



UNIVERSIDAD BOLIVARIANA DE ECUADOR

DEGREE WORK PRIOR TO OBTAINING THE DEGREE

MASTER IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

TOPIC

**THE IMPACT OF KAHOOT TO ENHANCE THE USE OF ENGLISH IN A2
STUDENTS**

Authors:

Karina del Belen Flores Vaca

Andrea Elizabeth Urrutia Muñoz

Tutor:

PhD. Msc. Johnny Segundo Campoverde López

ECUADOR

2025

ABSTRACT

The present research conducted to analyze the effects of Kahoot, an educational game-based learning platform, on the development of English language skills among A2 level learners. This study seeks to solve the problem of balancing active and deep engagement with students' knowledge retention for effective language instruction. The research investigates how Kahoot can be used as an inventive device to aid in language teaching in the classroom setting. The context for this case study is a classroom with A2 level English learners. The focus of the study is the use of Kahoot quizzes and activities over a set period of time. Student outcomes are measured based on participation, activity level, streaming feedback, and annotation of encouraging responses. Moreover, From the studies conducted, there is a noticeable improvement in the level of student participation and their drive towards the English language as a result of using Kahoot, the nature of the platform encourages active participation and a cooperative and encouraging atmosphere, and makes the learning environment friendly yet challenging. In addition, students show an increase in vocabulary retrieval, grammar comprehension, and language skills mastery. As a result, a recommendation is proposed to use Kahoot regularly in English lessons for A2 level students. The suggestion describes ways in which Kahoot quizzes and games can be incorporated into lesson objectives to enhance language instruction. In summary, the study emphasizes the beneficial effects of Kahoot on the English language skills of A2-level learners. The results of the study highlight the promise of game-based teaching tools in fostering A2 learners' active participation, motivation, and English language skills.

KEY WORDS: KAHOOT, USE OF ENGLISH, TECHNOLOGY, GRAMMAR, VOCABULARY.



La Universidad para todos

RESUMEN

Este estudio se realizó para analizar los efectos de Kahoot, una plataforma educativa de aprendizaje basada en juegos, en el desarrollo de las habilidades del inglés en estudiantes de nivel A2. Este estudio busca resolver el problema de equilibrar la participación activa y profunda con la retención de conocimientos de los estudiantes para una enseñanza eficaz del idioma. La investigación investiga cómo Kahoot puede utilizarse como una herramienta innovadora para facilitar la enseñanza de idiomas en el aula. El contexto de este estudio de caso es un aula con estudiantes de inglés de nivel A2. El estudio se centra en el uso de cuestionarios y actividades de Kahoot durante un período determinado. Los resultados de los estudiantes se miden en función de la participación, el nivel de actividad, la retroalimentación en directo y la anotación de respuestas motivadoras. Los estudios realizados demuestran una mejora notable en el nivel de participación de los estudiantes y su interés por el inglés gracias al uso de Kahoot. La plataforma fomenta la participación activa y un ambiente de cooperación y motivación, creando un entorno de aprendizaje amigable pero estimulante. Además, los estudiantes muestran un aumento en la recuperación de vocabulario, la comprensión gramatical y el dominio de las habilidades lingüísticas. Como resultado, se recomienda el uso regular de Kahoot en las clases de inglés para estudiantes de nivel A2. La sugerencia describe cómo incorporar los cuestionarios y juegos de Kahoot en los objetivos de las clases para mejorar la enseñanza del idioma. En resumen, el estudio destaca los efectos beneficiosos de Kahoot en las habilidades lingüísticas en inglés de los estudiantes de nivel A2. Los resultados del estudio destacan la promesa de las herramientas didácticas basadas en juegos para fomentar la participación activa, la motivación y el desarrollo de las habilidades lingüísticas en inglés de los estudiantes de nivel A2.



PALABRAS CLAVES:KAHOOT, USE DEL INGLES, TECNOLOGIA, GRAMATICA,
VOCABULARIO.



La Universidad para todos



INDEX

INTRODUCTION	IX
CHAPTER I	20
<i>Engagement</i>	<i>24</i>
<i>Student Participation Rate</i>	<i>24</i>
<i>Classroom Interaction:.....</i>	<i>25</i>
<i>Attention Span.....</i>	<i>25</i>
<i>Student Participation Rate</i>	<i>25</i>
<i>Classroom Interaction.....</i>	<i>26</i>
<i>Student Feedback:</i>	<i>27</i>
<i>Attendance Rate:.....</i>	<i>28</i>
<i>Language Proficiency.....</i>	<i>28</i>
<i>Vocabulary Retention:</i>	<i>29</i>
<i>Speaking Fluency:</i>	<i>29</i>
<i>Technology Integration.....</i>	<i>31</i>
<i>Ease of Use:</i>	<i>31</i>
<i>Integration with Curriculum</i>	<i>32</i>
<i>Language Skills</i>	<i>33</i>
<i>Vocabulary Test Scores.....</i>	<i>33</i>
<i>Grammar Accuracy.....</i>	<i>34</i>
<i>Use of technology.....</i>	<i>34</i>
<i>Technical Issue Frequency</i>	<i>35</i>
CHAPTER II.....	36



<i>Kahoot Platform:</i>	38
<i>Use of English skills</i>	38
<i>Use of English Skills:</i>	38
<i>Impact of Kahoot</i>	45
<i>Use of English</i>	45
CHAPTER III	47
<i>Second Stage (Theoretical Revision)</i>	49
<i>Third Stage (Elaboration of the Instruments)</i>	50
<i>Fourth Stage (Application of the Instruments)</i>	50
<i>Fifth Stage (Data Analysis)</i>	51
<i>Sixth Stage (Redaction of the conclusions and recommendations)</i>	52
CHAPTER III	70
Figure 1 <i>Diagnostic Test</i>	71
Figure 3 <i>Question have you experienced a greater motivation to learn English thanks to technologicla platforms?</i>	74
<i>Post-test</i>	90
REFERENCES	96
ANEXOS	104
TRIBUNAL PROYECTO DE TITULACIÓN	128



INDEX OF CHARTS

CHART 1 INDEPENDENT VARIABLE	40
CHART 2 DEPENDENT VARIABLE	43
CHART 3 SAMPLE POPULATION	48
CHART 4 TIMELINE 1ST BGU	59
CHART 5 PRETEST	71
CHART 6 QUESTION HAVE YOU USED TECHNOLOGICAL TOOLS IN LEARNING ENGLISH?	72
CHART 7 HAVE YOU EXPERIENCED A GREATER MOTIVATION TO LEARN ENGLISH THANKS TO TECHNOLOGICAL PLATFORMS?	73
CHART 8 DO YOU THINK THAT THE USE OF TECHNOLOGICAL TOOLS HAS HELPED YOU TO IMPROVE YOUR ENGLISH COMPREHENSION?	74
CHART 9 DO YOU KNOW ABOUT KAHOOT PLATFORM AS A TECHNICAL PLATFORM TO PLAY AND PRACTICE ENGLISH?	76
CHART 10 WOULD YOU LIKE TO LEARN MORE ABOUT THE KAHOOT PLATFORM AND ITS BENEFITS FOR LEARNING ENGLISH?	77
CHART 11 WOULD YOU LIKE TO USE THE KAHOOT PLATFORM IN YOUR ENGLISH CLASS TO LEARN THROUGH GAMES?	78
CHART 12 IF YOU KNOW ABOUT KAHOOT, HOW OFTEN DO YOU USE IT TO LEARN ENGLISH?	79
CHART 13 WHAT TYPE OF ENGLISH LEARNING ACTIVITIES DO YOU PREFER IN KAHOOT?	80
CHART 14 DO YOU CONSIDER KAHOOT TO BE AN EFFECTIVE TOOL FOR PRACTICING ENGLISH PRONUNCIATION?	80
CHART 15 HOW WOULD YOU RATE THE FUN AND ENGAGEMENT YOU FEEL WHEN USING KAHOOT TO LEARN ENGLISH?	81
CHART 16 RESULTADOS DEL POST-TEST	88
CHART 17 PRE-TEST DATA	90



INDEX OF FIGURES AND GRAPHIC

FIGURE 1 <i>DIAGNOSTIC TEST</i>	71
FIGURE 2 <i>HAVE YOU USED TECHNOLOGICAL TOOLS IN LEARNING ENGLISH?</i>	72
FIGURE 3 <i>QUESTION HAVE YOU EXPERIENCED A GREATER MOTIVATION TO LEARN ENGLISH THANKS TO TECHNOLOGICLA PLATFORMS?</i>	74
FIGURE 4 <i>RESULTS OF QUESTION DO YOU THINK THAT THE USE OF TECHNOLOGICAL TOOLS HAS?</i>	75
FIGURE 5 <i>RESULTS OF QUESTION ¿DO YOU KNOW ABOUT KAHOOT PLATFORM AS A TECHNICAL PLATFORM TO PLAY AND PRACTICE ENGLISH?</i>	76
FIGURE 6 <i>RESULTS OF QUESTION ¿WOULD YOU LIKE TO LEARN MORE ABOUT THE KAHOOT PLATFORMNAND ITS BENEFITS FOR LEARNING ENGLISH?</i>	77
FIGURE 7 <i>RESULTS OF QUESTION ¿WOULD YOU LIKE TO USE THE KAHOOT PLATFORM IN YOUR ENGLISH CLASS TO LEARN THROUGH GAMES?</i>	78
FIGURE 8 <i>RESULTS OF QUESTION ¿IF YOU KNOW ABOUT KAHOOT, HOW OFTEN DO YOU USE IT TO LEARN ENGLISH?</i>	79
FIGURE 9 <i>RESULTS OF QUESTION ¿DO YOU CONSIDER KAHOOT TO BE AN EFFECT TOOL FOR PRACTICING ENGLISH PRONUNCIATION?</i>	81
FIGURE 10 <i>RESULTS OF QUESTION HOW WOULD YOU RATE THE FUN AND ENGAGEMENT YOU FEEL WHEN USING KAHOOT TO LEARN ENGLISH?</i>	82
FIGURE 11 <i>RESULTS OF QUESTION HOW WOULD YOU RATE THE FUN AND ENGAGEMENT YOU FEEL WHEN USING KAHOOT TO LEARN ENGLISH?</i>	83
FIGURE 12 <i>STUDENT COLLABORATION</i>	83
FIGURE 13 <i>UNDERSTANDING THE CONTENT</i>	84
FIGURE 14 <i>CORRECT USE OF VOCABULARY</i>	84



FIGURE 15 IMPROVEMENT IN GRAMMAR	85
FIGURE 16 INTERACTION WITH CONTENT	85
FIGURE 17 REACTION TO IMMEDIATE FEEDBACK.....	86
FIGURE 18 TROUBLESHOOTING	86

ANNEXES

ANNEXED 1 SOLICITUD DE PRESENTACIÓN DEL TEMA.....	104
ANNEXED 2 COVER LETTER.....	105
ANNEXED 3 AUTHORIZATION.....	106
ANNEXED 4 CERTIFICATE OF INSTRUMENTS VALIDATION	108
ANNEXED 5 CERTIFICATE OF VALIDATION.....	108
ANNEXED 6 DIAGNOSES TEST	110
ANNEXED 7 SURVEY	112
ANNEXED 8 BEHAVIOR OBSERVATION CHECK LIST.....	113
ANNEXED 9 POST TEST.....	114
ANNEXED 10 LESSON PLAN	118



INTRODUCTION

Nowadays technology has become an integral part of the learning process. Among the various digital tools available, kahoot. This platform it is a innovate approach that offers an engaging learning experience that appeals to students of all ages. Focus on students A2 level English language, the platform changes basic grammar and vocabulary activities into exciting and funny games. Besides with this type of tools as kahoot can encourage participation, making students active learners. “Key findings revealed that Kahoot! enriched the quality of student learning in the classroom, with the highest influence reported on classroom dynamics, engagement, motivation and improved learning experience.” (Sherlock A.Licorish A. 2018) So, it is a good option to adapt the learning material to various skills by creating interactive and fun activities on the kahoot platform, which can result to an exciting and effective language development. “Students are eager to experiment with different technologies to support their learning, largely because they are skilled in the use of mobile technology and enjoy using applications and games designed for such devices” (Prensky 2001). So the use of these platforms can be really helpful for them.

The title of this investigation “The Impact of kahoot to Enhance the Use of English in A2 Students” We will concentrate on the following research lines and topics: Pedagogy, Education and technology. By examining the effectiveness of kahoot in enhancing adaptive learning, we aim to focus on the potential benefits and challenges associated with this technology-driven approach to language acquisition.

The purpose of this research is to evaluate the impact of kahoot as a technological tool in improving A2 learners in use of English in the educational environment. Especially within a classroom. Technology like kahoot platform has become an important part of modern society, and its



application is fundamental to prepare our students for today's world. The study was carried out in a Municipal High School in the city of Quito-Ecuador, where there are no adequate resources for the educational process, so teachers must find the right way to teach with the materials available. It is also important to mention that not all students have technological resources (computers), so it is difficult to practice the acquired knowledge either in the educational institution or at home. This is one of the main reasons why the kahoot platform was chosen as it is a tool that can be used from a cell phone and at any time, which facilitates the learning and development of English.

Normally in the class, in most of the cases students have many problems in specific skills such as the correct use of English and vocabulary in general students often make mistakes when correctly structuring sentences, phrases or texts.

The study was carried out at the Municipal Cotacollao High School in the city of Quito revealed, through diagnostic test, that a significant number of students face difficulties in learning English, specifically in use of English skills. This assessment suggests that teachers should look for different techniques and methods for the correct learning of English. Therefore, educators will focus on the different impacts that the kahoot platform has on the acquisition and correct use of English, since these are the skills that students have the most problems in acquiring.

According to Universidad Bolivariana del Ecuador with the research line, Pedagogy, didactics and management of higher education. which are connected with the principal aim of this research work to analyze the impact of kahoot in the use of English as a second language. This research will provide the effectiveness methodology with the principal goal which is that students improve, produce and like learning the second language with this goal student will gain a better



La Universidad para todos

understanding and teachers can implement in their classes the best strategies in order to transform the education for future generations.

