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Students' Perceptions of Liveworksheets and Its Relationship with Motivation in English Language Learning among Third-Year Baccalaureate Students at a Public High School in Quevedo, Ecuador

Percepciones de los estudiantes sobre Liveworksheets y su relación con la motivación hacia el aprendizaje del inglés en estudiantes de tercer año de Bachillerato en una institución pública en Quevedo, Ecuador

Percezioni degli studenti sull'utilizzo di Liveworksheets e la sua relazione con la motivazione all'apprendimento della lingua inglese tra gli studenti del terzo anno di Bachillerato presso un'istituzione pubblica di Quevedo, Ecuador

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Artículo de investigación

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Abstract

The integration of digital technologies into English as a Foreign Language (EFL) instruction has created new opportunities to enhance students' engagement, participation, and motivation through interactive learning resources. This study aims to examine third-year Baccalaureate students' perceptions of Liveworksheets and its relationship with motivation in English language learning at a Public high school in Quevedo, Ecuador. A mixed-methods approach with a descriptive, non-experimental design was proposed to explore students' experiences regarding perceived usefulness, interactivity and engagement, feedback and self-assessment, interest in learning English, and motivation and participation. Data collection was designed around a structured questionnaire incorporating five-point Likert-scale statements and open-ended questions, with quantitative responses analyzed through descriptive statistics and qualitative responses examined through thematic analysis. An illustrative comparison of pre-assessment and post-assessment scores showed positive differences across the five dimensions, with the overall mean increasing from 2.79 to 4.22. Interactivity and engagement presented the largest difference (+1.52), followed by motivation and participation (+1.44) and feedback and self-assessment (+1.43). Although these values are illustrative rather than verified empirical findings, they suggest potential areas for investigating students' motivational experiences when using interactive digital worksheets. The study emphasizes the pedagogical relevance of integrating accessible, engaging, and appropriately designed digital activities into EFL instruction while recognizing the need for empirical evidence to establish the relationship between students' perceptions of Liveworksheets and their motivation to learn English.

Keywords: Liveworksheets, English as a Foreign Language, student motivation, student perceptions, interactive learning, educational technology.

Resumen

La integración de las tecnologías digitales en la enseñanza del inglés como lengua extranjera (EFL) ha generado nuevas oportunidades para fortalecer el compromiso, la participación y la motivación de los estudiantes mediante recursos interactivos de aprendizaje. El presente estudio tiene como objetivo analizar las percepciones de los estudiantes de tercer año de Bachillerato sobre el uso de Liveworksheets y su relación con la motivación hacia el aprendizaje del inglés en una institución pública, ubicada en Quevedo, Ecuador. Se propone un enfoque metodológico mixto, con un diseño descriptivo y no experimental, orientado a explorar las experiencias de los estudiantes en cinco dimensiones: utilidad percibida, interactividad y compromiso, retroalimentación y autoevaluación, interés por aprender inglés, y motivación y participación. La recolección de datos se plantea mediante un cuestionario estructurado que combina afirmaciones con escala Likert de cinco puntos y preguntas abiertas, cuyos resultados cuantitativos se analizarían mediante estadística descriptiva y las respuestas cualitativas mediante análisis temático. Una comparación ilustrativa entre las puntuaciones de las evaluaciones inicial

y final mostró diferencias positivas en las cinco dimensiones, con un incremento del promedio general de 2,79 a 4,22. La interactividad y el compromiso presentaron la mayor diferencia (+1,52), seguidos de la motivación y participación (+1,44) y la retroalimentación y autoevaluación (+1,43). Aunque estos valores son ilustrativos y no constituyen resultados empíricos verificados, permiten identificar aspectos relevantes para investigar las experiencias motivacionales de los estudiantes al utilizar fichas digitales interactivas. El estudio destaca la importancia pedagógica de incorporar actividades digitales accesibles, dinámicas y adecuadamente diseñadas en la enseñanza del inglés, reconociendo la necesidad de contar con evidencia empírica que permita establecer la relación entre las percepciones de los estudiantes sobre Liveworksheets y su motivación hacia el aprendizaje del idioma.

Palabras clave: Liveworksheets, inglés como lengua extranjera, motivación estudiantil, percepciones estudiantiles, aprendizaje interactivo, tecnología educativa.

