



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Proyecto de investigación de titulación previo a la obtención del Título de
Licenciado/a en Pedagogía del Idioma Inglés

Theme:

M-LEARNING (KAHOOT APP) AND VOCABULARY

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Ambato – Ecuador

2022

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DEDICATION

*To my parents for their care and support.
To my sisters for their love, support,
guidance, example, and patience. To my
brother for his encouragement and
confidence. My friends always
encouraged me and trusted me.*

Esteban.

ACKNOWLEDGMENTS

First, I thank my family who constantly supports me, I appreciate their love, patience, and the sacrifices they have made for me to get to this point in my life. To my teachers for the patience and teachings, they have given me all these years. And finally, I want to thank my friends who supported, encouraged, and helped me in and out of the classroom.

Esteban.

TABLE OF CONTENTS

Contents

SUPERVISOR APPROVAL	ii
DECLARATION PAGE	iii
BOARD OF EXAMINERS APPROVAL PAGE.....	iv
COPYRIGHT REFUSE	v
DEDICATION	vi
ACKNOWLEDGMENTS.....	vii
CHAPTER I	1
THEORETICAL FRAMEWORK.....	1
1.1 INVESTIGATIVE BACKGROUND.....	1
1.2 THEORETICAL FRAMEWORK.....	5
1.2.1 Independent Variable	5
Technology Enhanced Learning.....	5
Technological tools for language teaching	5
Kahoot App.....	6
1.2.2 Dependent Variable.....	8
Language	8
English Language Components	8
Vocabulary	9
1.3 OBJECTIVES	10
General Objective	10
Specific Objectives.....	10
OBJECTIVE FULFILLMENT PROCESS	11
CHAPTER II.....	12
METHODOLOGY	12
2.1 Resources	12
2.2 Methods	12
2.3 Research Modality	12
Bibliographic Research	12
Field Research.....	13
2.4 Level of Research	13

Exploratory Research	13
Descriptive Research.....	14
2.6 Population	14
2.7 Techniques and Instruments	15
2.8 Hypothesis	16
2.9 Variable Identification	16
CHAPTER III.....	17
RESULTS AND DISCUSSION.....	17
SURVEY	23
CHAPTER IV	30
CONCLUSIONS AND RECOMMENDATIONS.....	30
CONCLUSIONS	30
RECOMMENDATIONS.....	32
REFERENCES.....	33
ANNEXES	37
Annex 1	37
Annex 2	38
Annex 3	41
First Session - Lesson plan 1	41
Third Session - Lesson plan 3	43
Second Session - Lesson plan 5.....	45
First Session - Lesson plan 7	51
Third Session - Lesson plan 9	53

INDEX OF TABLES

Table 1 - Population.....	14
Table 2 – Pre-Test results.....	18
Table 3 – Post-Test results	20
Table 4 – Comparative results Pre-Test and Post-Test	22
Table 5 – Test of normality.....	27
Table 6 – Wilcoxon signed ranks test	28
Table 7 – Test statistics	28

INDEX OF FIGURES

Figure 1 – Pre-Test results	18
Figure 2 – Post-Test results.....	20
Figure 3 – Pre-Test and Post-Test average and diference.....	22

INDEX OF GRAPHICS

Survey - Graphic 1	24
Survey - Graphic 2	24
Survey - Graphic 3	25
Survey - Graphic 4	25
Survey - Graphic 5	26
Survey - Graphic 6.....	26

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ABSTRACT

Esta investigación tuvo como objetivo determinar la influencia de la aplicación Kahoot en el desarrollo del aprendizaje de vocabulario en los estudiantes de 5to. grado de la "Unidad Educativa La Granja". Para este trabajo se utilizó un enfoque cuantitativo. Se aplicó un pre y post test, una encuesta y una serie de intervenciones en el aula de clases en las que se utilizó la aplicación Kahoot. Además, se analizaron los datos recogidos de la prueba estandarizada de Cambridge (Pre-A1 Starters). Los datos obtenidos de la prueba permitieron diagnosticar el nivel de vocabulario en inglés de los estudiantes. Esta información recolectada fue analizada mediante el software SPSS para verificar si la hipótesis propuesta en la investigación fue confirmada o desmentida a través del proceso. Todos los resultados obtenidos arrojaron una media general en el pretest de 6,93 sobre 10 puntos. Con estos resultados, los estudiantes demostraron que tenían cierta falta de vocabulario en el idioma inglés. Los estudiantes tenían confusión en el reconocimiento de nombres de cosas, animales y frutas y falta de comprensión del vocabulario en contexto. Para solucionar estas falencias se aplicaron una serie de actividades como videos, uso de la aplicación Kahoot e imágenes. Posteriormente se aplicó el post-test, y el resultado general obtenido fue de 8,80 sobre 10 puntos. Lo cual evidenció que las actividades utilizadas en las intervenciones ayudaron a los estudiantes a fortalecer las debilidades identificadas en el pre-test. Además, a través de una encuesta, los estudiantes mencionaron que las actividades les ayudaron principalmente a reconocer y recordar el vocabulario aprendido en clase. En conclusión, esto demuestra que los estudiantes tuvieron una mejora en el aprendizaje de vocabulario en inglés a través de las actividades que se realizaron en la aplicación Kahoot.

Palabras clave: aplicación, kahoot, inglés, vocabulario.

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ABSTRACT

This research aimed to determine the influence of the Kahoot application in the development of vocabulary learning in 5th-grade students from the "Unidad Educativa La Granja". For this investigation, a quantitative approach was used. A pre and post test, a survey and a series of interventions were applied in the classroom in which the Kahoot application was used. In addition, the data collected from the Cambridge standardized test (Pre-A1 Starters) were analyzed. The data obtained from the test allowed diagnosis of the level of vocabulary in English of the students. This information collected was analyzed using the SPSS software to verify if the hypothesis of the proposal in the research was confirmed or denied through the process. All the results obtained showed a general average in the pre-test of 6.93 out of 10 points. With these results, the students showed that they had a certain lack of vocabulary in the English language. The students had confusion in the recognition of names of things, animals, and fruits and a lack of understanding of the vocabulary in context. As for shortcomings, a series of activities such as videos, the use of the Kahoot application, and images were applied. Subsequently, the post-test was applied, and the general result obtained was 8.80 out of 10 points. This evidenced that the activities used in the interventions helped the students to strengthen the weaknesses identified in the pre-test. In addition, through a survey, the students mentioned that the activities mainly helped them to recognize and remember the vocabulary learned in class. In conclusion, this shows that the students had an improvement in learning English vocabulary through the activities that were carried out in the Kahoot application.

Keywords: kahoot, app, English, vocabulary.

CHAPTER I THEORETICAL FRAMEWORK

1.1 INVESTIGATIVE BACKGROUND

The purpose of this research is to offer the Kahoot application as an interactive tool for teaching and learning vocabulary in English, today the use of technology is increasing in teaching, so this application can replace traditional methods. obsolete teaching methods and turn them into more dynamic and entertaining teaching and knowledge acquisition methods. In this research, it has been possible to find information from similar studies as well as educational articles, and academic works to deepen the subject and have a better vision of the context of this research and thus obtain better results so that our research can be clear.

Debbita et al. (2018) discussed this in their article entitled "Kahoot! It: Gamification in Higher Education" Play is a socially oriented activity that can increase motivation and encourage learning at all levels and ages. It can be difficult for educators to discover appropriate competitive or game-based learning platforms, especially with the increased drive for creativity in the classroom and the use of effective technology in teaching and learning. During one semester of weekly lectures, a cohort of undergraduates at a public university in Malaysia was exposed to the use of Kahoot, a game-based learning platform. The participants were enrolled in studying English for the Media, a course that includes both theoretical and practical aspects. The learning and application of media language features and devices fall under the latter category. Overall, the students regarded Kahoot! to be effective in terms of 1) inducing motivation and engagement, and 2) encouraging and reinforcing learning, according to the survey results (51 respondents) (for both theoretical and practical aspects). The researchers' 33-item questionnaire was further assessed for dependability, with returned scores indicating excellent internal consistency, indicating that the instrument can be used in future studies. Investigators, teachers, coursedesigners, and game-based learning application designers will benefit from the findings of this study.

Hui-Hua (2020) explained in his article entitled "Kahoot! In an EFL Reading Class" Over the last few years, game-based learning has received a lot of attention. The modern generation appreciates mobile apps. The best strategy for students in English language classrooms is still up for debate, and the impact of mobile apps, particularly on EFL learning, is still unknown. Little is known regarding EFL students' attitudes

toward mobile applications. The major goal of this study was to determine how Chinese students felt about using Kahoot, a mobile game-based learning app, in a Taiwanese college EFL class. There were no gender disparities in how students felt about using Kahoot! for English learning. Although the participants had positive feelings about using Kahoot! in the EFL reading lesson, they had mixed feelings about using it as an assessment tool. The affective filter hypothesis was confirmed by these findings. The implications for EFL teachers are examined, as well as a future study.

Alim et al. (2022) referred to in their article entitled "An Empirical Study on the Effects of Using Kahoot as a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention" Incorporating games into foreign language study is an effective approach to reducing stress and enhancing learning. As a result, the purpose of this study was to see how Kahoot, a game-based learning tool, affected the recall and vocabulary acquisition of Iranian EFL students. The study participants were selected from a group of 50 Iranian intermediate students. Both groups took a post-test of flash vocabulary after completing the ten-session course of treatment. After three weeks, both groups were given a delayed vocabulary posttest to see if Kahoot affected their vocabulary retention. The findings of this study informed teachers that the use of game-based learning tools to teach could provide better results than the use of traditional techniques. Furthermore, the findings of this study were able to inspire students to practice and learn English even when they are not in class.