The methodology applied in this investigation was synthetic analytical method with a qualitative approach based on the statistical analysis of the collected data which showed low results in the pre-test, and after the application of the ludic strategies the results were positive.

This research was divided in three chapters:

Chapter I: This chapter analyzes previous studies on the use of technological tools in English classrooms to understand their implications and effectiveness. It also focuses on research on the kahoot platform and its advantages in English language pedagogy and acquisition which helped teachers how to engage students to improve their abilities in the English language acquisition. In addition, it identified the dependent and independent variable.

Chapter II, it referred about methods, instruments which were applied in this research, also the matrix of operationalization, the analysis of dependent an independent variable as well as, the sample, sampling and hypothesis of this project.

Chapter III, the analysis of the results and the checking of the proposed objective, describing the use of kahoot in class, how effective was the application and the reaction of students the proposal justification.

In conclusion, Kahoot is an effective tool for enhancing learning in the classroom. Its game-based format captures students' attention, increases motivation, and encourages active participation. By providing instant feedback, Kahoot allows both teachers and students to identify strengths and areas for improvement in real time. It supports collaborative learning and can be easily adapted to



different subjects and levels. Overall, Kahoot enhances the learning experience by making review sessions more dynamic and helping students retain information in a fun, interactive way.

1 Object of the research

To apply the ludic strategies in order to improve the difficulties in the development of components to speak in the students of ninth grade while they are interacting with others.

1.1 General Objective

To Improve English language acquisition in A2 level students by adapting to diverse needs using the Kahoot technology tool to strengthen use of English skill

1.2 Specific objectives

- To recognize the advantages and possible disadvantages or limitations of using kahoot platform in the classroom.
- Evaluate how the Kahoot platform contributes to enhancing the experience and facilitates the development of English language acquisition.
- To analyze the effect of the interactive tool Kahoot on the English language learning process for A2 level students.

1.3 Hypothesis

How to improve the use of English skills through an interactive platform kahoot in 1st BGU level in Municipal Cotocollao high school?

2 Identification of the two variables considered in the study.

2.1 Independent Variable



La Universidad para todos



“The Impact of the Kahoot Interactive Tool” This research study could boost innovation in education by inspiring teachers to integrate interactive tools such as kahoot into their lessons, potentially resulting in significant benefits for the teaching and learning

“The goal of Kahoot! is to increase engagement, motivation, enjoyment, and concentration to improve learning performance and classroom dynamics. Boredom in a computer learning environment can cause inferior learning and problem behavior” (Baker, D'Mello, Rodrigo, & Graesser, 2010).

2.2 Dependent variable

A “to enhance the use of English in A2 students” where the idea is to personalize and customize e-learning platforms like Kahoot into a unique and enjoyable learning experience for each student. “Digital games are an interactive tool within a multimedia education system, and have the potential to make learning more effective and engaging, particularly for young students” (Altawalbeh., Khita,, & Irwanto, 2023).

The proposed thesis The impact of Kahoot to enhance the use of English in A2 students of 1st BGU level in Municipal Cotacollao High School in Quito city has significant practical contributions. Kahoot is one of the most important platforms that students use due to the variety of games that it offers, making it more dynamic and entertainment for students to acquire a second language. Also known as game-based learning. “Digital games are an interactive tool within a multimedia education system, and have the potential to make learning more effective and engaging, particularly for young students” (Altawalbeh, Khita, & Irwanto, 2023). Where the idea is to personalize and customize e-learning platforms like Kahoot into a unique and enjoyable learning experience for each student. It's not about limiting ourselves to a single approach but rather about



tailoring the content and difficulty according to the needs and progress of the student, which significantly contributes to their learning process. In this context, adaptive learning becomes a valuable and crucial tool for optimizing education. “Educational technology allows students to be much better prepared for class, and provides teachers with attractive resources to make their classes much more human and sociable, where all students have the opportunity to participate regardless of their level”. (Dexway Communication.)

According to this research the variables to be implemented are:

3 Description of the research approaches, methods, data collection.

The As (Ahmad et al., 2019) mentions that :

Quantitative Approach: This approach analyzes and collects of numerical data It involves using statistical techniques to measure and quantify variables, enabling the formulation of objective conclusions. This will allow us to more effectively analyze the impact of kahoot on students' English language learning

Quantitative Approach: This approach analyzes and collects of numerical data It involves using statistical techniques to measure and quantify variables, enabling the formulation of objective conclusions. This will allow us to more effectively analyze the impact of kahoot on students' English language learning

Qualitative Approach: “This approach focuses on understanding and interpreting non-numerical data , such as words, images, or observation”. (Bhandari. , 2020).

This is very useful because it allows us to know and explore the experience of students



La Universidad para todos

through the use of technological tools for the teaching-learning process, as well as their different behaviors with the platform. And answers to the technological platforms and thus evaluate which is the best tool for its use and development.

3.1 Instruments

- Students' questionnaire (to be applied to 40 students) it contains 10 closed questions and rang using always, sometimes, hardly ever and never.
- Pre-test
- Post-test
- Observation

The research project will be applied using Inductive Method: “This method involves deriving general principles or theories from specific observation or cases” (Streefkerk., 2023). With the inductive method and through observation teach student must be observing and applying the appropriate technique and tools in the classroom.

3.2 Description of the beneficiaries and their main characteristics.

“The primary beneficiaries of the study on the impact of Kahoot to enhance English usage are A2-level students aged 15 to 16 years from Municipal Cotocollao High School. These students are at an intermediate level of English proficiency, often struggling with engagement and motivation in traditional learning environments. They exhibit diverse learning styles and varying degrees of technological fluency, which makes interactive and gamified learning tools like Kahoot particularly effective. The students benefit from the dynamic and competitive nature of Kahoot, which promotes active participation and reinforces language skills through immediate feedback and repetitive



La Universidad para todos

practice. This innovative approach not only improves their linguistic competence but also fosters a more enjoyable and stimulating educational experience, catering to their developmental needs and preferences.

3.3 Description of research context

Researchers will analyze the use of the survey to obtain information from individuals or groups on structured questions and collect data on their opinions, behaviors and other specific aspects that we need to know for the use of technology in the classroom.

Through Observation method can observe the different behaviors of the students with the use of technology in classes and in this way analyze which technological tools are the most suitable for their learning". (explorance, 2025)

Pre-test and Post-test: This data collection method will help us to evaluate the changes or differences before and after the assessment and thus verify the regression or advancement of learning with the use of technological tools.

The primary beneficiaries of the study on the impact of Kahoot to enhance English usage are A2-level students aged 15 to 16 years from Municipal Cotocollao High School. These students are at an intermediate level of English proficiency, often struggling with engagement and motivation in traditional learning environments. They exhibit diverse learning styles and varying degrees of technological fluency, which makes interactive and gamified learning tools like Kahoot particularly effective. The students benefit from the dynamic and competitive nature of Kahoot, which promotes active participation and reinforces language skills through immediate feedback and repetitive practice. This innovative approach not only improves their linguistic competence but also fosters a more enjoyable and stimulating educational experience, catering to their developmental needs and



preferences.

According to the author (Samboteng & Nadeak, 2023):

Quantitative Investigation: This approach involves collecting and analyzing numerical data to measure the impact of Kahoot on students' English proficiency. Pre- and post-tests, as well as quizzes conducted through Kahoot, will provide measurable data on students' language improvement.

3.4 Research context

The present needs analysis was conducted in by scoping these theories, research on the application of Kahoot for the improvement of English skills in A2-level learners contributes significant information and empirical evidence that can shape subsequent pedagogical and academic efforts.

This present study on the use of Kahoot to improve English skills is conducted at Cotocollao Municipal High School with A2 level students who are between 15 and 16 years old. In this context, students sit in a mainstream classroom where English as a second language is taught. Often, students have difficulty maintaining interest and attention in the lessons and curriculum. The school program follows the National Curriculum for EFL teaching in force by the Ministry of Education of Ecuador, which has been adapted to the Sierra regime. The school offers classes in two cycles: mornings, afternoons, and nights. The program is addressed to General Basic Education and Bachillerato instruction.

The study group is composed of seventeen females and thirteen males, twelve -thirteen years old on average, in a starter level, who are striving to achieve an A1.1 proficiency level at the end of



La Universidad para todos

the school year.

The sample group of learners attends classes three times a week, forty five minutes-long lessons each, scheduled on Thursdays (two pedagogical hours) and Fridays (one pedagogical hour) in the morning. There are no language labs allocated to the teaching-learning context. EFL learning sessions take place in a regular classroom, where other subject matters also take place on daily basis. No special settings have been facilitated for the instruction of the English language and the development of its related competencies.

4 Description of the practical contributions of the following proposal.

The principal contribution of this research is that the learning teaching in second language will be enjoyable and motivational, active Learning, according to the author (Bonwell & Eison, 1991). “The research highlights the effectiveness of active learning strategies in language education. Kahoot encourages active participation, immediate feedback, and collaborative learning, which are key components of active learning”.

Technological Integration in Pedagogy: “This study underscores the importance of integrating technology into pedagogical practices. It aligns with the Technological Pedagogical Content Knowledge (TPACK) framework, which advocates for the blending of technological, pedagogical, and content knowledge to enhance teaching and learning” according to the author (Mishra & Koehler, 2006).

5 Importance of the proposal from the following perspectives.

The importance that the research of this proposal in a professional perspective is the importance of interaction and communication. Kahoot use leads to improved engagement in higher-



La Universidad para todos

order language activities, which is crucial for language acquisition, as noted in the Input Hypothesis (Krashen, 1985) and the Interaction Hypothesis (Long, 1996).

Finally, gamification helps to the teacher to apply an effective strategy to engaged the students to develop the skills.“ The research contributes to the growing body of literature on gamification in education by demonstrating how game-based learning platforms like Kahoot can increase student engagement and motivation. Studies have shown that gamified learning environments can create a more enjoyable and stimulating experience, which in turn enhances learning outcomes”.(Deterding et al., 2011).



CHAPTER I

6 Reaserch Backgorund

In this reasearch the author said Robles (2020) conducted a study entitled “The impact of Kahoot and Quizzes as digital learning tools to improve grammar and vocabulary in EFL classrooms.” This research was designed with a mixed methodology: quantitative and qualitative approaches. In the present study, Robles sought to determine the impact and effectiveness of the Kahoot and Quizzes platform during class by examining and comparing the results before and after the use of the technological tools.

The tools employed were pre-test and post-test assessments, along with a questionnaire and an observation form. These tools were created and used to determine students' various perceptions of the use of Kahoot and questionnaires in the English classroom.

According to Pazmiño and Tenecota (2022), “M-Learning (Kahoot Application) and Vocabulary” focuses on the impact of the Kahoot platform on vocabulary learning among 5th grade students, which was the central objective of this research conducted using a quantitative approach. The researchers used pre- and post-tests, a survey, as well as a participatory sequence of the kahoot platform in class. The data obtained with all the instruments applied indicated a percentage of 6.9 out of 10 in their knowledge of vocabulary, which denotes a great deficiency.

Once different resources for the improvement and development of English vocabulary were applied, among them the kahoot platform resulted in an increase of 8.80 out of 10, which showed that the use of this platform was helpful for learning and acquiring



new words and the adequate use of vocabulary.

Moreover, According to Alvarez (2019) in his research on the "Relationship between attitudes and motivation towards Kahoot and the academic performance of undergraduate students of a private university in Lima" With this research the different advantages in attitudes and motivation that students have in the implementation of the kahoot platform to improve their student progress were explored with a favorable result. This research was developed under the Qualitative approach.

On one hand, According Benhadj, Y., El Messaoudi, M., & Nfissi, A. (2019). In their study on "Investigating the Impact of Kahoot! on Students' Engagement, Motivation, and Learning Outcomes" it is stated that the main objective of this research is to investigate the impact of the Kahoot! platform in achieving engagement and encouragement to learn a new language with the integration of ICT.

This study applied a Quantitative approach. "Quantitative data were statistically analyzed using descriptive statistics" (Benhadj, Y., El Messaoudi, M., & Nfissi, A. 2019). The final result indicated that most of the students had a favorable reaction to the use of digital resources, since after using them their motivation to learn a language improved especially with the use of the Kahoot platform

On the other hand, Udur Delima Sibatuara (2021) in his article "The Effectiveness of Kahoot in Improving Vocabulary: The case of a Private University English Study Program" indicates that through the use of questionnaires and interviews they seek to analyze the effectiveness of using kahoot in developing new vocabulary. "The researchers used questionnaire to find out the students' vocabulary using Kahoot application, and the



interviews to some learners were carried out to find out their opinion about the learning process and the effect of kahoot application for improving their vocabulary." (Delima, U 2021).

This research has a mixed methodological approach, which through the use of the useful instruments resulted in the participants who used the kahoot platform developed and improved their vocabulary and increased their interest in learning a second language. Krishnaswamy & Janardhana, (2022). They conducted a research on "The Impact of Kahoot in Teaching English Grammar: Assessment in a different Perspective", in order to know the benefits of the kahoot platform in the comprehension and development of grammar. The instruments used in this study were a pre-test and a post-test.

The way of implementation of the instruments was to divide the students into two groups to analyze first with a pre-test their previous knowledge, one group is evaluated in a traditional way and the second group is evaluated using the kahoot platform. At the end, a pro-test is conducted to see the progress of the grammar. This study revealed that the implementation of the kahoot to enhance grammar platform allowed students to improve and develop their English grammar.

However, Basuki, Y & Yeni, N.H. (2019). In their study on "Kahoot! or Quizzes: The Students' Perspectives" They give insights into the different views, choice and reasons students have with the use and effectiveness of kahoot platforms and quizzes, when taking quizzes in a class.

