as the triangulation and validation phase of the qualitative design. Its specific objective is:

To **analyze and validate** the themes identified in individual interviews by observing how participants collaboratively apply their perceptions of gamification's benefits and challenges into a contextualized lesson plan, thus directly generating practical data.

Description and Development of the Instrument

Instrument Description

The Focus Group Guide employs a task-based, semi-structured approach to facilitate a rich group discussion among the participant teachers. Its primary function is to transition from individual, abstract opinions (gathered via the interviews) to collective, practical application. The activity is structured to prompt participants to negotiate ideas, challenge assumptions, and collaboratively produce a tangible output—a gamified lesson plan outline—which

grounds the research data in real-world pedagogical decision-making. The process is designed to uncover practical barriers and effective strategies related to context integration, which is essential for achieving the final objective of formulating recommendations.

Instrument Development and Phases

The Focus Group is organized into three progressive phases, culminating in the analysis of participants' collective experiences and contexts.

I. Transition and Task Establishment (10 minutes)

Purpose: To clearly define the practical task and establish a shared context for the collaborative activity.

Task Instruction: "Based on our discussion regarding the benefits and challenges of gamification in ELT, your task will be to collaboratively create a lesson plan outline for a gamified English class. Imagine a real class within your specific teaching context."

Context Definition: The researcher asks participants to collaboratively agree on a specific class topic and student level (e.g., Preschool, Home Vocabulary, or Secondary School, Present Simple).

Resources: Participants are provided with a simple printed format (or a flipchart) containing the required key sections of the outline.

II. Creating the Gamified Lesson Outline (35 minutes)

Purpose: To observe the practical application of teachers' perceptions by requiring them to reconcile theoretical benefits with contextual challenges (e.g., resources, classroom size).

Participants must collaboratively complete the following sections of the outline:

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www.usa.edu.co

DIVISIÓN DE EDUCACIÓN ABIERTA Y A DISTANCIA -QUAD-
PBX: 601 696 00 00 ext. 2044 Carrera 10, n.º 72-50 / admisiones@ustadistancia.edu.co
www.ustadistancia.edu.co



Outline section	Pedagogical Purpose
1. Learning Objective	What specific skill or knowledge are you aiming to achieve?
2. Central game elements	What game mechanics will you use? (e.g., Points, badges, narrative, leaderboard).
3. The gamified task	Briefly describe the main activity (e.g., A mission to solve a mystery using the target vocabulary).
4. Context Integration	How do you ensure the activity adapts to your common challenges (e.g., limited technology, large classroom size, etc.)?
5. Assessment/Reward	How is success measured, and what is the reward (intrinsic/extrinsic)?

III. Presentation and Closing (15 minutes)

Purpose: To allow participants to verbalize the reasoning behind their pedagogical and design choices, providing the final layer of qualitative data for thematic analysis.

Presentation:

The research team facilitates a brief presentation where the group explains their final lesson outline, focusing on why they chose those specific game elements based on their shared experiences and context.

Closing Reflection Question:

"Did anything change in your perception of the feasibility or challenges of gamification while planning this lesson outline?"

Formal Acknowledgement:

The researchers conclude the session with a formal acknowledgment of the participants' time and invaluable contributions to the study.

This structure may ensure the obtainment of deep qualitative data (Phase I) that is then validated through the practical, contextualized application of their ideas (Phase II), perfectly fulfilling the project's objectives.



Appendix D. Gamified Lesson Outline

Creating the Gamified Lesson Outline (35 minutes)

Purpose: To observe the practical application of teachers' perceptions by requiring them to reconcile theoretical benefits with contextual challenges (e.g., resources, classroom size).

Participants must collaboratively complete the following sections of the outline:

Outline section	Pedagogical Purpose
1. Learning Objective	Foster vocabulary acquisition in multi-grade students (verbs in past)
2. Central game elements	What game mechanics will you use? (e.g., Points, badges, narrative, leaderboard). NARRATIVE Cuenta tu mejor aventura (history jumper): Digital Ebook Viaje en el tiempo
3. The gamified task	Create a narrative using Ebook: imagining you traveled to the sixties taking into account North American and Colombian culture.
4. Context Integration	How do you ensure the activity adapts to your common challenges (e.g., limited technology, large classroom size, etc.)? Working in groups due to the limited access Optional printed book if internet issues are

	Pictionary 4 students per group may be the adequate number
5. Assessment/Reward	How is success measured, and what is the reward (intrinsic/extrinsic)? Formative and summative evaluation may be applied. Using pictionary points will be given Rubric evaluating elements such as presentation, organization, Pictionary Use of past tense Cultural comparison Creativity Organization or coherence

Appendix E. Semi-structured Interview Transcripts

Semi-structured Interview Transcript - Participant 1

00:00:00,000 --> 00:01:08,940 [speaker_0]

Hello, Teacher. Thank you for taking the time to participate in this interview. Uh, the aim of this study is to explore teachers' perceptions of gamification in English language teaching. Your experience and insights are extremely valuable in helping us better understand how this strategy can enhance the bilingual learning environment. I want to remind you that this interview is completely confidential, and your participation is voluntary. Your responses will be kept anonymous and used solely for research purposes. Um, before getting ... or before I start, do you have any questions about the study or the concept?

00:01:09,740 --> 00:01:11,020 [speaker_1]

Mm, everything is clear.

00:01:11,640 --> 00:01:21,100 [speaker_0]

Okay. So perfect. And if at any point you wish to skip a question or need to take a break, please let me know, okay?

00:01:21,220 --> 00:01:22,080 [speaker_1]

Okay.

00:01:22,160 --> 00:01:38,240 [speaker_0]

So let's get started with the first question that is related to general perceptions of gamification. So what comes to your mind when you hear the term gamification in the context of English language teaching?

00:01:38,260 --> 00:01:52,600 [speaker_1]

Mm, well, from my experience, gamification means using elements of games with a clear pedagogical purpose, you see. Not just like playing for fun. Yeah.

00:01:52,680 --> 00:01:53,200 [speaker_0]

Okay.

Note. This is a fragment of the semi-structured interview conducted with Participant 1.