Riassunto

L'integrazione delle tecnologie digitali nell'insegnamento dell'inglese come lingua straniera (EFL) ha creato nuove opportunità per rafforzare il coinvolgimento, la partecipazione e la motivazione degli studenti attraverso risorse didattiche interattive. Il presente studio si propone di analizzare le percezioni degli studenti del terzo anno di Bachillerato riguardo all'utilizzo di Liveworksheets e la sua relazione con la motivazione all'apprendimento della lingua inglese presso un'istituzione pubblica di Quevedo, Ecuador. La ricerca adotta un approccio metodologico misto, con un disegno descrittivo e non sperimentale, finalizzato a esplorare le esperienze degli studenti attraverso cinque dimensioni: utilità percepita, interattività e coinvolgimento, feedback e autovalutazione, interesse per l'apprendimento dell'inglese, motivazione e partecipazione. La raccolta dei dati è prevista mediante un questionario strutturato che combina affermazioni basate su una scala Likert a cinque punti e domande aperte, con un'analisi quantitativa attraverso statistiche descrittive e un'analisi qualitativa di tipo tematico. Un confronto illustrativo tra i punteggi delle valutazioni iniziali e finali ha evidenziato differenze positive in tutte e cinque le dimensioni, con un incremento della media complessiva da 2,79 a 4,22. L'interattività e il coinvolgimento hanno registrato la differenza maggiore (+1,52), seguiti dalla motivazione e partecipazione (+1,44) e dal feedback e autovalutazione (+1,43). Sebbene tali valori siano illustrativi e non costituiscano risultati empirici verificati, consentono di individuare aspetti rilevanti per approfondire le esperienze motivazionali degli studenti nell'utilizzo di schede didattiche digitali interattive. Lo studio sottolinea l'importanza pedagogica di integrare attività digitali accessibili, coinvolgenti e adeguatamente progettate nell'insegnamento dell'inglese, riconoscendo la necessità di disporre di evidenze empiriche per stabilire la relazione tra le percezioni degli studenti riguardo a Liveworksheets e la loro motivazione all'apprendimento della lingua.

Parole chiave: Liveworksheets, inglese come lingua straniera, motivazione degli studenti, percezioni degli studenti, apprendimento interattivo, tecnologia educativa.

Introduction

The integration of digital technologies into English as a Foreign Language (EFL) education has transformed traditional teaching practices by providing interactive resources that facilitate language practice, student participation, and personalized learning experiences. Digital platforms offer opportunities to reinforce linguistic competencies through activities involving vocabulary, grammar, reading, and listening comprehension. However, their effectiveness depends not only on technological characteristics but also on students' perceptions, learning preferences, and engagement with digital activities. Wei (2022) emphasizes the relevance of technology-based education in promoting motivation in EFL contexts, particularly through interactive resources that encourage participation and facilitate learning experiences. Nevertheless, the incorporation of technology does not automatically guarantee increased motivation or improved academic performance, highlighting the importance of examining how students experience digital tools in specific educational environments.

Motivation represents a fundamental component of foreign language acquisition because it influences learners' interest, effort, persistence, and willingness to participate in educational activities. According to Ryan and Deci (2000), Self-Determination Theory distinguishes between intrinsic motivation, which emerges from personal interest and enjoyment, and extrinsic motivation, which involves participation driven by external rewards or requirements. This theoretical perspective provides a foundation for understanding how students respond to technology-supported learning activities. In EFL classrooms, interactive digital resources may encourage learners to participate more actively when activities are perceived as useful, enjoyable, and appropriate to their proficiency levels. However, motivational experiences may vary depending on students' perceived competence, individual preferences, and classroom conditions. Therefore, investigating students' perceptions of educational technology can contribute to understanding the relationship between digital learning experiences and motivational indicators such as engagement, confidence, effort, and willingness to continue learning.

Among the digital resources available for language education, Liveworksheets is an online platform that enables teachers to create and implement interactive worksheets designed to reinforce different language skills. Unlike conventional paper-based exercises, the platform supports interactive response formats and can provide automated feedback, depending on the configuration of the activities. These characteristics offer opportunities for independent practice, self-assessment, and reinforcement of previously introduced content. From a pedagogical perspective, immediate feedback and interactive activities may contribute to students' perceived engagement by allowing them to monitor their responses and identify areas requiring improvement. Nevertheless, the educational usefulness of Liveworksheets depends on the relevance of its content, clarity of instructions, accessibility, and alignment with learning objectives. Students may also encounter challenges associated with internet connectivity,

technical difficulties, or the complexity of assigned exercises. Consequently, examining learners' perspectives is necessary to identify both the perceived advantages and limitations of incorporating this platform into English language instruction.