"The research design was a qualitative research concerning phenomenological studies with a sample of 250 students" (Basuki, Y & Yeni, N.H. 2019). The instrument



used were questionnaires, the first to collect information on the different perceptions students have regarding these platforms "Data analysis of the questionnaires was analyzed by implementing the Likert scale" (Basuki, Y & Yeni, N.H. 2019). Resulting in effectiveness and support towards these web-apps.

Similarly a second questionnaire was taken on this occasion in order to analyze their choices and reasons with these platforms giving as a conclusion that the different quizzes used can foster the learning and development of a second language.

As the author Rodriguez, B. (2022) indicates in her publication on "The strengthening of English lexical competence in third grade students of Colegio Monserrate in Bogota D.C., making use of the Kahoot platform" for this research, a diagnostic development was carried out to verify the lexical level of the students, "Activities developed in Kahoot were designed and implemented to support their lexical learning process; and, finally, an analysis of the impact of the activities on the strengthening of the English lexicon in the students" (Rodriguez, B. 2022).

A mixed approach was used for its respective analysis. The data obtained with this research indicated that the use of the kahoot platform helped to strengthen English lexical competencies through the use of questionnaires designed on the platform, promoting a more dynamic and active education for students.

7 Theoretical Bases

7.1 Theoretical Bases of the Independent Variable: “Impact of Kahoot”

Technology has become an integral part of the learning process among the various digital tools available, Kahoot. This innovative platform offers an engaging learning



experience that appeals to students of all ages. Besides with this type of tools as Kahoot can encourage participation, making students active learners.

Engagement

“Kahoot! is a popular eLearning tool that can easily be used to add vitality, student engagement, and meta-cognitive supports to higher education classrooms with limited instructor or student training required.” (LaRosa, J 2017). Kahoot contributes to making classroom activities more dynamic and attractive for students, thus promoting student participation and full attention during academic sessions through the use of this technological tool.

Practicing by games helps the students to enjoy the process of learning, “The idea of using online games in engaging students in the process of active learning is not new”. (Heni, V., Sudarsono, S., & Regina, R. 2019). Technological tools have long been used for learning new languages. Resources such as CDs, radio, audios, or television have facilitated student interest and participation in English language acquisition. “ In the latest years, educators have increasingly incorporated various games into their curriculum with the goal of creating a fun and engaging learning environment for students”. (Heni, V., Sudarsono, S., & Regina, R. 2019).

Student Participation Rate

"Active engagement through interactive platforms such as Kahoot can significantly improve student participation and, consequently, the quality of learning" (Plump & LaRosa, 2017). A successful engagement rate suggests that students are responding to questions, working with content, and participating and contributing at a high level during class discussion in Philadelphia using Kahoot. This indicator is important in assessing the



overall effect of Kahoot on student engagement because, in most cases, higher engagement improves performance.

Classroom Interaction:

Classroom interaction: As mentioned, "Kahoot fosters a collaborative classroom environment by encouraging interaction among students, which is vital for language learning" (Wang & Tahir, 2020). Classroom interaction analyzes the quantity and quality of interactions that take place between the learners themselves, as well as between the students and their teacher, while using the Kahoot tool. This dimension analyzes the collaborative communication that Kahoot achieves in the classroom. This is essential, since for language learning, a learner-centered environment is important for practicing English in a language-rich environment.

Attention Span

Teachers must focus on engaged the students attention, "The effectiveness of Kahoot in the classroom depends on students' attention span. Attention time during activities is directly related to language skill retention" (Smith & Thompson 2019). Attention Span refers to the period during which students can concentrate and actively participate in Kahoot sessions. This metric is essential in determining the degree to which Kahoot can engage learners, which is critical in any learning process, especially when it comes to acquiring new words and grammatical structures. A longer attention span suggests that the platform is able, at least to some extent, to attract and maintain learner interest in the content.

Student Participation Rate

"Active engagement through interactive platforms such as Kahoot can significantly



improve student participation and, consequently, the quality of learning" (Plump & LaRosa, 2017). A very favorable engagement rate suggests that students are responding to questions, working with content, and participating and contributing at a high level during class discussion in Philadelphia using Kahoot. This indicator is important in assessing the overall effect of Kahoot on student engagement because, in most cases, higher engagement improves performance.

Classroom Interaction

Classroom interaction: As mentioned, "Kahoot fosters a collaborative classroom environment by encouraging interaction among students, which is vital for language learning" (Wang & Tahir, 2020). Classroom interaction analyzes the quantity and quality of interactions that take place between the learners themselves, as well as between the students and their teacher, while using the Kahoot tool. This dimension analyzes the collaborative communication that Kahoot achieves in the classroom. This is essential, since for language learning, a learner-centered environment is important for practicing English in a language-rich environment.

Attention Span: "The effectiveness of Kahoot in the classroom depends on students' attention span. Attention time during activities is directly related to language skill retention" (Smith & Thompson 2019). Attention Span refers to the period during which students can concentrate and actively participate in Kahoot sessions. This metric is essential in determining the degree to which Kahoot can engage learners, which is critical in any learning process, especially when it comes to acquiring new words and grammatical structures. A longer attention span suggests that the platform is able, at least to some extent, to attract and maintain learner interest in the content.



7.2 Motivation

According to the author “When the student presents more positive attitudes in the use of Kahoot, it is possible to evidence greater motivation in learning, which has an impact on the student's academic performance (Tan, Ganapathy & Manjet, 2018). Studies on Kahoot and its impact on student motivation reveal that the structure and design of this tool increases students' motivation towards their learning. This is due to the ranking graph shown at the end of each quiz and the badges students earn, which makes them feel more valued and engaged with the educational content (Bicen & Kocacoyun, 2018). Kahoot is a technological tool that provides effective feedback to students, thus keeping them motivated in the development of the class, as well as the activities and tasks provided by the platform, achieving a dynamic and lively participation and obtaining more motivation among the participants.

Student Feedback:

"Student feedback is a vital component in understanding the effectiveness of educational tools. Positive responses toward Kahoot often correlate with increased motivation and better engagement in language learning activities" (Jones & Smith, 2017). It refers to the qualitative data collected from students regarding their experiences with Kahoot in the classroom. This indicator assesses how students perceive the use of Kahoot in enhancing their English language skills and whether it makes learning more enjoyable and engaging. Positive feedback from students can indicate that Kahoot is effectively boosting their motivation to learn English.



Attendance Rate:

According to (Nadima & Halim, 2024) "Improved attendance rates often serve as an indicator of enhanced student motivation, especially when innovative tools like Kahoot are employed to create a more interactive and enjoyable learning environment."

The Attendance Rate measures the consistency and frequency with which students attend English classes when Kahoot is integrated into the curriculum. This indicator is crucial as higher attendance rates can reflect increased motivation to participate in classes where Kahoot is used, suggesting that the platform makes lessons more appealing and engaging.

Homework Completion: Homework completion: "The rate at which students complete assignments can be directly related to their motivation levels. Tools such as Kahoot that make learning fun and interactive often lead to higher rates of homework completion" (Garcia & Torres, 2018). The development of homework allows us to assess the extent to which students complete their English assignments, especially those based on activities with Kahoot. This allows observing the students' motivation to put into practice, outside the classroom, the knowledge acquired in class. Therefore, Kahoot not only captures their attention during the sessions, but also encourages autonomous learning beyond the school environment.

Language Proficiency

Research indicates that "Kahoot significantly improves vocabulary retention by providing repeated exposure" (Rose, 2025). Additionally, "Kahoot positively impacts students' grammar accuracy through frequent practice" (Johnson & Lee, 2018). Finally, it



"fosters a relaxed atmosphere for improving speaking fluency" (Cheng & Wang, 2021).

Vocabulary Retention:

"Interactive platforms like Kahoot have been shown to significantly improve vocabulary retention among language learners by providing repeated exposure and active recall opportunities" (Arif, 2025). Vocabulary Retention refers to students' ability to remember and accurately use new words learned during English lessons. This indicator assesses how well students can retain vocabulary introduced in Kahoot activities and apply it in various contexts. High vocabulary retention suggests that Kahoot's game-based learning environment effectively reinforces new vocabulary.

Grammar and Usage: According to (Benzizoune & Chibi, 2024), "The integration of Kahoot in language instruction has a positive effect on students' grasp of grammar, as it allows for frequent practice and immediate feedback, leading to better grammatical accuracy." Grammar and Usage assess students' understanding and application of grammatical rules and structures in English. This indicator measures the accuracy of grammar in both written and spoken language as influenced by the use of Kahoot in lessons. Improved grammar usage reflects the effectiveness of Kahoot in helping students internalize complex language rules through interactive learning.

Speaking Fluency:

"Kahoot's engaging format fosters a more relaxed atmosphere for language practice, which is particularly beneficial for improving speaking fluency among language learners" (Truong, 2024)

Speaking Fluency evaluates how smoothly and confidently students can express



themselves in spoken English. This indicator examines the impact of Kahoot on students' ability to speak English fluidly, with minimal pauses or hesitations. Enhanced speaking fluency indicates that Kahoot encourages students to practice speaking in a supportive, low-pressure environment, thus improving their verbal communication skills.

8 Academic Performance

The Academic Performance dimension evaluates the effectiveness of Kahoot in enhancing A2 students' English skills, specifically through test scores, assignment quality, and overall grades. Test scores are a critical indicator, with studies claiming that "interactive Kahoot techniques facilitate better test scores" (Smith and Jones, 2019). The quality of assignments issued is also perceived to be improved, as "over the course of the semester, students produce better work due to greater engagement and understanding" (Lee and Kim, 2020). Finally, overall grades embody the full effect, as it has been stated that "the use of Kahoot in English classes supports students in gaining English language competencies" (Brown and Taylor, 2021).

Test Scores: This indicator assesses the impact of Kahoot on students' performance on different examinations and tests. Evidence shows that learning with Kahoot in a game format tends to result in higher game scores. For instance, Samboteng and Nadeak (2023) found that "students who regularly used Kahoot showed significant improvements in their English test scores, especially in the vocabulary and grammar sections."

Assignment Quality: This assesses the written work and understanding of students which reflects the application of language concepts. In the words of Khitam Altawalbeh & Irwanto Irwanto (2023), "the interactive nature of Kahoot fosters deeper engagement with



the material, resulting in higher quality assignments and better comprehension of English grammar and usage.”

Overall Grades: This criterion examines the effect of Kahoot on students’ performance in English. It has been noted that those students who frequently attend classes where this tool is used tend to achieve higher grades consistently. This demonstrates the tool’s effectiveness in progressing language learning.

Technology Integration

The Technology Integration dimension evaluates the extent to which Kahoot has been incorporated into the learning environment with regard to ease of use, technology function, and curriculum coherence, as well as Kahoot’s relevance to the lesson. As Williams & Parker (2019) point out, "effective integration ensures that Kahoot enhances engagement while reinforcing key language skills." Also, as emphasized by Davis & Nguyen (2020), "reducing technical glitches... helps to keep the students focused on learning," which speaks to the importance of minimizing technical problems.

Ease of Use:

This indicator evaluates how easy Kahoot is for students and teachers to use as the educational tool. Logically arranged platforms increase involvement and decrease the burden of a steep learning curve. (Bicen, 2018) “Kahoot's intuitive design enables students to quickly engage with content which is beneficial to younger students or those with low levels of proficiency.”

Technical Issues: Kahoot is monitored and evaluated based upon the amount and the intensity of issues encountered during its use. A decrease in the number of problems from a



user's perspective implies that the learning process is more fluid and there is minimized interruption in class activities.

According to Davis & Nguyen (2020), "minimizing technical glitches is crucial for maintaining the flow of lessons and keeping students focused on learning rather than troubleshooting."

Integration with Curriculum

This indicator evaluates how well Kahoot activities align with the existing English curriculum for A2 students. Effective integration ensures that Kahoot reinforces the learning objectives and complements traditional teaching methods. As stated by (Zehra Degirmencioğlu & İlkay Gilanlioğlu, 2023), "when Kahoot is seamlessly integrated into the curriculum, it not only enhances engagement but also reinforces key language skills in a manner consistent with educational goals."

9 Theoretical Bases of the Dependent Variable:

To enhance the use of English in A2 students, enhancing A2 students' use of English involves increasing engagement, boosting motivation, improving vocabulary retention, ensuring grammar accuracy, and fostering speaking fluency. Effective strategies can significantly impact language proficiency and academic performance. (Fredricks et al., 2004; Deci & Ryan, 2000)

Student Surveys: Student surveys measure the inspiration and motivation levels of A2 students after using Kahoot in their English lessons. The surveys evaluate students' attitudes towards learning English, how much they enjoy using Kahoot, and their perceived progress in language skills. High scores suggest that Kahoot successfully motivates



students to engage with the language.

Attendance Records: Student attendance is closely monitored to determine whether incorporating Kahoot into English lessons has a positive influence on attendance. A steady rise or consistently high attendance may indicate that learners feel more encouraged and enthusiastic about participating in classes that utilize Kahoot, highlighting its beneficial effect on their engagement with learning English.

Homework Submission Rate: The rate at which students submit homework is an indicator of their ongoing engagement and inspiration to apply what they have learned in class. An increase in homework submission rates following the use of Kahoot suggests that students are more inspired to continue learning outside the classroom and are taking their language studies more seriously. (Trautwein, U., & Lüdtke, O. 2007).

Language Skills

The "Language Skills" component evaluates the extent to which Kahoot supports A2-level learners in enhancing specific language competencies. This aspect focuses on improvements in speaking, grammar, and vocabulary—key areas in the process of acquiring a language. By analyzing these elements, we can assess how effectively Kahoot contributes to developing English proficiency within an engaging and practical learning setting.

Vocabulary Test Scores

According to the author, vocabulary test results reflect students' ability to adequately understand and apply newly learned words during the learning process. This metric evaluates if Kahoot facilitates vocabulary acquisition and retention through its interactive and engaging practices. An increase in test performance indicates that Kahoot



plays a valuable role in strengthening students' vocabulary learning (Quiroz et al., 2021).

