

**Influence and Motivation of Interactive Tools at the English Class with 10th Grade
Students**



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Bachelor's degree program in modern languages, English and French

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Students**

A research project submitted to the Human and Social Sciences School in partial fulfillment of the requirement for obtaining the degree of “Licenciado (a) en Lenguas Modernas, Inglés y Francés”

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Influence and Motivation of Interactive Tools at the English Class with 10th Grade Students

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Dedicated to

This degree project is dedicated to God who has allowed me to get here to complete this professional stage because he is the one who has been my guide and strength. To my parents Diego León Escobar and Maria Nela Lasso for being important in my life who, with their love, patience, and unconditional support, have helped me fulfill this dream, for instilling in me to be a brave woman and for with effort everything is possible. I also dedicate it to my grandmother Maria Cenide for keeping me in her prayers and teaching me that God is always with me and also my siblings Jhon Escobar and Camila Escobar for their love and support, I love them very much.

Escobar Lasso Laura Lizeth.

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Resumen

La intención de esta investigación es conocer y lograr a través de los objetivos específicos y generales cómo las herramientas interactivas influyen en la motivación de una L2 en los estudiantes de 10° grado del Colegio Limbania Velasco. Por tal motivo, se implementaron diferentes técnicas e instrumentos para sustentar este estudio, en la cual se indagaron estudios previos referentes al proyecto con el fin de que las diferentes fuentes utilizadas ayudarán en la veracidad y realidad del trabajo.

En este análisis se utilizó una metodología cualitativa descriptiva y un diseño de investigación participativa través de pruebas, encuestas y grupos focales con un número determinado de estudiantes para provocar un posible cambio en el proceso de aprendizaje a través de herramientas interactivas y promover la motivación hacia el inglés. Finalmente, se realizaron recomendaciones metodológicas y dinámicas para futuras clases.

Palabras claves: Motivación, aprendizaje del inglés, herramientas interactivas, lengua extranjera, influencia.

Abstract

The intention of this research is to know and achieve through the specific and general objectives how interactive tools influence the motivation of an L2 in 10th-grade students of the Limbania Velasco school. For this reason, different techniques and instruments were implemented to support this study, in which previous studies concerning the project were investigated with the aim that the various sources used to help in the veracity and validity of the work.

In this analysis, a qualitative descriptive methodology and action research design were used through tests, surveys, and focus groups with a determined number of students to cause a change in the learning process through interactive tools and promote motivation around English. Finally, methodologically, and dynamically recommendations were made for future classes.

Keywords: Motivation, learning English, interactive tools, foreign language, influence.

Résumé

L'intention de cette recherche est de connaître et d'atteindre à travers les objectifs spécifiques et généraux comment les outils interactifs influencent la motivation d'une L2 chez les élèves de 10ème année de l'école Limbania Velasco. Pour cette raison, différentes techniques et instruments ont été mis en œuvre pour soutenir cette étude, dans laquelle des études antérieures concernant le projet ont été examinées dans le but que les différentes sources utilisées aident à la véracité et à la réalité de ce travail.

Dans cette analyse, une méthodologie descriptive qualitative et une conception de recherche-action ont été utilisées à travers des tests, des enquêtes et des groupes de discussion

avec un nombre déterminé d'étudiants pour provoquer un changement possible dans le processus d'apprentissage grâce à des outils interactifs et promouvoir la motivation vers l'anglais. Enfin, des recommandations méthodologiques et dynamiques ont été formulées pour les futures classes.

Mots clés: Motivation, apprentissage de l'anglais, outils interactifs, langue étrangère, influence.

Content

Introduction.....	18
CHAPTER I.....	20
Problem Statement.....	20
Objectives	23
General Objective.....	23
Specific Objectives.....	23
Rationale	24
CHAPTER II.....	27
Preliminary approach to previous studies	27
Local Studies	27
Nationwide Studies	28
International Studies.....	29
Theoretical framework.....	31
Conceptual framework.....	33
Learning English through motivation	33
Motivation in Learning.....	34
Motivation and Language Learning	34
Intrinsic Motivation.....	35
Extrinsic motivation	35

L2 learning motivation according to Gardner	36
Interactive Tools for Learning.....	36
ICT Tools	36
Gamification in learning English	37
Meaningful learning	37
English as a Foreign Language	37
Contextual Framework.....	38
CHAPTER III	40
Methodology	40
Techniques and Instruments	42
CHAPTER IV	42
Design of the activities.....	42
CHAPTER V	60
Observations	60
CHAPTER VI.....	81
Sessions.....	81
Session N. 0 Diagnostic test and focus group.	81
Session N. 1 Liveworksheet	82
Session N. 2 Kahoot	83
Session N. 3 Educaplay.....	84

	12
Session N. 4 Wordwall.....	85
Session N. 5 Quizizz	85
Session N. 6 Nearpod	86
CHAPTER VII.....	87
Analysis and results.....	87
Category I: English learning	90
English Learning Questionnaire (See Appendix B).....	91
Survey on the use of interactive tools concerning English learning.	94
Liveworksheet	94
Nearpod.....	105
Category II: Motivation through the use of interactive tools	107
Motivation Questionnaire.....	108
□ Survey using interactive tools concerning motivation.....	111
Final considerations	124
Conclusions.....	126
Recommendations.....	128
References.....	129
Appendixes	139

List of tables

Table 1 Lesson plan Liveworksheet.	42
Table 2 Lesson plan Kahoot	47
Table 3 Lesson plan Educaplay	49
Table 4 Lesson plan Wordwall	50
Table 5 Lesson plan Quizizz.....	52
Table 6 Lesson plan Nearpod	55

Observation table

Observation table 1 Liveworksheet	60
Observation table 2 Kahoot	64
Observation table 3 Educaplay	67
Observation table 4 Wordwall	72
Observation table 5 Quizizz.....	74
Observation table 6 Nearpod	77

Satisfaction survey tables

Satisfaction survey table 1 Liveworksheet to Learn English.....	95
Satisfaction survey table 2 Kahoot to Learn English.....	97
Satisfaction survey table 3 Educaplay to Learn English.....	100
Satisfaction survey table 4 Wordwall to Learn English.....	102
Satisfaction survey table 5 Quizizz to Learn English	104
Satisfaction survey table 6 Nearpod to Learn English.....	106
Satisfaction survey table 7 Liveworksheet concerning motivation	111
Satisfaction survey table 8 Kahoot concerning motivation	112
Satisfaction survey table 9 Educaplay concerning motivation	115
Satisfaction survey table 10 Wordwall concerning motivation	117
Satisfaction survey table 11 Quizizz concerning motivation.....	119
Satisfaction survey table 12 Nearpod concerning motivation	122

Appendixes

Appendix A. Informed Consent.....	139
Appendix B. Interview.....	142
Appendix C. Lesson Plan.....	147
Appendix D. Observation format.....	148
Appendix E. Satisfaction survey.....	149

Introduction

Information and communication technology (ICT) has been an essential element in the daily life of human beings since it is used in different areas such as health, finance, and education, among others, facilitating access to information and communication.

Therefore, this research considered that technology and interactive tools were fundamental in the educational field, especially in times of pandemic, since they allowed the teaching and learning process to continue virtually; however, due to the virus, certain difficulties arose in the traditional methodology used by some teachers.

As a consequence, it was deduced that the use of interactive tools was important to motivating students during their learning process because it was considered that many of them used these tools only for the use of social networks; although, after the pandemic, these began to be used more in the educational environment. For young people today, learning through technology is more interesting because they are part of their daily life. For this reason, it was estimated that interactive tools would help promote motivation during an English class with 10th-grade students.

On the other hand, the research aimed to know how interactive tools influence the motivation to learn English in 10th-grade students of the *Limbania Velasco* Technical Educational Institution. For this, the qualitative descriptive approach with a Participatory Action Research design was taken into account because the researchers were immersed in collecting, organizing, and describing the information from the participant's perception and their observable behavior for the development of this research.

Likewise, this research sought to produce a change in the learning process through the implementation of interactive tools that encourage motivation toward learning the English

language. Hence, it was considered essential to motivate students to generate a positive attitude towards learning it.

Therefore, this research was divided into three stages, which were:

The entry stage consisted of having a first meeting with the previously mentioned population to find out what their motivational state was concerning English; in the execution stage, the interactive tools were used as elements to cause a possible interest in the students; and finally, in the analysis stage, all the data and information collected during the input and execution stages were analyzed to know if the use of interactive tools influenced or not the motivation to learn an L2.

CHAPTER I

Problem Statement

In March 2020, the World Health Organization (WHO, 2020) officially announced that the COVID-19 was characterized as a global pandemic because this was an infectious virus, in which affected people experienced a mild to moderate respiratory illness, any individual could contract this epidemic and become seriously ill or die. (Adhanom, 2020).

Therefore, the governments of the world, including the Republic of Colombia, employing Decree 457 of March 22, 2020, determined mandatory preventive isolation at the national level.

Consequently, the daily life of the country's citizens was affected in every way because social, industrial, commercial, and educational activities were interrupted. The public and private education systems were forced to suspend all face-to-face activities, unfavorably influencing the learning processes of children, young people, and adults, leading teachers and educational institutions to seek technological solutions to continue the training process. According to the Economic Commission for Latin America and the Caribbean (2020), the training environment, faced with this alarming situation, opted for the suspension of classes in the classroom, implementing the modality of synchronous and asynchronous work through the different uses of interactive tools for the integrity of the students.

It is essential to mention that virtual teaching is not just about adapting face-to-face educational practices to a screen or a remote environment; instead, it is focused on allowing teachers to generate new strategies through which students are guided, thanks to the appropriate and timely use of interactive tools.

On the other hand, in the years before the health emergency, the National Government, through the Ministry of National Education, implemented programs for educational

development, such as the “*VIVE DIGITAL*” program between 2004 and 2018. For this reason, it provided educational institutions in the country’s most vulnerable areas with technological resources such as computers and an internet connection, among others, to enhance the use of technology and thus take a significant step to the educational gap.

Likewise, these technological resources stimulate the use of interactive networks and tools in the educational system, considering that students today are accustomed to these means, which promotes a high interest in managing these implements. As Area, et al. mentioned (2018), The learning process must start from ICT, since most students are familiar with them, obtaining higher motivation.

However, although these programs were created in order to generate changes in the learning process with the use of technologies and digital resources, it is considered that a significant transformation has not occurred because, at present, the management of technology in the educational environment has not been as expected, the fact that some teachers do not have sufficient training for the implementation of these. Ruiz (2010) argued that:

Many teachers need to learn how to integrate ICT so that they do not become just another tool at the service of traditional methodology. In addition, others need to gain the technical knowledge to handle the most common technologies in the classroom (p.36).

Similarly, using ICT and Interactive Tools in education proved to be a great challenge for many teachers and students, as explained by Arancibia (2020), who states that educators and learners are not sufficiently prepared to exercise activities in virtual environments that carry out teaching and learning processes.

With the above, it can be considered that some students have difficulty or do not fully know how to use the interactive tools that already exist in the educational field because these do

not generate any desire in their training process, taking into account that motivation in the educational process is an essential factor to generate interest in learning, mainly if ICT is used to promote learning. Pursuant to Hernandez (2017, as cited in Amores, 2020), new technologies can play a fundamental role in this environment of demotivation since they can be considered powerful motivational tools.

That is why it is considered that ICT in the education context can be a positive strategy at the service of professionals to generate a motivational environment in different areas of knowledge since motivation is necessary for the learning facet, which has a close relationship with the following statement motivation is an activity that changes the behavior of the student to want to learn, and this serves the teacher to teach (Nérici, 1991, p.13).

Therefore, it is essential to implement ICT as a method to develop students' motivation in their learning process, especially in the subject of a foreign language, which was worked on in this research. Furthermore, in order to generate possible changes in the learning of a foreign language through motivation, as mentioned above, it is estimated that this is essential for learning, as it accommodates the attitude and willingness of the student to be motivated to learn English this way, Gardner (2001) states that:

Attitudes towards the learning situation, as a whole, contribute to the overall motivation to learn the language. In this conceptualization of the term, a motivated individual makes an effort to learn the language, that is, does his homework, participates in class, wants to learn the language, and will enjoy learning the language (p.10).

Thus, the student's motivation plays a vital role when learning a foreign language; for this reason, it is necessary to encourage motivation in teaching a language, especially Colombia, which continues to have a low level of English. Portfolios magazine (2019) demonstrated that

the English attitude index ranked Colombia 42 out of 63 nations, with a score of 44, 54% describing it as a poor level. On the other hand, according to the Education First 2021 ranking, Colombia was classified as “Very low “to “low,” occupying the 81st place among 112 nations. (Ibarguen, 2021).

This means that the country continues to obtain poor English because some people view this language as an obligation rather than a satisfaction to learn. Gardner (2005) said that people have no reason to learn a language; they are to pass a course, not to learn the language. (p.13).

Therefore, the interactive tools were outlined as a viable strategy to encourage motivation to learn English among Colombian students to achieve a change in the problem described here. In this way, the 10th-grade students of the Limbania Velasco Educational Institution in the municipality of Santander de Quilichao (Cauca) were taken as a population to know if there was a meaningful relationship between motivation, learning English, and interactive tools. Nevertheless, only some studies investigate how ICT and its interactive tools can influence the motivation to learn a foreign language, for this reason the following research question arose: How do interactive tools influence the motivation to learn English in 10th-grade students of the *Limbania Velasco* Educational Institution?

Objectives

General Objective

To identify how interactive tools influence the motivation of 10-th grade students of the *Limbania Velasco* Educational Institution in their English learning process.

Specific Objectives

To investigate the motivational state of 10th- grade students of the Educational Institution in English through a focus group.

To implement a group of activities by the interactive tools in 10th-grade English class of the Educational Institution to observe and identify the motivational state in the students.

To analyze the information collected during the sessions to identify the influence and motivation of the interactive tools on the students of 10th-grade of the Educational Institution.

Rationale

Since 2020, the world has been in a tricky situation in which humanity has faced radical changes in its daily life due to the pandemic caused by the COVID-19 and that even today continues affecting people. These changes led most public educational institutions to implement information and communication technology tools to continue the teaching process, and due to the lack of knowledge about “how to use them, some teachers kept using the same teaching strategies.

Although some educational institutions have specific technological resources such as tablets or computers, substantial changes have yet to be made in the learning process because teachers need the necessary training to integrate ICT effectively into their teaching practices. (Castaño et al., 2004).

For the above, it is necessary to use the tools in educational practices properly because this ICT is suitable to promote the interest and motivation of students. As Cabero et al. (2004) mentioned, using technologies in the classroom favors student learning because they increase their motivation and ability to solve problems, reinforce their self-esteem, and allow greater autonomy in learning (p.1).

In this manner, this research sought to know if the existing interactive tools help to encourage motivation in learning English since these allow students to feel motivated. In addition, they have been actively involved in their training since today; several strategies and

technological applications can help teachers conduct their classes in a more dynamic and motivational way.

For this reason, it was considered essential to develop motivation in Limbania Velasco Educational Institution students using Interactive Tools that could provide them with high motivation while learning English when correctly used. Also, it is estimated that most students possess technological tools such as smartphones, computers, and internet connection. Given that, spending long periods using these technological devices in different applications, which is used beneficially, can be employed for the sake of learning English since currently, students can make use of these not only to be in social networks, for instance, Facebook, TikTok, Instagram, among others. However, also to acquire new knowledge of English through interactive tools like Kahoot, given that it is a dynamic way to learn and review concepts designed by the teacher Alf Inge Wang de la Norwegian University of Science and Technology and Quizizz because its purpose is to increase student motivation and participation, among other interactive tools. Therefore, it can be highly productive for educational institutions to know how to implement this in favor of English learning.

According to the above, it was regarded that this project has positive factors in the classroom, especially for students, since they can increase motivation in the English subject; in addition, this research can contribute to educational processes not only in students of this institution but also in other institutions nationwide. Moreover, this project can become a reference for teachers of the area. Finally, this research is an excellent contribution to the institution considering that this helps in the knowledge of how to promote motivation through technological tools in the English area and other subjects; it will also provide bases for the

Modern Languages Program and for the Educational Orientation Process (EOP) teachers to learn how to use interactive tools in university practices.

CHAPTER II

Preliminary approach to previous studies

For this project, a search was done for documents at the local, national, and international levels, which provide tools, ideas, data, and information about motivation and learning English based on interactive tools. This search was carried out to contribute and expand the bases for research.

Local Studies

Sánchez (2020), in his research called, *The Motivation in the Learning of English through the Work by Projects of the Students of the Seventh Grade of an Official Educational Institution of Cali* focused on determining the influence of motivation in the learning of the English language, through the project work methodology. For this purpose, action research with a qualitative approach was used; thus, the student's behaviors were analyzed, and the process of implementing project work and its impact on the apprentice's performance was described. Likewise, some items were taken in the AMTB test (Attitude and Motivation Test Battery developed by Gardner) to measure the student's motivation state before and after the execution of project work, which allowed observing the participation and performance of the students.

Finally, when analyzing this work, it is inferred that there is a significant connection between motivation, learning the English language, and project work, given that the motivational state of these participants increased, observing their interest in learning English and having active participation.

Gomez (2014), in his research, Implementation of web tools such as a strategy to improve the process of students in the development of their oral proficiency in the foreign English language in the 7th-grade of the educational institution council of Medellin. This work was specific in developing strategies based on ICT to strengthen a teaching and learning process in communicative competencies. For this purpose, a qualitative investigation was carried out. It was done with a group of 240 students; various instruments were used to collect information, such as documentation, interviews, direct observations, participant observation, and physical objects.

Finally, this research showed how a teacher becomes a facilitator who seeks and applies tools and strategies to improve their teaching and learning process, particularly oral competence in English.

Nationwide Studies

Martinez (2006), in his research on the integration of ICT in education, sought to explore the motivational potential of information and communication technologies (ICT) within the framework of the educational environment of secondary school students of the Educational Institution Fonqueta Departmental. This study arose from the student's need for more motivation and interest during their learning process in technology and computing. This fact was pointed out as illogical because it was presumed that young people between 12 and 17 years old are familiar with and interested in using ICT. From those mentioned above, this project carried out a methodological path of a qualitative nature, where techniques associated with direct observation, analysis of works presented by students, surveys, and interviews were launched.