Alf and Rabail (2020) considered in their article entitled "The effect of using Kahoot! For learning – A literature review" Kahoot! is a game-based learning platform that may be used to assess students' knowledge, review their work, or provide a respite from regular classroom activities. The findings of a literature study on the impact of utilizing Kahoot! for learning, specifically on how Kahoot! affects learning achievement, classroom management, students' and professors' attitudes and views, and students' anxiety, are presented in this article. However, technical issues such as unreliable internet connections, difficulty reading responses to questions on a projected screen, inability to change an answer after submission, stressful time pressure for giving answers, insufficient time to answer, fear of losing, and difficulty catching up if an incorrect answer was given are among the main challenges mentioned by students.

Reynolds et al. (2021) discussed in their article entitled "Game on with Kahoot: Effects

on Vocabulary Learning and Motivation" Because game-based student response systems (GBSRS) in a bring-your-own-device environment have become commonly available for language classrooms recently, little research has been done on their effectiveness for foreign language learning. This quasi-experimental study at a medium-sized institution in South Korea examined the overall efficacy of an app called Kahoot! for vocabulary learning and motivation. During the study, both the traditional control group and the experimental group gained more vocabulary; however, there was no significant difference in vocabulary learning between the two groups. Kahoot! The group, on the other hand, experienced a considerably greater change in the level of motivation. As a result, the data suggested that Kahoot! GBSRS is used, especially by unmotivated Asian EFL college students.

Reynolds and Taylor (2020) considered in their article "Kahoot! Experiences, and Impacts of EFL Instructors' Implementation on Students' Vocabulary Knowledge" that Both teachers and students at Korean universities were enthusiastic about the use of language learning applications (MALL) in EFL classes. However, the issue of how successful MALL is for learning English has yet to be resolved. This pilot study aimed to investigate the efficacy of the mobile application Kahoot! In addition to analyzing the implementation of the application through the eyes of the teachers who use it. For the qualitative analysis, this study used a quasi-experimental mixed methods design that incorporates inferential statistics and is complemented by survey and focus group methodology. Although the experimental group had a considerable gain in vocabulary knowledge, the differences were not statistically significant due to the small sample number and the short duration of the study. The instructors, on the other hand, contributed vital insights into using Kahoot! in the EFL classroom that will enhance pedagogy and drive future study.

Hadijah et al. (2020) discussed in their article titled "Interactive game "Kahoot!" as the average of students' vocabulary evaluation". The study aimed to find out what students think about using the interactive game "Kahoot!" as a means of vocabulary test in one of the Yogyakarta public high schools. It was a qualitative study with five students who voluntarily agreed to participate. The semi-structured in-depth interview was used as a data collection technique. In this study, a theme-based analysis was also used. Kahoot first! it is more practical for a vocabulary test, depending on the results. Second, the game has the potential to draw students' attention to the exam. Third, it

encourages students to participate more in class, and finally, the game makes students more excited about taking the exam.

Garcia and Melo (2021) mentioned in their article titled "Young learners' evaluation of using Kahoot to learn vocabulary in English at university extension courses (CEU) BUAP" that educational applications are becoming progressively integrated into the educational area, stimulating student participation in language classrooms and creating an innovative environment. The study's main goal is to see how students feel about using Kahoot! to acquire vocabulary in English in University Extension Courses (CEU). A mixed technique approach was used to accomplish this. The data was collected in a methodical manner, which included the creation of a survey and a focus group. Both instruments used Kahoot! to collect the participants' experiences during the classes. The focus group was recorded and examined, as well as the participants' views and opinions of its utilization. The findings of this study suggest that Kahoot! boosts student motivation, engagement, and classroom interaction."

Hamedi et al. (2022) discussed in their article titled "The Effectiveness of Using Formative Assessment by Kahoot Application on Iranian Intermediate EFL Learners' Vocabulary Knowledge and Burnout Level" The purpose of this study was to see how using the Kahoot program for formative assessment affected Iranian intermediate EFL learners' vocabulary knowledge and burnout levels. To perform the study, 60 homogeneous participants were randomly assigned to two equal groups as control and experimental after taking the Oxford Placement Test (OPT). Following that, the subjects took a pre-test created by the researcher. Participants in the experimental group used the Kahoot application to answer a few questions about the vocabulary of each lesson, whilst those in the control group completed the tasks in their student workbooks. They took part in the posttest after ten sessions. The findings demonstrated that adopting Kahoot as an online tool for formative assessment had a statistically significant impact on Iranian EFL learners' vocabulary knowledge.

Putri (2019) proposed in their article titled "Kahoot Application in English Language Teaching (ELT) Context: An Alternative Learning Strategy" This study drew on earlier research that showed the effectiveness of employing video as a learning medium for students, particularly in EFL sessions. Furthermore, it not only makes learning enjoyable for kids, but it can also make them more engaged and comfortable in the learning process. Furthermore, before using this web program as a teaching tool,

teachers must create a step-by-step strategy for what they will do during the teaching and learning process. Many experts around the world have confirmed that teaching English through media like Kahoot is a successful approach for making students like the teaching and learning process.

1.2 THEORETICAL FRAMEWORK

1.2.1 Independent Variable

Technology Enhanced Learning

The term Technology Enhanced Learning (TEL) is the term used to state that technological applications have been used for teaching and learning. Cullen (2022) discussed that (TEL) is allowing a change in the traditional teaching and learning methods that educational institutions have. Therefore, it produces an important impact on different aspects of social, work, student, and economic life. These technological tools allow the teacher to have more resources available to do quality work.

International Bureau of Education (2018) explained the use of ICTs as mediating devices to support student learning, which might include aspects of evaluation, tutoring, and instruction. Web-based learning, computer-based learning, virtual classrooms, learning environments, and digital collaboration are only some of the applications and procedures involved. It encompasses content delivery via a variety of electronic media (e.g., the internet, intranet/extranet, audio- and videotape, satellite broadcast, interactive television, and so on) as well as access to resources that inform learners of new ideas, which they can then reflect on and integrate into their existing knowledge.

Technological tools for language teaching

Today, the use of technological tools for teaching a language has become more common when used by teachers and students and this produces a new way of teaching and learning. Dahraj et al. (2020) discussed that in recent years children, adolescents, and adults have had a closer relationship with technology in their different fields of occupation. Teachers today must be aware that applying new didactic methods for teaching their students must be on par with technological progress since the use of technological tools is necessary for better preparation in this technological world. The new digital age makes various technological tools available such as Kahoot, Quizizz, Google form, and Edmodo, among other applications that help students learn in a more

educational, fun, and entertaining way. These digital applications make teachers and students adapt to this new age, in this way education will have better progress by leaving traditional methods that tend to discourage students. or not paying close attention to teaching.

Warner et al. (2018) mentioned that there may be teachers who do not have knowledge or experience in the use of technological tools since applying these resources requires new methodologies or approaches to correctly use these tools in the classroom. Technological tools that cannot be ignored in education and that every day becomes useful and necessary material for teaching and learning inside and outside the classroom and this forces teachers to manipulate these resources to improve their methodology for the benefit of the students.

Kahoot App

Morten Versvik, Johan Brand, and Jamie Brooker founded Kahoot! in 2012 as part of a cooperative initiative with the Norwegian University of Science and Technology (NTNU) and Professor Alf Inge Wang. Kahoot! is a global learning platform dedicated to enabling everyone, including children, students, and professionals, to reach their full learning potential. Kahoot! Learning games (2022) explained that Kahoot! offers free programs for social use or self-study in the classroom, at work, online, or at home. Hundreds of millions of pupils utilize Kahoot which is used by 9 million teachers throughout the world. To make learning more enjoyable, the objective at Kahoot is to learn for the rest of your life. Curiosity and play are two ways to develop new talents in life. The design of evaluation surveys is possible using this free platform. It is a great tool for teachers because it allows them to introduce new themes in class, evaluate past knowledge, introduce new concepts, or preview information. With this assistance, the teacher can arrange classroom contests to learn or reinforce the knowledge imparted in class. Encourage your students to participate and become more active. Students select an alias or username and answer a series of questions on this platform. There are two types of games: group games and solitary games. You can include photos or videos. Finally, the player with the most points is declared the winner.

Kahoot App is a free technology tool and a great helpful resource for teachers and students. Guardia et al. (2019) proposed that Kahoot! app influences the teaching-learning process, as well as developing skills and academic performance as assessed by student grades. This application or technical tool is a proposal for an invention that

looks at how kids learn new abilities by using Kahoot! app. For new education proposals to be produced today, a shift in student learning assessment is required. The benefits of this strategy in the acquisition of new abilities have been shown by implementing a learning evaluation process based on the idea of participatory assessment.

Regarding the use of new technologies Grávalos et al. (2022), discussed that game-based learning is a strong instrument that helps to learn more enjoyably, allowing them to be more active and participatory in the classroom, stimulating physical development as well as mental, affective, and social functions. It is an application that can be used by students of various ages. The Kahoot app encourages kids to be more motivated and participate in the classroom, and it is a tool that can be utilized by children of all ages. An app is an interactive tool that is simple to use; you do not need to be a technology expert to utilize it. Kahoot App gives teachers a new way of educating and evaluating their pupils. The Kahoot app allows students to break free from traditional teaching methods and study in a fun and engaging way in the classroom.