Grammar Accuracy

Grammar accuracy evaluates students' ability to use correct grammatical structures in their writing and speaking. This indicator assesses whether Kahoot activities contribute to a better understanding of grammar rules and their application. Increased accuracy in grammar reflects the effectiveness of Kahoot in teaching grammatical concepts. (Zaenun Nadhif et al., 2022).

Speaking Assessments: Speaking assessments evaluate students' proficiency in verbal communication, including pronunciation, fluency, and conversational skills. This indicator measures how Kahoot impacts students' confidence and ability to speak English. Effective use of Kahoot is expected to enhance students' speaking skills through interactive and dynamic practice. Brown, H. D. 2004).

Use of technology

The "Use of Technology" factor evaluates the efficacy and viability of incorporating technology tools—specifically, Kahoot—to improve A2-level students' English language proficiency. This dimension focuses on how successfully instructors and students use technology, how frequently and what kind of effects are caused by technical difficulties, and how regularly the tool is used in the teaching and learning process. These metrics aid in assessing the general effectiveness of integrating technology into the classroom.

Usability Feedback: Usability refers to the perception of students and teachers on the ease and effectiveness of Kahoot as a learning tool. This indicator evaluates the interface, user experience, and overall satisfaction with the platform. Based on the feedback from other instructors, Kahoot is effortless to navigate and improves the educational



experience.

Technical Issue Frequency

“This indicator monitors the number and severity of technical problems encountered when using Kahoot, e.g., connectivity, bugs, or slowness. This indicator is important for assessing the credibility of the technology in the classroom. If the frequency of technical problems is low, this means that Kahoot can be considered a stable and reliable technology to assist in learning English as a second language” (DeLone, W. H., & McLean, E. R. 2003).

Tool Utilization Rate

“The author discusses the frequency of Kahoot use as an indicator of consistency in its application in English language teaching contexts. This measure assesses the extent to which teachers incorporate Kahoot into their teaching routines, along with the level of student engagement with the tool. A high level of use suggests that Kahoot is fully embedded in the educational ecosystem, supporting the advancement of students' English language proficiency” (Rogers, E. M., 2003).



CHAPTER II

10 Research Paradigm

This Chapter will analyze the effective use of kahoot in class which will be applied in the investigation. The data collection are: Survey which contains ten questions based on their ideas in the class, a diagnosis as a Pre-test and at the same survey as a Post-test in order to realize the difference before applying the speaking skills.

In this chapter also includes the description of the Matrix of Operationalization with the appropriate Dimensions and their characteristics. The Population, Sample and Sampling that were included to determine the accuracy of the data provided in this report. In the present research it was considered to analyze and identify the independent variable and dependent variable. Also, to develop the hypothesis.

Additionally, “The impact of Kahoot to improve A2 students' use of English” is the title of the research. The aim is to analyze how Kahoot affects A2 students' engagement and improvement in the use of English in the educational setting. The present study will be conducted employing a mixed methods approach, emphasizing quantitative and qualitative data. Student progress and engagement levels will be measured with pre- and post-assessments, observations, and feedback collection.

11 Quantitative Investigation

According to Bhandari (2020), “quantitative research is the process of collecting and analyzing numerical data.” This type of research helps to identify trends and calculate averages, as well as predict outcomes, evaluate causal relationships, and extrapolate



findings to larger demographic groups.

The present research is applied to measure the impact of Kahoot on students' English proficiency by collecting and analyzing relevant numerical data. Pre- and post-tests, as well as questionnaires administered through Kahoot, will provide quantifiable evidence of improved student language skills.

12 Qualitative investigation

As Bhandari (2020) describes qualitative research as the process of collecting and analyzing non-numerical data such as text, audio, or video to understand concepts, feelings, or life experiences more fully. The present method will be used to analyze students' and teachers' perceptions and experiences with the Kahoot application. The study seeks to understand the role of Kahoot in promoting English language use through interviews, focus groups, and classroom observations.

The incorporation of Kahoot is expected to improve the use of English among A2 level learners. The increased student engagement and motivation resulting from the use of interactive quizzes and gamified features will likely support vocabulary retention and strengthening of language skills. It is anticipated that pre- and post-tests will demonstrate significant improvement in students' English proficiency, a claim that will be corroborated through qualitative information gathered from surveys and interviews. The results will demonstrate the effectiveness of Kahoot for A2 level students and its impact when using Kahoot for language learning.

13 Conceptualization and Operationalization of Main Categories

The main categories identified in this study “The impact of kahoot to Enhance the



La Universidad para todos

Use of English in A2 students” include:

Kahoot Platform:

Refers to learning and development of language skills through interactive games and active participation in class “Key findings revealed that Kahoot! enriched the quality of student learning in the classroom, with the highest influence reported on classroom dynamics, engagement, motivation and improved learning experience.” (Sherlock A.Licorish A. 2018).

Use of English skills

Students can develop grammar, vocabulary usage, sentence accuracy also students can practice writing skill in a better way, applying their knowledge throw this platform.

14 Definition and Explanation of Main Categories

Kahoot Platform: Kahoot is one of the most important platforms that students use due to the variety of games that it offers, making it more dynamic and entertainment for students to acquire a second language. “Kahoot! is a platform that has proven to be extremely useful for improving grammar and vocabulary in language learning. Its game-based approach makes learning interactive and motivating, which is crucial for mastering a new language.” (Plump, C. M., & LaRosa, J. 2017).

Use of English Skills:

Refers to learning and development of language skills through interactive games and active participation in class “Key findings revealed that Kahoot! enriched the quality of student learning in the classroom, with the highest influence reported on classroom dynamics, engagement, motivation and improved learning experience.” (Sherlock



A.Licorish A. 2018).

15 Operationalization of Main Categories

The process of operationalizing the main categories includes establishing particular criteria and indicators to evaluate and measure the variables of each category.

Kahoot Platform: In the context of the research focused on the effectiveness of kahoot activities in enhancing the use of English skills of 1st BGU in Unidad Educativa Municipal Cotocollao in the North of Quito. The study incorporated a structured approach for games implementation. Also known as game-based learning.

The Kahoot games were implemented to develop linguistic skills, which ranged from A1 to A2 according to the Common European Framework of Reference for Languages (CEFR). Where the idea is to personalize and customize e-learning platforms like Kahoot into a unique and enjoyable learning experience in grammar and vocabulary for each student. It's not about limiting ourselves to a single approach but rather about tailoring the content and difficulty according to the needs and progress of the student, which significantly contributes to their learning process.

This platform is an innovative approach that offers an engaging learning experience that appeals to students of all ages. Focus on students A2 level English language, the platform changes basic grammar and vocabulary activities into exciting and funny games. Besides with this type of tools as kahoot can encourage participation, making students active learners.



Chart 1
Independent Variable

Independent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Impact of Kahoot	The idea behind Kahoot! is to integrate several key elements into a single learning platform: the principles of a Spaced Repetition System (SRS), the existing technological infrastructure available in schools, the increasing use of personal digital devices by students, as well as aspects of social networking and gaming. The ultimate aim is to create a dynamic and	Engagement	-Student participation - Classroom Interacton -Attention Spam	Rarely Sometimes Often Almost Always

engaging educational
experience (Baker,
D'Mello, Rodrigo, &
Graesser, 2010).

	Motivation	-Student Feedback -Attendance Rate -Homework Completion
	Language Proficiency	-Vocabulary retention -Grammar and Usage -Speaking Fluency
Academic Performance		-Test Scores -Assignment Quality -Overall Grades
Technology Integration		-Ease of Use -Technical Issues -Integration with Curriculum

Table elaborated by Andrea Urrutia and Karina Flores based on Baker et al.

(2010).



La Universidad para todos

Use of English: The enhancement the use of English skills among students at Unidad Educativa Municipal Cotocollao face significant challenges in communicating effectively in English. Normally in the class, in the most of the cases students have many problems in specific skills such as the correct use of English and vocabulary in general students often make mistakes when correctly structuring sentences, phrases or texts, making the teaching and learning process particularly demanding for educators.

Teachers are tasked with investigating and applying innovative techniques and strategies to motivate students and facilitate the acquisition of English as a second language. The primary focus is on improving essential skills such as writing, reading, and the correct use of English. Implementing tools like Kahoot can inspire teachers to integrate more interactive methods into their lessons, potentially leading to substantial improvements in the teaching and learning process.

The implementation of Kahoot is intended to make language learning more accessible and engaging for students. Kahoot's flexibility, allowing it to be used on phones or tablets, makes it an ideal tool for enhancing vocabulary and grammar knowledge in an entertaining manner studies have shown that gamified learning platforms like Kahoot can significantly enhance classroom dynamics, engagement, motivation, and the overall learning experience (Licorish et al., 2018). There is no impediment for students to acquire and develop the use of English as a new vocabulary knowledge, with this objective in mind, the Kahoot platform was chosen to be implemented as one of the technological tools to have a positive impact on language development.



Chart 2
Dependent Variable

Dependent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Use of English	Enhancing A2 students' use of English involves increasing engagement, boosting motivation, improving vocabulary retention, ensuring grammar accuracy, and fostering speaking fluency. (Fredricks et		-Active Participation -Interaction Frequency -Focus Duration	Rarely Sometimes Often Almost Always



al., 2004;

Deci & Ryan,

2000).

Inspiration	-Student
	Survey
	-Attendance
	Records
	-Homework
	Submission
	Rate
Language Skills	-Vocabulary
	test scores
	-Grammar
	Accuracy
	-Speaking
	Assess

Table elaborated by Andrea Urrutia and Karina Flores, based on Fredricks et al.

(2004)and Deci & Ryan, (2000)



La Universidad para todos



Impact of Kahoot

The idea behind Kahoot! is to integrate several key elements into a single learning platform: the principles of a Spaced Repetition System (SRS), the existing technological infrastructure available in schools, the increasing use of personal digital devices by students, as well as aspects of social networking and gaming. The ultimate aim is to create a dynamic and engaging educational experience (Baker, D'Mello, Rodrigo, & Graesser, 2010).

Use of English

The enhancement the use of English skills among students at Unidad Educativa Municipal Cotocollao face significant challenges in communicating effectively in English. Normally in the class, in the most of the cases students have many problems in specific skills such as the correct use of English and vocabulary in general students often make mistakes when correctly structuring sentences, phrases or texts, making the teaching and learning process particularly demanding for educators.

Teachers are tasked with investigating and applying innovative techniques and strategies to motivate students and facilitate the acquisition of English as a second language. The primary focus is on improving essential skills such as writing, reading, and the correct use of English. Implementing tools like Kahoot can inspire teachers to integrate more interactive methods into their lessons, potentially leading to substantial improvements in the teaching and learning process.

The implementation of Kahoot is intended to make language learning more accessible and engaging for students. Kahoot's flexibility, allowing it to be used on phones or tablets, makes it an ideal tool for enhancing vocabulary and grammar knowledge in an



entertaining manner studies have shown that gamified learning platforms like Kahoot can significantly enhance classroom dynamics, engagement, motivation, and the overall learning experience (Licorish et al., 2018). There is no impediment for students to acquire and develop the use of English as a new vocabulary knowledge, with this objective in mind, the Kahoot platform was chosen to be implemented as one of the technological tools to have a positive impact on language development.



CHAPTER III

16 Population, Sample and Sampling

16.1 Description of the beneficiaries

The research on the impact of Kahoot to enhance English usage takes place in the educational setting of Unidad Educativa Municipal Cotocollao, located in the north of the city of Quito- Ecuador. It comprises a total of 180 students. But the students designated to participate in the research belong to 1st level BGU with 31 students. According to Stewart (2024) “Purposive sampling—also referred to as judgmental or selective sampling—is a non-probability technique commonly employed in qualitative research. It involves intentionally selecting participants based on specific traits within the population that align with the goals and focus of the study.”” This sampling was selected under the following considerations:

- The study focusing on A2-level students
- The students receive the English subject 5 hours per week
- The age of the students is between 15 to 16 years
- These students belong to 1st level BGU with 31 students.
- The students can participate in the research
- Parents agree with the research and the participation of the students.



Chart 3
Sample Population

Population Participants	Sample Population	Percentage
Women	12	39%
Men	19	61%
Total	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

17 Research Context

The study takes place in the educational setting of Unidad Educativa Municipal Cotocollao, located in the North of the city Quito on Agua Clara neighborhood, between Las lagunas and Los escultores. The most of the students belong to a middle class. The students belong to 1st BGU, focusing on A2-level students aged 15 to 16 years. This context is characterized by a traditional classroom environment where English is taught as a second language, and students often encounter challenges in maintaining interest and engagement with the curriculum. The school is equipped with basic technological resources, providing an opportunity to integrate digital tools like Kahoot into the learning process.

The study aims to leverage this gamified platform to create a more interactive and motivating atmosphere for language acquisition. By incorporating Kahoot, the research seeks to address the common issue of low participation and to enhance the effectiveness of English instruction, ultimately aiming to improve the students' language skills and overall academic performance in a supportive and stimulating context.



La Universidad para todos

18 Research Stages

The investigation The impact of kahoot to enhance the use of English in A2 students was divided into six periods: delimitation of the problem, theoretical revision, elaboration of the instruments, application of the instruments, data analysis, and redaction of the conclusions and recommendations.

18.1 First Stage (Delimitation of the problem)

The title of this investigation “The Impact of kahoot to Enhance the Use of English in A2 Students”, where the study was carried out at Unidad Educativa Municipal Cotocollao in the city of Quito revealed, through diagnostic test, that a significant number of students face difficulties in learning English, specifically in use of English skills. Therefore, educators will focus on the different impacts that the kahoot platform has on the acquisition and correct use of English, since these are the skills that students have the most problems in acquiring. The investigation will concentrate in the following research question How to improve the use of English skills through an interactive platform kahoot in 1st BGU level in Unidad Educativa Municipal Cotocollao? It has been taken as an object of research, the process of teaching and learning the use of English in students of 1st level with an A2.