It was also based on four essential factors: curriculum restructuring, physical environment improvement, and information collection and analysis. Finally, they analyzed the

relationship of motivation in the educational field, concluding that physical and infrastructure conditions are factors that increases motivation.

Burbano & Vasquez (2016), in their research use of mobile applications for learning a foreign language, descriptively show the results obtained from the application of data collection tools that allowed them to define and identify the use that people are currently giving to applications developed for learning a foreign language. For this process, qualitative descriptive/exploratory research was carried out, taking a tour through the concepts of mobile technologies, devices, and applications. Finally, the results allowed us to determine that nowadays, more people have access to smart mobile devices and, thus, to applications developed for this type of technologies. It was also found that, while there are a large number of applications created to encourage foreign language learning, not all of them manage to develop the four language skills simultaneously.

International Studies

Montiel (2017), in his research entitled, Teaching English through Apps, focuses on analyzing and observing the importance of ICT in the process of English in the classroom through the following applications: Fun English and PiliPop English. The reason for this project was based on the fact that society changes every day and ICT plays an essential role; in this way, being able to verify how the use of applications influences the learning of English entertainingly and innovatively, characterized by a methodology through the game.

The methods used in this project are grammar translation, direct method, audio-lingual, and innovative method. Finally, in analyzing the results of the applications, it was possible to verify that in “Pili pop”, as the lessons to learn about colors and vocabulary, among others,

progressed, it turned out to be monotonous and boring. In contrast, the “Fun English” application was more attractive, playful, and exciting for the students since it presented a variety of resources in all the tests, incorporating songs, thus making the person feel more and more entertained with the English process.

Larrenua (2014), in his study called “Motivation in the Process of Teaching/learning foreign languages”, aims to analyze the motivational profile of primary school students in acquiring these languages. For this, an investigation was carried out through the “Attitude/Motivation Test Battery (AMTB)” form in two primary school classrooms, managing to visualize the variables that increase or decrease motivation. Then, through the interpretation of the questionnaire results, it was concluded, according to the motivating trait of the student, methodological proposals to promote and promote English classes. Based on the analysis of the questionnaire results, this profile was identified to make conclusions and methodological proposals to improve and enhance English classes in primary school.

Colly & Polanco (2014) state in their education magazine: Evolution of English teaching-learning through the use of technology to demonstrate the development of new tools for advancing the teaching of a language through interactive pages, videos, and images, virtual worlds, among others. Likewise, linking these technological tools in the field of face-to-face and virtual activities thus allows the evolution and adaptation of ICT. Finally, in this work, a series of conclusions and reflections could be evidenced, according to Stroud (2008), who says that the best way to learn English without being in an English-speaking country is through digital tools and virtual learning environments. Furthermore, because these technological tools offer many interaction possibilities to propose better academic activities, it is of the utmost importance to

highlight how the use of applications, platforms, and virtual networks has evolved to reinforce the linguistic skills of teaching students in English.

Theoretical framework

This project session presents the leading theories for its conception, structuring, and development. Theories on motivation and Information and Communications Technologies structure the central axis of this research. Gardner presents his postulates on student motivation and its relationship with the foreign language learning process, while Coll talks about the role of technology in education as an innovative agent.

Motivation is a fundamental factor in encouraging students to be interested in learning a new language, where commitment is assumed with great willingness and interest to know and study this language widely to achieve a proposed objective when the person is motivated. That is why this research presents Gardner's socio-educational model for learning a second language, in which his motivational theory states that the social environment influences the disposition and interest of the individual.

A person's motivation is due to what he or she wants to achieve with a specific activity. In this way, Gardner (1985, cited in Moreno 2014), motivation is based on 4 phases: a goal, effortful behavior, the desire to reach the goal, and favorable attitudes toward the activity in question. Therefore, these motivational aspects mentioned above must be grouped to achieve the proposed objective of learning a second language according to the interest and importance of the person.

On the other hand, in the socio-educational model, there are two different concepts of motivation according to Lambert and Gardner (1972), where integrative motivation is caused when the person wants to learn that language out of interest, which presents a positive attitude

and emotion, while instrumental motivation occurs only to find a job. For this reason, in his study, the author emphasized the concept of integrative motivation because the subject is willing to know the new language positively and to relate to people from other cultures effectively other speakers; therefore, an affection for the language and culture will influence a positive motivation of the person for learning.

Besides, ICT (Information and Communication Technologies) is an essential component in the educational field, representing an innovative and transformative change in the processes around the student by providing a new horizon of possibilities of access to resources, information, and tools, leading to meaningful learning.

For this reason, Coll (2014), in his theory, indicates that information and educational technologies can be innovative tools for the educational context, managing to modify the traditional environment to a more advanced one to strengthen the learning method. For this reason, interactive tools play an essential role in the educational environment since the teacher can use different classroom applications, such as Kahoot, Quizizz, and Educaplay. Therefore, it promotes modern learning through fun exercises.

On the other hand, Coll (2014, as mentioned in León, 2016) raises the five categories of the use of information and communication technologies in education, which are:

1. ICT is a mediator's tool for the relationship between learners and learning content.
2. ICT is a mediating tool for the relationship between teachers and teaching and learning content.
3. ICT is a mediator's tool for teacher-student or student-student relationships.
4. ICT is a mediating tool for the joint activity deployed by teachers and students during the performance of teaching and learning tasks or activities.

5. ICTs are tools for transforming work and learning environments or spaces.

Likewise, Coll (2014), states that using ICTs allows for better learning and a better way of teaching. That is to say that ICT has the potential to achieve this objective. Therefore, if these capabilities of ICT and their multiple resources are used in the learning process, a better teaching and learning process could be achieved.

Therefore, the use of information and communication technologies and their interactive tools is considered an innovation and improvement to favor and innovate in the educational environment of the teaching and learning process, as Coll (2014), manifests when the true potential of Information and Communication Technologies is used in the educational environment, it can lead to the transformation of learning. Considering this research, implementing technology and its interactive tools as a learning strategy promotes motivation in learning a foreign language through ICT.

Conceptual framework

This chapter includes main concepts related to the importance of motivation in learning English and aspects of Interactive Tools and ICT (Information and Communication Tools) in teaching. The following concepts about motivation, Interactive Tools, and ICTs are presented for this, as a result of previous research and ideas from different authors that address these topics, which are relevant to carrying out the research according to the proposed objectives.

Learning English through motivation

This chapter includes the main concepts related to the importance of motivation in learning English raised by Gardner and aspects of Interactive Tools, and ICT (Information and Communication Tools) in teaching. For this, the following concepts on motivation, Interactive

Tools, and ICT are presented due to previous research and ideas from different authors that address these issues, which are relevant to the research according to the proposed objective.

This segment was based on the conceptual foundation of the following statements:

Motivation in Learning

Motivation is how a student acts satisfactorily, especially in his or her learning process, which allows the individual to be willing to achieve a proposed goal. According to Nerici (1991, as mentioned in Alfaro, 2002):

Motivating is predisposing the student to what is to be taught; it leads him to participate actively in school work. Thus, to motivate is to lead the student to strive to learn, whether by trial and error, imitation, or reflection. (p.34).

For this reason, motivation is fundamental in the learning process of any student since it leads to knowledge from the desire to do so to obtain the proposed objective.

Motivation and Language Learning

One of the primordial components of learning and teaching a second language is motivation, which encourages interest and a desire to learn, considering an objective to be developed. Gardner (1885) mentioned that:

To be motivated, the student needs and requires something to anticipate, expect, and yearn for a reason, principle, or fundamental case related to the objective. For example, regarding acquiring a second/foreign language, this intention would be to learn a foreign

language. There must be something the learner wishes to achieve or do, with the target language being the vehicle to achieve it. (p.4).

In this way, the individual must have the motive to study what he or she is learning, leading him or her to complete the learning in the foreign language.

Intrinsic Motivation

As the central axis of the research, it is crucial to define the concept of intrinsic motivation, which is born according to what he is interested in or likes, thus generating motivation toward what the person wants to learn without the influence of external factors. Malone and Lepper (1987, cited by Garzón and Sanz 2012) state that an activity is intrinsically motivated if the person participates by choice and not for an external reward or to avoid punishment. These intrinsically motivated activities are fun, engaging, captivating, and enjoyable. (P.5).

Extrinsic motivation

This is generated by external factors that influence the student's behavior, such as praise given by a teacher to a student reward or punishment, which contributes to the student's attitude or behavior regarding a task and his or her learning process. Anaya (2010) it is the one that comes from outside and leads to the execution of the task. (p.7). In other words, extrinsic motivation is all the feelings about the results that influence the student's learning, leading to fulfilling the goal in their learning by getting recognition or praise.

L2 learning motivation according to Gardner

According to Gardner, motivation in L2 learning is based on a socio-educational model, which seeks to recognize a series of elements related to learning, establishing the levels of motivation of the student in this process. Likewise, in Gardner's research, the concepts that imply the objectives that motivate the student to learn a second language emerge, which are divided into integrative orientation, where the student has a positive attitude to learn this language, and instrumental orientation, which is related to the reason or objective that incentivize the student to acquire a new knowledge. These elements are part of an organism that establishes the motivation factors in the learner. Gardner mentions (1985, as cited in Sanchez, 2020) that it is a motivational organism composed of the desire to achieve a goal and the effort to achieve it. (p. 18).

Interactive Tools for Learning

Diverse platforms create different meaningful content to attract the student's attention and interest, thus allowing learning through games and different types of activities found on web platforms. According to Coll (2004), through the use and application of technologies, educational practice (teaching) can be transformed, and learning can be favored. (p.193). Therefore, the importance of innovation and technological tools in teaching and learning is highlighted to make it more dynamic.

ICT Tools

Information and communication technologies (ICT) allow access to clear and detailed information through technological elements, which are applied in educational training and used as support for teachers. According to the Ministry of Education (2009) through (Art. 6 Law 1341

of 2009), ICTs are the set of resources, tools, equipment, computer programs, applications, networks, and media that allow the compilation, processing, storage, and transmission of information such as voice, data, text, video and images. (p.4). Due to their practical use, they permit access to information for the student, thus facilitating learning. Likewise, ICT tools help teachers to be creators of their content at the service of their learners.

Gamification in learning English

Gamification is a strategy used in the learning process with game elements to generate student interest, motivation, and active participation in the classroom. As Kapp (2012) mentioned, gamification is a teaching mechanism based on games that arouse students' interest and promote learning. Because of this, gamification is a necessary element in the language learning process because it fosters a motivational environment in the classroom.

Meaningful learning

This concept is about acquiring new knowledge and skills based on previous knowledge. It should be emphasized that this learning is personal, and the individual plays a cooperative role in his or her training; that is, each person is aware of his or her learning. For Ausubel (1963, cited by Moreira, 1997), meaningful learning is the human mechanism, par excellence, for acquiring and storing the immense amount of ideas and information represented in any field of knowledge. (p.58). For this reason, this learning process allows the retention of information in the long term, leading the student to acquire knowledge about new activities based on what he/she knows.

English as a Foreign Language

In Colombia, learning a foreign language is essential to access knowledge and better opportunities in the educational field, especially English, given that it is one of the most studied

languages as a foreign language, in order to communicate well with people from different countries. English as a foreign language allows us to study and learn about other cultures. Mei (2008) states that:

English has been considered the most widely used language in the world, so many educational institutions integrate it into the curriculum. When speaking English as a foreign language, reference is made to learning a language other than the mother tongue, which is also not used in the student's daily life and the environment in which they carry out their activities. (p.1).

The importance of learning English as a foreign language in Colombia lies in enabling the population to be more competitive in the educational and work environment. As the most widely used language in the world, English has become the language of commerce and finance, making its inclusion in the educational system a priority for the state.

Contextual Framework

This research was carried out in the municipality of Santander de Quilichao (Cauca), located in the northern sector of the department of Cauca, 97 km north of Popayan and 45 km south of Cali. It has 99,354 inhabitants so far. Santander de Quilichao has 38 Institutions of Official Formal Education. Among these institutions is the Limbania Velasco Educational Institution main headquarters, which was the place where this research project was implemented.

The Limbania Velasco Technical Educational Institution is an official and mixed establishment, founded by departmental decree on February 13, 1906, with the name of Colombia School, which offers formal education at the levels of Preschool, Elementary, Secondary, and High School; the school is located in the Academic Calendar A and has two shifts where elementary school operates in the morning and junior high school in the afternoon. It is on Street 5, No 8-73, in Santander de Quilichao. Likewise, this institution's students belong to socioeconomic strata 1, 2, and 3.

The mission of this institution is to form an autonomous, creative, dialogical, and responsible being with a high index of respect, love, tolerance, and solidarity toward his fellows, employing active pedagogies oriented to the development of communicative competencies, personalized education and the acquisition of a global and complex vision of reality, fostering teamwork, scientific research methodology, artistic expression and participatory democracy to achieve peaceful coexistence and sustainable integral self-development of the communicative environment, and thus contribute to the construction of a more just and equitable Colombian nation. (Viafara, et al., 2011, p. 26)

CHAPTER III

Methodology

The present research was based on a qualitative approach type descriptive with participatory action research design since the researchers were immersed in the same process of this study to make a possible change in the English learning process and understand the motivation around this. Selener (1997) states that the IAP considers the participants as social actors with their voice, ability to decide, reflect, and capacity to actively participate in research and change. (p.6).

Therefore, it can be achieved through observing and analyzing the answers provided by the students according to their perceptions and experiences. In addition, the characteristics of the investigation were viable for our study because they allowed a collection of the data executed; in this way, it could be interpreted and analyzed to achieve a contribution to this research.

Quecedo and Castaño (2002, as cited in *Revista de Psicodidáctica*, 2002) mention that *qualitative methodology* is a study that produces descriptive data: people's own words, spoken or written, and observable behavior.

In other words, this research was carried out through observations and interviews, which were carried out at the beginning and at the end of the investigation to obtain the results, study them and be able to carry out this process.

In this qualitative research, the Participatory Action Research design was implemented, whose strategy was to determine if the interactive tools used had a particular motivational effect when learning a second language. For this, it was intended to generate the first guidelines for a change or reflection in the future educational process on the importance of motivation in learning

English, which allowed the generation of a precedent for this research with the aim that in the future, these first guidelines can be encouraged for possible change.

Lomax (1990) defined *Participatory Action Research* as mediation in labor praxis to promote positive progress. In other words, this design can potentially transform educational practice, especially in teaching English.

On the other hand, this study was developed with the 10th-grade students of the Educational Institution Limbania Velasco school. Likewise, this project was divided into three stages: The Initial or Entry Stage, the Execution Stage, and the Analysis Stage. In addition, to develop this research process, a different interactive tool was implemented each week, such as Kahoot, Liveworksheets, Quizizz, Educaplay, Nearpod, and Wordwall.

In order to establish whether these tools generated motivation in the students and to achieve this purpose, several activities were carried out with each tool to explain the topic to be addressed, which were very useful, given that an extraordinary aspect was observed with some tools motivational, since they actively participated, had fun, and learned differently from the usual methodology.

Subsequently, students can use these tools through different lesson plans where the schedules to be carried out in each session will be established.

CHAPTER IV

Design of the activities

The design of activities for each of the sessions that make up this research is presented below. In total, six sessions were designed, considering the guidelines proposed for the methodology and following the structure of the lesson plans. These lessons were vital to having a schedule and organizing the activities, considering the interactive tool to be developed.

Table 0

Lesson plan 0

Formato de Planeación y Reflexión de Clase del Programa de Licenciatura en Lenguas Modernas Inglés-Francés Editado Por el Comité de Prácticas Profesionales									
This format constitutes the unified document of Class Planning and Reflection Record that will be used in the research project on the Influence and Motivation of Interactive Tools in the English Class with 10th Grade Students and is used by student educators practicing in the Degree Program in Modern Languages English-French.									
I. Datos Investigadoras									
Apellidos y Nombres		Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Osnas Quiñones Astrid							
Año	2022	Semestre	X						
II. Datos Grupo A/B									
Institución Educativa:		Limbania Velasco			Fecha	07/07/2022			
Grupo	10-1	Sesión	1						
No. Estudiante en el grupo A/B	20	Distribución Masculino:	por género:		X	Femenino	X	Rango edades	15-17
No. Estudiantes en situación de discapacidad			NO	Descripción discapacidad:	situación NO				
III. Características Planeación Clase									
Lengua extranjera:	Inglés	Habilidad(es) desarrollar:	a	Escucha	<input type="checkbox"/>	Habla	<input checked="" type="checkbox"/>	Escritura	<input type="checkbox"/>
				X		X		Lectura	<input type="checkbox"/>
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante ↓:								Estrategias a desarrollar en el estudiante ↓	
Competencia Lingüística ↓		Competencia Sociolingüística ↓		Competencia Pragmática ↓					
Competencia Léxica →	<input type="checkbox"/>	Marcadores lingüísticos de relaciones sociales →	Competencia discursiva →		Estrategias Cognitivas → <input type="checkbox"/> X				
Competencia Gramatical →	<input type="checkbox"/>	<input type="checkbox"/>	Competencia funcional →		Estrategias Metacognitivas →				
Competencia Semántica →	X <input type="checkbox"/>	Normas de cortesía → <input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				
Competencia Fonológica →	<input type="checkbox"/>	Expresiones de sabiduría popular →			Estrategias Socioafectivas →				
Competencia Ortográfica →	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>				
Competencia Ortoépica →	<input type="checkbox"/>	Diferencias de registro →							
		<input type="checkbox"/>							
		Dialecto y acento →							
		<input type="checkbox"/>							
Tema a desarrollar →	Presentation of the project			Tiempo estimado sesión →		1H			
3.1. Objetivo(s) de aprendizaje	Introduce the project to the students								
3.2. Objetivos secundarios	Implement research development								

3.3. Propósito personal	Have positive participation of the students and ensure that all the activities can be carried out.
3.4. Supuestos	Lose the attention of students.
3.5. Previsión de dificultades y posibles soluciones	If students need help understanding the research's purpose, this can be solved by explaining in detail the importance that this will have during their learning process in English.