The Kahoot app provides an opportunity for students to have fun while learning, in this regard, Licorish et al. (2018) explained that to increase student engagement and motivation, technology is increasingly being integrated into instructional situations. Game-based student response systems, in particular, have been demonstrated to increase students' learning, improve classroom dynamics, and improve students' overall learning experience. The Kahoot app can alter classroom dynamics, student motivation, and learning processes. It also improved as a result of learner instruction in the classroom, with the highest impact on classroom involvement, engagement, motivation, and learning experience enhancement. Other data imply that using educational games in the classroom might reduce distractions, hence enhancing teaching and learning quality beyond what is available in traditional classrooms.

Correia and Santos (2018) mentioned that Technology has recently become more prevalent in the educational setting, not only because it improves communication and access to information, but also because it has the potential to motivate students. Game-based learning, which uses digital tools like Kahoot! mixes game dynamics with the ability to track student progress.

Llerena and Rodríguez (2017) considered that in recent years, the use of technology in education has increased. In the English classroom, the Kahoot App has proven to be

an effective technology aid for vocabulary development. The app enhanced student involvement and interaction, according to the study. They also provide more proof that using Kahoot! increases motivation and improves vocabulary acquisition for future exams. The pupils enjoyed playing Kahoot! according to the results. They also found it simple to utilize. To improve learning, language classes must incorporate technology.

1.2.2 Dependent Variable

Language

Language is a tool to interact with the people around us. Ilyosovna (2020) explained that the main means of communication is language. It is how ideas, feelings, and thoughts are communicated to others. The earth is home to thousands of languages. Each nation has its national language, as well as a diversity of local dialects spoken and understood by its citizens, some with millions of speakers and others with only a few thousand. The ability of every human being to interact through language is critical in today's globalized world. The language within society will always be considered one of its fundamental pillars in its structure for the progress of its society.

Language is an innate tool of the human being, a necessary instrument for its development. Muhammad et al. (2018) argued that the importance of language in social, political, economic, and environmental growth cannot be overemphasized. Language serves as a means of interaction and a means of communication. The value of language to man cannot be overstated, especially when considering everyday human contact. The usage of communications works as a medium for interaction and a communication device, however, it has always had a cultural significance as an instrument of the dominant ideology. Colonial rulers employ language as a potent control weapon. Language is critical in sustaining the social, political, and economic lives of individuals in a specific geographical entity, and it also adds significantly to the rapid development and human development experience of businesses through mergers and foreign investment.

English Language Components

Albán (2022) discussed that the study of English language components varies depending on the sort of study. When establishing your curriculum, there are four essential elements to consider. Vocabulary growth, reading abilities, communication skills, and English grammatical organization are the four areas. Furthermore, the student's opinion toward these components is negative while they do not find them

fascinating. This could be contributing to the poor level of English education.

Timothy (2018) explains in his research that the main components that must be within a study and one of these components is vocabulary development of English. When the attention of the students towards these components is low, there is disinterest, it is boring. As a result, there is a low level of understanding among the English language in students. For this reason, it is important to apply good study methods, apply effective tools so that students maintain their interest in these components and thus raise their level and knowledge of the English language.

Vocabulary

Several research papers talk about the importance of vocabulary acquisition in our lives. Diaz et al. (2019) mentioned in their article that the vocabulary of a language is a collection of terms that are acquired over time. Its significance stems from the fact that it is a part of the language development and acquisition process, which comprises growth and consolidation to better express oneself with those around us. This is why it is critical to develop a language in these early stages of life. Also, mastering this is essential for developing communication skills. As a result, it is advocated that as educators, we should engage in activities that promote the acquisition of this knowledge, thereby expanding students' lexicons, and resulting in an enhancement in everyone's understanding and expression. People who can memorize huge amounts of information in this way learn things, learn through visualization, repetition, or listening. Expanding vocabulary involves a process: you have to work hard and there is no magic trick to do it. Everyone has to find the technique that works best for them, entertains, and attracts attention to keep the person interested in learning more.

Learning vocabulary through visualization is a teaching-learning method that uses tools such as diagrams, graphs, and illustrations both to represent words, and things, and to create ideas and concepts, through visualization people come to think and learn more effectively. Gavaldon et al. (2020) discussed that their research has favored the creation of knowledge about the use of comics as a tool to enhance the development of multimodal communication skills in higher education. Using illustrations helps the understanding of new words within education. Teaching through illustrations, and images to students reflect the potential they have to develop both critical thinking and literacy skills.

Learning vocabulary in English is essential to acquiring a foreign language. Di Zou et

al.(2021) explained that given the necessity of solid vocabulary knowledge for second language acquisition, language learners will always require effective word-learning strategies. Because learning a new language necessitates acquiring a large vocabulary, good expression, and oral knowledge can be achieved, and so our ideas and thoughts can be transmitted fluently utilizing the new language. When language is learned correctly, it has positive short and long-term consequences on reading and listening comprehension, motivation and engagement, anxiety reduction, and student interaction.

Afzal (2019) discussed in their article that the ability to communicate in English is determined by the vocabulary knowledge of second and foreign language students, as well as native speakers. Though expanding one's vocabulary is important, it might be difficult for non-native English speakers. Once learners recognize the value of studying vocabulary, they can comprehend various skillful expressions. To maximize students' performance in the classroom, it is also vital to seek out other possibilities to aid their learning process. The use of cognitive and metacognitive methods has an impact on and improves the learning of English vocabulary.

Grabe et al. (2018) referred to general skills like reading, writing, and speaking as relying heavily on vocabulary knowledge. Success requires a strong vocabulary. When it comes to learning a second language, vocabulary is frequently emphasized as crucial. Learning vocabulary is beneficial to second language learners because it helps them better grasp the second language they are learning and is required for them to achieve fluency when communicating.

1.3 OBJECTIVES

General Objective

To determine the influence of the Kahoot app in the development of vocabulary learning on students of 5th-grade from the “Unidad Educativa La Granja”

Specific Objectives

- To identify the benefits of the Kahoot app in English vocabulary learning for students of 5th-grade from the Unidad Educativa La Granja.
- To diagnose the level of English vocabulary students of 5th. grade at the Unidad Educativa La Granja.
- To establish the effectiveness of the Kahoot app in English vocabulary learning.

OBJECTIVE FULFILLMENT PROCESS

- To identify the benefits of the Kahoot application, previous works, and articles on the use of the application to learn vocabulary in English were investigated, many of these articles describe the benefits that people obtained such as active participation in classes, and interest in learning. All these articles were included as research backgrounds.
- To diagnose the level of vocabulary that students have, it was necessary to apply a test taken from the Cambridge Assessment English Standardized Tests (Pre-A1 Starters). The reading parts that focused on vocabulary were applied. The scores obtained by the 5th-grade students of the Educational Unit "La Granja" were used to diagnose the level of vocabulary.
- A pre and post-test was applied to the students to analyze the progress they had using the Kahoot application in the interventions. Also, through a survey, the students mentioned that the Kahoot activities were interesting, and the activities mainly helped to recognize and remember the vocabulary learned in class. The information collected and the results of these tests were examined using the statistical program SPSS.

CHAPTER II

METHODOLOGY

The following methodologies are strategies that were used during the development of the research project, these strategies will help the research to have a clear direction, they helped in the collection of information, and with all these data they will be able to meet the established objectives. Each method used provided the necessary information to complete the research work.

2.1 Resources

For this project it was necessary to use human and material resources that helped in the data collection process. Within human resources, the contribution of twenty-three 5th-grade students from the “Unidad Educativa La Granja” was obtained. In addition, within the material resources it should be noted that on some occasions during the interventions printed sheets, pens and pencils, erasers and books were used. One of the most important material resources was the internet to make use of the Kahoot application with the students, and computers, all these resources provided the necessary facilities to be able to carry out the interventions and thus obtain the necessary information for the research project.

2.2 Methods

This research had a quantitative approach. Quispe et al (2020) proposed that the sample is an important part of quantitative study design. This will allow making the most of our research resources while also ensuring the study's practicality. Quantitative research is a method that uses statistical or numerical data to investigate. A pre and post-test, a survey, and a series of interventions in the classroom were applied. classes in which the Kahoot application was used. In addition, the data collected from the Cambridge standardized test (Pre-A1 Starters) was analyzed. The data obtained from the test allowed to diagnose the level of vocabulary in English of the students. This collected information was analyzed using the SPSS software to verify whether the hypothesis proposed in the research was confirmed or denied throughout the process.

2.3 Research Modality

Bibliographic Research

Regarding bibliographic research, the University of the Republic of Uruguay (2020)

proposed that relevant, effective, and extensive bibliographical research immediately influenced the quality of academic work. The stage of scientific inquiry in which the academic community's production on a certain topic is investigated is known as bibliographical research. It entails a series of tasks aimed at identifying documents linked to a particular topic or author. It lets us learn about the state of the art in the field researching, and it's the foundation for all scientific efforts. With this method, necessary information has been collected from research papers and magazines to find data and research that can validate this research about the Kahoot app and how this application influences the learning of English vocabulary.

Field Research

Arias (2020) discussed that field research collects data from the real world and allows the collection of first-hand knowledge about a topic that is being researched. First, it collects data from so-called primary sources. As a result, the data is directly from the collection. Getting feedback from those involved in or affected by an event. The field research allows us to collect the necessary information and relevant data on how the Kahoot app influences the learning of the 23 students (9 - 10 age) of 5th-grade from the "Unidad Educativa La Granja" at the time of being able to carry out the respective evaluations, with these data, it will have more information direct and specific about research.