Second Stage (Theoretical Revision)

In this phase of research will focus on previous studies, in order to collect and analyze information already done that relates to the main research topic in order to understand the problem of the study, and find possible solutions to it. For example: “The goal of Kahoot! is to increase engagement, motivation, enjoyment, and concentration to



improve learning performance and classroom dynamics. Boredom in a computer learning environment can cause inferior learning and problem behavior” (Baker, D'Mello, Rodrigo, & Graesser, 2010).

Third Stage (Elaboration of the Instruments)

This stage will concentrate on the tools to be used throughout the research examining the impact of Kahoot on improving English usage among A2-level students. The instruments include an observation sheet, pre-test and post-test, and a survey. These will be employed to gather relevant data and insights that support the achievement of the study's objectives.

Fourth Stage (Application of the Instruments)

“The impact of Kahoot on enhancing the use of English in A2 students involves a systematic application of research stages and instruments. Initially, a diagnostic test is administered to assess the baseline proficiency levels in listening, speaking, reading, and writing skills. “This stage helps to recognize problem areas for students, helping to define the focus for intervention” (Licorish et al., 2018). After the diagnostic phase, "Kahoot is integrated within the curriculum as a primary language practice tool. In this implementation phase, students participate in grammar and vocabulary quizzes that are geared toward reinforcing language through interactive engagement."

“Kahoot's immediate feedback allows for real-time modification and reinforcement of language concepts” (Wang & Tahir, 2020). After a sustained period of constant engagement in the sessions, a post-test is given to assess progress in language skills. It is the interactive and repetitive nature of Kahoot activities that accounts for the high levels of proficiency often achieved. In addition, focus groups are employed along with student



surveys to capture qualitative data related to motivation and engagement. These phases of the research ensure a thorough evaluation of Kahoot's effectiveness and demonstrate how it can improve the English language skills of A2-level students.

Fifth Stage (Data Analysis)

"The effect of Kahoot on improving English language skills among A2 students is systematically evaluated through stages of data analysis. Initially, a pre-test is administered to measure each student's baseline ability in listening, speaking, reading, and writing. This data is meticulously documented and analyzed to uncover precise language gaps" (Licorish et al., 2018). "Post-tests are administered after the intervention phase in which Kahoot is implemented as the primary teaching tool to assess the level of progress made. Advanced statistical methods, including paired t-tests, are used to assess the observed statistically significant gains in student performance."

The impact of Kahoot can be observed from both a quantitative and qualitative perspective. The former includes metrics derived from language skills assessments, along with student motivation and engagement during Kahoot sessions, while the latter focuses on student comments, feedback, and participation captured in engagement surveys. "This type of feedback is analyzed thematically, allowing coders to determine common trends" (Wang & Tahir, 2020). Such a comprehensive analysis captures the essence of the Kahoot effect. In addition, the analysis performs triangulation for data synthesis to ensure the credibility of the results when measuring information from different data sources. The meticulous research design and sophisticated data analysis methods strongly support the use of Kahoot to improve English skills among A2 students.



Sixth Stage (Redaction of the conclusions and recommendations)

In the case of the research on the impact of Kahoot on A2 level students' English improvement, drawing conclusions and developing recommendations occurs at the final stage of the research, after a thorough analysis of the data. An integrated approach to data collection allows sufficient quantitative and qualitative data to be compiled and analyzed independently. The research team integrates all findings to reach valid conclusions.

“Research shows that students have made considerable progress in their use of English, participation, and motivation in Kahoot,” (Licorish et al., 2018). “The researchers also noted that these findings were supported by robust statistical evidence, thematic analysis, and other analytical techniques that helped provide valid and reliable justification for their claims.”

From the research, recommendations are made to assist teachers on how to effectively integrate Kahoot into their classrooms. These recommendations may emphasize phonics, grammar, and vocabulary reinforcement through stand-alone or formative Kahoot sessions, instant feedback through Kahoot, as well as promoting collaborative learning through Kahoot team activities. In addition, scholars can suggest different studies to examine the impacts of Kahoot in teaching English over a longer period or in various adaptations for different proficiency levels" (Wang & Tahir, 2020). These steps are useful to ensure that research serves a dual purpose: advancing theory and, at the same time, impacting practice in English language teaching using innovative digital tools such as Kahoot.

19 Research Scope



La Universidad para todos

The present study aimed to explore the effect of the kahoot platform in raising students' English language skills at level A2 of the Common European Framework of Reference for Languages (CEFR). The population of interest was the second year students of the Unidad Educativa Municipal Cotocollao. A total of 31 students were included in the sample and the study was conducted in the third quarter of the 2023-2024 academic year. A mixed approach combining quantitative and qualitative methods was used.

Quantitative: A diagnostic test as a pre-test and a formative test as a post-test to measure improvement in students' use of English and a survey administered prior to the research.

Qualitative: During the Kahoot-enhanced lesson, observation checklists were completed. Only students in the 1st BGU class at A2 level were included in the study, so results may vary by age or proficiency level.

20 Research Design

"A research design is defined as the overall plan or structure that guides the process of conducting research. It is an essential component of the research process and serves as a blueprint for determining how a study will be conducted." (Jain, N 2023). The study used an experimental design employing a mixed approach, incorporating both quantitative and qualitative methods. A pre-test and survey were administered prior to the use of the kahoot platform to measure students' prior knowledge, which was assessed over a two-month period in which the kahoot platform was implemented as part of the English curriculum.

While using the Kahoot platform with the students, the observation sheet was used. As a result, the progression and progress of the students was evaluated. Finally, a post-test



was conducted in the form of a formative test after the two-month period to evaluate and compare the different impacts of using the Kahoot platform in the classroom.

21 Ethical Considerations in Research Methodology

When conducting research with different populations, such as adults (parents), adolescents (students) and institutional officials, it is important to consider ethical issues. We must show respect and seriousness towards all participants, ensuring that the study is conducted in an ethical and responsible manner.

The main objective of this study was to examine the various effects that the Kahoot platform has on the development of the use of English in 1st BGU students of a municipal institution. In order to conduct this research, it was necessary to obtain the proper permissions from all parties involved, including the institution's authorities (Rector), parents and students, assuring them that the study would not negatively affect their learning or expose them to adverse situations. In order to guarantee the ethical considerations, it was necessary to apply the following fundamental principles:

21.1 Data Accuracy

In this principle, emphasis was placed on the accuracy of the data obtained and analyzed through the instruments used in this study, such as the research form,

the pre- and post-test, and the survey. No result, whether positive or negative, was omitted to ensure a better development of the research proposal.

21.2 Data Privacy

In this principle, the priority is to protect the students' data. As mentioned above,



parental permission was obtained to conduct this research, thus ensuring the privacy and security of students' personal information. Finally, the research focused on improving students' development of grammar and handling of new vocabulary in the subject of English. In addition, it focused on the students' opinion about the implementation of the Kahoot platform in the teaching-learning process of the institution, thus guaranteeing an adaptive education.

22 Description of the Instruments

This investigation focused in the Impact of the kahoot platform to enhance the use of English in students with level A2. In this section the Instruments used are described in details in order to verify its validation in the study process.

23 Pre-test (Diagnostic Test)

The purpose of the Pre-Test is to determine the current level of understanding and usage of English grammar rules and vocabulary among A2 students before the implementation of Kahoot-based activities. It is a structured based test consisting of ten questions, divided into 5 items in which we sought to implement the linguistic skills in addition to the use of English such as vocabulary. In addition, it is a test with a level according to the students' level and it is intended

to be developed in 45 minutes.

24 Observation Checklist

This instrument had as purpose to evaluate the impact of the use of Kahoot on English language learning in A2 level students by observing their participation, motivation and improvement in language skills. It consisted of 10 observation indicators where the



La Universidad para todos

researchers analyzed the impact of the implementation of the Kahoot platform on the students, as well as focusing on the advantages that the implementation of Kahoot could bring about.

25 Survey

This instrument consisted of 10 questions, each with 5 response items to evaluate how the use of Kahoot influences students' motivation and engagement levels in learning English. Thanks to this method the researchers collected data on their opinions, behaviors, characteristics or other specific aspects of the technology that needed it, to know for classroom use.

26 Post-Test (Formative Evaluation)

This data collection method helped to evaluate the changes or differences before and after the assessment and thus verify the regression or advancement of learning with the use of technological tools, and centered to evaluate the effectiveness of the Kahoot platform in enhancing the use of English in A2 students by comparing their post-test results in grammar and vocabulary to their pre-test scores, thereby assessing improvements in language proficiency and student

engagement resulting from the intervention. It was a structured test composed of 10 questions and 5 items.

27 Implications for the Methodological Proposal

The initial diagnosis carried out at the beginning of the research was crucial, since it made it possible to identify the various deficiencies and problems presented by the students in the development of grammar and the use and understanding of new vocabulary. This



made it possible to look for different methods to apply in class and improve performance in the subject. The Technology Implementation, specifically the Kahoot platform, was used as a method in the classroom. This tool helps to make classes more entertaining and facilitates the practice of what was learned through games or tests.

28 Description of the methodological proposal

The methodological proposal for enhancing the use of English of students A2 level belong to 1st at Unidad Educativa Municipal Cotocollao was centered on the use of technology like kahoot platform that Through various games, exercises and quizzes, students faced a new challenge in the learning and development of English. In this way, this proposal seeks to demonstrate the impact of the use of the Kahoot platform in the teaching-learning process of a new language and its usefulness as a technological tool.

29 Description of the Evaluation and validation of the Proposal

The evaluation and validation of the proposed methodological approach for enhancing the use of English skills used in A2 students focused on evaluating the different impacts and effectiveness of the kahoot platform in the development of

language use. The validation process encompassed for Diagnostic and Formative evaluation techniques, as well as a rigorous validation through expert judgment.

29.1 Expert Validation

For the validation of concepts, operationalization matrices of variables and instruments, the personal and professional opinion of the tutor designated for the research proposal, MSc. Johnny Segundo Campoverde López, professor at the Bolivarian University of Ecuador and expert in education and technology, was requested. He was in charge of



La Universidad para todos

examining and validating the whole process of developing the research on "The Impact of Kahoot to Improve the Use of English in A2 Students". His views and suggestions were fundamental for the improvement and development of the research.

29.2 Summary Evaluation

The Formative Evaluation was applied as a post-test since it helped to verify and evaluate conclusively the impact of the kahoot platform in the development and learning of the use of English in the students of 1st BGU, in the same way a test similar to the Formative Evaluation was administered in this case the Diagnostic Evaluation as a pre- test in order to evaluate the progress and improvement of the study skills. By comparing both results, the progress achieved through the use of kahoot was measured quantitatively.

29.3 Implementation of Timeline

The proposal was carried out over a two-months period with 1st BGU students at Unidad Educativa Municipal Cotacollao. It included a planning stage, classroom implementation, and final evaluation. Kahoot was used regularly to improve English skills through games, exercises, and quizzes. Each session had clear learning goals and allowed students to practice vocabulary, grammar, and speaking. Progress was monitored continuously using formative assessments and teacher feedback to improve the learning process.



Chart 4
Timeline 1st BGU

week	Date Range	Lesson Focus	Skills	Planned Hours	Main activities
Week 1	April 08- April 12	Unit 3. To be verb	Speaking Listening Reading Writing	5 hours	*Quiz game with kahoot. *Role Play. *Discussion.
Week 2	April 15- April 19	Unit 3. Do + Action V + Daily Routines.	Speaking Listening Reading Writing	5 hours	*Brainstorm on the board. *Interactive quiz on do and action verbs with kahoot. *Game in kahoot.
Week 3	April 22- April 26	Unit 3. Future with Will	Speaking Listening Reading Writing	5 hours	*Initial Question ”What will you do this



					weekend? *Game in kahoot. Identifying mistakes. *Identifyin g correct structures in kahoot exercises.
Week 4	April 29-May 03	Unit 3. Comparative Adjectives	Speaking Listening Reading Writing	5 hours	*Participati ng orally in guided and paired comparison s. *Kahoot game. *Correctly interprets sentences in Kahoot
Week 5	May 06-May	Unit 3	Speaking	5 hours	*Oral

	10	Superlative Adjectives	Listening Reading Writing		production of comparativ e sentences in group. *Comprehe nsion of oral questions and the Kahoot game. *Guided discussion
Week 6	May 13-May 17	Unit 3 To be Verb in Past tense. Affirm and Negative statements.	Speaking Listening Reading Writing	5 hours	*Participati ng orally in warm-up responses and reads sentences in pairs. *Responds successfull

					y in the Kahoot game. *Transforming sentences from present to past tense.
Week 7	May 20-May 24	Unit 3 To be Verb in Past tense. Yes/No and Wh Questions.	Speaking Listening Reading Writing	5 hours	*Oral participation in role-play. *Comprehension of questions with kahoot. *Guided discussion.
Week 8	May 27-May 31	Unit 3 Simple Past. Affirm and	Speaking Listening Reading	5 hours	*Participation in 2 truths and 1

		Negative statements.	Writing		lie and final oral production. *Understanding audio questions within the context of a Kahoot game. *Listening to sentences and interpreting structures in Kahoots and during practice exercises.
Week 9	Jun 03- Jun 07	Unit 3 Simple Past. Yes/No questions and Wh. Questions.	Speaking Listening Reading Writing	5 hours	*Oral game: "Guess what I did". *Guided analysis on the board. *Correct answers in Kahoot
Week 10	Jun 10- Jun 14	Unit 3 Vocabulary- Professions and	Speaking Listening Reading	5 hours	*Guess the job or hobby"

		hobbies.	Writing		activity. *Guiding questions *Group words into categories
--	--	----------	---------	--	--

Table elaborated by Andrea Urrutia and Karina Flores.

30 Description of the Data Processing of the Diagnostic Stage

In the case of evaluating the diagnostic stage regarding the impact of Kahoot on improving the use of English among A2 students, data processing involved a series of systematic steps. To assess students' proficiency and engagement levels, both quantitative and qualitative data were collected through pretests, surveys, and observation notes. Also, Quantitative information, such as test results, can be analyzed using specialized software to identify patterns and areas for improvement.