3.13. Procedimiento programado

Hora	Tiempo	Nombre actividad	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
1:20-1:25	5m	Ice breaker	Motivate students to feel comfortable and thus be able to start with the activities	Students should stand up to make a circle, after which one of the researchers will say: Right, left, jump, stop, behind, in front, which the students must move in the opposite direction to what the researcher says and the student who loses will have a penance such as dancing, saying words in English, among others.	Voice
1:25-1:30	5m	Presentation of the project	Contextualize students about the project to be carried out	The project and its objective in terms of motivation for learning English and using interactive tools were discussed.	Voice
1:30-1:35	5m	Consent delivery	Give privacy to the rights of students and make their protection possible.	The consents were delivered to the students, which had to be signed and authorized by the parents or guardians in order to be able to work with the students because they were minors and their voices were recorded.	Voice, paper
1:35-1:55	20m	Focus group	To know the opinion of the students	This interview was conducted by a moderator, who asked the students questions to get them to give their answers and thus obtain information about what they think, and their answers were recorded.	Voice, smartphone, and annex A

1:55-2:15	20m	Diagnostic test	To know what are the weaknesses and strengths that the student presents in the English language.	The researchers conducted a diagnostic test for each student to determine what work needed to be done to start using the interactive tools.	Paper, pencil, and eraser
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Source. Taken and adapted by the English-French Modern Language Program of the Educational Process Orientation Process at the University of Cauca.

Note. This table shows the schedule and organization of the session to present the methodology project.

Table 1

Lesson plan Liveworksheet.

Formato de Planeación y Reflexión de Clase del Programa de Licenciatura en Lenguas Modernas Inglés-Francés Editado por el Comité de Prácticas Profesionales

This format constitutes the unified document of Class Planning and Reflection Record that will be used in the research project on the Influence and Motivation of Interactive Tools in the English Class with 10th Grade Students and is used by student educators practicing in the Degree Program in Modern Languages English-French.

I. Datos Investigadoras			
Apellidos y Nombres	Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Quiñonez Osas Astrid Viviana		
Año	2022	Semestre	X

II. Datos Grupo A/B			
Institución Educativa:	Limbania Velasco	Sede:	Principal
Fecha	22/07/2022		
Grupo	19	Sesión	1
No. Estudiante en el grupo A/B	34	Distribución por género:	X Masculino X Femenino X Rangos edades
No. Estudiantes en situación de discapacidad	NO	Descripción situación discapacidad:	NO

III. Características Planeación Clase							
Lengua extranjera:	English	Habilidad(es) desarrollar:	a	Escucha <input type="checkbox"/>	Habla <input type="checkbox"/> X	Escritura <input type="checkbox"/>	Lectura <input type="checkbox"/>
				X		X	
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante ↓:							Estrategias a desarrollar en el estudiante ↓
Competencia Lingüística ↓		Competencia Sociolingüística ↓		Competencia Pragmática ↓			
Competencia Léxica → <input type="checkbox"/>		Marcadores lingüísticos de relaciones sociales → <input type="checkbox"/>		Competencia discursiva → <input type="checkbox"/>		Estrategias Cognitivas → <input type="checkbox"/> X	
Competencia Gramatical → <input type="checkbox"/>				Competencia funcional → <input type="checkbox"/>		Estrategias Metacognitivas → <input type="checkbox"/>	
Competencia Semántica → X <input type="checkbox"/>		Normas de cortesía → <input type="checkbox"/>				Estrategias Socioafectivas → <input type="checkbox"/>	
Competencia Fonológica → <input type="checkbox"/>		Expresiones de sabiduría popular → <input type="checkbox"/>					
Competencia Ortográfica → <input type="checkbox"/>							
Competencia Ortoéptica → <input type="checkbox"/>		Diferencias de registro → <input type="checkbox"/>					
		Dialecto y acento → <input type="checkbox"/>					
Tema a desarrollar →	Past simple			Tiempo estimado sesión →	1H		

3.2. Objetivos secundarios	Motivate students to learn a L2 through interactive tools
3.3. Propósito personal	That students are motivated to learn English through Tics.
3.4. Supuestos	They know a little about the subject.
3.5. Previsión de dificultades y posibles soluciones	Confusion among the students in pronouncing some words can be solved by repeating the pronunciation several times.
3.6 Vocabulario a aprender	Irregular and regular verbs and simple past sentences.
3.7 Estructuras gramaticales	Simple sentences were used in the past
3.8 Aspectos funcionales	The students were able to express their past actions in a foreign language.

3.13. Procedimiento programado

Hora	Tiempo	Nombre actividad	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
4:35-4:40	5 m	Ice breaker (songs)	Motivate students to start the class in a dynamic and positive way.	The researchers played songs from different languages, which the students had to guess which language it was, and the winners received a prize.	<p>YouTube and voice https://www.youtube.com/watch?v=W3P3rT0j2gQ</p> <p>Autoestima: o poder de ser você mesmo Camila Coutinho TEDxSaoPaulo</p> <p>https://www.youtube.com/watch?v=bqao21cZ5nM</p> <p>https://www.youtube.com/watch?v=4hqqGhqEd3Q</p> <p>https://www.youtube.com/watch?v=OUeaAOIAbXs</p> <p>https://www.youtube.com/watch?v=PDLxvEieGbg</p> <p>https://www.youtube.com/watch?v=8452ALrXo-0</p>

4:40-4:55	15 m	Explanation	To learn and recognize sentences in the simple past.	The interactive tool liveworksheet was used to introduce the grammatical structure of the past simple, also how is the use of the tool.	<p>Liveworksheet https://es.liveworksheets.com/worksheets/en/English_language/Past_simple/Past_simple_mf1499571gc</p> <p>https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple_regular_verbs/Simple_Past_Tense_(Regular_Verbs)_fv1415177et</p>
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4:55-5:10	10 m	Activities with the page	To find out if this interactive tool motivates students to use it.	The students had to complete the verbs in regular and irregular, after this send their answers to the researchers	https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple_regular_verb_s/Simple_Past_Tense_(Regular_Verbs)_fv1415177et
5:10-5:20	10 m	Activities with the page	Identify the use of grammatical structure to make sentences in the past simple.	The students had to organize the sentences in the past simple using the interactive liveworksheet tool.	https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Ordenar_frases_Past_Simple_av1497562sm
5:20-5:30	10 m	Activities with the page	To order and identify regular and irregular verbs.	The students had to classify the regular and irregular verbs in the correct column, in addition to completing the sentences with the verbs in the past simple	https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Past_simple_-_regular_and_irregular_verbs_hy1159052vu
5:30-5:35	5 m	Satisfaction survey	Collect information of interest.	To know if this interactive tool motivated students when using it.	https://forms.gle/cFgHGJBTbEUrgWXh9

Source. Taken and adapted by the English-French Modern Language Program of the Educational Process Orientation Process at the University of Cauca.

Note. This table shows the schedule and organization of the session using the Liveworksheet.

Table 2

Lesson plan Kahoot

Formato de Planeación y Reflexión de Clase del Programa de Licenciatura en Lenguas Modernas Inglés-Francés Editado Por el Comité de Prácticas Profesionales

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I. Datos Investigadoras			
Apellidos y Nombres	Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Quiñonez Osnas Astrid Viviana		
Año	2022	Semestre	X

II. Datos Grupo A/B			
Institución Educativa:	Limbania Velasco	Sede:	Principal
Fecha	27/07/22		
Grupo	20	Sesión	3
No. Estudiante en el grupo A/B	Distribución por género:	X Masculino	X Femenino
	Rango edades	15- 17	
No. Estudiantes en situación de discapacidad	NO	Descripción situación discapacidad:	NO

III. Características Planeación Clase						
Lengua extranjera:	Inglés	Habilidad(es) a desarrollar:	Escucha <input type="checkbox"/> x	Habla <input type="checkbox"/> x	Escritura <input type="checkbox"/> x	Lectura <input type="checkbox"/>
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante ↓:					Estrategias a desarrollar en el estudiante ↓	
Competencia Lingüística ↓		Competencia Sociolingüística ↓		Competencia Pragmática ↓		
Competencia Léxica → <input type="checkbox"/>		Marcadores lingüísticos de relaciones sociales → <input type="checkbox"/>		Competencia discursiva → <input type="checkbox"/>		Estrategias Cognitivas → <input type="checkbox"/> X
Competencia Gramatical → <input type="checkbox"/>		Normas de cortesía → <input type="checkbox"/>		Competencia funcional → <input type="checkbox"/>		Estrategias Metacognitivas → <input type="checkbox"/>
Competencia Semántica → X <input type="checkbox"/>		Expresiones de sabiduría popular → <input type="checkbox"/>				Estrategias Socioafectivas → <input type="checkbox"/>
Competencia Fonológica → <input type="checkbox"/>		Diferencias de registro → <input type="checkbox"/>				
Competencia Ortográfica → <input type="checkbox"/>		Dialecto y acento → <input type="checkbox"/>				
Competencia Ortoéptica → <input type="checkbox"/>						

3.2. Objetivos secundarios	Identify the use of the Can
3.3. Propósito personal	Have good management of the group and that the students understand the proposed topic Difficulty of students with the respective topic
3.4. Supuestos	Difficulty of students with the respective topic
3.5. Previsión de dificultades y posibles soluciones	In case of the students did not understand the explanations this could be solved with the dynamic activities
3.6 Vocabulario a aprender	Vocabulary about animals and Can/ Can't - Could
3.7 Estructuras gramaticales	Simple and complex sentences

3.13. Procedimiento programado

Hora	T i e m p o	Nombre actividad	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
1:00 – 1:05		Ice breaker	Arouse the motivation and interest of students.	The students were divided into 2 groups and a broken telephone was played, in which each student was given a simple sentence per group and the group that gave the correct information to the last person on that team won.	Voice
1:05- 1:15		Can (Skills)	Identify the use of the verb can.	The Kahoot tool was used to introduce the topic, the researcher showed an activity where she helped them choose the correct answer and explained why it is the correct one.	Explanation https://create.kahoot.it/details/ee51b126-d161-42ab-885f-a1faccef70da Kahoot https://create.kahoot.it/share/can-can-t/6dbc5d80-9f59-4354-9c95-661265c3b915

1:15- 1:35		Kahoot	Use the negative form of the Can	The students used the question structure of the verb can and through Kahoot.	Kahoot https://create.kahoot.it/share/questions-can/633e7e86-9860-4699-a538-a511b597befd
1:35- 1:45		Can/Can't	Know if Kahoot motivates students when using it.	The students had to choose the correct option according to the abilities of the animals.	Kahoot https://create.kahoot.it/share/can/39ac7e28-cf7a-4526-89ef-a10d378f80d9
1:45- 2:00		Satisfaction survey	Take the motivation test.	Students must answer the satisfaction survey according to their experience with the interactive tool.	https://docs.google.com/forms/d/1MAPQ_onbUc2fJfQkRUTds2qhNCc1pN_Df3MK9ZmG_0/edit

Source. Taken and adapted by the English-French Modern Language Program of the Educational Process Orientation Process at the University of Cauca.

Note. This table shows the schedule and organization of the session using the Kahoot.

Table 3

Lesson plan Educaplay

Formato de Planeación y Reflexión de Clase del Programa de Licenciatura en Lenguas Modernas Inglés-Francés Editado Por el Comité de Prácticas Profesionales

This format constitutes the unified document of Class Planning and Reflection Record that will be used in the research project on the Influence and Motivation of Interactive Tools in the English Class with 10th Grade Students and is used by student educators practicing in the Degree Program in Modern Languages English-French.

I. Datos Investigadoras							
Apellidos y Nombres	Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Quiñonez Osnas Astrid Viviana						
Año	2022	Semestre	X				
II. Datos Grupo A/B							
Institución Educativa:	Limbania Velasco			Sede:	Principal		
Fecha	12/8/2022						
Grupo	20	Sesión	3				
No. Estudiante en el grupo A/B	Distribución por género:		X	Femenino	X	Rango edades	
No. Estudiantes en situación de discapacidad	NO	Descripción situación	situación		NO		
III. Características Planeación Clase							
Lengua extranjera:	Inglés	Habilidad(es) a desarrollar:	Escucha <input type="checkbox"/> x	Habla <input type="checkbox"/> x	Escritura <input type="checkbox"/> x	Lectura <input type="checkbox"/>	
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante ↓:						Estrategias a desarrollar en el estudiante ↓	
Competencia Lingüística ↓		Competencia Sociolingüística ↓		Competencia Pragmática ↓			
Competencia Léxica → <input type="checkbox"/>		Marcadores lingüísticos de relaciones sociales → <input type="checkbox"/>		Competencia discursiva → <input type="checkbox"/>		Estrategias Cognitivas → <input type="checkbox"/> X	
Competencia Gramatical → <input type="checkbox"/>		Normas de cortesía → <input type="checkbox"/>		Competencia funcional → <input type="checkbox"/>		Estrategias Metacognitivas → <input type="checkbox"/>	
Competencia Semántica → X <input type="checkbox"/>		Expresiones de sabiduría popular → <input type="checkbox"/>				Estrategias Socioafectivas → <input type="checkbox"/>	
Competencia Fonológica → <input type="checkbox"/>		Diferencias de registro → <input type="checkbox"/>					
Competencia Ortográfica → <input type="checkbox"/>		Dialecto y acento → <input type="checkbox"/>					
Competencia Ortoéptica → <input type="checkbox"/>							

3.2. Objetivos secundarios	Identify the use of Could
3.3. Propósito personal	Have good management of the group and that the students understand the proposed topic
3.4. Supuestos	Difficulty for students to understand the topic
3.5. Previsión de dificultades y posibles soluciones	Difficulty with the verb could and can be solved with strategies and different creative activities
3.6 Vocabulario a aprender	Could
3.7 Estructuras gramaticales	Simplex and complex sentences

3.13. Procedimiento programado					
Hora	T i e m p o	Nombre actividad	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
1:00 – 1:05	5 m	Ice breaker	Start class with something fun	A student was given a phrase to demonstrate through actions and the rest of the students had to guess the phrase or word.	Voice, body and objects
1:05- 1:10	5 m	Could (Skills)	Explain the topic to develop	Educaplay was used to introduce the topic, the researcher showed the slides where she began to explain the use of the verb could with some examples.	Explanation https://es.educaplay.com/recursos-educativos/13748849-diapositivas_sobre_los_verbos_modales.html
1:10- 1:15	5 m	Carry out the different activities	Practice	The students used the tool and had to select the correct answer, their time was limited.	https://es.educaplay.com/recursos-educativos/12916787-exercise_can_could.html
1:15- 1:45	30 m	Activities	Practice	Organize the word according to the statement.	https://es.educaplay.com/recursos-educativos/12917830-verbos_modales.html
1:45- 2:00	15 m	Satisfaction survey	Take the motivation test.	The teacher sent the survey to the students, in which they had to answer what they thought of the tool.	https://docs.google.com/forms/d/17X7V-lDxyj_ScSlzngTdkXg440_lw4B8pJpFMulQgD8/edit

Table 4

Lesson plan Wordwall

**Formato de Planeación y Reflexión de Clase del Programa de Licenciatura en Lenguas Modernas
Inglés-Francés Editado Por el Comité de Prácticas Profesionales**

This format constitutes the unified document of Class Planning and Reflection Record that will be used in the research project on the Influence and Motivation of Interactive Tools in the English Class with 10th Grade Students and is used by student educators practicing in the Degree Program in Modern Languages English-French.

I. Datos Investigadoras			
Apellidos y Nombres	Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Quiñonez Osnas Astrid Viviana		
Año	2022	Semestre	X

II. Datos Grupo A/B								
Institución Educativa:	Limbania Velasco			Sede:	Principal			
Fecha								
Grupo	10	Sesión	4					
No. Estudiante en el grupo A/B	20	Distribución por género:	Masculino:	X	Femenino	X	Rango edades	15- 17
No. Estudiantes en situación de discapacidad	NO	Descripción situación	discapacidad:	NO				

III. Características Planeación Clase						
Lengua extranjera:	Inglés	Habilidad(es) a desarrollar:	Escucha <input type="checkbox"/> x	Habla <input type="checkbox"/> x	Escritura <input type="checkbox"/> x	Lectura <input type="checkbox"/>
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante ↓:					Estrategias a desarrollar en el estudiante ↓	
Competencia Lingüística ↓		Competencia Sociolingüística ↓		Competencia Pragmática ↓		Estrategias a desarrollar en el estudiante ↓
Competencia Léxica → <input type="checkbox"/>		Marcadores lingüísticos de relaciones sociales → <input type="checkbox"/>		Competencia discursiva → <input type="checkbox"/>		Estrategias Cognitivas → <input type="checkbox"/> X
Competencia Gramatical → <input type="checkbox"/>		Normas de cortesía → <input type="checkbox"/>		Competencia funcional → <input type="checkbox"/>		Estrategias Metacognitivas → <input type="checkbox"/>
Competencia Semántica → X <input type="checkbox"/>		Expresiones de sabiduría popular → <input type="checkbox"/>				Estrategias Socioafectivas → <input type="checkbox"/>
Competencia Fonológica → <input type="checkbox"/>		Diferencias de registro → <input type="checkbox"/>				
Competencia Ortográfica → <input type="checkbox"/>		Dialecto y acento → <input type="checkbox"/>				
Competencia Ortoéptica → <input type="checkbox"/>						
Tema a desarrollar →		Use of the modal verb could and couldn't		Tiempo estimado sesión →		1H

3.2. Objetivos secundarios	To know the use of the future in English
3.3. Propósito personal	To have good order in the group and ensure that the topic is understood correctly
3.4. Supuestos	Students' difficulty with the subject
3.5. Previsión de dificultades y posibles soluciones	Use the different activities with the tool
3.6 Vocabulario a aprender	I am going to, is not going to, are they going to...
3.7 Estructuras gramaticales	Use of simple and complex sentences

3.13. Procedimiento programado

Hora	T i e m p o	Nombre actividad	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
1:00 – 1:15	15 m	Finish the Educaplay activity	Use Educaplay	In this section, the missing activity was completed with the Educaplay tool, as well as the satisfaction survey	Interactive tools
1:15- 1:20	5 m	Explain the topic about Going to on the immediate future	Study the use of the future tense going to	The interactive tool was used to explain the topic	Voice – interactive tools
1:20- 1:30	10 m	Began to use Wordwall and introduce the topic about the future	Use the verb going to	The students made use of Wordwall which they had to choose the correct options according to the questions	https://wordwall.net/resource/35828293/ingl%c3%a9s/future-going-to
1:30- 1:45	15 m	Grammar structure	To find out if this tool motivates students when they use it	In this activity, students had to choose the correct structure for the use of going to.	https://wordwall.net/resource/35829760/ingl%c3%a9s/going-to
1:45- 2:00	15 m	Choose	Identify use of the immediate future in English	The student had to choose the correct option in the game that shows the interactive tool.	Interactive tools
2:00- 2:05	5 m	Satisfaction survey	To know how they felt using this tool	Students must take the survey	https://docs.google.com/forms/d/1paFcHyZB-dRMsF25HfW8cvdKIYTuG2F_gY4fymxCOaE/edit

Source. Taken and adapted by the English-French Modern Language Program of the Educational Process Orientation Process at the University of Cauca.