2.4 Level of Research

Exploratory Research

Ramos (2020) stated that exploratory research is a sort of research that can be employed in both qualitative and quantitative methodologies in this study. In the exploratory scope, research is conducted on phenomena that have never been studied before and for which there is a need to learn more about their characteristics. In addition to this, the main objective of these investigations is to formulate a problem for further investigation or to develop viable hypotheses from an operational point of view. Exploratory research is very useful for this research because its design is effective in exploring topics that have not yet been fully explored or that need deeper analysis, such as the topic of the Kahoot app and how this app can influence vocabulary learning. in English that students learn as a second language.

Descriptive Research

Descriptive research was used in the study because it helped to describe and collect quantifiable information for the statistical analysis of the population sample that was used to develop the research. Nieto (2018) mentioned that descriptive research is a study whose primary goal is to gather data and information about the features, properties, aspects, or dimensions of people, entities, and institutions involved in social processes. The researcher does not manipulate any of the variables but only describes the sample and/or the variables.

2.6 Population

For the investigation, we worked with twenty-three 5th-grade students from the “Unidad Educativa La Granja”, with these students different activities and tests were applied.

Table 1

Population

Population	Experimental group	Total	Percentage
Male	15	18	65,21%
Female	8	8	34,78%
Total	23	23	100%

Note: List of students provided by the institution. Total of students who participated during the application of the study.

2.7 Techniques and Instruments

The instruments that were used for this research were pre and post-test, so it was decided to use The Cambridge Assessment English (Starters) exam, being a standardized and certified exam to apply at the pre-A1 level. The Reading section was chosen to assess the vocabulary level of the students, this section consists of 3 parts and each part contains 5 questions. Part 1 (Gap-fill) had a paragraph with 5 blank spaces and 8 words as options to complete the paragraph. Students had to read and write the correct word in the blank to complete the paragraph. Part 2 (Scrambled) had 5 images and letters in front of the images in disorder. The students had to see the image and order the letters to discover the correct name of the image. Finally, part 3 (True/False) had 5 images in front of each image there was a sentence that described each image, the students had to read the sentence and see if the sentence matched the image, if so, the students chose the option of true if the sentence did not match the image, they chose the false option.

In addition, the Kahoot Website or application was chosen for the treatment phase to teach vocabulary through the interactive games that the application has. The games that were considered to develop the vocabulary activities were: True/False, and Matching. Images and videos were also used to teach vocabulary and its correct pronunciation. Finally, the Liveworksheets platform was also used to take the post-test of the students after the interventions.

A total of 10 interventions were carried out to improve the vocabulary learning of 5th-grade students. The procedure lasted 3 weeks and each intervention lasted one hour of class. Each class focused on learning vocabulary. For this, the teacher in charge of the English class provided the vocabulary that the children had to learn. In addition to this, the Kahoot application was used for learning and teaching vocabulary in each lesson. Each treatment lesson plan had a Presentation, Practice, and Production (PPP) approach. At the beginning of each class in the presentation part, images and videos were used to present the vocabulary that would be learned that day. Then, during the practice, activities such as riddles were carried out together with flashcards for, a review of the correct pronunciation of the vocabulary. For the production, the Kahoot application was used to help collect data on the progress of the students when learning a new vocabulary. Finally, with the data obtained from the pre and post-test, a statistical analysis was applied, where it was necessary to use the SPSS statistical software to perform different

types of analysis. All these procedures were useful in describing the improvement or effect that the intervention had on student scores. Letting us know that the students in the post-test had an improvement and a positive effect and this was reflected in the post-test scores of each student, showing us that the Kahoot application is a useful and dynamic tool that helps in the teaching of students.

2.8 Hypothesis

- H0: Kahoot app does not influence the students' vocabulary learning.
- H1: Kahoot app influences the students' vocabulary learning.

2.9 Variable Identification

- Kahoot app (Independent variable)
- Vocabulary (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSSION

This research chapter includes the analysis and interpretation of the results obtained through the data collection process, compiled through the application of a pre and post-test. The pre and post-tests were taken from the Cambridge Assessment English Standardized Tests (Pre-A1 Starters). The tests were applied to the 23 students of 5th. degree of the “Unidad Educativa La Granja”

The pre and post-test were developed with a 3-part structure. The first part contains a short paragraph that required students to read it and fill in the blanks with the correct word. The second part consisted of students looking at a picture of an animal and then putting the words to discover the correct name of the animal. In the third part, the students had to look at the image and read a short sentence and put a V if the sentence is correct or an X if the sentence is incorrect. The test contains 3 sections, each section has 5 questions giving a total of 15 questions. Where the student has the possibility of obtaining a mark of 10 points, as the maximum mark if she gets all the questions right. For the analysis and interpretation of the results, tables and graphs were prepared that contain the information in detail, to facilitate understanding by the readers. The purpose of these tables is to show the results of each part that was evaluated in the pre and post-tests. In conclusion, the verification of the hypothesis was developed through a normality test, using the IBM SPSS program for being an efficient statistical software, in this part the Shapiro Wilk statistic was considered, where it was observed that the results were scattered, being It is necessary to apply a non-parametric Wilcoxon test to reject or accept the study hypothesis.

Table 2

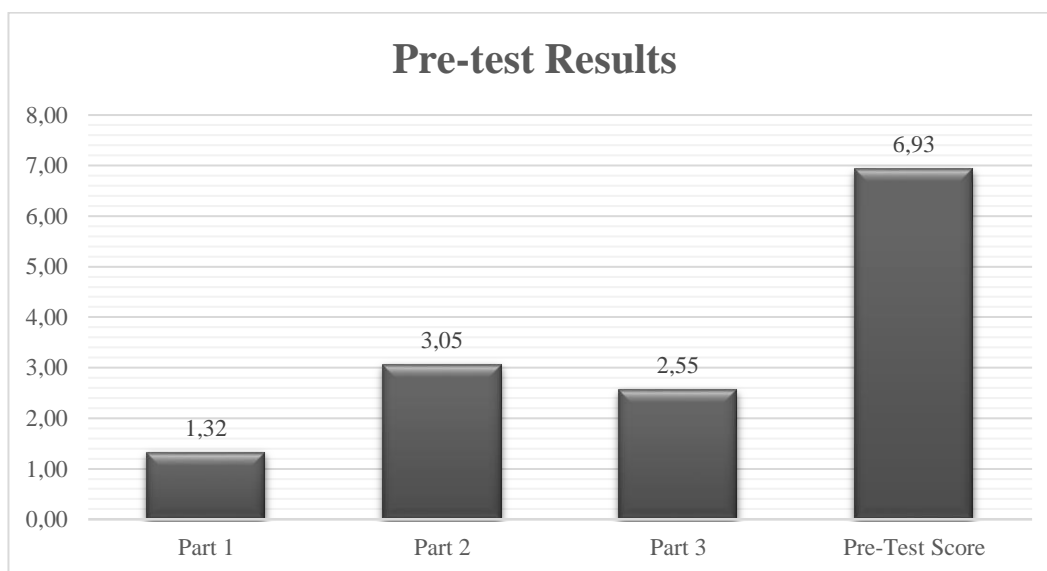
Pre-Test Results

Pre-Test Results				
	Part 1 Gap fill	Part 2 Scrambled	Part 3 True/False	Pre-Test Score
Average	1,32	3,05	2,55	6,93

Note: General Average pre-test.

Figure 1

Pre-Test Results



Analysis and Interpretation

To collect the information, a pretest was applied to diagnose the level of vocabulary in English possessed by the 23 5th grade students of the parallel "L" of the Educational Unit "La Granja". It should be noted that the test was based on the Cambridge Assessment English (Pre-A1 Starters) standardized test. The Test consists of a total of 15 questions, divided into 3 sections and with a maximum score of 3.33 for each part. After applying the pre-test, the following results were obtained, which are expressed in the table and graph. In part 1 (Gap-fill), the students obtained an average mark of

1.32, out of 3.3 points. While in part 2 (Scrambled) an average of 3.05 out of 3.3 points was obtained. And to finish in part 3, the average range was 2.55 out of 3.33 points. All these results together yielded a general average in the Pre-test of 6.93 out of 10 points.

After applying the pre-test, all the information collected led to the following interpretation of the data and this information showed the difficulties and strengths that the students had in the different sections of the pre-test. The data showed that the first section (Gap-fill) was the section where the students had the most difficulty in performing the pretest. The students obtained an average grade of 1.32, out of 3.3 points, the students had difficulty when reading the paragraph and selecting the correct word to fill in the blanks, this difficulty is related to the lack of understanding of the vocabulary in context rather than lack of knowledge of English vocabulary. For part 2 (Scrambled) where the students had to see the image of an animal and order the letters to discover the name of the animal, in this section an average of 3.05 out of 3.3 points was obtained. The students had a better response since they could visualize the image and it was not a difficult section to complete. In the third section (True/False) the students had to see a picture and read a short sentence and put true or false if the sentence matches the picture. The average range for this section was 2.55 out of 3.33 points. This last section shows a decline in students, thus showing that students have trouble understanding the vocabulary in context and being able to identify if a statement is affirmative or negative.