In other hand, qualitative information obtained from surveys and observations is coded, then subjected to thematic analysis, which adds context and depth to the quantitative findings. These processes seek to ensure that all aspects of students' English skills and their readiness to use English are fully understood. The diagnostic phase is important because it allows the effectiveness of the intervention to be measured, enabling Kahoot activities to be modified to solve precise language problems. In summary, the processing of analysis data in this phase ensures reliable choices for customized instructional designs and actions.

31 Data Collection and Compilation



La Universidad para todos

Data to assess the impact of Kahoot on A2 English learners includes pre-test scores, survey responses, and observation notes. Quantitative data are expected to be analyzed with statistical methods to monitor student progression, while qualitative data will be coded thematically. This mixed-methods approach helps to understand students' English proficiency and engagement levels comprehensively before assessing the impact of Kahoot on their language skill development.

31.1 Data Entry and Coding

Data entry includes entering pretest results and completed surveys into statistical software. Observation notes are archived in a systematic manner. Coding qualitative data refers to the process of organizing responses into multiple thematic groups to identify patterns and reveal important insights. This helps ensure correct representation of the data, which makes it possible to analyze the impact of Kahoot on English skills and student engagement in a holistic manner.

31.2 Describe Analysis

The analysis consists of a statistical evaluation of pre-test and post-test scores to assess changes in student performance. At the same time, qualitative data obtained from surveys and classroom observations are analyzed thematically to identify changes in student engagement and attitudes toward learning. This mixed-methods research captures a complete picture of Kahoot's effectiveness in advancing English language skills by using quantitative and qualitative data concurrently.

32 Thematic Analysis

The coded qualitative data from surveys and observations reveal significant



La Universidad para todos

recurring themes that demonstrate distinct patterns in students' engagement, motivation, and self-assessed improvements in their English skills. In the case of the thematic analysis, the method applies a systematic categorization of responses to reveal information about students' lived experiences with Kahoot, especially regarding the program's effectiveness in improving language learning.

33 Comparative Analysis

Evaluating the effects of Kahoot on A2 English learners using a comparative analysis involves comparing pre- and post-assessment results to measure change in achievement. In addition, student engagement and motivation before and after the use of Kahoot are assessed through survey and observational data. This method emphasizes the gaps as well as the progress made toward English proficiency and thus clearly illustrates the improvement that Kahoot has brought in comparison to conventional teaching techniques.

34 Triangulation and Integration

In assessing the impact of Kahoot on A2 English learners, integration and triangulation techniques involve splitting quantitative data, such as test scores, with qualitative insights obtained from surveys and observations. This approach ensures thorough analysis and improves reliability. Through evaluation, it consolidates the various data on the extent to which Kahoot affects students' English proficiency and engagement and underscores its effectiveness as a language learning tool.

34.1 Interpretation and conclusions

Demonstrate significant gains in language proficiency and student engagement. As an illustration, the pre-test and post-test scores indicate an improvement in students' English



skills. As noted in the surveys and observations, there was an increase in motivation as well as participation in the lessons. This suggests that the use of Kahoots as a game-based interactive learning platform has a greater impact on language teaching, as children find it easier and more enjoyable. In summary, the findings justify the use of Kahoots in English language teaching and focus on improving teaching methods to make the classroom lively and interactive. This is further reinforced by the encouraging results that point to the possibilities that Kahoots offers as an educational tool to assist and enhance conventional approaches to language teaching.

34.2 Description and Analysis of the Results of the Diagnostic Stage

The impact of Kahoot on A2 English learners was analyzed along with diagnostic test results, which revealed considerable initial student difficulties with vocabulary and grammar. The test results showed divergent standards of achievement, with some students showing considerable gaps. Such results formed a clear starting point for designing Kahoot activities to remediate specific areas of concern. Therefore, the diagnostic test was essential to determine the baseline from which further progress in English language skills would be measured.

34.3 Description and Analysis of the Results of the Survey

The evaluation and description of the survey data on the use of Kahoot in teaching English to A2 level students reveals important aspects of student engagement and learning experiences. The survey results indicate that an overwhelming majority of students found the use of Kahoot both enjoyable and motivating, as it made the process of learning English more interactive and less intimidating. A considerable number of students reported having



improved proficiency in the use of English, especially in vocabulary and grammar. The survey also noted increased levels of participation during lessons that incorporated the Kahoot app, which students attributed to its playful nature and quick feedback. On the other hand, a small number of students reported experiencing some challenges, including a sense of temporary pressure stemming from the quizzes. Overall, the survey results point to the conclusion that the use of Kahoot in English language instruction has a positive effect on students' English language learning experience and on their language performance and participation in classroom activities.

This research will use a qualitative-descriptive method based on the statistical analysis of the collected data in order to respond to the research questions and draw the corresponding conclusions. This study will be carried out at public high schools in Ecuador. The data from the students will be gathered to obtain students' perceptions regarding speaking.

“The qualitative method analyzes the data in order to answer some questions about the research and prove the hypothesis established previously, in the qualitative measure” (Pathak et al., (2013). As the author mention qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data. “The integration of qualitative research into intervention studies is a research strategy that is gaining increased attention across disciplines”(p.15) in other words this research was based in order understand the students belief of ninth students and identify the best strategies to help them to improve the ability to speak.

Therefore, the qualitative method is the one that allows analyzing the information that is collected, which is useful for the development of this work such as the interpretation



of results obtained in the survey and thus adopt pertinent conclusions.

According to Jalal Caál, Ramos Ramírez, Ajcuc Ortiz, Lorenty, & Diéguez Hernández, (2015) "The Synthetic Method is a reasoning process that tends to reconstruct a whole, from the elements distinguished by the analysis; Consequently, it is about making a methodical and brief explosion, in summary" (pp.17). That is to say, when applying this method, aspects that require going from the general to the particular (Deductive or Analytical) or other parts in which that it will be required to go from the particular to the general (Inductive or Synthetic). In contrast, it is based on the thinking of authors such as Max Weber. It is inductive, which implies that it "uses data collection to finish research questions or reveal new questions in the process of interpretation" (Hernández, Fernández and Baptista, 2014,p.p7). on the other hand for this proposal the researchers at the beginning of the class were observed that students have problems to express the learned knowledge in oral way, they could not pronounce the words, students are ashamed to express their ideas in English and when teachers asked them work in groups or pairs for starting up a conversation they did not speak anything they keep quiet. That was the reason which researchers relied these instruments for this proposal.

At first the survey was used to identify if the students use ludic strategies when they are speaking and communicating with other classmates and the obtained results were low, then the pre-test was used in order to identify the English level of all students in Ninth Grade and some questions of the pre-test were poor in speaking. Next, the post-test will be used in order to get results about this project and to identify if the hypothesis was fulfilled.



CHAPTER III

35 Presentation and Validation of the Proposal

The information obtained through various instruments, such as pre- and post-tests, surveys and observation checklists, was analyzed both quantitatively and qualitatively for the purpose of verifying the reliability of the study. The instruments used in the research process were validated by the study tutor, who, after a thorough review of the items and questions, confirmed that each instrument was adequately designed and relevant to the purpose of the study.

35.1 Description of the Investigation

Students belonging to the 1st BGU participated in this research. The study days were Monday, Tuesday and Wednesday according to the school schedule, 5 hours per week in total. The application of the first pre-test instrument was carried out on April 02, the survey on April 03, the observation sheet once a week for two months and was officially ended with the application of the post-test on Jun 15. The topics covered in the research were the Present Simple, Past Simple, Future Simple and Present Perfect as well as the vocabulary related to each of the topics.

35.2 Pre-test Analysis

The students took the pretest on May 6. A structured test consisting of 10 questions focusing on listening, reading, writing, use of English and vocabulary skills. Students had to answer questions related to prior knowledge such as Present Simple, Past Simple, Comparatives, Superlatives and vocabulary. They also listened to an audio that helped us to perceive if their listening skills were at the desired level. The pre-test was graded quantitatively with each question worth one point.



36 Results of Pre-Test Applied to Students

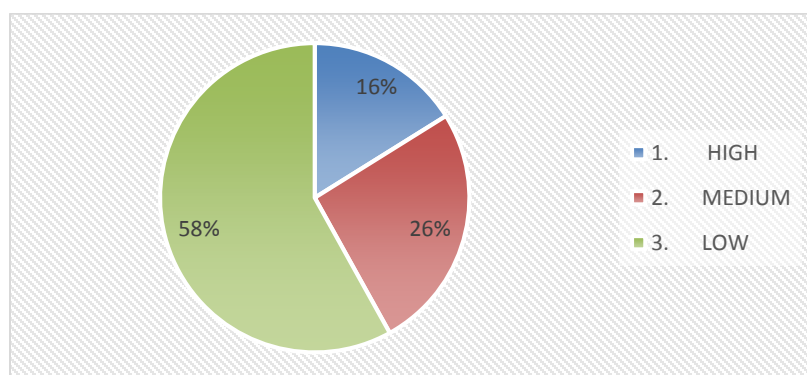
Chart 5
Pretest

<i>Grade</i>	<i>Number</i>	<i>Percentage</i>
<i>High (9-10)</i>	<i>5</i>	<i>16%</i>
<i>Medium (6-8)</i>	<i>8</i>	<i>26%</i>
<i>Low (1-5)</i>	<i>18</i>	<i>58%</i>
<i>TOTAL</i>	<i>31</i>	<i>100%</i>

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 1

Diagnostic Test



Elaborated by Andrea Urrutia and Karina Flores.

Nota: Scores obtained from the diagnostic test (Pre-Test)

It can be seen in Table 5 and Figure 1, that 48% of the students are at a low level with respect to the development and use of English and vocabulary comprehension, followed by 36% with an average level and 16% of the students with a high level in their knowledge of the language.

In order to understand the impact of technological tools in the development and learning of English among students, as well as to evaluate if they know and use these tools, especially the kahoot platform, a survey was conducted. This instrument was applied on May 7, and consists of 10 questions, each with 5 response options.

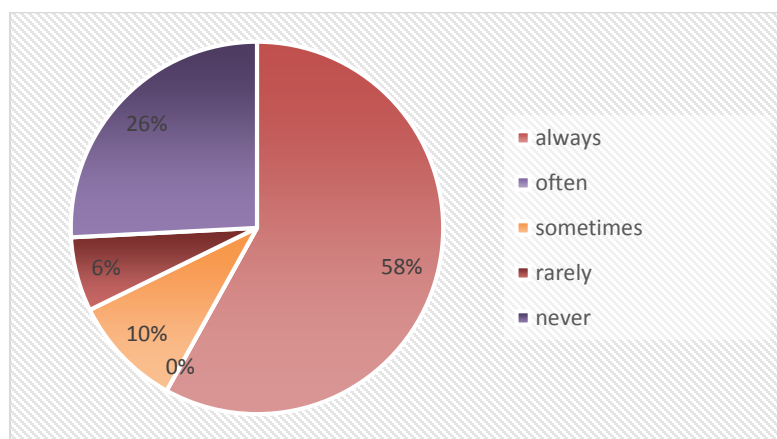
Chart 6
Question Have you used technological tools in learning English?

Items	Students	Percentage
Always	18	58%
Often	0	0%
Sometimes	3	10%
Rarely	2	6%
Never	8	26%
TOTAL	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 2

Have you used technological tools in learning English?



Elaborated by Andrea Urrutia and Karina Flores.



La Universidad para todos

Nota: Results of question ¿Have you used technological tools in learning English?

Both Table 6 and Graph 2 show how frequently 1st BGU students use technological tools for English language learning. The result is that 58% of the students do use technology for their development, while 10% have used it sometimes, 6% rarely and finally 26% have never used the different technological resources for English language learning.

Chart 7

Have you experienced a greater motivation to learn English thanks to technological platforms?

Items	Students	Percentage
Always	3	10%
Often	2	16%
Sometimes	20	65%
Rarely	1	3%
Never	5	6%
TOTAL	31	100%

Elaborated by Andrea Urrutia and Karina Flores.

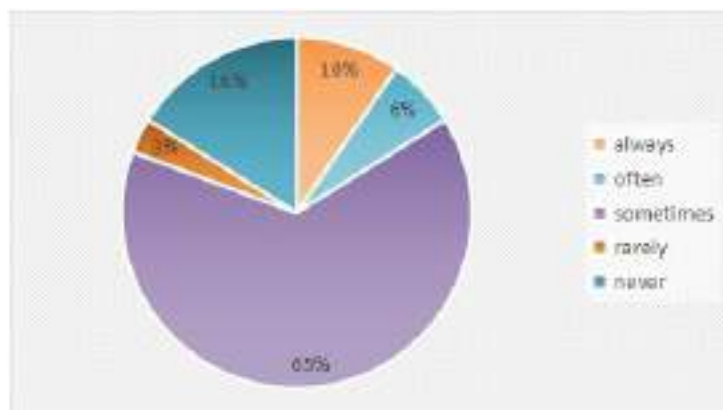


La Universidad para todos



Figure 3

Question have you experienced a greater motivation to learn English thanks to technologicla platforms?



Elaborated by Andrea Urrutia and Karina Flores.

Nota: Results of question ¿Have you experienced a greater motivation to learn

English thanks to technological platforms?

Table 7 and graph 3 show the percentage of 1BGU students' experience and motivation to learn English thanks to the use of technological platforms. 10% indicated that they are always motivated while 16% stated that it is often a good experience. On the other hand, 65% expressed that sometimes the technology has helped their experience while 3% rarely and 6% indicated that they have never had this type of experience.

Chart 8

Do you think that the use of technological tools has helped you to improve your English comprehension?