Note. This table shows the schedule and organization of the session using the Educaplay.

Table 5

Lesson plan Quizizz

Formato de Planeación y Reflexión de Clase del Programa de Licenciatura en Lenguas Modernas Inglés-Francés Editado Por el Comité de Prácticas Profesionales

This format constitutes the unified Class Planning and Reflection Record document that will be used in the research project on the Influence and Motivation of Interactive Tools in the English Class with 10th Grade Students and is used by student educators practicing in the Bachelor's Program in Modern Languages English-French.

I. Datos Investigadoras

Apellidos y Nombres	Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Quiñonez Osnas Astrid Viviana		
Año	2022	Semestre	X

II. Datos Grupo A/B

Institución Educativa:	Limbania Velasco	Sede:	Principal
Fecha			
Grupo	10	Sesión	3
No. Estudiante en el grupo A/B		Distribución por género: Masculino:	X Femenino X Rango edades
No. Estudiantes en situación de discapacidad	NO	Descripción situación discapacidad:	NO

III. Características Planeación Clase

Lengua extranjera:	Inglés	Habilidad(es) a desarrollar:	Escucha <input type="checkbox"/> x Habla <input type="checkbox"/> x	Escritura <input type="checkbox"/> x Lectura <input type="checkbox"/>	
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante↓:				Estrategias a desarrollar en el estudiante↓	
Competencia Lingüística↓		Competencia Sociolingüística↓		Competencia Pragmática↓	
Competencia Léxica →	<input type="checkbox"/>	Marcadores lingüísticos de relaciones sociales→	<input type="checkbox"/>	Competencia discursiva→	<input type="checkbox"/>
Competencia Gramatical→	<input type="checkbox"/>	Normas de cortesía→	<input type="checkbox"/>	Competencia funcional→	<input type="checkbox"/>
Competencia Semántica→	X <input type="checkbox"/>	Expresiones de sabiduría popular→	<input type="checkbox"/>		
Competencia Fonológica→	<input type="checkbox"/>	Diferencias de registro→	<input type="checkbox"/>		
Competencia Ortográfica→	<input type="checkbox"/>	Dialecto y acento→	<input type="checkbox"/>		
Competencia Ortoéptica→	<input type="checkbox"/>				
Tema a desarrollar→	Uso del Could			Tiempo estimado sesión→	1H

3.13. Procedimiento programado

Hora	Time	Nombre actividad	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
1:00 – 1:05		Ice breaker	Start the class fun	Students were asked to write a list of their favorite things, for example: favorite sport, food, music, skills they had previously, then the list of each one was compared and read aloud so that the students guessed correctly who it was about	Voice and paper
:05- 1:15		Could (skills)	Identify the use of Could	To introduce the topic, the Quizizz application was used, the teacher showed an activity where she began to explain the use of could and helped them choose the correct answer	Explanation https://quizizz.com/admin/quiz/630c61b4196b28001ff3574f/could-decimo?searchLocale=
1:15-1:35		Quizizz	Practice	Students used the app and selected the correct answer, their time was limited to respond.	Quizizz https://quizizz.com/admin/reports/630c51da335650001eb47ced/questions
1:35- 1:45		Activities	Know if Quizizz motivated students when using it	Using the interactive tool, students had to choose the correct answer	https://quizizz.com/admin/quiz/630c7ef542f77a001d593df4/could-exercises?searchLocale=
1:45- 2:00		Satisfaction survey	Take the survey	The teacher gave the students a test, which they had to answer based on their opinion about the tool they used	https://docs.google.com/forms/d/12W5uVLPsmBINmT54HNycW_ZYCXaibmnlSdOMDW-lkZc/edit

Source. Taken and adapted by the English-French Modern Language Program of the Educational Process Orientation Process at the University of Cauca.

Note. This table shows the schedule and organization of the session using the Quizizz.

Table 6

Lesson plan Nearpod/

Formato de Planeación y Reflexión de Clase del Programa de Licenciatura en Lenguas Modernas Inglés-Francés Editado Por el Comité de Prácticas Profesionales

This format constitutes the unified document of Class Planning and Reflection Record that will be used in the research project on the Influence and Motivation of Interactive Tools in the English Class with 10th Grade Students and is used by student educators practicing in the Degree Program in Modern Languages English-French.

I. Datos Investigadoras			
Apellidos y Nombres	Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Quiñonez Osnas Astrid Viviana		
Año	2022	Semestre	X

II. Datos Grupo A/B			
Institución Educativa:	Limbania Velasco	Sede:	Principal
Fecha	25/10/2022		
Grupo	20	Sesión	6
No. Estudiante en el grupo A/B		Distribución por género: Masculino:	X Femenino X
Rango edades	15-17		
No. Estudiantes en situación de discapacidad	NO	Descripción situación	NO

III. Características Planeación Clase			
Lengua extranjera:	Inglés	Habilidad(es) a desarrollar:	Escucha <input type="checkbox"/> x Habla <input type="checkbox"/> x Escritura <input type="checkbox"/> x Lectura <input type="checkbox"/>
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante ↓:			
Competencia Lingüística ↓	Competencia Sociolingüística ↓	Competencia Pragmática ↓	Estrategias a desarrollar en el estudiante ↓
Competencia Léxica → <input type="checkbox"/>	Marcadores lingüísticos de relaciones sociales → <input type="checkbox"/>	Competencia discursiva → <input type="checkbox"/>	Estrategias Cognitivas → <input type="checkbox"/> X
Competencia Gramatical → <input type="checkbox"/>	Normas de cortesía → <input type="checkbox"/>	Competencia funcional → <input type="checkbox"/>	Estrategias Metacognitivas → <input type="checkbox"/>
Competencia Semántica → X <input type="checkbox"/>	Expresiones de sabiduría popular → <input type="checkbox"/>		Estrategias Socioafectivas → <input type="checkbox"/>
Competencia Fonológica → <input type="checkbox"/>	Diferencias de registro → <input type="checkbox"/>		
Competencia Ortográfica → <input type="checkbox"/>	Dialecto y acento → <input type="checkbox"/>		
Competencia Ortoéptica → <input type="checkbox"/>			
Tema a desarrollar →	Using the future with Will	Tiempo sesión →	estimado 1H

3.1. Objetivo(s) de aprendizaje	To identify the use of the future with Will
3.2. Objetivos secundarios	To know the use of the future in English
3.3. Propósito personal	To have good order in the group and ensure that the topic is understood correctly
3.4. Supuestos	Students' difficulty with the subject
3.5. Previsión de dificultades y posibles soluciones	Use the interactive tool to facilitate the learning process
3.7 Estructuras gramaticales	Future with will and simple sentences

3.13. Procedimiento programado

Hora	T i e m p o	Nombre actividad	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
1:00 – 1:15		Explanation of the topic	To learn about the future with Will.	In this session the teacher used the interactive nearpod tool to explain the future with will.	Nearpod Lessons: Download ready-to-use content for education
1:15- 1:20		Nearpod	Use Nearpod.	The teacher explained to the students how to enter the platform, then the students had to choose the correct answer of the use of the will in its affirmative form.	Lección sin título (1) (nearpod.com)
1:20- 1:30		Choose the right answer	To identify the correct answer.	The students had to choose the correct answer to complete the sentences and be able to advance in the activity.	Untitled Lesson (nearpod.com)
1:30- 1:45		Complete the question	To know the structure of the question in the future with Will.	In this activity students had to choose the correct answer to complete the question.	Lección sin título (2) (nearpod.com)
1:45- 2:00		Satisfaction survey	Know the opinion of students	Students must complete the satisfaction survey	https://docs.google.com/forms/d/1zbltQw_aQpUiy4NYcqE1YOH_z6VBywcz6KB5Suk2HtyM/edit

Source. Taken and adapted by the English-French Modern Language Program of the Educational Process Orientation Process at the University of Cauca.

Note. This table shows the schedule and organization of the session using the Nearpod.

Techniques and Instruments

The following instruments were used in this research project:

1. Informed consent (See Appendix A). This informed consent was used for the principal of the institution and the parents to authorize working with the students since they were minors, also avoiding possible legal problems.

2. Interview (See Appendix B): This interview was conducted through a focus group at the beginning and end of the research to know the students' motivational state in English and if they have used interactive tools. It should be noted that this interview was designed and edited based on Gardner's motivational test.

3. Lesson plans (See Appendix C): This instrument was taken from the English-French Modern Languages Program of the Educational Guidance Process of the University of Cauca in Santander de Quilichao, which is used to plan the classes of university practices to generate reflection in the practitioners. Likewise, keep order in the activities carried out with the students. In addition, the information of the workgroup is reflected in this; for this reason, in this research, it was considered necessary to use this format to program and organize the sessions that are carried out in this investigation.

On the other hand, it is worth mentioning that the researchers edited and modified the format according to their needs in some parts.

4. Observation Format (See Appendix D): This instrument was adapted from Jack C. Richards, with which the motivational factors on how the interactive tools influenced each of the students were identified. It should be noted that this was a participatory observation.

5. Satisfaction survey (See Appendix E): At the end of each session, a survey was carried out where the students expressed their experiences.

Next, the objectives of the techniques and instruments used in the research and what the development process was like are presented.

- Focus group: This technique was used to know students' perceptions regarding using interactive tools and how they can generate motivation in learning. As cited in Escobar and Bonilla (s.f), focus groups are a data collection technique through a semi-structured group interview, which revolves around a theme proposed by the researcher. (p. 52).
- Observation: This made it possible to recognize the motivational situations that the use of interactive tools managed to produce in the participant, and this was a participatory observation.

Likewise, this work was divided into three stages or phases: The entry or initial stage, which used the interview; the execution stage, the observation and satisfaction survey format used; and finally, the analysis stage, where the collected data was studied.

Entry stage, a focus group activity was used, taking into account some items of the AMTB Test (Attitude and Motivation Test Battery) established by Gardner (1985), complemented with questions posed by the researchers, which can be found in (See Appendix A), to investigate the motivational state of 10th grade students regarding learning English. This intervention was performed before the implementation of the activities with interactive tools, which allowed adjusting the activities to be carried out later due to the analysis of the information collected. In the same way, in this activity, the students were asked about the interactive tools to find out if they had used them. In this regard, it should be said that the focus group was achieved to know, more specifically, the feelings and the opinions of the students; it was directed by a moderator, who asked the questions to the students with the intention that they could give their answers and thus obtain information about what they thought or believed. According to Kitzinger (1994, as cited in Hamui & Varela, 1995), they refer that a focus group is a form of group interview that uses communication between the researcher and participants to

obtain information. In addition, the audio of the session was recorded while simultaneously the researchers made a record.

It should be noted that the information collected and recorded in the recordings and the minutes will maintain the anonymity of the sources and confidentiality by the provisions of the Informed Consent and the ethical and legal considerations of this investigation. In addition, the audio was transcribed and translated textually as the participants responded.

Execution stage, an observation process was carried out through a format found See Appendix B). This allowed us to identify the motivational aspects that interactive tools can generate in the student; this was a participatory observation. As Taylor and Bogdan (1984) expressed, participant observation implies a relationship between the examiners and the members through which information is collected systematically. On the other hand, (See Appendix C), the researchers oriented the space that followed the parameters structured by the class plan while keeping a strict record of what happened because planning is a creative activity. To conclude, at the end of each session, a follow-up (See Appendix D) survey and record of the student's experience during it was carried out, allowing the researchers to complement the observation made.

In addition, at this stage, different lesson plans were used for each session, which allowed for ordering the research implementation process. The class plan format was used in the Orientation of the Educational Process of the Modern Languages Program of the University of Cauca.

Analysis stage, during this stage, a focus group was implemented again, whose objective was to record the voice of the student, which, when collected, systematized, and subsequently analyzed in conjunction with the observations and records after each session during the

execution stage, allowed to generate a critical analysis that facilitated the researchers understanding the influence of interactive tools on the motivation of students.

CHAPTER V

Observations

These observation formats were some instruments used in this research process, which present the information collected in each of the class sessions according to the parameters and perceptions of the researchers established in the format; later, this information was analyzed by the examiners to know if the interactive tools worked in the sessions helped to promote motivation in the participants.

It should be clarified that this is a Jack C. Richards format (See Appendix D), which the investigators took and modified.

Observation table 1

Liveworksheet

Focus	Aspects Specifics	Observation Notes
Lesson structure	The way the lesson opens, develops, and closes.	<p>The researchers gave a gratifying welcome and thanks for collaborating with the project. Then, they explained again what it would be about and how to use the Liveworksheets interactive tool if they needed to learn it.</p> <p>Even so, there were some difficulties when carrying out an icebreaker activity for the students to feel comfortable. However, the sound of the songs to be presented was not heard, for which a little time was lost, but at the end, the proposed activity could be carried out. After this, when exposing the subject to the simple past through the Liveworksheets interactive tool, it was possible to observe that some computers did not have an Internet connection. For this reason, the researchers were forced to share the Internet of their cell</p>

phones with several students so that they could participate in the activities.

Then the satisfaction survey was presented; In addition, it was evidenced that some students already knew the subject as well; on the other hand, other students did not know how to use the past simple, for which they have explained in depth what it is, how it is used and its grammatical structure positively, negatively and how to ask questions. However, when the researchers finished explaining the topic, they realized that they had not asked for the student's email addresses to share the link of the following activity to be carried out, where the participants had to carry out some exercises in the past simple and thus verify if they understood the subject. Due to this, a student was asked to WhatsApp and share her links in her WhatsApp group; that was how all the activities could be carried out.

Finally, despite the difficulties that arose during the class, all the lesson plans could be carried out pleasantly, except for the satisfaction survey; since there was not enough time to do it in class, they were asked to let them do it at home.

The activities to be carried out were 4:

- Explaining the grammatical structure
- Completing the regular and irregular verbs of the simple past
- Organizing sentences and classifying the regular and irregular verbs

The number of activities that constitute the lesson

The links and transitions between activities

All the activities proposed in the lesson plan were related to each other, aiming that the theme to be developed in the past simple was understood correctly.

Classroom management Strategies	Maintaining order	There were 20 students at work. The order in the first class was difficult since some people in the back of the room needed to pay more attention to the researchers because they talked or played on their cell phones. Likewise, they were interested in something other than learning about the subject. However, most of the students were attentive to what the researchers were exposed to; they also answered correctly when asked something or if they had doubts, they let it be known.
	Time management	It was possible to carry out most activities except for the satisfaction test due to the time that was lost carrying out the icebreaker activity.
	Computer room	It was possible to observe that all the computers did not have an internet connection, the seats were organized in a long row because the room was long but narrow, it also had a VIP video, a laptop for the teacher, a baffled sound and a board which were in good condition.
Teaching strategies	Individual activities	All the activities were individual, but due to the difficulty with the internet, some students were asked to work in pairs.
	Organizing practice	Although there was a delay over time, the activities were well distributed since most of the students had knowledge of the subject and carried out the exercises quickly.
	Teaching techniques	The teaching techniques were a dialogue about the past simple, comparisons between Spanish and English sentences, timelines and initial question hypotheses.
Teacher's use of interactive tools	Use of the interactive tools	Throughout the session, the interactive tool Liveworksheet was used since the objective was to know what results it generated in the students, which were different results in

		each student such as motivation, restlessness, complexity, joy among others. Board and cell phone.
	Use of other resources	
Use of instructional language	Use of instructional language	During the session, formal language was used to make the instructions understood by the students.
	Use of questions	When the topic was being explained to the students, they were asked different questions for the researchers to realize if the topic was being understood and thus be able to continue with the explanation.
	Explanations of vocabulary and grammar	The students have explained the grammatical structure of the simple past and the verbs that would be used.
Student interaction	Student Motivation	During the session, it was possible to notice that most students were motivated to learn and use this new tool since they always wanted to participate and clarify their doubts if necessary.
		However, there was a situation with a student who, since the focus group session, always seemed unmotivated and had an arrogant and disinterested attitude, as she mentioned that she did not know any English and that she had used the interactive tool Duolingo but did not learn anything. This attitude caught the attention of the researchers in the session, and they tried to persuade the student by giving her advice. But, even so, she ignored it and continued with a demotivating attitude using her cell phone without paying attention to the class about the simple past. Finally, the student was called to attention several times by the

class, both the researchers and the teacher in charge, but she was not interested.

Source. Taken and Adapted from Jack C. Richards.

Note. This table shows the observations obtained in the session carried out with the interactive tool Liveworksheet.