Table 3

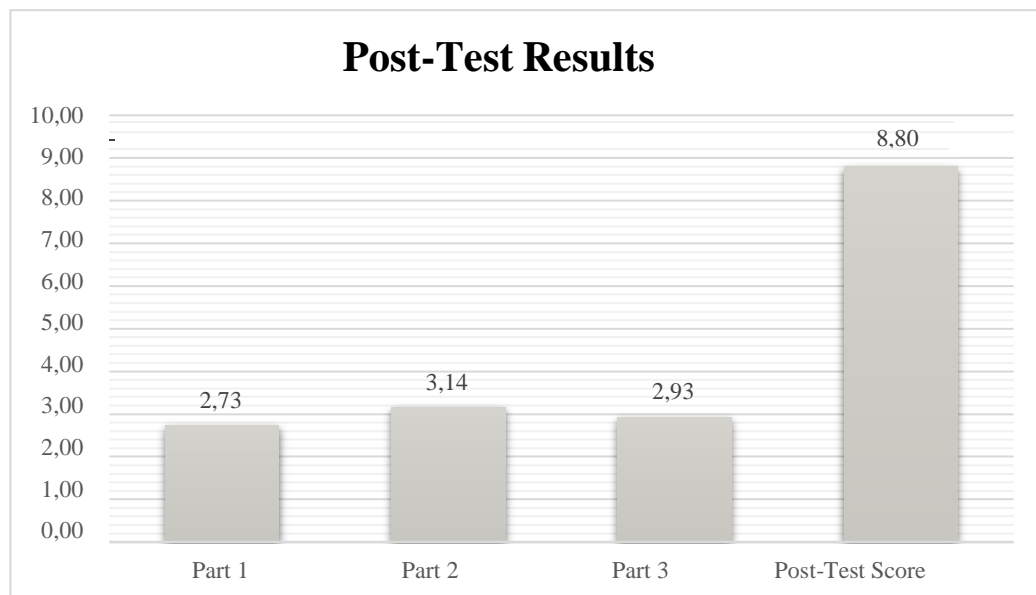
Post-Test Results

	Post-Test Results			
	Part 1 Gap fill	Part 2 Scrambled	Part 3 True/False	Post-Test Score
Average	2,73	3,14	2,93	8,80

Note: General Average post-test.

Figure 2

Post-Test Results



Analysis and Interpretation

After pre-testing the students for a few days, they were given a treatment to improve and develop their level of knowledge of the student's English vocabulary. For this, the Kahoot application and other materials were used to determine the effect that this application has on learning. At the end of the treatment, it was verified if it worked, for which a post-test was applied, and the results had a noticeable growth, and these are expressed in the table and the graph. In part 1, students achieved a mean rank of 2.73, out of 3.3 points. While part 2, the average was 3.14 of 3.3 points. And in the last part, the midrange increased to 2.93 out of 3.33 points. The general result in the

Post-test was 8.80 out of 10 points.

After applying the post-test, it is observed that the use of the Kahoot application had a positive impact on the students. This application, which was used in all the interventions, allowed the students to practice and review the vocabulary in English. As a result, in the pre-test the students obtained an average grade of 1.32 after the treatments using the Kahoot application, this percentage rose in the post-test giving a percentage of 2.73, out of 3.3 points in section 1 (Gap-fill) the students showed a better understanding of the context when reading the paragraph in section 1 by being able to understand the context of the paragraph, the students recognized the necessary vocabulary to complete the exercise. In section 2 in the pre-test, the students had an average of 3.05 and in the post-test after using the Kahoot application the average rose to 3.14 from 3.3 points, the visual activities of Kahoot helped the students to learn the vocabulary and so they could remember it at the time of the post-test. For the final part, section 3 in the pretest the mean range was 2.55. By the time the post-test was taken, the range rose to 2.93 out of 3.33 points, showing, as a result, an improvement in the understanding of the context of the affirmative and negative statements, thus allowing the students to choose the correct answer. As can be seen, the interactive exercises offered by Kahoot played a fundamental role in the advancement of teaching, since the activities were interesting and educational, thus capturing the attention of students. The effectiveness of this application is demonstrated in the growth of the score of each section, especially in section 1 of the post-test, where there was notable growth in score greater than half of the maximum score.

Table 4

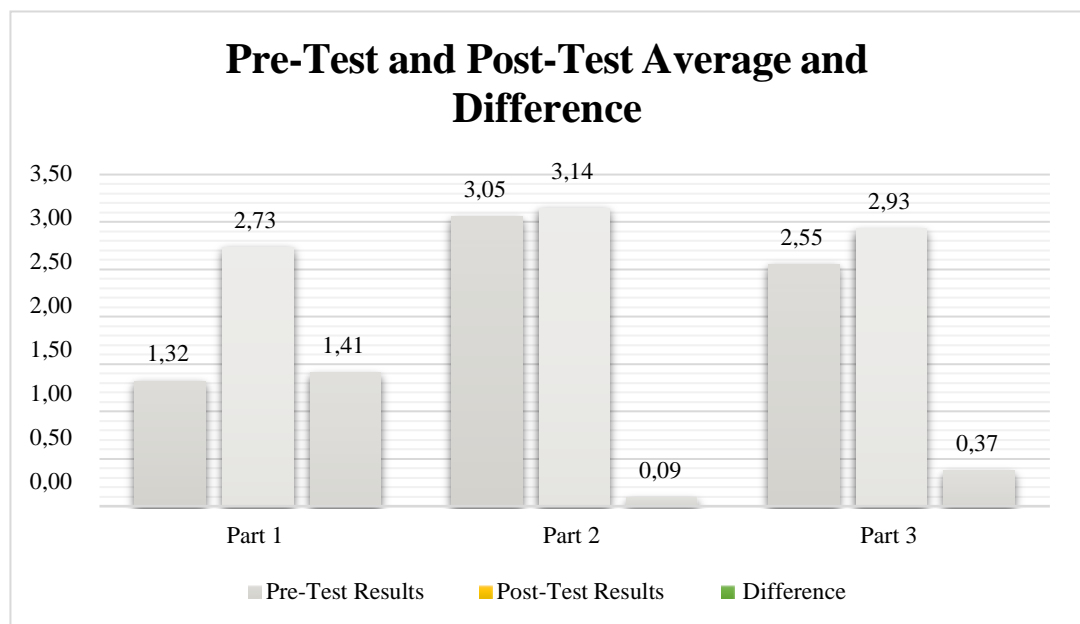
Comparative Results Pre-Test and Post-Test

Criteria	Pre-Test Results	Post-Test Results	Difference
Part 1 Gap-fill	1,32	2,73	1,41
Part 2 Scrambled	3,05	3,14	0,09
Part 3 True/False	2,55	2,93	0,37
Test Scores	6,93	8,80	1,87

Note: General Average and Difference pre-test and post-test.

Figure 3

Pre-Test and Post-Test Average and Difference



Analysis and Interpretation

Data comparison was performed using a comparative graph. The table shows the average result of each of the evaluated sections of the pre and post-test. The purpose

is to aid in the reader's understanding of the data. The table shows the average results for each part. In section 1 (Gap-fill), the initial average range in the pre-test was 1.32, this value grew in the post-test to 2.73, from 3.33 points, with a growth of 1.41 points. In the second section (Scrambled), the initial mean in the pre-test was 3.05, while the final mean in the post-test was 3.14, out of 3.33 points, the difference was 0.09 points. And in the last section (True/False), the pretest average was 2.55, and in the posttest, the average range grew to 2.93, from 3.33 points. The difference was 0.37 points. Due to the use of the treatment, a positive and remarkable change in the students' scores was evidenced.

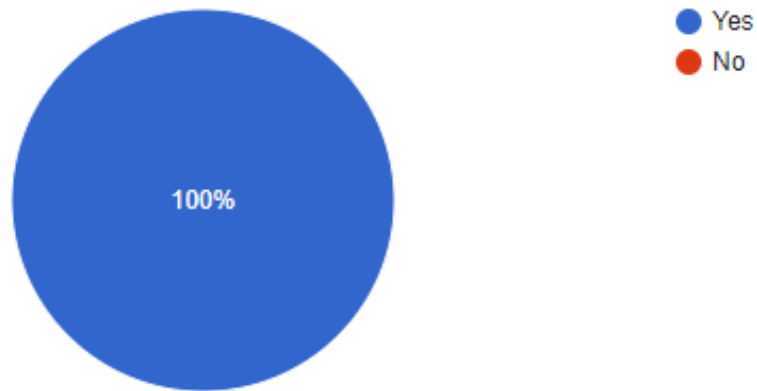
After comparing the results, it is observed that the use of the Kahoot application with the students positively influenced the learning of English vocabulary. The progress of the students was noticeable, and the change was positive, this can be reflected in the comparison of percentages in section 1 (Gap-fill), which had a growth of 1.41 points. Demonstrating that the activities in the Kahoot app not only help students learn English vocabulary but also help students understand the context of questions or sentences as there are different activities in Kahoot for students to practice. In addition, the students also had improvements in the other sections, in the section (Scrambled), the improvement between the pretest and post-test was 0.09 points. showing that Kahoot does influence students' vocabulary learning and in section 3 (True/False), the difference between the pre and post-test was 0.37 points. And this is because students have fun using Kahoot to learn vocabulary and when students have fun learning they manage to retain more information in their minds and learn more vocabulary.

SURVEY

A survey of 6 questions was conducted by fifth-grade students to know their knowledge about the Kahoot application.

1. Do you think that learning vocabulary helps you to communicate in English?

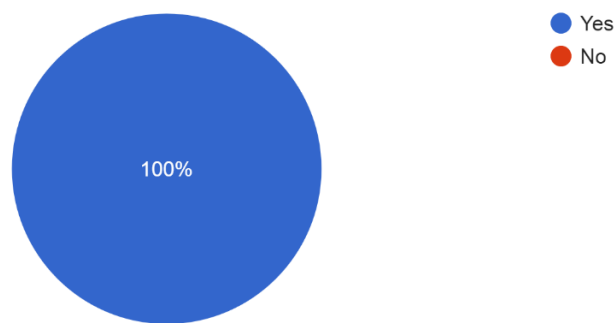
Survey - Graphic 1



As a result, 100% of the students answer with a YES, showing that they do think that learning vocabulary helps you to communicate in English.