Item	Students	Percentage
Always	18	58%
Often	5	16%
Sometimes	6	19%



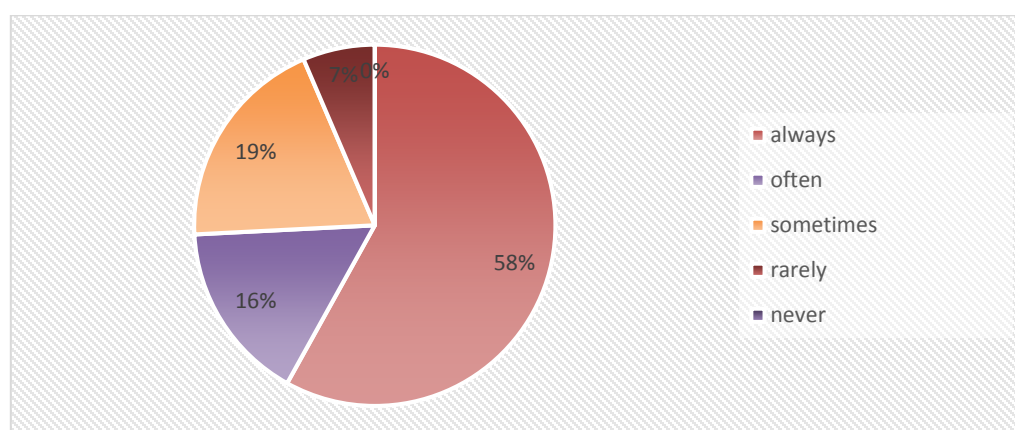
La Universidad para todos

Rarely	2	7%
Never	0	0%
TOTAL	28	100%

Table elaborated by Andrea Urrutia and Karina Flores

Figure 4 Results of question

Do you think that the use of technological tools has?



Elaborated by Andrea Urrutia and Karina Flores

Table 8 and Graph 4 illustrate how often students feel that the use of technological tools has helped them improve their English comprehension, with 58% stating that it has always helped them in their development, while 16% indicate that it has often helped them in their English comprehension, 19% show that it has sometimes helped them in their learning, and 7% indicate that it has rarely helped them.

Chart 9

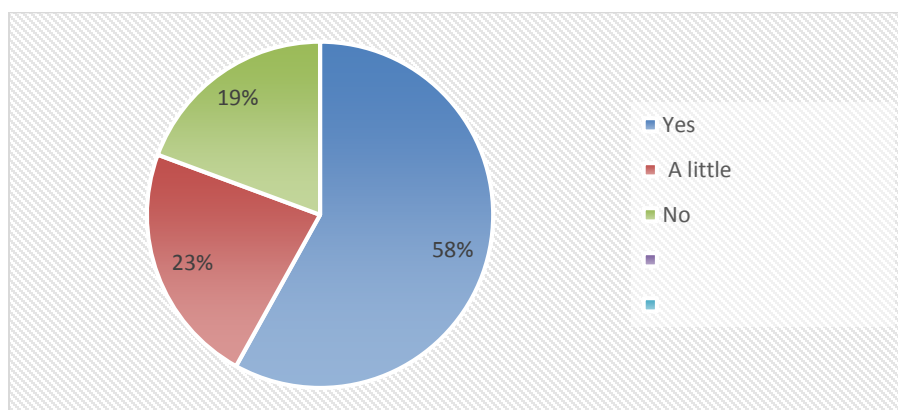
Do you know about kahoot platform as a technical platform to play and practice English?

Items	Students	Percentage
Yes	18	58%
A little	7	23%
No	6	19%
TOTAL	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 5

Results of question ¿Do you know about kahoot platform as a technical platform to play and practice English?



Elaborated by Andrea Urrutia and Karina Flores.

As can be seen in table 9 and graph 5, the results obtained on the knowledge of the students about the kahoot platform to practice and play their English show that 58% of the students know about this platform, while 23% indicate that they know very little about kahoot and its various uses a

nd 19% do not know anything about this platform.



La Universidad para todos

Chart 10

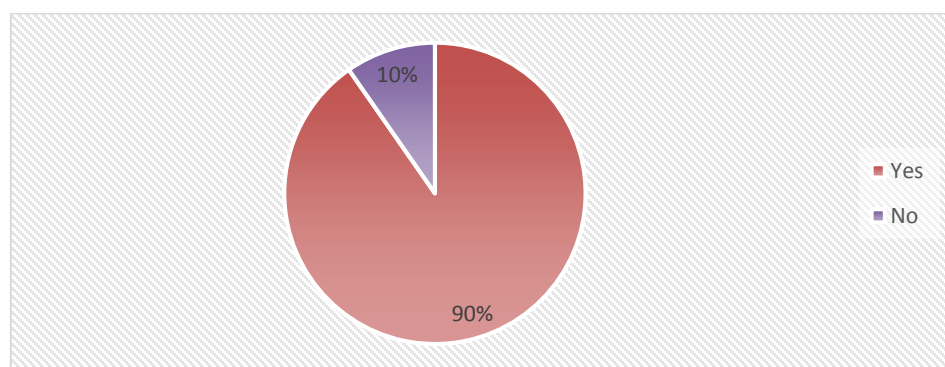
Would you like to learn more about the kahoot platform and its benefits for learning English?

Items	Students	Percentage
Yes	28	90%
No	3	10%
TOTAL	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 6

Results of question ¿Would you like to learn more about the kahoot platform and its benefits for learning English?



Elaborated by Andrea Urrutia and Karina Flores.

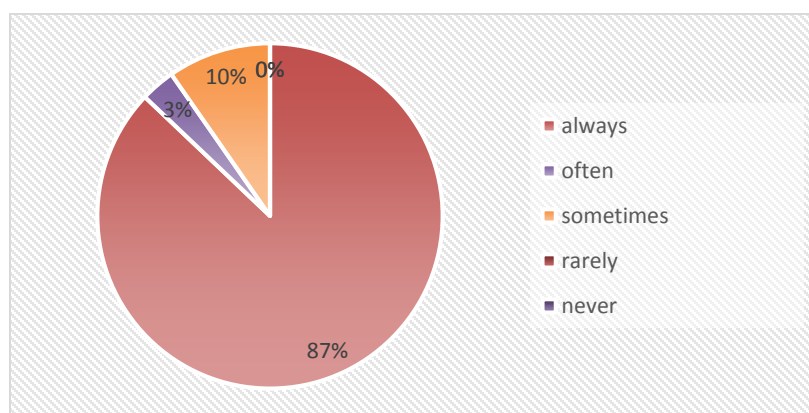
Table 10 and Graph 6 show the results on whether students want to learn more about the Kahoot platform and its various benefits, with the result that 90% of the students do want to learn more about Kahoot, while only 10% of the students are not interested.

Chart 11
Would you like to use the kahoot platform in your English class to learn through games?

Items	Students	Percentage
Always	27	87%
Often	1	3%
Sometimes	3	10%
Rarely	0	0%
Never	0	0%
TOTAL	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 7
Results of question ¿Would you like to use the kahoot platform in your English class to learn through games?



As can be seen in table 11 and in graph 7, 87% of the students think that they would like to use the kahoot platform in class to learn English through games, 3% mention that they would like to use kahoot in class often, while 10% suggest that they would like to use it only sometimes.

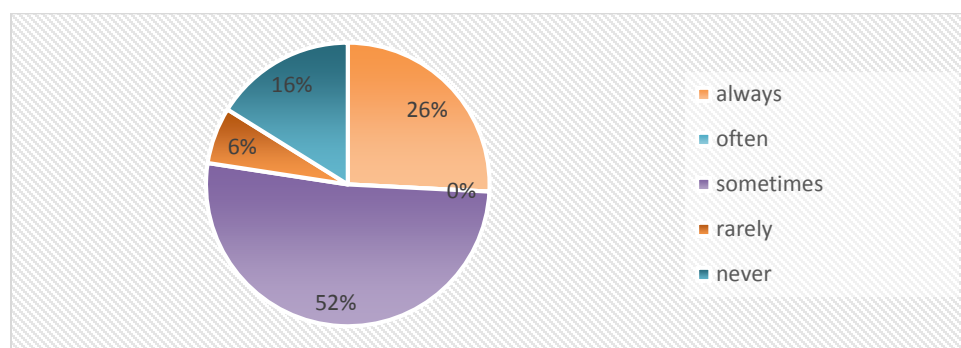


Chart 12
If you know about kahoot, how often do you use it to learn English?

Items	Students	Percentage
Always	8	26%
Often	0	0%
Sometimes	16	52%
Rarely	2	6%
Never	5	16%
TOTAL	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 8
Results of question ¿If you know about kahoot, how often do you use it to learn English?



Elaborated by Andrea Urrutia and Karina Flores.

Chart 13
What type of English learning activities do you prefer in kahoot?

Items	Students	Percentage
Grammar	8	26%
Vocabulary	17	55%
Listening	3	9%
Comprehension		
Reading Comprehension	3	10%
TOTAL	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

Both table 13 and graph 9 show the preferences that 1BGU students have for the kahoot platform, which indicates that 26% use this tool to practice English grammar, 55% say that learning new vocabulary is effective with the use of kahoot, 9% prefer to use this tool for listening comprehension, and finally 10% say they use it for the development of reading comprehension.

Chart 14
Do you consider Kahoot to be an effective tool for practicing English pronunciation?

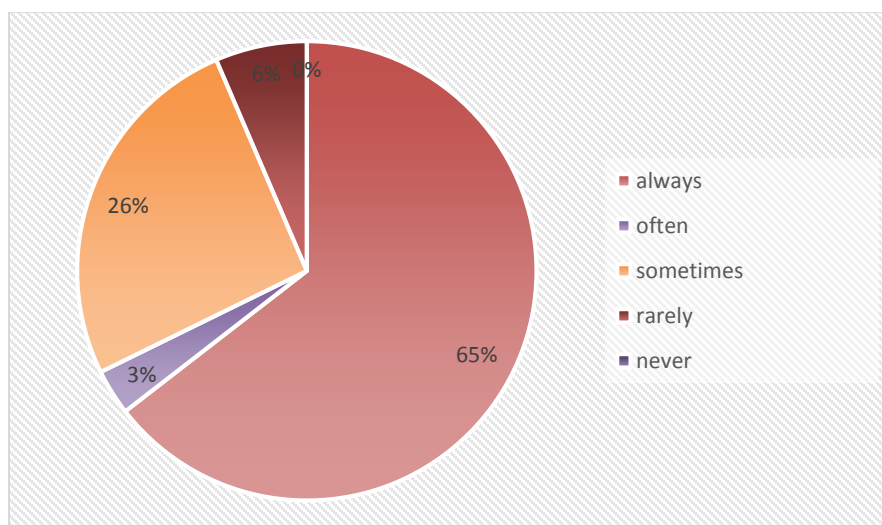
Items	Students	Percentage
Always	20	65%
Often	1	3%
Sometimes	8	26%
Rarely	2	6%
Never	0	0%



TOTAL	31	100%
-------	----	------

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 9
Results of question ¿Do you consider Kahoot to be an effect tool for practicing English pronunciation?



Elaborated by Andrea Urrutia and Karina Flores.

Table 14 and Graph 10 indicate whether the students consider the effectiveness of the kahoot platform for practicing correct pronunciation in English, showing that 65% of the students think that kahoot always helps them in pronunciation, On the other hand, 3% said that they often get a guide for the correct intonation of sounds, while 26% mentioned that they only sometimes found help in kahoot and finally 6% indicated that they rarely used kahoot for the pronunciation of words.

Chart 15
How would you rate the fun and engagement you feel when using kahoot to learn English?

Items	Students	Percentage
Excellent	15	48%

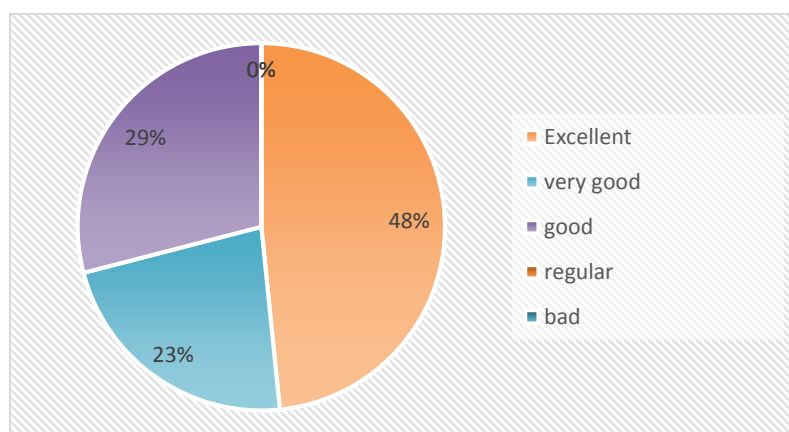


La Universidad para todos

Very Good	7	23%
Good	9	29%
Regular	0	0%
Bad	0	0%
TOTAL	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 10
Results of question How would you rate the fun and engagement you feel when using kahoot to learn English?



Elaborated by Andrea Urrutia and Karina Flores.

Regarding the last question of the survey, which is about how students would rate the kahoot platform in terms of the engagement and fun that kahoot provides in language learning, Table 15 and Graph 11 indicate that 48% of students think the platform is excellent for English learning, 23% think it is a very good tool for language development and 29% say it is good.

Analysis of the Observation Form

The observation sheet was applied every Wednesday in the classroom for two



La Universidad para todos

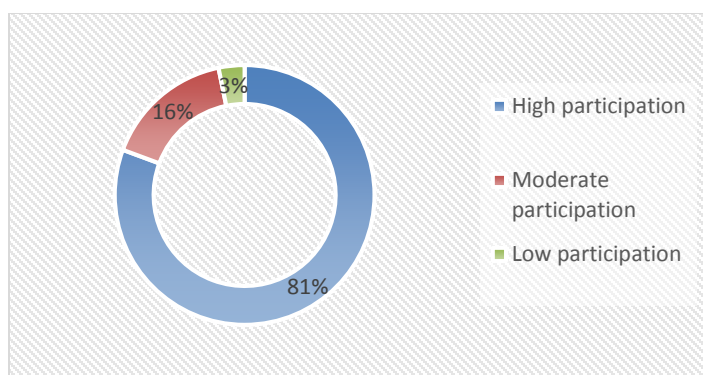
months with the objective of verifying the respective progress in the development of the correct use of English through the use of the kahoot platform. The observation form consisted of 10 statements with 3 response items.