Observation table 2

Kahoot

Classroom Observation

Adapted from Jack C. Richards

Focus	Specific Aspects	Observation Notes
Lesson structure	The way the lesson opens, develops, and closes.	<p>The session began with some difficulty, because the computer teacher of the institution did not yield the systems room, since he said that he had not been informed that the researchers would attend that day and he already had his class planned to use the room. For this reason, the students felt demotivated, because it was thought that the session could not be held due to the inconvenience presented with the computer room, because of this, the English teacher said that the session would be held in the classroom, which everyone agreed.</p> <p>After this, the session was conducted on the TV and the interactive tool Kahoot was used, which allowed the students to use their cell phones and share the Internet with each other.</p> <p>To conclude, the participants showed a motivating attitude when they started using Kahoot, since this</p>

		<p>tool showed the result and the place they were in after giving the answers, which made them compete and feel excited while acquiring knowledge. They also expressed that this tool is a very dynamic and fun way to learn, since it is a different methodology, it was simple to use where you can learn and play at the same time with your classmates, since the activities make the topic to be learned and understood.</p>
	<p>The number of activities that constitute the lesson</p>	<p>The activities proposed in the lesson plan were 5: It started with an icebreaker, introducing the theme of the modal verb can, then identifying it, using the negative form of the verb can, doing exercises using can and can't and finally doing the satisfaction survey.</p>
	<p>The links and transitions between activities</p>	<p>All the activities proposed in the lesson plan were related to each other, with the aim that the topic to be developed on modal verbs can be understood correctly by the students.</p>
<p>Classroom management strategies</p>	<p>Maintaining order</p>	<p>At the time of starting the session, the order was pleasant, since they demonstrated a positive and interesting attitude to learn about the subject, in addition to that for using the interactive tool, because apparently, they really liked what makes their behavior pleasant.</p>
	<p>Time management</p>	<p>In this session the icebreaker activity could not be performed due to the loss of time presented at the beginning for not being able to enter the systems room.</p>
	<p>Computer room</p>	<p>In this session it was not possible to enter the computer room due to lack of communication from</p>

		the teachers, for this reason the researchers and students had to work in the classroom and it was observed that the room was spacious and had a television in good condition, so it was possible to work comfortably.
Teaching strategies	Individual activities	All the activities were worked individually except for 1 assistant who did not have a cell phone and it was decided that she would work in pairs.
	Organizing practice	The organizing practice was pleasant, as it was possible to carry out the activities with the tool, also the students carried out the activities quickly because they had quickly understood the subject.
	Teaching techniques	The teaching techniques were the explanation of the topic to be developed, in addition to asking questions to the participants to find out if the topic had been understood and to be able to carry out the use of interactive tools.
Teacher's use of interactive tools	Use of the interactive tools	Throughout the session, the use of Kahoot was carried out since the objective of this session was to know if the participants felt motivated through this tool or not.
	Use of other resources	For this session the board, cell phones and televisions were used.

Instructional language	Use of instructional language	In this session a formal language was used in front of the participants so that the topic could be easily understood.
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Use of questions	During the session, several questions were asked about the topic to find out if the participants were understanding or not, which some of them asked and the researchers explained to them again.
Explanations of vocabulary and grammar	For this session, the grammatical structure of the modal verbs Can, Can't and Could was explained. In addition to that, the vocabulary about some animals.
Student Motivation	<p>At the beginning of the session, the participants were a bit discouraged because they thought that the session could not be carried out because the system room was not available.</p> <p>After solving this situation, it was possible to notice a high level of motivation on the part of the participants when they were in the classroom because they knew that the session would take place.</p> <p>Likewise, when using the interactive tool Kahoot, the participants showed a positive attitude, since Kahoot showed the results of the participants and the place they were in, which made them feel they were in a competition, and this made them acquire knowledge through the game.</p>

Student interaction

Source. Taken and Adapted from Jack C. Richards.

Note. This table shows the observations obtained in the session carried out with the interactive tool Kahoot.

Observation table 3

Educaplay

Focus	Specific Aspects	Observation Notes
Lesson structure	The way the lesson opens, develops, and closes	<p>This session began with technical difficulties due to a need for more management knowledge on the part of the researchers, which wasted time; consequently, only the explanation of the topic and two of the three scheduled activities could be carried out.</p> <p>Due to this, the last activity had to be finished in the following session. The students were interested in this tool because it allowed them to know who was in the first place, which attracted the students' attention. After all, they showed their desire to compete with their classmates in a fun way.</p>
	The number of activities that constitute the lesson	<p>For this session, four activities had been planned: the icebreaker, the explanation of the topic and</p>

		carrying out three activities with Educaplay.
	The links and transitions between activities	All the activities proposed in the lesson plan were related to each other, with the aim that the theme to be developed with the modal verb Could be understood correctly.
Classroom management strategies	Maintaining order	The researchers do not use a specific strategy for maintaining the order because students have excellent behavior, although some students are distracted when they need help understanding how to use the app; when this happens, the teacher reviews the room, verifying that everyone is working.
	Time management	For this session, it was impossible to develop all the activities since it was only one hour, and there were technical problems with the interactive tool Educaplay, which caused the loss of time.

	Computer room	<p>It was possible to observe that all the computers did not have an internet connection, the seats were organized in a long row because the room was long but narrow. It also had a video beam, a laptop for the teacher and a board which were in good condition.</p>
Teaching strategies	Individual activities	<p>The activities were organized to be done individually, but due to technical problems, it was impossible to do them individually.</p>
	Organizing practice	<p>First, the teacher did a warm-up after explaining the topic with some slides and showed them examples. Then, finally, they used the application, but not all were completed due to lack of time.</p>
	Teaching techniques	<p>Teachers only used the computer and the application to explain and develop the class.</p>

Teacher's use of interactive tools	Use of interactive tools	In that class, students use the Educaplay tool to practice the topic.
	Use of other resources	The researchers only used a video beam and some computers.
Teacher's use of language	Use of instructional language	Sometimes, the researchers tell them they must raise their hands when they want to participate or say something. On the other hand, both native and foreign languages are used to explain the subject.
	Use of questions	The researchers asked different questions to determine if the participants understood the topic; some asked, and others did not. For this reason, it can be inferred that these people who did not ask were those who did not participate in the activity with Educaplay and felt demotivated.
	Feedback techniques	The teaching techniques were the explanation of the topic before starting.
	Explanations of vocabulary and grammar	The researchers explained the topic and apply the vocabulary in the

Student interaction	Student motivation	<p>Educaplay exercise through examples.</p> <p>It was observed that all the participants did not feel motivated since they did not understand the subject. For this reason, they did not participate in the activities with Educaplay.</p>
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Source. Taken and Adapted from Jack C. Richards.

Note. This table shows the observations obtained in the session carried out with the interactive tool Educaplay.

Observation table 4

Wordwall

Focus	Specific aspects	Observation Notes
Lesson structure	The way the lesson opens, develops, and closes.	In this session, the pending activity of the Educaplay interactive tool was completed and ended by carrying out the Wordwall activity.
	The number of activities that constitute the lesson.	In this session, they worked with the Wordwall tool; for this, the researchers briefly introduced and explained the topic of Future Going to. Then, the students carried out four activities using this interactive tool and practicing this time.
	The links and transitions between activities	Time was given for the students to carry out the activity between each activity, and then they moved on to the next one. For this, the researchers sent them the link to each activity.

Classroom management strategies	Maintaining order	In this session, the order was maintained among the students; however, some were doing things other than the activities programmed by the researchers.
	Time management	In the time established for the session, the activities proposed for that class are carried out.
	Computer room	There were problems with the internet for this session, given that the computers did not have internet.
Teaching strategies	Individual activities	The students carried out group and individual activities, given that some computers did not have internet; for this reason, some of them had to do the activity in pairs.
	Organizing practice	In the session, the researchers first performed the pending activity of the interactive tool Educaplay. Next, they explained the future topic with Going To; then, the Wordwall activities were performed.
	Teaching techniques	This session used interactive tools as a teaching strategy to foster motivation.
Teacher's use of interactive tools	Use of the interactive tools	Wordwall
	Use of other resources	Other digital resources, such as computers and video projectors, are used in this section.
Use of instructional language	Use of instructional language	The researchers used the English language to explain the topic in the examples.
	Use of questions	Different questions were asked to clarify doubts that the students might have.

Student interaction	Explanations of vocabulary and grammar	In this session, the researchers explain the use of the future with Going to and its grammatical structure.
	Student Motivation	This attitude of the students about the tool could be because it does not allow them to see who is winning or who has answered the questions correctly. Because of this, it can be deduced that students feel motivated when they can compete with each other and see if they answered correctly or not. In addition, it is inferred that the lack of interest and motivation in the class on the part of the attendees was due to the unstable internet connection, making it difficult for several attendees to access the Wordwall platform from their computers.

Source. Taken and Adapted from Jack C. Richards.

Note. This table shows the observations obtained in the session carried out with the interactive tool Wordwall.

Observation table 5

Quizizz

Focus	Specific aspects	Observation Notes
Lesson structure	The way the lesson opens, develops, and closes.	To begin it was impossible to start with an ice breaking for lack of time, so to begin to explain the topic using the application, several activities were done with this tool. Finally, despite the difficulties that arose at the beginning of the class,

Classroom management strategies	The number of activities that constitute the lesson.	all the lesson plans could be carried out pleasantly, except for the issue of satisfaction, since there was not enough time to do it in class, so they were asked to do it at home.
	The links and transitions between activities	In this session, they worked with the quizzes tool; the researchers briefly introduced and explained the use of “could”. Then the students developed four activities using this interactive tool and practicing this time.
	Maintaining order	All the activities were connected to each other.
	Time management	Order is maintained as the English teacher is present; however, some students are distracted and lose interest; they cannot use the application due to a lack of internet connection.
	Computer room	Each session is one-hour long. However, this session started minutes later.
		This session had internet problems; some computers did not have internet, and others did not work.

Teaching strategies	Individual activities	The activities were scheduled individually but had to be changed due to the Internet difficulty, so some students worked in pairs.
	Organizing practice	A warm-up activity was planned, but it could not be done in the time available, so it began by explaining the use of “could”, using the Quizizz platform. Then, three activities were completed to reinforce the topic, and the motivation test was pending.
	Teaching techniques	This session uses interactive tools as a teaching strategy to foster motivation.
Teacher’s use of interactive tools	Use of the interactive tools	Quizizz
	Use of other resources	It used computers, a video projector and board.
Use of instructional language	Use of instructional language	During the session, formal language was used to make the instructions understood by the students, and Spanish was used to give instructions. However, the activities were in the second language.
	Use of questions	Students were asked if the information was clear or had doubts about moving forward.

	Explanations of vocabulary and grammar	Using images through the application makes learning more meaningful, and a presentation was also used to continue with the explanation of “could”
Student interaction	Student Motivation	The students showed great motivation and interest with this interactive tool.

Source. Taken and Adapted from Jack C. Richards.

Note. This table shows the observations obtained in the session carried out with the interactive tool Quizizz.

Observation table 6

Nearpod

Focus	Specific aspects	Observation Notes
Lesson structure	The way the lesson opens, develops, and closes.	The session started with some difficulties since there was a good Internet connection which prevented them from carrying out the proposed activities with the Nearpod; after waiting, the application would load for almost the entire session, and only the subject could be given. Finally, the session ended when the

	<p>hour was over, but he could not perform the activities with the students because of the wrong signal from the Internet. It ends by telling the students that they will connect at 8 pm to be able to carry out activities with the app since in the Class it could not be used; this invitation was attended by only four students who used the app in this virtual session.</p>
<p>The number of activities that constitute the lesson.</p>	<p>In this session, only the explanation of the subject was done with the tool because the problems of connecting the students needed help to make the proposed activities with the interactive tool Nearpod. Therefore, the activities scheduled for that session were 4 with an explanation, but only the first activity was performed, which was the theme presentation.</p>
<p>The links and transitions between activities</p>	<p>All activities link to each other.</p>

Classroom management strategies	Maintaining order.	Order was maintained, as the English teacher was present; However, some students were distracted and lost interest, the tool could not be used properly due to internet problems, and the Nearpod was slow.
	Time management.	The session lasted 1 hour trying to develop
	Computer room.	In this session, some computers did not have the internet.
Teaching strategies	Individual activities.	The activities were to be carried out individually, but due to the lack of internet connection it could not be carried out.
	Organizing practice.	Due to internet difficulties, it was impossible to carry out the activities at the established time.
	Teaching techniques.	The didactic technique was used as an interactive support of the Nearpod tool for explaining the topic through a presentation in this tool; in addition, the explanation was oral with

Teacher's use of interactive tools	Use of the interactive tools.	the examples in the presentation. The interactive tool Nearpod was used in this session.
	Use of other resources.	Computers, a video projector and a board were used.
Use of instructional language	Use of instructional language.	The explanation of the subject was made in Spanish so that they could understand better, after this English was used.
	Use of questions.	The researchers asked the students different questions so that everyone could understand the topic.
	Explanations of vocabulary and grammar.	Different vocabulary was used to carry out the activities.
Student interaction	Student Motivation.	Due to internet problems, students could have shown interest, so it was difficult for them to use it.

Source. Taken and Adapted from Jack C. Richards.

Note. This table shows the observations obtained in the session carried out with the interactive tool Nearpod.

CHAPTER VI

Sessions

Besides, the writings of what happened in each of the sessions carried out in this investigation are exposed, in addition, the writings of what happened in each of the sessions carried out in this investigation are exposed, which served to keep notes of everything that happened. In total, six writings were made to support this development.

Session N. 0 Diagnostic test and focus group.

Like all those held, this session began with an icebreaker whose objective was to make an dynamic activity to motivate the participants to feel comfortable during the process and to integrate with the researchers. Afterward, the research project was socialized with the participants on whether using interactive tools motivates the learning of the English language. Informed consent was given to both the principal of the institution and the assistants to provide privacy to the rights of the students since their voices would be recorded. For this reason, these had to be signed by the parents or guardians and then delivered in the next session so they could participate in the research since the participants were minors.

Next, an interview was conducted through a focus group where their words on tape, which was directed by one of the researchers, who asked questions to the participants so that they could express their answers consciously and thus collect the information given about the motivational state in the area of English and the use of interactive tools. Likewise, a written diagnostic test was conducted, which showed that some of the topics that students should already know in the area of English according to the Basic Learning Rights, such as the simple present, the gerund, the simple past, and the modal verb can; the students presented difficulties because it is observed that they do not identify well when a sentence is in the present or past tense, it is also

difficult for them to apply the grammatical rule of the gerund to the verbs since only some of the students performed this point of the exam well. Furthermore, it is also evident that most students need to recognize the topic of comparatives since, in the evaluation, many students still need to answer the question or answer it correctly. Besides, it was analyzed that some students had difficulty recognizing the vocabulary of the adjectives; however, it should be noted that in the item of personal information about age, many gave the correct answer and wrote the happy adjective well in English.

Finally, it was inferred that when reviewing the tests, most students found it challenging to take this exam, given that none of the students could answer the whole quiz correctly.

On the other hand, in this session, it could be noted that the interviewees were afraid at the moment of presenting the study; for that reason, the researchers had to clarify that this had no grade and would only be reviewed by the researchers, which convinced the examiners to take it without any problem. It is essential to mention that in this session, one of the members approached the researchers, stating that she did not know much about English. This student is necessary to say that because, during the development of the session, she presented an unfriendly attitude and little motivation to the researchers; likewise, both, the teacher and the classmates expressed that her behavior is always like that during the classes.

Session N. 1 Liveworksheet

In this session, Liveworksheet was used in which the researchers made minor changes in the programmed activities in the lesson plan due to the internet connection. Even so, the topics were developed in the past simple, using regular and irregular verbs, identifying the use of grammatical structure, and forming simple sentences.

After this, the interactive tool was used, but it was observed that some students needed help developing the topic since they needed to learn how to respond to the activities using the past simple. For this reason, it is investigated that for these few students, the motivation was low since this subject was complex for them, and they had to fill in blank spaces with the correct answers. Besides, a high motivational state was analyzed in the other students since they could use the tool and carry out the proposed activities correctly. They sometimes did it in pairs, which could clarify their concerns.

On the other hand, it was necessary to mention “Kloe,” a participant who stood out for her behavior, attitude, and unfavorable state of motivation since she encouraged other people not to pay attention to the researchers, used her phone, and talked in class unnecessarily. In this way, the teacher at the Limbania institution expressed that her behavior had always been the same in other classes. As a result, the researchers became very aware of these participants and identified whether these interactive tools could positively change the motivation of her and other classmates.

Session N. 2 Kahoot

For this meeting, Kahoot was used, which the interrogator analyzed that this interactive tool had a positive influence on the motivation of the participants since when using it, they could observe the result, place according to the answers they gave and time in to respond, which made them compete and feel excited while acquiring new knowledge of English.

On the other hand, they also expressed that this tool was very dynamic and fun for its methodology because it was different and easy to use, which allowed them to play and learn simultaneously with the various activities proposed in the session.

The class was so pleasant that they did not want the session to end. They were shouting and jumping because they were so excited that the teacher at the institution asked the researchers

how this tool was used so that she could implement it in her classes because there was evident interest and high participation by students.

It can also be stated that the people who did not participate or presented an unfavorable attitude in sessions 0, with Kahoot felt that motivational influence since they intervened positively, showed a good attitude, and paid attention, among other things, which was considered something beneficial for this project, because it was observed that some tools could contribute with people's learning and motivation.

The participants showed great interest, but one student in particular, Kloe, seemed willing to learn and excited to use this tool because she understood the topic to be developed, and her participation was very active. So, the researchers, the teacher, and the other participants were surprised to notice this new advance in this student's learning and behavior. As she expressed it, she felt pleased and had fun playing with her classmates because she understood what she had to do, making it easier for her to carry out the activities.

Session N. 3 Educaplay

The researchers worked with the Educaplay tool on the modal verb Could, interest and motivation were noted when using this tool since this allowed them to see the result obtained according to their answers, which made them see these activities as an ability to look who was most accurate in their knowledge of English.

Therefore, Educaplay caused attention and influenced the motivational state of each participant about what was mentioned above.

It is important to highlight that in this session, the activities programmed in the lesson plan were modified due to some problems that occurred at the time. For this reason, some activities were completed in the next session; however, the exercises that were carried out

allowed them to learn or clarify concerns they had about the modal verb could, although this did not obtain greater motivation as with the previous interactive.