2. Do you consider that the Kahoot application helps in your learning of English vocabulary?

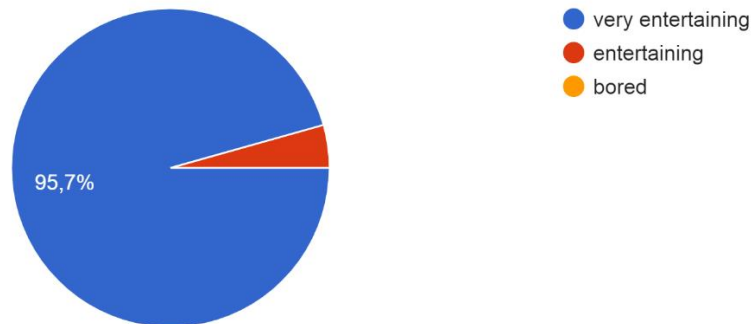
Survey - Graphic 2



As a result, in question 2, 100% of the students answer with a YES, showing that they do consider the Kahoot application to be a successful tool for learning English vocabulary.

3. How do you consider the Kahoot application?

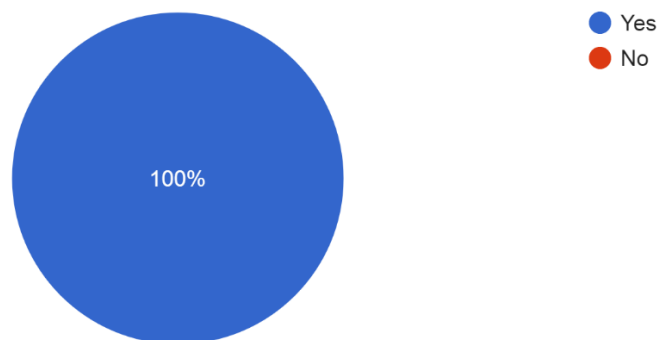
Survey - Graphic 3



As a result, 95.7% of the students consider the Kahoot application to be a very entertaining tool that can be used in class, while 4.3% of the students consider the Kahoot application to be entertaining, even having a positive result and acceptance by the students towards the application.

4. Is it easy for you to use the Kahoot app?

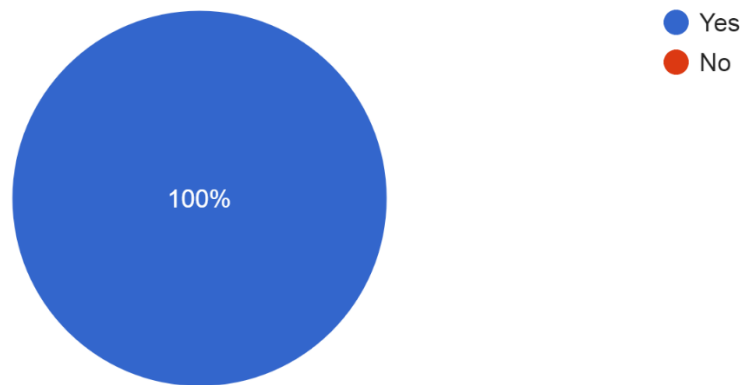
Survey - Graphic 4



As a result, 100% of the students consider that using the Kahoot application is very easy, demonstrating that the application can be handled by the students without presenting any problem.

5. Does your teacher know about the Kahoot app?

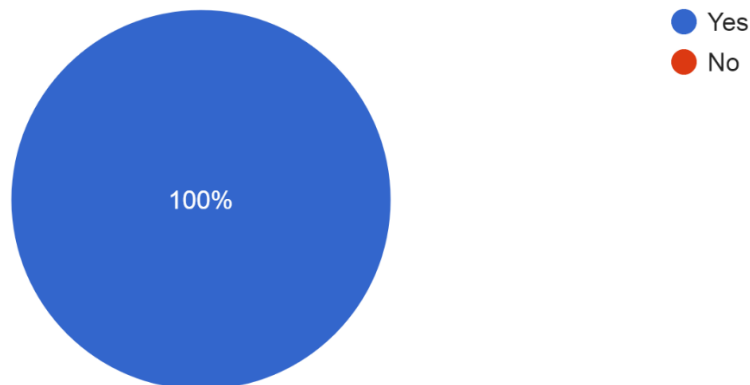
Survey - Graphic 5



As a result, 100% of the students marked a YES, letting us know that their teacher, like them, knows the Kahoot application.

6. Does your teacher use the Kahoot app for their English classes?

Survey - Graphic 6



As a result, it seems that 100% of the students marked a YES, letting us know that their teacher has used the Kahoot application in their English classes for that reason the students know this application and its operation.

Verification of Hypotheses

The verification of the hypothesis was developed using the statistical program IBM SPSS, which is the most recommended for the analysis of the inferential statistics of this project. The normality test will allow you to see if the results are scattered. And employing the Wilcoxon non-parametric test of two related samples, the statistical test was developed, which will allow showing if the value it throws is greater or less than

0.05. To reject or accept the hypothesis.

Hypothesis Statement

Null Hypothesis

- **H0:** the Kahoot application does not influence the vocabulary learning of the 5th-gradestudents of the Unidad Educativa "La Granja".

Alternative Hypothesis

- **H1:** the Kahoot application influences the vocabulary learning of the 5th-grade studentsof the Unidad Educativa "La Granja".

Table 5

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Stadístic	gl	Sig.	Stadístic	gl	Sig.
Pre_Test	,206	23	,013	,906	23	,034
Post_Test	,229	23	,003	,834	23	,001

a. Lilliefors Significance Correction

Note: Shapiro Wilk Normality test values.

The study was carried out with 23 fifth-grade students, parallel "L", from the Unidad Educativa "La Granja". To verify the hypothesis, the normality test was used. For this research project, the Shapiro Wilk test was considered, since this statistic works with a sample of less than 30. Then, the table shows the significance level in the Pre-Test of 0.034. While in the Post-Test the result was 0.001. At this point, it is inferred that the results are scattered. And a Wilcoxon rank test must be applied to determine if the hypothesis is rejected or accepted.

Table 6*Wilcoxon signed ranks test***Wilcoxon signed ranks test**

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	1 ^a	4,00	4,00
	Positive Ranks	22 ^b	12,36	272,00
	Ties	0 ^c		
	Total	23		

Post_Test < Pre_Test

Post_Test > Pre_Test

Post_Test = Pre_Test

Note: Wilcoxon signed ranks test values

The range test is developed by subtracting the values of the Post-Test and the Pre-Test. The test shows 3 ranges. The negative range (a) shows 1 negative value, which means that only one student scored lower than the pre-test. On the other hand, it is shown that 22 students are in the positive range (b). And finally, no tie is shown (c). The average range of each range established two values, the first of 4.00 and the other of 12.36. The total sum of the negative range was 4.00, and the positive range gave a result of 272.00.

Table 7*Test Statistics***Test Statistics**

	Post_Test - Pre_Test
Z	-4,077 ^b
Sig. asintót. (bilateral)	,000

Wilcoxon Signed Ranks Test

Based on Negative Rank.

Note: Test Statistics values with asymptotic Significance.

Analysis and Interpretation

Finally, the hypothesis was verified through the result of the statistical test, in this part, it is evident that the Z value is -4.077 . And the significance value is 0.000 , which is less than 0.05 . Therefore, the alternative hypothesis H_1 is accepted: The Kahoot application that was applied in the treatments with the help of lesson plans in the classroom and materials such as images and videos showed as a result that the application influences the learning of vocabulary in English in the 5th-grade students from the "Unidad Educativa La Granja". And the null hypothesis is rejected.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- To identify the benefits of the Kahoot application in learning English vocabulary, research was based on articles by different authors, where these authors show the benefits of using the Kahoot application with their studies. One of these authors Debbita et al. (2018) discussed that Kahoot! is a socially oriented activity that can provide benefits in terms of 1) inducing motivation and commitment, and 2) encouraging and reinforcing learning, demonstrating with its study that the application is useful and effective for teaching and student learning.
- To diagnose the level of vocabulary in English of the students of 5th. grade at the La Granja Educational Unit. A pre-test taken from the Cambridge Assessment English standardized test (Pre-A1 Starters) was used. This test was divided into 3 sections, in the first section (Gap-fill), the overall percentage obtained by the students was an average grade of 1.32, about 3.3 points. This indicates that the students' difficulty is related to the lack of understanding of the vocabulary in context rather than the lack of knowledge of the English vocabulary for that reason they made mistakes in this section. While in section 2 (Scrambled), an overall percentage of an average of 3.05 out of 3.3 points was obtained. This shows that in this section the students' errors were minimal. And to finish in section 3 (True/False), the overall average was 2.55 out of 3.33 points. Demonstrating that students have problems understanding the vocabulary in context and because of that they are not able to identify if a statement is affirmative or negative, which causes errors in the test.
- To establish the effectiveness of the Kahoot application in learning English vocabulary in students, a post-test was applied after the treatments. Showing an overall growth in each of the post-test sections. In section 1, students achieved an average grade of 2.73, out of 3.3 points. Being the most noticeable increase in the test, demonstrating that the Kahoot application has affectivity by helping students understand the vocabulary in context through the activities that Kahoot offers. While part 2, the average was 3.14 out of 3.3 points. And

in the last part, the midrange increased to 2.93 from 3.33 points. Showing in these 2 sections that the Kahoot application helped students in the cognitive part by improving their English vocabulary level, thanks to its interactive activities that made students have fun while learning. In addition, a survey was applied and according to the criteria of the students, they consider 100% that the Kahoot application helps in their learning of vocabulary in English. Also, 95.7% of students consider the Kahoot app to be very entertaining.