Previous research has explored the relationship between educational technology and motivation in EFL learning environments. Wei (2022) highlights the potential of technology-supported instruction to influence learners' motivational experiences while emphasizing the importance of considering the characteristics of educational resources and their implementation. Similarly, Ryan and Deci's (2000) theoretical contributions suggest that students' engagement with learning activities may be associated with intrinsic interest, perceived competence, and external academic expectations. These perspectives indicate that learners may respond differently to the same technological resource depending on their personal experiences and educational circumstances. Despite the growing incorporation of interactive digital activities into language instruction, context-specific evidence remains important for understanding how students perceive individual platforms such as Liveworksheet. At Public Highschool, located in Quevedo, Los Ríos, Ecuador, access to computer laboratories and digital educational resources provides opportunities to examine students' experiences with technology-supported English activities. Investigating this educational context may offer relevant insights into the perceived usefulness, interactivity, feedback, and motivational characteristics of digital worksheets among Baccalaureate students.

Considering these theoretical and contextual perspectives, the present study aims to explore third-year Baccalaureate students' perceptions of Liveworksheets and its relationship with motivation in English language learning at a Public high school. Specifically, the research examines students' reported experiences regarding the platform's usefulness, interactive characteristics, feedback, learning interest, engagement, effort, confidence, and willingness to continue using digital worksheets. Additionally, it seeks to identify perceived challenges that may influence students' participation in technology-supported learning activities. By integrating students' perspectives with established theoretical considerations regarding motivation and educational technology, the study intends to provide contextualized evidence that can inform pedagogical decisions concerning the implementation of interactive digital resources in secondary-level EFL education. Rather than assuming that Liveworksheets directly increases motivation, the research focuses on understanding how students perceive its contribution to their learning experiences and how these perceptions relate to their reported motivational engagement.

Methodology

This study will employ a mixed-methods approach with a descriptive, non-experimental research design to examine third-year Baccalaureate students' perceptions of Liveworksheets and its relationship with motivation in English language learning. The quantitative component will identify patterns in students' perceptions of interactivity, engagement, feedback, and perceived

usefulness, while the qualitative component will explore their experiences, opinions, and challenges when using the platform. This approach will provide a comprehensive understanding of students' perceptions within their natural educational environment without manipulating variables or establishing causal relationships.

The research will be conducted at a Public high school located in Quevedo, Los Ríos, Ecuador. Participants will consist of third-year Baccalaureate students enrolled in English language classes. The sample will be selected based on students' availability, institutional authorization, and willingness to participate. Previous experience with Liveworksheets will be considered an important criterion to ensure that participants can provide informed opinions regarding the platform's educational benefits and its perceived relationship with their motivation to learn English.

Data will be collected through a structured questionnaire combining closed-ended statements and open-ended questions. The quantitative section will employ a five-point Likert scale, ranging from strongly disagree to strongly agree, to evaluate students' perceptions of interactivity, immediate feedback, learning engagement, perceived usefulness, and motivation. The qualitative section will allow students to describe their experiences, identify advantages and difficulties, and suggest improvements related to Liveworksheets. The questionnaire will be reviewed for clarity, relevance, and alignment with the research objectives before its administration to ensure the quality and appropriateness of the collected information.

The data collection procedure will begin after obtaining institutional authorization and the necessary consent from participants and their legal representatives, when applicable. Students will complete the questionnaire after participating in English learning activities supported by Liveworksheets, ensuring that their responses are based on actual experiences with the platform. Participants will receive clear instructions and be informed that their involvement is voluntary, confidential, and unrelated to their academic grades. The researcher will maintain a neutral position throughout the process to encourage objective responses and minimize potential bias.

Quantitative data will be analyzed using descriptive statistics, including frequencies, percentages, and measures of central tendency, to identify patterns in students' perceptions and self-reported motivational indicators. Qualitative responses will undergo thematic analysis to identify recurring categories related to engagement, perceived usefulness, feedback, technical difficulties, and learning experiences. Both sets of findings will be integrated to provide a comprehensive interpretation of students' perspectives on Liveworksheets in English language learning. Ethical principles, including confidentiality, voluntary participation, informed consent, and responsible data management, will be maintained throughout the research. The findings will be interpreted as students' reported perceptions rather than evidence of a direct causal effect on motivation.

Results

The descriptive analysis focused on students' perceptions of Liveworksheets and their motivation toward English language learning at a Public high school in Quevedo, Ecuador. Five dimensions were examined: perceived usefulness, interactivity and engagement, feedback and self-assessment, interest in learning English, and motivation and participation. Table 1 presents an illustrative comparison of pre-assessment and post-assessment mean scores using a five-point Likert scale. The overall mean increased from 2.79 to 4.22, representing a difference of 1.43 points. Although these values are illustrative rather than observed findings, they demonstrate how changes in students' perceptions and motivational experiences could be examined following the integration of Liveworksheets into English learning activities.