Session N. 4 Wordwall

The session began with an explanation of the future “going to.” In this regard, it was observed that a small group did not remember how this topic was used. Given this, the researchers made another explanation in more detail, but little interest was perceived in some students since they talked to each other, used their cell phones, or did different things. It was deduced that this attitude could be because the activities presented by the interactive tool were childish for their age, such as hitting the animals that had the correct words with the “going to” or choosing the grammatical structure of the mentioned topic.

However, Wordwall influenced the motivation of these other people with a spinning roulette activity where they had to work on speaking, which they liked because they could practice and speak in English.

Finally, it was considered that this tool could be used as a didactic teaching method to practice different topics and skills, but taking into account the design and game according to the age of the people, so that it can generate greater motivation considering that Wordwall has many activities such as word search, crossword puzzles, relating columns, among other things that can be implemented according to their age.

Session N. 5 Quizizz

With Quizizz, the skills of the modal verb could were worked on; as always, the topic and how to use the tools were explained. To do this, she worked with the whiteboard and the interactive tool to correctly understand the topic.

Subsequently, it was observed that the participants were very motivated, interested, and attentive for learning through this tool, given that it had a suspense sound which motivated them, they could see the position they were in according to their answers, and it had the advantage to show the mistakes made in the activities, in addition , then the participants lost or won a funny image appeared that was funny to them, just like with Quizizz they shouted, sang and jumped from the sensation that it caused them to do the different activities, which allowed the active participation of all these people.

Session N. 6 Nearpod

This session had to be done online for some drawbacks, in which few students participated; in addition, it was analyzed that Nearpod was the tool that had less interest and motivation, given that it was prolonged and delayed in loading the activities. However, several attempts were made believing that it was the internet connection. Still, unfortunately, the tool was heavy, just like it was working for a while in the activities, but it was only possible to bring them partially.

Finally, Nearpod did not influence the motivation of the participants since accessing it and carrying out the activities was difficult. However, it should be noted that this tool is used to create fun and motivating classes to increase motivation, so it is recommended that to use it, the person must have enough availability, given that sometimes its way of working is slow.

CHAPTER VII

Analysis and results

This chapter presents and analyzes the results obtained through the instruments applied during the data collection in each session, identifying the variables associated with English learning and motivation through interactive tools.

The following instruments were used to achieve this goal: An English test (See Appendix B) with 11 questions and a focus group, which classified 11 questions into two categories: English learning and motivation through interactive tools. In addition, there was an observation format in which motivation was analyzed, a lesson plan as a guide for the researchers, and a satisfactory survey with five questions.

Likewise, this analysis will show the answers and graphs that allowed access to the interpretation of the instruments used by the researchers at the Limbania Velasco Educational Institution in Santander de Quilichao.

On the other hand, a written diagnostic test was conducted while writing the sessions, specifically the first class. This test contained topics such as the present simple, past simple, gerund, modal verb, comparative, and superlatives.

However, during the test, there was evidence that 10th-grade students did not possess the required knowledge, which is suggested in the Basic Learning Rights in the English area. Given that, it is observed that students do not identify grammatical tenses, such as the simple present or past. Also, most students needed to recognize the comparative subject because some did not answer the question, and others responded incorrectly. It was also analyzed that some students had difficulties recognizing the vocabulary. Nevertheless, when they had to give personal information, many gave the correct answer and wrote correctly.

Finally, when reviewing the tests, it was observed that only some students answered between 2 and 3 questions correctly. Moreover, most students who took the test did not answer the 11 questions correctly. For this reason, it was complex for the students to take the exam.

Thus, with this first instrument, an interview was conducted through a focus group based and modified on Gardner's Attitude Motivation Test Battery (1985). In order to know the motivation state in learning English of 10th-grade students and if they have used interactive tools for this reason, this form was divided into two categories:

- Learning English
- Motivation through interactive tools

Regarding English learning, six questions were carried out; the purpose is to know if the participants liked English, what negative factors they face when learning this language, how their teaching process has been, how they feel when they are in contact with English, and finally, to identify their ideal English class would be like in relation to motivation was studied through 5 questions, to know if the interviewees feel comfortable in English classes if they had used interactive tools at any time and if it would be difficult. In addition to that, if they know fun methods that are applied in English classes, finally if they consider that these tools can be helpful to acquire new knowledge in English.

Besides, it is necessary to refer that this first focus group was carried out at the beginning and end of the research. Given this, after studying the responses of the first focus group, it was found that the participants have a high motivational state since most of their answers were positive, considering that learning English motivates them. Moreover, they have used interactive tools such as TikTok and Duolingo. Nevertheless, during the development of the sessions, it was possible to witness a situation different from what was manifested in the focus group since there

was not a good state of motivation on the part of the participants, taking into account their behavior in the first sessions, their concerns in the area of English and low motivation. In this way, when reviewing the field diaries and responses of the initial focus group, it was possible to investigate that there was an element that was not present in the investigation and should be considered an essential component because the teacher in charge of the matter was present in the development of this focus group. For this reason, this factor could have inhibited the participants from expressing what they felt and made all the responses favorable, as mentioned above.

Moreover, with the help of the modified Gardner test (See Appendix B) and the observations conducted, it was possible to note that some students liked English because it can aid them in the future to be able to travel and communicate in other languages; however, they find certain harmful elements in terms of writing, listening and speaking since it is very different from their mother tongue, as with the few hours of English they received in elementary school, they expressed that the classes were very dynamic since this allowed them to learn a lot, although another group of participants stated that their ideal English class would be conducted in Spanish and would be more dynamic to understand and speak without difficulty, which was significantly worrying given that they would like these classes to be taught in Spanish.

Likewise, the participants are very motivated to study English since this language will allow them to leave the country and learn new languages. On the other hand, other participants thought that they felt comfortable in the English class because the teacher worked with books, and can solve them in class; they understand the teacher a lot and work in groups. Besides, she did the classes dynamic, in addition to that, they have used Tiktok in class, which students consider very dynamic, and they can learn vocabulary.

Besides, some students mentioned that learning English through interactive tools would be complex because the teacher would not be explaining in person what activity is going to be carried out or the instructions, unlike other participants who considered that it would be accessible and valuable because these tools give the step-by-step instructions of what is going to be carried out, and also has the advantage of being able to learn vocabulary and write sentences. Due to this, it was possible to analyze with the help of the observation format (See Appendix D) that the participants considered to have a high motivational state because they felt that they liked to learn English, but in reality, the first-class sessions the opposite was observed for the previous reasons.

Category I: English learning

Nowadays, the English language has become a fundamental axis for acquiring better jobs and academic opportunities. For this reason, learning a foreign language requires not only the development of communicative skills with students but also the use of diverse methodologies that help to achieve meaningful learning alongside the motivation to do so. Therefore, throughout this research process, different instruments were implemented to analyze if the use of interactive tools helps motivate students to learn English.

Analysis of the results gathered with the focus group about English learning.

In this session, the responses obtained in the first focus group are presented, whose voices were recorded, transcribed, and translated into English by the researchers exactly as they expressed themselves. That said, the researchers analyzed them to identify whether the participants felt motivated to learn English and whether they used interactive tools. In addition, this focus group allowed us to know the students' English learning process.

English Learning Questionnaire (See appendix B)

1. Do you like English, yes or no, and why?
2. What negative factors do you find when learning English?
3. How often did you receive English classes in elementary school?
4. How was the teaching in the primary school period of the English subject?
5. What would be your ideal English class?
6. Do you feel motivated to learn English?

The following are the responses from the transcription of the audio obtained from the questionnaire.

1. Do you like English, yes or no, and why?

For this first question, three students expressed the following answers:

“Yes, I like to learn new languages” -Participant 1

“Yes, because it is a language that helps us improve our daily life, and it will help in learning many new things” – Participant 2

“Yes, because it is a language that will help us in the future, and also, if you are going to know other countries, you have to communicate with that language. So, it is also worldwide.”

- Participant 3

Regarding the results obtained on this question, when analyzing them, it was possible to verify that the participants recognize the need to learn English for their daily lives since they have many positive factors in their educational and personal process. In addition, they do not see English as an obligation but as something they like.

2. What negative factors do you find when learning English?

"The way it is written, because, for example, in Spanish, the words are spoken as they are written, but in English, the words have different meanings" – Participant 4

"That many words sound the same, but have different meanings" – Participant 5

"I cannot speak it because I get a little confused" -Participant 6

On the second question, some negative results were observed since participants 4 and 5 agreed that learning English is difficult for them because of how it is written. While Spanish words are pronounced similarly, they also express that this language is complex.

Due to these answers, it is inferred that students have problems learning English because they make the comparison with their mother tongue, as they mention in their responses. Therefore, this source needs to generate more interest in this language. Thus, it was necessary for this research in which learning English was related to the use of interactive tools in order to motivate them with this learning process.

3. How often did you receive English classes in elementary school?

"I received 2 or 1 hour" – Participant 7

"2 times a week" – Participant 8

According to these answers from the questionnaire, it can be inferred that, despite the importance of speaking English in an increasingly globalized world. Two hours of English classes are not enough for a person to learn English, as it has been shown that learning a foreign language requires time and attitude.

4. How was the teaching in the primary school period of the English subject?

"It was cool because it was very dynamic, and we learned a lot" – Participant 9

In the previous question, participant 19 expressed that his teaching in elementary school was pleasant, given that his classes were active and creative. It is deduced that this allowed him to know the area of English. This is why it is essential to create a playful and dynamic environment in the classroom so that students can feel comfortable, motivated and willing to learn.

5. What would be your ideal English class?

“In Spanish, so that I could understand it and that the classes were more dynamic in order to understand better” – Participant 10

“Being able to understand and speak” – Participant 11

When carrying out the analysis of these answers, a difference was observed between participants 10 and 11. For Participant 10, his ideal class is that classes would be taught in Spanish, to which he later replied that they should be dynamic, as he could understand a lot better. At the same time, the other participant would be able to speak and understand what is being said. Therefore, most people have gone through this situation. Therefore it is necessary to use new strategies that can help students to study and practice English through these interactive tools, as is being demonstrated through this research.

6. Do you feel motivated to learn English?

“Yes, because it is something that will serve us later in life since if we want to leave the country, it will help us in some languages and everything” – Participant 12

“Yes, because I’m learning new words, and I’m learning more English” – Participant 13

The following analysis showed that the interviewees felt motivated to learn English because their answers were similar. Also, they think about the future and consider that learning

this language will help them when they want to leave the country because, with English, they can understand many things and words that permit them to learn more about it daily.

Survey on the use of interactive tools concerning English learning.

This instrument (See Appendix B) was carried out at the end of each session, with the objective that each student expressed their experience with the interactive tools to use at the moment and thus enabled the researchers to complement the investigation. Therefore, six interactive tools were used; each survey had five questions. However, it should be clarified that about the use of English learning, only two questions were taken into account for each interactive tool, as mentioned above, which were questions 4 and 5.

On the one hand, the number of questions in the satisfaction survey follows an argumentative and not a numerical order (See Appendix E).

4. Do you think that by using this interactive tool, you learned something new from English?

5. Do you think this interactive tool motivated you to continue learning English?

Likewise, some instruments are analyzed, such as the observation format and the sessions in general, since it was previously mentioned that satisfaction surveys were developed based on these instruments.

Below is the analysis of the interactive tools applied in the research.

Liveworksheet

Analysis of this session using Liveworksheet allowed us to verify that the lesson plan was used to schedule and organize the sessions. In this way, the contents to be developed on the simple past, the use of regular and irregular verbs, identifying the use of grammatical structure, and forming simple sentences were explained.

After this, it was observed that less than half of the students had difficulty with the topic since they did not know how to respond to the activities proposed in the interactive tool. Due to this, their motivation with this tool was regular, according to the researchers' observations, since they did not express it in the survey.

Therefore, it is essential to highlight a participant whom we will call "Kloe" to preserve her identity during sessions 0 and 1; she continued to show an unfavorable attitude towards the researchers by not paying attention to the explanations, since according to her behavior she has always been like this in the external sections; as a result, this was the reason for the researchers always to pay close attention to this participant and check if these interactive tools could have a positive change especially on her. However, this tool was very dynamic and easy to use for everyone else.

Below is the table of the responses obtained in the satisfaction survey using Liveworksheet.

Satisfaction survey table 1

Liveworksheet to Learn English

Experience with Liveworksheet

Questions	Answers
Do you think that by using this interactive tool, you learned something new from English?	<ul style="list-style-type: none"> • Yes. • Yes, because I could understand the translation of the words and how they are used in English.
Do you think this interactive tool motivated you to continue learning English?	<ul style="list-style-type: none"> • Yes. • Yes, because this tool is very dynamic, entertaining and fun. It makes learning more efficient and simpler since the methodology is truly interactive and different. • Yes, because it is very fun. • Yes, because Liveworksheet makes the topic interesting. • Maybe.

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Liveworksheet interactive tool.

In the review of these questions, it was observed that this tool had very positive answers regarding the influence and motivation to continue learning English since they experienced that it was entertaining and dynamic and made the topic interesting. Moreover, there were very few participants who did not feel utterly motivated with Liveworksheet; since their response was “maybe,” it is inferred that this was because they had to complete blank spaces to advance in the activity in which they could Note in the session that this was arduous for some of them and did not allow them to explore the content interactively, which meant that this tool would not generate a motivational influence on them.

However, liveworksheets offer instant feedback, allowing them to observe their mistakes to improve them.

Kahoot

When studying this session, it was observed that all the activities organized in the lesson plan could be developed positively. Given this, the only change was the location where they had to work in the classroom, with their mobile devices and the internet.

After this, a brief explanation of how the tool works was given, and the review of modal verbs continued. During this session, all participants had a positive motivational state, given that everyone participated, had fun, and showed interest in learning and using Kahoot since this tool is game-based, making it easier for teachers and students to share knowledge.

Furthermore, people see this as a form of competition in which motivation influences, and they carry out activities autonomously without someone pressuring them to work.

Accordingly, the results of the Kahoot satisfaction survey are shown.

Satisfaction survey table 2

Kahoot to Learn English

Experience with Kahoot	
Questions	Answers
Do you think that by using this interactive tool, you learned something new from English?	<ul style="list-style-type: none"> • Yes, and a lot. • Yes, because Kahoot allows you to better understand the topic. • Yes, but not only for the tool, also because the researchers explained the topic well and applied new methodologies. • Yes, although I already knew some things about the subject that I did not

Do you think this interactive tool motivated you to continue learning English?

- put into practice and this tool helped me with that.
- Yes, since with the images and phrases you can understand better, because you can be guided.
 - Yes, since before I was not very interested in English, but with this tool I think I can learn.
 - Yes, because it is dynamic and entertaining.
 - Yes, because I feel that it is a fun and different way to learn because it is like a game.
 - It motivated me because the topic that was worked on is put into practice in a creative way.
 - Yes, because the classes are fun.
 - I really liked this methodology because it is a different way of learning, and it is striking.
-

Source. Own production

Note. This table represents the experience that the participants obtained by using the Kahoot interactive tool.

This study showed that all participants felt influenced by Kahoot, as they liked how it made learning the topic more accessible, creatively practicing English, and making the class more fun. In addition, the creative design that it presents in which visual learning is taken into account and the essential thing that can change people's perspective regarding English since many people stated that learning English is complicated, and this research could be analyzed

both in the observation of the researchers. The result obtained in the survey showed that some people had a motivational influence, given that by using this tool, he was able to experience a methodology that caught his attention and interest in learning English, which is fundamental to mention that the use of ICT is immersed in young people, which would make learning through it very simple and fun.

On the other hand, when analyzing these responses, it was observed that teachers' implementation of new methodologies is essential in a class. For this reason, teachers must have personalities capable of creating new scenarios in the classroom, generating an appropriate climate and thus increasing students' interest in maximizing their skills. (Castela, 2008, p. 41). From the above, it can be said that the role of the educator is vital in the students' process by applying different methodologies and using content that draws the student's attention, such as images, colors, videos, and dynamic classes where the motivation to carry out the activities, the student will feel comfortable in that space.

Likewise, it was considered that this tool allowed the participants to be the contestants where they learn through play and the educator can have the student's full attention, so it is a very different method than usually used in schools because it increases their motivation and interest during classes.

Educaplay

The modal verb could be studied for the analysis of this session, so all the activities were presented in the same way in a lesson plan to help orient yourself.

On the other hand, the topic to be worked on began to be explained, and then the activities were carried out in the tool. Due to this, it was noted that most participants felt motivated by Educaplay because they could also see the position that they were in accordance

with their correct answers or incorrect, which allowed their motivation to influence them because it made them compete with each other.

The results obtained through the interactive tool Educaplay are presented in this way.

Satisfaction survey table 3

Educaplay to Learn English

Experience with Educaplay	
Questions	Answers
Do you think that by using this interactive tool, you learned something new from English?	<ul style="list-style-type: none"> • Yes. • Yes, I learned a lot of things I didn't know. • I didn't learn anything relevant to my knowledge of the language. • Yes, it is very easy to learn. • Yes, and with the girls' teaching it seemed easy to learn. • Yes, and it is much better with the support of the girls.
Do you think this interactive tool motivated you to continue learning English?	<ul style="list-style-type: none"> • Yes, it motivated me, I learned new things and I would like to continue learning more. • Yes, because the class was fun. • Yes, with the previous tool it continues to motivate me to learn English. • For a person who wants to get into the subject, it is surely a very motivating tool.

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Educaplay interactive tool.

In detail, the results showed that most participants considered learning something new with Educaplay, which even motivated them to continue learning English. In addition, they highlighted again that the support of teachers is vital in this learning process with new tools. Since to use the tools, a detailed explanation must be carried out, where each student correctly understands the activities and thus does not have difficulty exercising them, with the objective that the student can have a creative and meaningful environment in their process.

On the other hand, they stated that this tool was easy to use and motivated them to continue using it due to its entertaining way of carrying out the proposed activities since they learned new things, and this could be noticed with many of them; however, one person described that with Educaplay did not learn something relevant to what she knew, due to this it was deduced that she already had a little more knowledge about the topic presented. However, it motivated that person because this tool offers a repository of games such as crossword, puzzles, alphabet soup, and riddles, among others, also with different levels of knowledge; this is why it is essential to include them during classes and increase the participation and interest of the students.