RECOMMENDATIONS

- It is recommended that the benefits and advantages of the Kahoot application be disseminated as a didactic tool for teaching and learning vocabulary in English and not only within this teaching area but also in other areas of education. It is necessary to promote the use of the application for the benefit of students.
- It is recommended that teachers before starting their teaching should first diagnose the level of knowledge of vocabulary in English and thus know what the weaknesses of their students are, in this way a clearer starting point will be obtained on how to teach and help their students to improve your learning.
- Given the results obtained, it is recommended that all teachers, students, and anyone who wishes to learn the English language, or any other language incorporate the Kahoot application as a useful and effective tool for learning a new language.

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ANNEXES

Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 03/05/2022

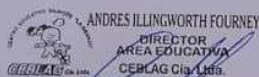
Doctor
Marcelo Nuñez
Presidente de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Andrés Illingworth en mi calidad de Director del Área Educativa de la Escuela de Educación Básica La Granja CEBLAG, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "KAHOOT APP AND LEARNING VOCABULARY" propuesto por la estudiante Tenecota Cando Esteban Andrés, portador de la Cédula de Ciudadanía 1804327110, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente



Mg. Andrés Illingworth Ing
C.I 1801145317
TELF: 0996114965
Correo: lagranjaceblag@gmail.com

Annex 2

Instruments used for the pretest and posttest



UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS SEMESTRE ABRIL –
SEPTIEMBRE 2022



Name: _____ Level: _____ Date: ____/____/____

READING PRE-TEST

Instructions:

- Read carefully.
- Write the correct answer.

READING SECTION – ACTIVITY 1

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Lizards



Lots of lizards are very small _____ animals _____ but some are really big.

Many lizards are green, grey or yellow. Some like eating (1) _____ and some like eating fruit.

A lizard can run on its four (2) _____ and it has a long (3) _____ at the end of its body.

Many lizards live in (4) _____ but, at the beach, you can find some lizards on the (5) _____. Lizards love sleeping in the sun!

Example			
animals	tail	balloon	trees
legs	spiders	teacher	sand

Activity 2

Look at the pictures. Look at the letters. Write the words.

Example



s n a k e



Questions

1





2





3





4





5





Activity 3

Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

Examples



These are grapes.



This is a house.



Questions

1



This is a helicopter.



2



This is a clock.



3



These are shells.



4



This is a sock.



5



These are chairs.



Annex 3

Lesson Plans

First Session - Lesson plan 1

Course: 5th grade		Subject: English	Duration: 45 minutes
Number of students: 23		Date: Jun 06 th , 2022	Language skill: Reading and Writing
Topic: Reading and Writing Competence			
Objectives:			
Students will be able to demonstrate their level of vocabulary knowledge by taking the pre-test.			
PROCEDURE:			
TIME	Teacher's Activities		Materials
15 minutes	<p style="text-align: center;">Presentation</p> <ul style="list-style-type: none"> The professor introduces himself to the students and explains that he is going to apply his thesis project. The teacher explains to the students that she is going to work with them for a certain time and that she is going to need their collaboration and participation in the activities that they will carry out after each class with their teacher, in this way the knowledge of the vocabulary is reinforced in English.. 		<ul style="list-style-type: none"> Computer Markers Whiteboard
5 minutes	<p style="text-align: center;">Practice</p> <ul style="list-style-type: none"> The teacher explains the purpose of the test that they are going to take with their students, clarifying that it is a test and that it will not be in their record of grades, it will only be a test to diagnose their knowledge of vocabulary in the English language.. 		<ul style="list-style-type: none"> Tests
25 minutes	<p style="text-align: center;">Production</p> <ul style="list-style-type: none"> The teacher gives instructions so that the students understand how they should answer in the exam and gives them a maximum of 25 minutes to complete their exam. He also tells them that if they have any questions they can raise their hands and the teacher will come to their aid. 		<ul style="list-style-type: none"> Pre-test Pencil Pen
Task: Students should practice the pronunciation of sports stuff vocabulary.			

Second Session - Lesson plan 2

Course: 5th grade	Subject: English	Duration: 45 minutes
Number of students: 23	Date: Jun 9 th , 2022	Language skill: Reading and Writing
Topic: Sports		
Objectives:		
Students will be able to identify and recognize sports Stuff.		
PROCEDURE:		
TIME	PROCEDURE	Materials
30 minut es	<p style="text-align: right;">Presentation</p> <ul style="list-style-type: none"> • The teacher starts the class by talking about the Kahoot application and asking questions such as: Do you know the Kahoot application? Have you used the app? How has your experience been if you have used it? • The teacher explains to the students the topic of sports stuff 	<ul style="list-style-type: none"> • Comput er • Projecto r • Markers • Whiteb oard • Slides:
5 minut es	<p style="text-align: right;">Practice</p> <ul style="list-style-type: none"> • The teacher does an example exercise of the sports stuff to practice and remember what has been taught . Link: https://create.kahoot.it/share/sports-stuff/246366b5-8376-4ed1-9224-843f17f7deb0 • 	<ul style="list-style-type: none"> • Comput er
10 minut es	<p style="text-align: right;">Production</p> <ul style="list-style-type: none"> • The teacher asks the students to write a new word that they have learned today . 	<ul style="list-style-type: none"> • Pencil • Pen • Book • Makers • Whiteboa rd
Task 1: Students should practice the pronunciation of cool safari vocabulary.		

Third Session - Lesson plan 3

Course: 5th grade	Subject: English	Duration: 45 minutes
Number of students: 23	Date: Jun 10 th , 2022	Language skill: Reading
Topic: Cool Safari		
Objectives:		
Students will be able to identify the names of animals		
PROCEDURE:		
TIME	PROCEDURE	Materials
20 minutes	<p style="text-align: right;">Presentation</p> <ul style="list-style-type: none"> • The teacher starts the class with a reminder of the vocabulary that was sent to review at home. • The teacher projects images of the vocabulary that they will learn and will teach its correct pronunciation. 	<ul style="list-style-type: none"> • Computer • Projector • Markers • Whiteboard • Pictures
15 minutes	<p style="text-align: right;">Practice</p> <ul style="list-style-type: none"> • The teacher works with the students in the kahoot app to reinforce vocabulary in a more fun way. • https://create.kahoot.it/share/cool-safari/c00f05ef-0dd1-40a3-bc68-6a2799847851 	<ul style="list-style-type: none"> • Computer • Projector
10 minutes	<p style="text-align: right;">Production</p> <ul style="list-style-type: none"> • The teacher asks each student to write on the board a name of an animal that they learned today and pronounce that word correctly. 	<ul style="list-style-type: none"> • Keyboard • Pencil
Task 2: Students should practice the pronunciation of city places vocabulary.		

First Session - Lesson plan 4

Course: 5th grade	Subject: English	Duration: 45 minutes
Number of students: 23	Date: Jun 13 th , 2022	Language skill: Reading and Writing
Topic: City		
Objectives:		
Students will be able to recognize the names of places in a city .		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	<p style="text-align: right;">Presentation</p> <ul style="list-style-type: none"> • The teacher reviews the vocabulary learned in the previous class, about city places, for this some images are shown and the student who first raises the hand will have to say the name of the photo • The teacher explains to the students the new vocabulary that they will learn, for this she will show images so that the students have a visual resource and can relate the image with the word 	<ul style="list-style-type: none"> • Computer • Pictures
5 minutes	<p style="text-align: right;">Practice</p> <ul style="list-style-type: none"> • Then the teacher will ask the students to make a short sentence in their notebooks with the new vocabulary they have learned. 	<ul style="list-style-type: none"> • Zoom chat • Notebook • pen
25 minutes	<p style="text-align: right;">Production</p> <ul style="list-style-type: none"> • On the Kahoot platform, students have the opportunity to play with the vocabulary words, they must choose the correct word and earn the most points. • https://create.kahoot.it/share/city-places/84959f3e-c564-40a5-8eb7-7ff880b0289d 	<ul style="list-style-type: none"> • Computers
Task: Students should practice the pronunciation of Yummy Food vocabulary.		

Second Session - Lesson plan 5

Course: 5th grade	Subject: English	Duration: 45 minutes
Number of students: 23	Date: Jun 16 th , 2022	Language skill: Reading and Writing
Topic: Fast Food		
Objectives:		
Students will be able to identify and recognize yummy food.		
PROCEDURE:		
TIME	PROCEDURE	Materials
30 minutes	<p style="text-align: right;">Presentation</p> <ul style="list-style-type: none"> • The teacher makes a reminder of the vocabulary learned in the previous class, using images and asking the students to write the name of the image they see on the screen in the chat. • The teacher explains to the students about the new vocabulary that they will learn, for this she will use images as a visual resource 	<ul style="list-style-type: none"> • Computer • Pictures
5 minutes	<p style="text-align: right;">Practice</p> <ul style="list-style-type: none"> • The teacher will carry out an exercise in Kahoot with the students to practice the vocabulary learned • https://create.kahoot.it/share/yummy-food/5a2a9608-d764-461b-b6c0-fb61df5da206 	<ul style="list-style-type: none"> • Computer
10 minutes	<p style="text-align: right;">Production</p> <ul style="list-style-type: none"> • The teacher asks the students to pronounce a sentence a new word that they have learned. 	<ul style="list-style-type: none"> • Computer
Task 1: Students should practice the pronunciation of Fruit vocabulary.		