Table 1. Illustrative Comparison of Pre-Assessment and Post-Assessment Mean Scores in Students' Perceptions and Motivation Toward English Language Learning

Evaluated dimensions	Pre-assessment mean	Post-assessment mean	Difference
Perceived usefulness	2.85	4.18	+1.33
Interactivity and engagement	2.73	4.25	+1.52
Feedback and self-assessment	2.69	4.12	+1.43
Interest in learning English	2.91	4.31	+1.40
Motivation and participation	2.78	4.22	+1.44
Overall mean	2.79	4.22	+1.43

Note. The values are illustrative and do not represent verified empirical findings. Mean scores are expressed on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Among the evaluated dimensions, interactivity and engagement presented the largest difference, increasing from 2.73 to 4.25 (+1.52). This pattern suggests that interactive learning experiences could be particularly relevant to students' engagement with English activities. Motivation and participation also showed a notable difference, rising from 2.78 to 4.22 (+1.44), while interest in learning English increased from 2.91 to 4.31 (+1.40), reaching the highest post-assessment mean. These illustrative patterns highlight the potential relationship between students' perceptions of interactive educational resources and their willingness to participate in language learning activities. However, the actual questionnaire responses would be necessary to determine whether students experienced these changes.

Similarly, feedback and self-assessment increased from 2.69 to 4.12 (+1.43), while perceived usefulness rose from 2.85 to 4.18 (+1.33). These differences highlight two important aspects of the platform: the possibility of receiving automated feedback and the opportunity to practice English through digital exercises. Feedback may help learners recognize mistakes and identify areas requiring further practice, whereas perceived usefulness reflects whether students consider the activities relevant to their learning needs. Although perceived usefulness presented the smallest difference, its post-assessment mean remained relatively high, suggesting that this

dimension could still play an important role in understanding students' overall experiences with Liveworksheets.

Overall, the illustrative results present a consistent pattern of positive differences across the five dimensions, particularly in interactivity, engagement, and motivation. These comparisons provide a useful framework for exploring how students perceive Liveworksheets and how their experiences may relate to motivation in English language learning. Nevertheless, descriptive differences alone cannot establish a statistically significant improvement or confirm an association between the variables. The final interpretation must be supported by actual questionnaire data and complemented by students' open-ended responses to provide a more comprehensive understanding of their learning experiences.

Discussion

The findings illustrated in this study suggest that Liveworksheets could be a valuable educational resource for supporting students' engagement and motivation in English language learning. The positive differences presented across the five evaluated dimensions indicate a potential relationship between students' perceptions of interactive digital activities and their willingness to participate in the learning process. Particularly, interactivity and engagement showed the largest difference, suggesting that the interactive characteristics of the platform deserve special attention when examining students' learning experiences. This interpretation is consistent with Wei (2022), who emphasized that educational technologies can support EFL motivation when digital resources are engaging, useful, and appropriately integrated into teaching practices. In this context, Liveworksheets may offer opportunities for students to interact with English learning materials in ways that differ from traditional classroom exercises. Nevertheless, the illustrative nature of the reported scores means that these patterns should be interpreted as potential outcomes rather than confirmed improvements among the participating students.

Another relevant aspect concerns students' interest in learning English and their motivation to participate in classroom activities. The illustrative increase in these dimensions suggests that interactive digital worksheets may help create learning experiences that students perceive as more enjoyable and accessible. From the perspective of Self-Determination Theory, Ryan and Deci (2000) explain that motivation is influenced by individuals' interest, perceived competence, and opportunities to experience autonomy. These principles are relevant to the use of Liveworksheets because students can engage with exercises, review their responses, and practice language content at their own pace, depending on how teachers organize the activities. Similarly, Mukti et al. (2021) explored the use of Liveworksheets in relation to students' willingness to communicate during second language learning, highlighting its relevance as a digital resource for language education. Although the present study focuses on motivation rather than communicative performance, these contributions provide a useful foundation for understanding

how students' experiences with interactive learning tools may relate to their attitudes toward English.

The dimensions of feedback and self-assessment and perceived usefulness also offer important insights into the potential educational contribution of Liveworksheets. The illustrative differences suggest that students may value opportunities to receive automated feedback, recognize their mistakes, and reinforce previously studied language content. These characteristics could support greater independence in completing English exercises, particularly when activities are adapted to students' proficiency levels and learning needs. Wei (2022) explains that the effectiveness and perceived usefulness of technological resources are relevant factors in language learning motivation, while Ryan and Deci (2000) emphasize the importance of perceived competence in supporting motivated behavior. Accordingly, feedback provided through interactive worksheets may contribute to students' confidence when it helps them understand their progress rather than simply identify incorrect answers. However, the usefulness of these features depends on instructional design, the clarity of activities, and the guidance provided by teachers. Technology alone does not guarantee meaningful engagement or improved learning outcomes.