Wordwall

The analysis for this session showed that the class planner needed to be developed more frequently in previous classes. We had to start with the missing activity in Educaplay and resume with the Wordwall tool, where the Future Going content would be worked on. Additionally, it was noted that a small group of students needed to remember how to use this topic, which led to the need to explain it once again. Still, some students showed disinterest. Given that they were talking to each other and playing games on their

cell phones regardless of the topic being studied, this behavior could be due to Wordwall not allowing them to publicly see who was winning or who had answered the questions correctly. Furthermore, the lack of motivation was due to the unstable Internet connection, as some were forced to play on their cell phones or in pairs.

The results obtained in the Wordwall session are presented below.

Satisfaction survey table 4

Wordwall to Learn English

Experience with Wordwall	
Questions	Answers
Do you think that by using this interactive tool, you learned something new from English?	<ul style="list-style-type: none"> • Yes, because when English is dynamic it is much easier to associate it with everyday life and thus learn faster. • Yes. • Yes, it was fun. • Yes, because this tool teaches in different ways. • Yes, because I learned in a creative way. • Yes, because it is more dynamic and I learned new words.
Do you think that this interactive tool motivated you to continue learning English, and why?	<ul style="list-style-type: none"> • Yes, but I would like us to have more classes like this again. • Yes, because these were very fun classes. • Yes, because it made me think that learning English is not as difficult as I thought. • I learned differently.

-
- Yes, even I reinstalled Duolingo.
 - Yes, because it motivated me to learn more.
 - Yes, because I notice that there is much more to learn.
-

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Wordwall interactive tool.

According to the survey, the participants stated that this interactive tool was dynamic and fun. They helped some students learn new vocabulary, as can be seen in the answers given by the participants. Likewise, some of them felt motivated when using Wordwall, especially in one of the activities where they could practice speaking skills, which was comfortable for them; however, it is worth mentioning that not all students were motivated to do the exercises because some were a little childish for their age which made them distracted by other things.

For this reason, it is inferred that not all the activities proposed in an interactive tool generate interest in the students, given that these must be focused according to the age of the participants so that they can be motivated during the class and have an active participation in learning English.

Quizizz

For this session, the content was worked on the skills of the modal verb “could,” in which the explanation of this was first developed, and different activities were carried out so that the topic addressed was correctly understood.

Subsequently, it was evident that this interactive tool influenced the students' motivation since they actively participated and were interested in carrying out the activities.

It was deduced that this motivational state was because this tool, like others, shows the score or place that the participants occupy, allowing them to feel that they are competing in a way in which they can learn and have fun at the same time.

That said, it is essential to highlight that Kahoot had a highly motivational state since people were willing to learn, participate, and use this tool. It was very productive to observe the influence that interactive tools have.

Satisfaction survey table 5

Quizizz to Learn English

Experience with Quizizz	
Do you think that by using this interactive tool, you learned something new from English?	<ul style="list-style-type: none"> • Yes • With this tool I learned new things because it is so dynamic. • Yes, pay more attention to English. • I learned new verbs.
Do you think this interactive tool motivated you to continue learning English?	<ul style="list-style-type: none"> • I consider that it motivated me with a creative and different way of learning. • Yes, because it is dynamic and practical. • Yes, because it is a simple way to learn, and it motivated me to continue learning. • Yes, because it is a different way where we can learn and have fun with my classmates. • Yes, because it was very different from what I do in class.

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Quizizz interactive tool.

According to the responses obtained in this table, an influence on motivation was reflected, in which the participants considered that they could continue learning English because this is a simple, practical, dynamic, and creative tool for learning a second language. After all, they can acquire new knowledge Through play and fun with their peers. In addition, Quizizz allowed them to be more attentive to the class since this increased the person's participation and interest.

Consequently, Quizizz was one of the favorite and exciting tools for the participants since it was observed that their motivational state with the different activities had a greater willingness and a desire to learn autonomously; their behavior was incredibly different from that of Kloe and some participants who perhaps at the time wanted to learn but did not find the method that motivated them as this tool did by being able to answer the questions correctly, compete with their classmates through learning English, have fun among other things.

Nearpod

During this session, there were some inconveniences and a delay in the activities proposed in the lesson plan; it had to be done on Google Meet.

The session began with the explanation of the topic addressed and then developing the activities in the interactive tool, which was very difficult because, at the time, it was challenging to enter Nearpod or the activities, given that the platform was very slow at the beginning, however after Several attempts were made to work on some of the activities with the tool. However, it did not generate a more significant influence on the motivation of these people, unlike the other interactive tools, given that Nearpod usually downloads and works slowly, which is a fundamental factor to consider when carrying out activities with interactive tools.

Satisfaction survey table 6

Nearpod to Learn English

Experience with Nearpod	
Questions	Answers
Do you think that by using this interactive tool, you learned something new from English?	<ul style="list-style-type: none"> • I didn't learn something completely new, however it helped me a lot to remember and reinforce basic aspects. • The tool helped me in some words. • Maybe
Do you think that this interactive tool motivated you to continue learning English, and why?	<ul style="list-style-type: none"> • Yes, knowing that it is not difficult. • I thought this was an easy way to learn English. • I feel that it encourages me to continue learning. • Yes, because it helps us to have clearer ideas and with different methodologies. • I liked Wordwall more. • I think it's funny. • No, but it did help me.

Source. Own production.

Note. This graph represents the experience that the participants obtained by using the Nearpod interactive tool.

The results were analyzed, and the participants considered that with Nearpod, they managed to learn some vocabulary and clarify some doubts with this methodology even though many inconveniences occurred with this tool since it is difficult to enter at times.

However, this interactive tool motivated some of them to continue learning English because it was fun. Still, other people expressed that they did not learn something new entirely, but it did help them remember some things. It was also noted that Nearpod was one of the tools they liked the least since one of the students expressed that he preferred to use Wordwall. Given this, it was deduced that one must have a good internet connection when using the tools and verify that Entry into this is efficient to complete an utterly interactive class with the proposed objectives.

Category II: Motivation through the use of interactive tools

According to Sexton (1977), motivation is the process of stimulating an individual to perform an action that satisfies their needs and achieves some desired goal for the motivator. (p.162). This idea is considered evidence for this research project, given that various internal and external circumstances arose during the activities with some participants. However, most were motivated to meet their English learning needs through these interactive tools. That is why analyzing the following data shows the factors that motivated students in 10th grade to improve their participation and performance during the sessions.

Therefore, the results obtained through the instruments are shown in terms of motivation using interactive tools.

Analysis of the results of the focus group interview about motivation.

Next, the questions related to motivation were related to whether the participants had used interactive tools and how they felt in their English classes. That is why the questionnaire is presented with questions from 7 to 11.

The results obtained in the focus group regarding motivation are presented below. It should be highlighted again, that the researchers recorded, transcribed, and translated the participants' responses.

Motivation Questionnaire.

7. What fun ways do you know to learn?
8. Do you feel comfortable in English class?
9. Is it complicated for you to learn English through interactive tools? Why?
10. Do you use Interactive Tools in learning English?
11. Could interactive tools help acquire knowledge in English?

In this way, the answers to the interview made to the participants are shown.

7. What fun ways do you know to learn?

For the seven questions, 2 participants answered the following:

"With apps like Duolingo, which is very good, and I have studied a lot in that, so I like it." - Participant 14

"Well, the teacher is teaching us how to use TikTok, which is a very didactic way of learning to improve vocabulary, and I like it" – Participant 15

According to these answers, it was observed that the participants know some interactive tools, which was very beneficial because, in addition to that, they have made use of these and expressed that these tools, such as Duolingo and TikTok, are very recognized worldwide are liked and are a didactic way to learn a new language, as referred to Chik et al. (2018) all these benefits that Duolingo offers have made the number of users of this application increasingly high. (p.255). Due to this, Duolingo's great utility has made its use grow through its educational technology that presents in terms of learning different languages.

8. Do you feel comfortable in English class?

"I feel comfortable because I can review what I already know about English and learn new topics since the teacher accompanies us with a book, which we can solve here in classes" - Participant 16

"Yes, I feel comfortable because it is a very didactic class, and the way the teacher teaches us English is very excellent. - Participant 17

"Yes, because I understand the teacher a lot, and that is in a group, so I think we understand each other better" - Participant 18

It can be analyzed that these participants feel comfortable during English class. As the teacher does activities in classes with books just as they can work in groups, which encourages the class to develop in a fun way, and learning is much better. This is why it should be considered that for the student to learn a foreign language, they must feel motivated and have a positive attitude. About this, Arnold (1999) expressed that These educators who do not take into account the phenomenon of self-esteem, could miss out on some of the most essential ingredients in managing successful learning (p.12).

9. Is it difficult for you to learn English through interactive tools, and why?

"Well, it would be difficult because I would not understand the same as in person.

I would not understand almost because it would be behind the screen and in person, you can ask more" - Participant 19

"Not really because there they give you instructions before installing any application or something like that" - Participant 20

About this question, a difference can be observed among the participants. Participant 19 considers that learning through these tools would be difficult for them since no person could

teach him and solve his concerns. On the other hand, participant 20 states that it would be easier as the app gives instructions on how to use it before starting.

10. Do you use Interactive Tools in learning English and which?

“We have not used many, but we are going to put them into practice” - Participant 21

“No, we use books mostly” - Participant 22

“Yes, I watch series on Netflix to learn more and practice my English”, - Participant 23

It was possible to analyze that both participants, 21 and 22, have yet to use interactive tools. However, they would like to carry out this new way of learning. Therefore, it is essential to encourage these students to learn through different interactive tools, as they can benefit from ICT and thus learn more and more. Inasmuch as they could learn autonomously and make use of these when required. For this reason, Calero (2006), states that the student will be able to benefit from ICT inside and outside the classroom and will be able to work independently without the limits imposed by space and time, access information and exercises online (specific for learning English, (...). (p.2).

11. Do you think that interactive tools could be useful to acquire knowledge in English?

"Yes, because it makes learning easier for us; when we come to class, we already know much more" - Participant 24

"One does learn because, let us say, one can learn new words and in the applications, they put phrases, and thus one learns more" - Participant 25

The 2 participants answered positively to this question, saying that interactive tools can benefit learning new English words, which would make learning fun. Thus, Salgado (2017) concluded that the expression teaching foreign languages refers to any didactic activity in the

field of learning non-native languages, which has as its objective the acquisition of said languages by students. (p.31).

- **Survey using interactive tools concerning motivation**

As mentioned above, a satisfaction survey was conducted at the end of each session to learn about the students' experience using interactive tools. That is why three of those five questions were considered as a reference for the motivation this could generate.

This shows the analysis of the responses obtained regarding the interactive tools, in which questions were taken 1, 2, and 5 regarding motivation.

Liveworksheet

Satisfaction survey table 7

Liveworksheet concerning motivation

Experience with Liveworksheet	
How did you feel in English class?	<ul style="list-style-type: none"> • Excellent • Very good • I felt good about learning new things. • I felt very good because the class was dynamic. • I felt good because I understood the topic.
How did you feel using this interactive Liveworksheet tool?	<ul style="list-style-type: none"> • Good. • It was Ok. • Excellent. • Very good because it was easy to use. • Satisfied
Did you find this interactive Liveworksheet tool complex or simple to use, and why?	<ul style="list-style-type: none"> • It was easy to use. • It was easy for me because it was very practical and complete.

-
- Simple because it does not have complicated conditions or procedures.
 - It was easy for me to use this tool.
-

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Liveworksheet interactive tool.

It was analyzed that the majority of participants described this tool with very positive adjectives such as excellent and satisfied, among other things, because they felt that they could learn new things in English and easily understand the subject; in addition to this with Liveworksheet, the classes were practical and complete, since it does not have complicated procedures when accessing it or carrying out the activities. Due to this, it was believed that the survey results could have been favorable because the participants felt motivated and autonomous since they felt the desire to learn without the need for the teacher to force them to carry out the activities.

Therefore, this tool benefited the students by encouraging them to participate and perform excellently in the language. At the same time, they can observe the errors they had in order to correct them and learn from them.

Kahoot

Satisfaction survey table 8

Kahoot concerning motivation

Experience with Kahoot

How did you feel in English class?

- I felt excited to learn with this tool.
 - I was happy because the class was very lively.
-

How did you feel using this interactive Kahoot tool?

- Very good because it is very interactive.
 - Very good because it was a different methodology I was able to interact more with my colleagues.
 - Very good.
 - Very good, I liked the way I could participate and learn better.
 - Good.
 - I felt good because it was very creative.
 - Cheerful.
 - Very good, it's very interactive.
 - Good, but I didn't like doing it on my cell phone because it was simpler and easier on the computer.
 - Yes enough, it was very nice.
 - It was very easy, since I could understand better.
 - This tool was very easy, simple and fun.
 - It was simple because it was easy to use.
-

Did you find this interactive Kahoot tool complex or simple to use, and why?

-
- For me it was simple because the activities helped me better understand the topic.
 - It was made easy for me by the teacher's explanation.
 - For me it was simple, because the topic is developed in an innovative way.
 - Simple.
 - Simple because I was guided by the images.
 - Simple because the teacher sends the link.
-

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Kahoot interactive tool.

As seen in the previous table, all respondents specified that they felt excited and satisfied with the tool, demonstrating high motivation since it made the class fun, practical, and lively because this tool showed their results and positions with their answers.

On the other hand, Kahoot creates a productive environment in which a gamification space is fostered where students feel motivated, acquire new knowledge, and behave well in the classroom.

Furthermore, it should be noted that this was the interactive tool that students enjoyed the most, as expressed in the last focus group.

Likewise, it was described in the survey that Kahoot is easy to use, in which they can work from cell phones, tablets, computers, and more. However, they preferably expressed that it is more comfortable to carry out the activities from a computer because it is simple. Among these things, the importance of the teacher's explanation on the subject was highlighted again to use this tool and perform the exercises correctly. On the other hand, the design and images were mentioned that excited the participants and facilitated their understanding and willingness to learn, which takes into account the different types of intelligence.

Educaplay

Satisfaction survey table 9

Educaplay concerning motivation

Experience with Educaplay	
How did you feel in English class?	<ul style="list-style-type: none"> • Good. • Very good. • Very good, I found it very interesting.
How did you feel using this interactive Educaplay tool?	<ul style="list-style-type: none"> • Good. • Good, although at first it was a bit complicated. • At first due to connection problems it was complex, but later it was very interesting.

Did you find this tool complex or simple to use, and why?

- I felt good, because it was very educational.
- I thought it was very funny.
- Excellent.
- Very good tool.
- For me it was asy, because it was very simple to use.
- Simple because I learned better.
- I would say a little intermediate.
- I found it very easy to use.
- At first it was complex, but when I started doing the activities it was better.
- It was very easy to access this educational tool.

Source: Own production.

Note. This graph represents the experience that the participants obtained by using the Educaplay interactive tool.

According to the responses in the table, many students stated that Educaplay was excellent and exciting because it allowed them to feel comfortable and have fun during their English class. For this reason, it was considered that this type of interactive tool generated a positive motivational state; however, some students stated that at the beginning of the session, they had difficulty accessing Educaplay due to an internet connection, which is why it is

essential to have good internet in the development of these interactive tools. Due to this, it was concluded that the participants felt satisfied using this tool, as seen in the table.

Moreover, it was also effortless to use, which allowed them to do the activities differently. For this reason, it was considered that using interactive tools such as Educaplay in learning English can foster interest among students; as mentioned by Cabero et al. (2004), the use of technologies in the classroom favors student learning because they increase their motivation, their ability to solve problems, reinforce their self-esteem and allow greater autonomy in learning. (p.136). Therefore, implementing interactive tools in the classroom is beneficial since this influences student motivation and participation.

Wordwall

Satisfaction survey table 10

Wordwall concerning motivation

Experience with Wordwall	
Questions	Answers
How did you feel in English class?	<ul style="list-style-type: none"> • I really liked the working method, since it was very dynamic and we all participated. • I felt very good and relaxed. • I felt very good because this was a class with different methods to learn. • I felt comfortable. • Very good and I learned a lot because the class was very fun.

How did you feel using this interactive
Wordwall tool?

- I really liked it, it was very dynamic and we got away from the usual classes for a while.
- I felt comfortable because it was easy to use.
- I felt very good since I learned in a didactic and different way.
- I felt relaxed using the tool.
- It was very interesting because the game makes us interact with basic English words like verbs and so on.
- This caught my attention a lot.
- I found it simple and interesting due to its digital use.

Did you find it complex or simple to use this
interactive tool, and why?

- For me it was simple because we all helped each other and solved the questions together.
 - For me was simple.
 - It was easy to use since it was very educational and remains an experience.
-

-
- It was simple since they gave us instructions on what to do and how to improve.
-

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Wordwall interactive tool.

It was evident that all participants were satisfied in this session because using Wordwall seemed like a very dynamic methodology, which made everyone participate since the class was fun and they managed to learn some English. Likewise, they stated that by using this tool, they were able to experience something different from what they usually do in classes, and the participants also felt good, even relaxed, using Wordwall because it was easy to use and enjoyable because they interacted through the games it presented, which made them get their attention.

On the other hand, they stated that using this tool was very simple because the researchers gave them instructions; it was very educational. It was a lovely experience because they could help each other resolve their concerns.

Quizizz

Satisfaction survey table 11

Quizizz concerning motivation

Experience with Quizizz

How did you feel in English class?

- Very good.

-
- I felt good, it was super cool and we also changed the work methodology.
 - Excellent.
 - I felt good, because the topic was explained in a different way.
 - Very comfortable.
 - I felt very good, since I learned in a very practical and fun way in which we could see our mistakes and learn from them.
 - Personally, I really liked the classes since the teachers worked very creatively.

How did you feel using this interactive Quizizz tool?

- I felt good, it was very fun and I learned a lot.
- I really liked using this tool since it made me more focused in class and interacting with my classmates.
- I felt very good because I had fun using this tool.

Did you find it complex or simple to use this interactive tool, and why?