Third Session - Lesson plan 6

Course: 5th grade	Subject: English	Duration: 45 minutes
Number of students: 23	Date: Jun 17 th , 2022	Language skill: Reading
Topic: Future Healdty Food		
Objectives:		
Students will be able to identify and recognize the parts of the body		
PROCEDURE:		
TIME	PROCEDURE	Materials
20 minut es	<p style="text-align: right;">Presentation</p> <ul style="list-style-type: none"> • The teacher makes a reminder of the vocabulary learned in the previous class, using images and asking the students to write the name of the image they see on the screen in the chat. • The teacher explains to the students about the new vocabulary that they will learn, for this she will use images as a visual resource 	<ul style="list-style-type: none"> • Comput er • Pictures
15 minut es	<p style="text-align: right;">Practice</p> <ul style="list-style-type: none"> • The teacher will carry out an exercise in Kahoot with the students to practice the vocabulary learned • https://create.kahoot.it/share/fruits/37d58245-8d45-4992-a50b-ce122a7fb8ca 	<ul style="list-style-type: none"> • Comput er
10 minut es	<p style="text-align: right;">Production</p> <ul style="list-style-type: none"> • The teacher asks the students to write 2 sentences with 2 new words that they learned today in the Zoom chat 	<ul style="list-style-type: none"> • Comput er
Task 2: Students should practice the pronunciation of Fruit vocabulary.		

First Session - Lesson plan 7

Course: 5th grade		Subject: English	Duration: 45 minutes
Number of students: 23		Date: Jun 20 th , 2022	Language skill: Reading and Writing
Topic: Trips			
Objectives:			
Students will be able to demonstrate their level of vocabulary knowledge by knowing the different climates that exist .			
PROCEDURE:			
TIME	Teacher's Activities		Materials
15 minutes	<p style="text-align: right;">Presentation</p> <ul style="list-style-type: none"> The teacher makes a reminder of the vocabulary learned in the previous class, using images and asking the students to write the name of the image they see on the screen in the chat. The teacher explains to the students about the new vocabulary that they will learn, for this she will use images as a visual resource 		<ul style="list-style-type: none"> Computer Pictures
5 minutes	<p style="text-align: right;">Practice</p> <ul style="list-style-type: none"> The teacher will carry out an exercise in Kahoot with the students to practice the vocabulary learned https://create.kahoot.it/share/exciting-trips/ed9abb8f-c74f-4c07-a351-6689478e5530 		<ul style="list-style-type: none"> Computer
25 minutes	<p style="text-align: right;">Production</p> <ul style="list-style-type: none"> The teacher asks the students to write 2 sentences with 2 new words that they learned today in the Zoom chat 		<ul style="list-style-type: none"> Pre-test Pencil Pen
Task: Students should practice the pronunciation of fun park vocabulary.			

Second Session - Lesson plan 8

Course: 5th grade		Subject: English	Duration: 45 minutes
Number of students: 23		Date: Jun 23 th , 2022	Language skill: Reading and Writing
Topic: Park			
Objectives:			
Students will be able to identify and recognize fun activities they can do in their free time .			
PROCEDURE:			
TIME	PROCEDURE	Materials	
30 minutes	Presentation <ul style="list-style-type: none"> • The teacher makes a reminder of the vocabulary learned in the previous class, using images and asking the students to write the name of the image they see on the screen in the chat. • The teacher explains to the students about the new vocabulary that they will learn, for this she will use images as a visual resource 	<ul style="list-style-type: none"> • Computer • Pictures 	
5 minutes	Practice <ul style="list-style-type: none"> • The teacher will carry out an exercise in Kahoot with the students to practice the vocabulary learned • https://create.kahoot.it/share/fun-park/8f6e1211-9abe-48a6-8ea1-5083ac53b7b5 	<ul style="list-style-type: none"> • Computer 	
10 minutes	Production <ul style="list-style-type: none"> • The teacher asks the students to write 2 sentences with 2 new words that they learned today in the Zoom chat 	<ul style="list-style-type: none"> • Computer 	
Task 1:			

Third Session - Lesson plan 9

Course: 5th grade	Subject: English	Duration: 45 minutes
Number of students: 23	Date: Jun 24 th , 2022	Language skill: Reading and Writing
Topic: Vocabulary		
Objectives:		
Students will be able to use the vocabulary learned to carry out the different activities of the book		
PROCEDURE:		
TIME	PROCEDURE	Materials
20 minutes	<p style="text-align: right;">Presentation</p> <ul style="list-style-type: none"> The teacher will work with the students on the Cool Kids 4 book using the vocabulary learned in class. 	<ul style="list-style-type: none"> Computer Pictures Book
15 minutes	<p style="text-align: right;">Practice</p> <ul style="list-style-type: none"> The teacher will use an audio of the book to fill in an activity with this it will be observed if the students can recognize the vocabulary learned through listening 	<ul style="list-style-type: none"> Computer Book
10 minutes	<p style="text-align: right;">Production</p> <ul style="list-style-type: none"> Small questions are asked about the vocabulary learned in class, students are asked to make 5 sentences with each word they remember 	<ul style="list-style-type: none"> Computer Notebook
Task 2: Students must review the vocabulary to be able to take the post test		

Third Session - Lesson plan 10

Course: 5th grade		Subject: English	Duration: 45 minutes
Number of students: 23		Date: Jun 29 th , 2022	Language skill: Reading
Topic: Post Test			
Objectives:			
Assess students' progress in learning English vocabulary using the Kahoot app https://es.liveworksheets.com/de3113417te			
PROCEDURE:			
TIME	PROCEDURE		Materials
15 minutes	<p style="text-align: right;">Presentation</p> <ul style="list-style-type: none"> The teacher explains the purpose of using the kahoot application to the students in the interventions they had, explains about the post test that they will carry out, explaining that it will not be an evaluated test, it will only be a diagnostic test. 		<ul style="list-style-type: none"> Computer Picture
5 minutes	<p style="text-align: right;">Practice</p> <ul style="list-style-type: none"> The teacher gives a review of the vocabulary learned in class and explains the importance of learning new vocabulary to speak English 		<ul style="list-style-type: none"> Computer
25 minutes	<p style="text-align: right;">Production</p> <ul style="list-style-type: none"> The teacher explains how the post test should be carried out, the students have 25 minutes to carry out the evaluation 		<ul style="list-style-type: none"> Computer
Task 2:			

Anexos 4
Survey

Survey

SURVEY

What do you think about the Kahoot app?

Do you think that learning vocabulary helps you communicate in English? *

- Yes
 No

Do you consider that the Kahoot application helps in your learning of English vocabulary? *

- Yes
 No

How do you consider the Kahoot application? *

- very entertaining
 entertaining
 bored

Is it easy for you to use the Kahoot app? *

- Yes
 No

Does your teacher know about the Kahoot app? *

- Yes
 No

Does your teacher use the Kahoot app for their English classes? *

- Yes
 No

Anexo 5

URKUND Report



Document Information

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CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The purpose of this research is to offer Kahoot App as an interactive tool for teachers to use in teaching and learning English vocabulary with their students due to the increasing use of interactive tools for teaching a new language. language, this application can replace outdated teaching methods and turn them into more dynamic and entertaining teaching and knowledge acquisition methods. In this research, it has been possible to find information from similar studies as well as educational articles, and academic works to delve into the subject and have a better view of the context of this research and thus obtain better results so that our research can be clear.

Debbita et al. (2018) discussed this in their article entitled "Kahoot! It: Gamification in Higher Education" Play is a socially-oriented activity that can increase motivation and encourage learning at all levels and ages. It can be difficult for educators to discover appropriate competitive or game-based learning platforms, especially with the increased drive for creativity in the classroom and the use of effective technology in teaching and learning. During one semester of weekly lectures, a cohort of undergraduates at a public university in Malaysia was exposed to the use of Kahoot!, a game-based learning platform. The participants were enrolled in studying English for the Media, a course that includes both theoretical and practical aspects. The learning and application of media language features and devices fall under the latter category. Overall, the students regarded Kahoot! to be effective in terms of 1) inducing motivation and engagement, and 2) encouraging and reinforcing learning, according to the survey results (51 respondents) (for both theoretical and practical aspects). The researchers' 33-item questionnaire was further assessed for dependability, with returned scores indicating excellent internal consistency, indicating that the instrument can be used in future studies. Investigators, teachers, course designers, and game-based learning application designers will benefit from the findings of this study.

very reliable due to their effectiveness, credibility, and precision to collect data within the classroom. In addition, with this information, teachers will be able to diagnose the level of English of each student, they will know their weaknesses and strengths and in this way, teachers will have a better vision of how to work with students. • It is recommended that technological tools be used in classes since technology is necessary for education today. Teachers must look for new resources and methods that help in teaching the English language. Likewise, technological tools have the potential to help students in the learning process. • It is suggested to use the Kahoot application in English classes because of how dynamic and functional the application is to create activities that help students teach. Teachers by including this application in their lesson plans can make their classes more didactic and participatory which will help capture the attention and interest of the students. In addition, the application is a useful option to carry out all types of evaluations. The Kahoot app can display all scores, hits, misses, and the time students took to take the quiz.

Pre-test Results

Part 1 Part 2 Part 3 Pre-Test Score 1.32 3.054782608695652 2.5539130434782602 6.9286956521739125

Hit and source - focused comparison, Side by Side

Submitted text As student entered the text in the submitted document.
Matching text As the text appears in the source.

1/1	SUBMITTED TEXT	19 WORDS	86% MATCHING TEXT	19 WORDS
<p>the Z value is -4.077. And the significance value is 0.000, which is less than 0.05. Therefore, the</p>				
<p>SA MONJE CONSUELO -CHAPTERS.docx (D142144217)</p>				