Despite the potentially favorable patterns presented in the illustrative results, several methodological considerations must be acknowledged. The descriptive comparison of pre-assessment and post-assessment means does not establish a statistically significant relationship between students' perceptions of Liveworksheets and their motivation to learn English, nor does it demonstrate that the platform directly produces motivational improvements. In addition, learners' experiences may be influenced by technological access, internet connectivity, digital familiarity, individual preferences, and the difficulty of assigned activities. These factors are particularly relevant when examining the integration of digital resources in public educational institutions. Therefore, the study's contribution lies in its proposed examination of students' perspectives within the specific context of a Public High school, Ecuador. Future analysis should incorporate verified quantitative responses, examine the association between perceptions and motivation, and integrate students' open-ended comments to better understand the advantages and challenges they experience. Such evidence would help teachers make informed decisions about the appropriate use of Liveworksheets as a complementary resource in EFL instruction.

Conclusions

The present study examines the potential contribution of Liveworksheets to students' perceptions and motivation in English language learning among third-year Baccalaureate students at Public Highschool. The illustrative results demonstrate positive differences across the five evaluated dimensions, with interactivity and engagement exhibiting the most substantial variation. These patterns suggest that integrating interactive digital resources may contribute to more favorable learning experiences and greater student engagement. Nevertheless, empirical

verification is required to substantiate these interpretations and determine their applicability within the investigated educational context.

Students' perceptions of usefulness, interactivity, and feedback represent relevant factors in understanding motivational engagement within English as a Foreign Language learning environment. Liveworksheets offers opportunities for autonomous practice, formative feedback, and reinforcement of linguistic competencies, which may facilitate more meaningful educational experiences. However, favorable perceptions of technological resources cannot be interpreted as direct evidence of improved motivation or language proficiency. Accordingly, further empirical analysis is necessary to determine the strength and statistical significance of the relationship between students' perceptions of Liveworksheets and their motivation toward English language learning.

The integration of interactive digital platforms into EFL instruction requires pedagogically informed practices that address students' proficiency levels, individual learning needs, and technological accessibility. The mixed-methods approach proposed in this study provides a framework for examining quantitative patterns alongside students' experiences, allowing for a more comprehensive understanding of technology-supported learning. Nevertheless, the illustrative nature of the available results limits the formulation of definitive conclusions regarding the educational contribution of Liveworksheets. Future investigations should prioritize the collection of verified empirical evidence, the systematic analysis of learners' experiences, and the evaluation of instructional practices that support meaningful engagement in English language education.

Implications

The findings of this study have significant pedagogical implications for the integration of interactive digital resources into English as a Foreign Language instruction. The illustrative differences observed across perceived usefulness, interactivity, feedback, interest, and motivation suggest that Liveworksheets may represent a valuable complementary resource for promoting student engagement and supporting language learning activities. From an instructional perspective, English teachers should consider incorporating interactive worksheets that align with curricular objectives, students' linguistic proficiency, and individual learning needs. Such integration should emphasize meaningful participation, opportunities for independent practice, and formative feedback rather than the mere substitution of traditional materials with digital alternatives.

At the institutional level, the study underscores the importance of strengthening teachers' digital competencies and ensuring equitable access to technological resources within public secondary education. Educational institutions should promote professional development initiatives focused on designing interactive learning activities, implementing effective feedback strategies, and evaluating students' experiences with educational technology. Furthermore,

technical infrastructure, internet connectivity, and the availability of appropriate digital devices must be considered to prevent technological limitations from restricting students' participation. These considerations are particularly relevant in the context of a Public high school, where the effective implementation of Liveworksheets requires coordination between pedagogical planning and institutional support.

From a research perspective, the study emphasizes the need for further empirical investigation into the relationship between students' perceptions of educational technology and their motivation toward English language learning. Future studies should employ validated instruments, appropriate statistical procedures, and qualitative analyses to examine how perceived usefulness, interactivity, and feedback are associated with motivational engagement. Longitudinal or comparative research could also provide additional evidence regarding the sustained use of interactive worksheets across different educational contexts and proficiency levels. Given the illustrative nature of the current quantitative results, these implications should be understood as evidence-informed pedagogical considerations and directions for future investigation rather than conclusions about demonstrated effects.

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