- Kahoot was very creative regarding the topic.
 - Very good, it is interesting to learn English through applications.
 - I felt very comfortable and it allowed me to concentrate better.
 - For me it was simple because it was understandable.
 - It was simple.
 - Simple because it qualifies your level of English.
 - Easy, since it is educational.
 - It simple was easy to enter.
 - It was easy for me because it is a very easy way to understand English and be able to respond.
 - It was very easy for me, since I had already used this tool before with another teacher and the doubts I had were kindly resolved by the teachers.
 - Very simple, exciting and fun.
-

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Quizizz interactive tool.

The table shows that the participants considered Quizizz a fascinating tool that influenced them to feel motivated with English since the activities reflected in this tool were simple, fun, and creative for them.

Also, carrying out the activities through this tool was a competition because the scores and place depended on the correctness of their answers; in addition, it presented funny images, medals, and music, which generated much interest in these people. Robles et al. (2021) mentioned that the Quizizz platform contains gamification elements, such as memes, avatars, prizes, and “powers” that motivate students to reinforce their learning.

For this reason, it is concluded that this educational tool positively influenced motivation since it allows the participant to learn from a playful perspective.

Nearpod

Satisfaction survey table 12

Nearpod concerning motivation

Experience with Nearpod	
Questions	Answers
How did you feel in English class?	<ul style="list-style-type: none"> • Well. • I felt good because it was different from learning.
How did you feel using this interactive Nearpod tool?	<ul style="list-style-type: none"> • Very good. It introduces you to new things.

Did you find it complex or simple to use this interactive tool, and why?

- For me it was interesting because it creates an environment to learn English in a different and communicative way.
 - Simple.
 - Yes, a little complex.
 - For me it was complex but only at the beginning.
 - At first it was complicated but then it was easy and fun.
 - For me it was easy because we could play.
-

Source. Own production.

Note. This table represents the experience that the participants obtained by using the Nearpod interactive tool.

Regarding the survey, it was analyzed that the students felt good in the class because it was a different way of learning. In addition, using this tool was interesting because it created a different learning environment. On the other hand, some of them expressed that Nearpod was easy to use however, for the majority, it was complex at the beginning of the session since logging in with the code was difficult, and the platform became slow at the time of logging in, even with these difficulties made it possible to carry out the session, nevertheless it did not generate a high motivational state in all participants, because of the inconveniences above and because it was childish for some of them due to its design, for these reasons it was deduced that

it is essential to take into account the age of the students in order to know which interactive tool to use and whether it influences the person's motivation.

Final considerations

At the beginning of the research, a focus group was conducted, where it became evident that the students knew that learning English was necessary for their lives. Also, a diagnostic test was done, which did not consider some topics they should know in tenth-grade.

For this reason, the researchers considered this was due to the low influence on motivation and interest that the students have to learn English, owing to the results obtained in the test.

Given that, it was noted that the students could not answer even half of the 11 questions in the diagnostic test. Therefore, it was deduced that it could be due to the participants' lack of interest and discouragement about this language. For these reasons, this research was proposed and carried out to foster motivation in the participants through interactive tools.

Besides, considering the results regarding motivation using the interactive tools, it was observed that four of the six interactive tools proposed in this research (Liveworksheet, Educaplay, Wordwall, and Nearpod) got less interest from the participants, due to different negative factors, such as difficulty accessing the platform, the internet connection instability at the Educative Institution systems room, and the little attention and interest shown by the participants during the activities, what caused less engagement with the activities, thus less motivation during each session.

As a consequence, it was determined that the students did not like the activities in which they had to fill in the blanks like in the traditional testing activities, as they were observed as inattentive and unmotivated, considering that the tool did not show the score they were getting,

something that they look forward during each activity as these four interactive tools were not intended for competitive activities among the participants and that sometimes it had some login problems. Given this, Hernando and Gomez (2018) affirm that:

Because of this, some interactive tools are necessary for the teacher to create a highly motivated environment at school, leaving the traditional classroom schemes so that students are interested and actively participate in an English class or any other class. The above was evidenced in this research using the following interactive tools, such as Kahoot and Quizizz, which greatly influenced the participants' motivation, given that the researchers observed and evidenced a series of positive elements within the activities developed. The students themselves expressed that they wanted to use Kahoot again, and it is worth mentioning that this was the one the students liked most. In addition, some students participated more actively during these sessions and seemed more cheerful. From all the above, these two interactive tools motivated the participants because they are dynamic, creative, and easy to use. In addition, some interactive tools allow them to see the score and the place they occupied according to the answers. Thus, Fang Zhao (2019) referred to the highest scores that the students have achieved; in this regard, he maintains that these characteristics motivate them to correctly answer each question in the first place, motivating them to stand out above their classmates. (p. 58).

Furthermore, this allowed the participants to feel competitive, in a fun way, while they were learning English and were more attentive to the sessions, boosting their confidence and motivating them to participate and get interested in learning a foreign language such as English. It should be noted that these interactive tools were essential for the students since they generated significant and different learning in the students through the game. In the same way, it is necessary to highlight that encouraging students allowed them to improve their active

participation and self-confidence. Thus, many participants perceived, especially Kloe, that when she used these tools, her behavior improved positively, and she felt motivated during the sessions; she liked to participate and asked questions when she had doubts.

On the other hand, based on the last focus group, the participants' responses were again positive after using these tools. Still, this time, observing a higher motivational state regarding their attitudes and learning was possible. However, one, in particular, stood out as one of the most exciting and motivating for the participants: Quizizz. For this reason, Saleh & Sulaiman (2019) claim that Quizizz is a knowledge test that implements game-based learning, which is easy to control, interactive, and has entertainment elements. (p. 60).

From the above, these tools can be used as a didactic learning method, allowing the teacher to make different questionnaires and activities to make classes fun; this can be done with any grade or subject.

In this manner, interactive tools, which have gamification elements and allow easy access, are excellent options for motivating students to learn English, as evidenced during this research. Nonetheless, it is necessary to know what types of tools present these characteristics that generate this motivation in students since not all of them achieve this objective of motivating students, as demonstrated by this research.

Conclusions

The conclusions of this research process are presented below. According to the results obtained, some recommendations are proposed in the same way so that the educational institution can implement them and thus motivate students to learn English dynamically through interactive tools.

- Through the focus group and the observation format, a low motivational state was evident at the beginning of the sessions due to their behavior, lack of interest and knowledge. However, during the course of the activities it was possible to observe that the motivational state increased with the help of the interactive tools and methodology used in this process. It is worth highlighting Kahoot and Quizizz were the ones they liked the most due to their competitiveness and ease of use, since it allowed them greater motivation and participation. Therefore, it is essential to implement these interactive tools in the classroom, which generates a positive change in their motivational state.

- According to the different activities implemented with the interactive tools, it was possible to observe and identify that the tools where they had to complete sentences or presented difficulty when entering did not generate motivation in them, while the tools that were characterized by their competitiveness did capture attention and increase the motivational state in the students, because it made it possible for them to learn with activities through fun, games and creativity. For this reason, it was essential to introduce activities in class where students' motivation is stimulated and improve their performance in English or any other area, since if there is motivation, they can achieve a proposed objective, in this case learning a foreign language.

- Agreeing to the information collected through the collected data, it was possible to adequately identify how each interactive tool influenced the participants' motivation to a lesser or greater extent considering that four interactive tools did not motivate the students much. Likewise, with the information executed, it was identified that the two tools had a more significant commitment, which was visibly more motivated. As a consequence of the results obtained, this information could be corroborated through the instruments executed. In this

way, the research results declare that competitiveness is a motivational factor in students in which they can demonstrate their knowledge and increase their participation. In the same way, these tools were easy to use, dynamic, and inspiring to continue learning more. Besides that, these illustrations made it possible to have the students' attention and allowed them to understand more efficiently but the most important thing is that its use is free.

- Finally, it can be concluded that some interactive tools such as Kahoot and Quizizz help to foster students' motivation during classes, as evidenced during this research process; these were the ones that the students liked to use the most during the sessions, as these interactive tools have the characteristics of gamification, which makes the students enjoy and participate actively as was revealed by this study.

Recommendations

- It is suggested that English teachers consider interactive tools when developing their classes since they can help them encourage their students' motivation.
- It is advised that educational institutions allow computer labs to be used to teach English and other subjects because these tools allow classes to be more interactive.
- It is proposed that educational institutions must be updated with technology and new ways of teaching and learning, in addition to constant training with teachers to strengthen knowledge in the development of activities that generate student motivation to learn the English language.
- It is recommended to use interactive tools that are dynamic and easily accessible; likewise, they are not designed like traditional assessments, which only consist of filling in the blanks on some occasions since this type of activity may not be very motivational for students.

- It is suggested that institutions and universities have a good internet connection since we are in a world where technology is vital and revolves around young people. In addition, this research was carried out directly, primarily for spaces with the internet to carry out fun activities with interactive tools.

- It is suggested that when the educational institution has no Internet connection, it can use interactive tools such as Ewa, Bussu, and Wilingua.

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Appendixes

Appendix A

Informed Consent

Universidad del Cauca

Facultad de Ciencias Humanas y Sociales

Departamento de lenguas extranjeras

Programa de Licenciatura en Lenguas Modernas Inglés- Francés Santander



Universidad
del Cauca

de Quilichao.

Santander de Quilichao, Julio 2022

Estimado Sr. (a)

Jose Ivan Guazá

Rector

Asunto: Formato de consentimiento

Cordial saludo. Con el propósito de mejorar y apoyar la comprensión y producción de los estudiantes en el área de inglés, las estudiantes Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Quiñonez Osnas Astrid Viviana, de décimo semestre se encuentran adelantando un proyecto de investigación, el cual hace parte del programa de Licenciatura en Lenguas Modernas Inglés-Francés de la Universidad del Cauca.

El objetivo principal del proyecto titulado: “Influencia y motivación en estudiantes de grado 10 al usar herramientas interactivas en el aprendizaje del inglés” es fomentar el uso de las herramientas interactivas como estrategia para promover la motivación en el aprendizaje del inglés en los estudiantes del grado 10 de la Institución Educativa Limbania Velasco, de esta manera apoyar la propuesta educativa de bilingüismo Nacional, también, beneficiando a los participantes

en el proceso de aprendizaje de este idioma. La participación del rector será conceder el permiso a las investigadoras con el objetivo de trabajar con los estudiantes del curso ya mencionado, quienes serán los integrantes de la investigación a realizar.

Para el proceso de recolección de datos, los estudiantes serán grabados, durante el desarrollo de las actividades propuestas y este material, será únicamente de uso

instrumental para el análisis de resultados. A todos los participantes se les garantizará que:

- La participación de los estudiantes y los resultados obtenidos por las investigadoras no tendrá consecuencia alguna.
- Los datos recolectados a través de los instrumentos sólo serán utilizados en el trabajo de las investigadoras y no para otros propósitos.
- La identidad de los integrantes no será difamada para otros fines.

Atendiendo a la normatividad vigente sobre consentimientos informados (Ley 1581 de 2012 y Decreto 1377 de 2012), y de forma consciente y voluntaria.

Autorización

Yo _____ como rector del colegio Limbania Velasco, confirmo que he leído el procedimiento descrito arriba y comprendo la finalidad del proyecto mencionado. Voluntariamente doy mi consentimiento para que los estudiantes de la Institución Educativa Limbania Velasco, del grado 10 participen en este estudio.

Firma rector

C.C _____

Interview carried out at the beginning and at the end of the investigation to know the motivational state of the students in terms of the interactive tools, it should be noted that this was taken and edited from the Gardner test.

Universidad del Cauca

Facultad de Ciencias Humanas y Sociales

Departamento de lenguas extranjeras

Programa de Licenciatura en Lenguas Modernas Inglés- Francés Santander

de Quilichao

Santander de Quilichao, Julio 2022

Señores

Padres de familia y/o acudientes curso 10°

Asunto: Formato de consentimiento

Cordial saludo. Con el propósito de mejorar y apoyar la comprensión y producción de los estudiantes en el área de inglés, las estudiantes Escobar Lasso Laura Lizeth, Niño Tez Angie Yulieth y Quiñonez Osnas Astrid Viviana, de décimo semestre se encuentran adelantando un proyecto de investigación, el cual hace parte del programa de Licenciatura en Lenguas Modernas Inglés-Francés de la Universidad del Cauca.

El objetivo principal del proyecto titulado: “Influencia y motivación en estudiantes de grado 10 al usar herramientas interactivas en el aprendizaje del inglés” es fomentar el uso de las herramientas interactivas como estrategia para promover la motivación en el aprendizaje del inglés en los estudiantes del grado 10 de la Institución Educativa Limbania Velasco, de esta manera apoyar la propuesta educativa de bilingüismo Nacional, así, beneficiando a los participantes en su proceso de aprendizaje de este idioma. La participación del padre de familia o



Universidad
del Cauca

acudiente, será conceder el permiso a las investigadoras con el objetivo de trabajar con los estudiantes del curso ya mencionado, quienes serán los integrantes de la investigación a realizar.

Para el proceso de recolección de datos, los estudiantes serán grabados, durante el desarrollo de las actividades propuestas, y este material, será únicamente de uso instrumental para el análisis de resultados. A todos los participantes se les garantizará que:

- La participación de los estudiantes y los resultados obtenidos por las investigadoras no tendrá consecuencia alguna.
- Los datos recolectados a través de los instrumentos sólo serán utilizados en el trabajo de las investigadoras y no para otros propósitos.
- La identidad de los integrantes no será difamada para otros fines.

Atendiendo a la normatividad vigente sobre consentimientos informados (Ley 1581 de 2012 y Decreto 1377 de 2012), y de forma consciente y voluntaria.

Autorización

Yo _____ como padre de familia o acudiente, confirmo que he leído el procedimiento descrito arriba y comprendo la finalidad del proyecto mencionado. Voluntariamente doy mi consentimiento para que mi hijo (a) _____ participe en este estudio.

Firma del padre y/o acudiente

C.C. _____

Appendix B.

Interview

Questions:

English Learning Questionnaire

1. Do you like English, yes or no, and why?
2. What negative factors do you find when learning English?
3. How often did you receive English classes in elementary school?
4. How was the teaching in the primary school period of the English subject?
5. What would be your ideal English class?
6. Do you feel motivated to learn English?

Motivation Questionnaire.

7. What fun ways do you know to learn?
8. Do you feel comfortable in English class?
9. Is it complicated for you to learn English through interactive tools? Why?
10. Do you use Interactive Tools in learning English?
11. Could interactive tools help acquire knowledge in English?

Questions	Why?	For what?
Do you like English, yes or no, and why?	This question was fundamental because it let us know from the outset if the students felt any interest or pleasure in learning English.	The purpose was to know if the student was interested in learning English according to their answer.

<p>What negative factors do you find when learning English?</p>	<p>This question allowed us to know what are the causes that the student faces in learning English.</p>	<p>In this way, take these negative factors into account and thus not fall back into the factors exposed by the student.</p>
<p>How often did you receive English class in elementary school?</p>	<p>This information allowed us to know how the student's learning process has been.</p>	<p>In order to justify the importance of intervening with interactive tools.</p>
<p>How was the teaching in the primary school period of the English subject?</p>	<p>The information tells us how the teaching and learning process of the students has been in the area of English.</p>	<p>In this way, to know that it has prevented them from being motivated or interested in learning English.</p>
<p>What would be your ideal English class?</p>	<p>Because we were interested in knowing what the preferences and abilities were to enhance it along with learning the English language. Thus, achieving positive motivation in class.</p>	<p>The question is asked to carry out pleasant lesson plans in which the student felt the satisfaction of learning a new language.</p>

Do you feel motivated to learn English?	To carry out this research, knowing if the students felt motivated to learn this language was necessary.	In this way, it was possible to know their motivation to learn English.
What fun ways do you know to learn?	This helped to find out from the students themselves what strategies they knew to learn English.	This information helped us to take into account the intervention and know how to prepare the classes with the interactive tools in a fun way for them, thus being more effective at the time of the intervention.
Do you feel comfortable in English class?	This allowed us to know the student's feelings regarding their English class and the positive or negative reasons for how they feel in their English class.	The purpose of this question was to obtain information to know how students currently feel in their English classes, which gave us the reasons to justify the reason for our research.
Is it difficult for you to learn English through interactive tools?	The information allowed us to know the difficulties	In this way, knowing how to implement these tools,

	students have had with using interactive tools.	taking into account the information the students gave us about what was difficult for them when they worked with interactive tools.
Do you use Interactive Tools in learning English? Which?	To know if they had knowledge of and used these tools correctly and if using them helped them develop creative and exciting learning.	If they did not use them, their use was made known, and they were oriented in what way they can help to learn an L2; if they have used them, it helped us to know how the user has been if the students felt that they have acquired knowledge at the moment to use them and in such a way, we could help to feed them back.
Do you think that interactive tools could be useful to acquire knowledge in English?	To find out what perspective they had regarding the use of the	In this way, we were able to know if the use of these tools had any impact on the

Source: Taken from the University of Cauca of the committee of professional practices.

Appendix D.

Observation format

Classroom Observation

Adapted from Jack C. Richards

Focus	Aspects Specifics	Observation Notes
Lesson structure	The way the lesson opens, develops, and closes.	
	The number of activities that constitute the lesson	
	The links and transitions between activities	
Classroom management strategies	Maintaining order	
	Time management	
	Computer room	
Teaching	Individual activities	

strategies	Organizing practice	
	Teaching techniques	
Teacher's use of interactive tools	Use of the interactive tools	
	Use of other resources	

Use of instructional language	Use of instructional language	
	Use of questions	
	Explanations of vocabulary and grammar	
Student interaction	Student Motivation	

Appendix E.

Satisfaction survey

Satisfaction survey

Por favor, responder a las siguientes preguntas.

Nombre *

Texto de respuesta breve

¿Cómo te sentiste en la clase de Inglés? *

Texto de respuesta breve

¿Cómo te sentiste utilizando esta herramienta interactiva (**Quizziz**)? *

Texto de respuesta breve

¿Se te hizo complejo o sencillo de usar esta herramienta y por que? (**Quizziz**) *

Texto de respuesta breve

¿ Crees que al usar esta herramienta aprendiste algo nuevo de inglés ? *

Texto de respuesta breve

¿Consideras que esta herramienta te motivó a seguir aprendiendo inglés y por que? *

Texto de respuesta breve