Results of the observation form.

Active Participation

Figure 11

Results of question How would you rate the fun and engagement you feel when using kahoot to learn English?

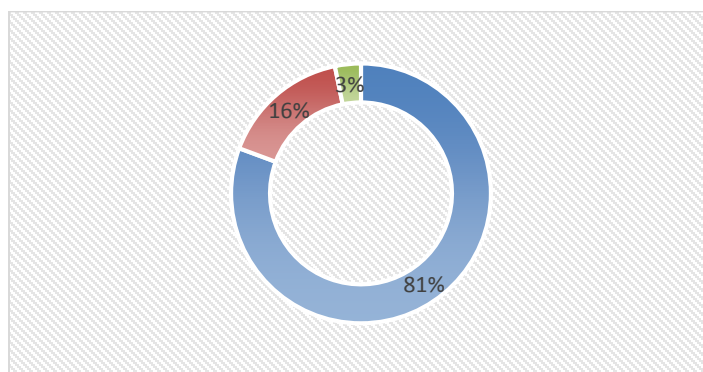


Elaborated by Andrea Urrutia and Karina Flores.

With respect to active participation through the use of kahoot, it can be observed that 81% of the students had a high level of participation, while 16% had a medium or moderate participation and 3% had a low participation.

Figure 12

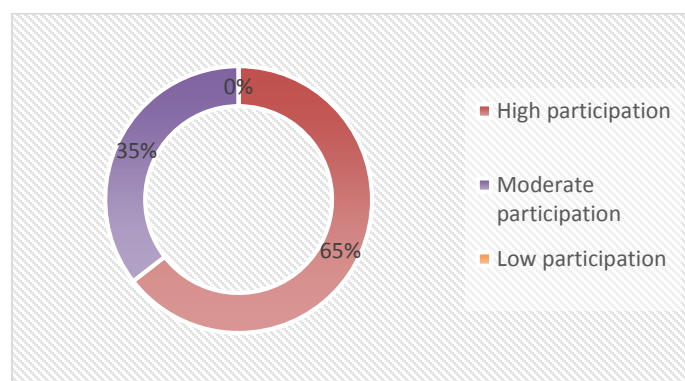
Student Collaboration



Elaborated by Andrea Urrutia and Karina Flores.

As for the collaboration of the 1BGU students in class and among them, it was determined that 84% of the students had a high collaboration in English class, while only 16% of the results showed an average collaboration.

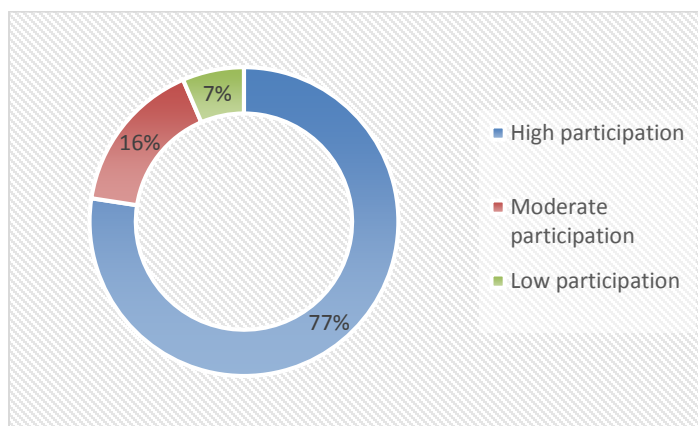
Figure 13
Understanding the Content



Elaborated by Andrea Urrutia and Karina Flores.

Regarding the understanding of the content, 65% of the students achieved a high understanding of the correct use of English, while 35% still have some degree of problems in their development of the language and have an average understanding.

Figure 14
Correct Use of Vocabulary

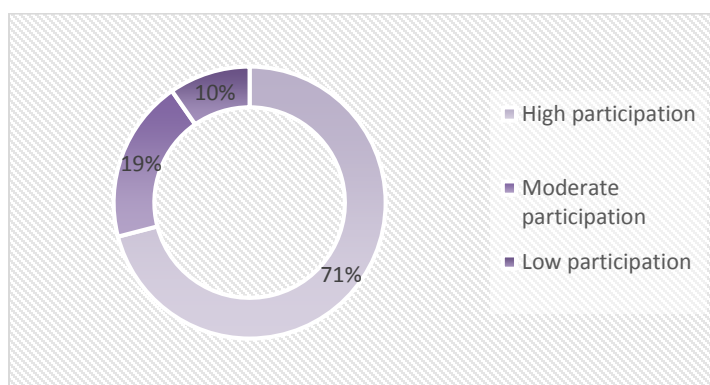


Elaborated by Andrea Urrutia and Karina Flores.



The 77 % Seventy-seven percent of the 1st BGU students achieved a high development in the correct use of vocabulary with the help of the kahoot platform, while 16% improved their vocabulary moderately and finally 7% of the students did not obtain a favorable response in the correct use of vocabulary.

Figure 15
Improvement in Grammar



Elaborated by Andrea Urrutia and Karina Flores.

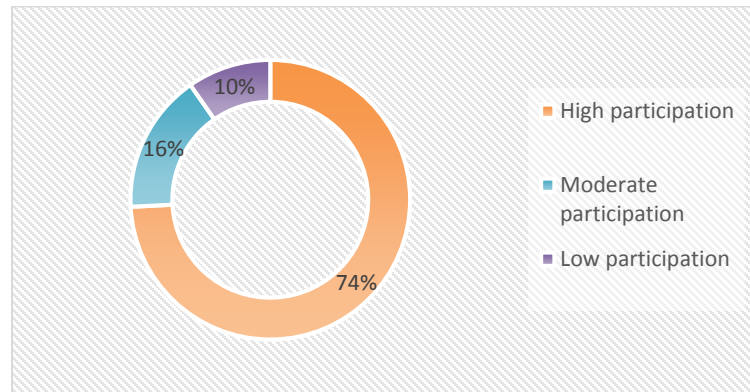
As can be seen in Figure 17, 71% of the students believe that they have improved their English grammar with the use of kahoot, while 19% think that with the use of this tool their learning has been moderate and 10% have improved little in the development of English grammar

Figure 16



La Universidad para todos

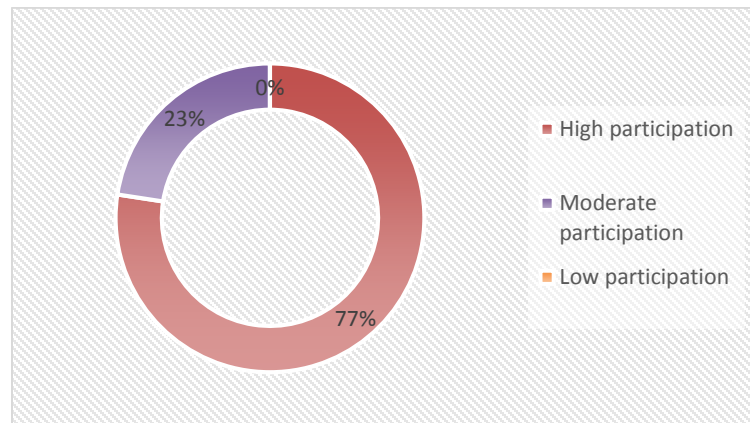
Interaction with Content



Elaborated by Andrea Urrutia and Karina Flores.

In Figure 18, 74% of the students belonging to 1BGU indicate that they had a high interaction with the study contents while 16% of the students reported a moderate interaction with the contents and lastly 10% only a low participation.

Figure 17
Reaction to Immediate Feedback



Elaborated by Andrea Urrutia and Karina Flores.

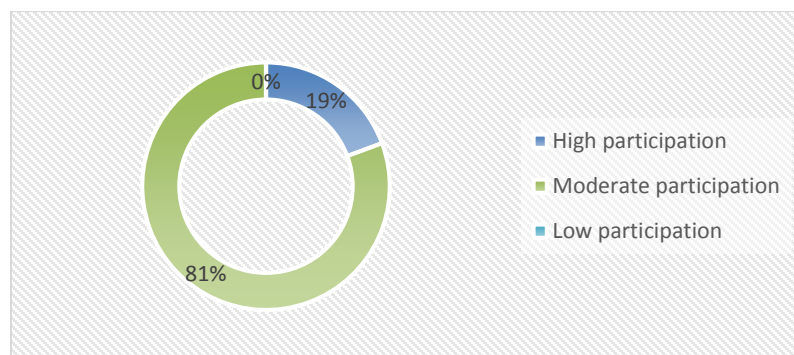
Figure 19 shows that 77% of the student body had a high immediate reaction to the feedback, while 23% of the student body had a moderate reaction to the immediate feedback.

Figure 18



La Universidad para todos

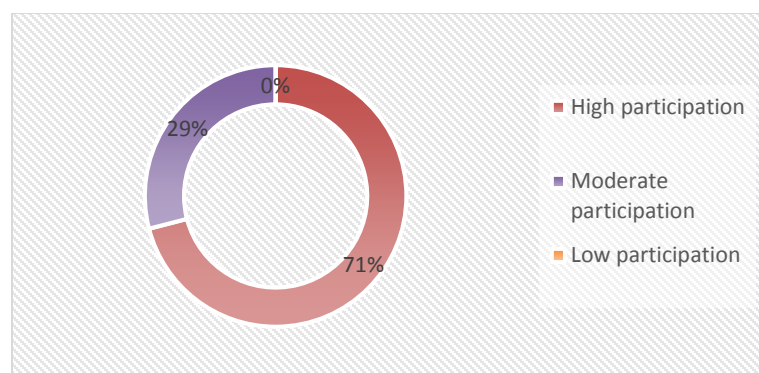
Troubleshooting



Elaborated by Andrea Urrutia and Karina Flores.

As can be seen in Figure 20, 81% of the students had a moderate participation in problem solving in the English class, on the other hand, 19% had a high participation in troubleshooting.

Figure 21: Attention and Focus



Elaborated by Andrea Urrutia and Karina Flores.

In the last graph with respect to the analysis of the observation sheet it can be seen that 71% of the student population belonging to 1BGU had a high participation in their attention and concentration with respect to the English activities in classes while 29% had moderate attention and concentration in the subject.

37 Post-test Analysis

After two months of using the Kahoot platform in English classes, mainly to



La Universidad para todos

improve and develop the use of English, a formative test (post-test) was carried out to evaluate the progress and advancement in the correct use of the language. This evaluation consisted of a structured test of 10 questions, focused on grammar and vocabulary, graded quantitatively, assigning one point to each correct answer.

37.1 Results of Post-Test Applied to Students

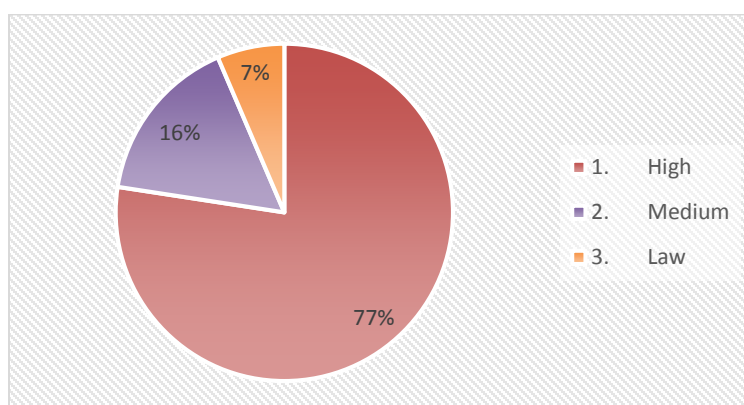
Chart 16
Resultados del Post-test

Grade	Number	Percentage
High (9-10)	24	77%
Medium (6-8)	5	16%
Law (1-5)	2	7%
TOTAL	31	100%

Table elaborated by Andrea Urrutia and Karina Flores.

Figure 12:

Formative test score(Post-Test)



Elaborated by Andrea Urrutia and Karina Flores.



La Universidad para todos

The results reflected in Table 16 and Graph 12 show the positive impact of the Kahoot platform in the development of the adequate use of English among students. It is evident that 77% of the students managed to improve their performance in the language by 16%, reaching a medium level of progress, while 7% obtained a low level of progress. In conclusion, Kahoot contributed significantly to the improvement in the students' correct use of English.

38 RESULTS AND DISCUSSION

The data obtained in this study was based on the research question How to improve the use of English skills through an interactive platform kahoot in 1st BGU level in Unidad Educativa Municipal Cotocollao?

38.1 Research Question

In order to verify in which grade the students of the 1st BGU improved their use of English after the application of the Kahoot platform in class, we proceeded to perform two measurements. The first one as a diagnostic test (pre-test) at the beginning of the research and the second one as a formative test (post-test) at the end of the research.

38.2 Pre-Test

The results of the pre-test were based on a structured basic test that was applied in the month of May, each question with topics related to the content that corresponds to the first year of high school, such as Present Simple, Past Simple, Future and Present Perfect, each question with a score of one point.



Chart 17
Pre-Test Data

Mean	Mode	Median	Max	Min	Range	SD
5,68	5	8	9	2	7	1,58

Table elaborated by Andrea Urrutia and Karina Flores.

As can be seen in table 17, we have the statistical analysis of the pretest. With a total of 31 students analyzed, the maximum score was 9 and the minimum 2. The mean 8, mode 5; range 7 giving as mean $M = 5,68$ and $SD = 1,58$. This shows that the students' use of English is very low, there was no organization or correct structure when making sentences or paragraphs as well as a lack of knowledge of basic vocabulary for people with A2 level.

Post-test

The information obtained with the post-test was at the end of the two months of the implementation of the kahoot platform in the classroom in order to improve the correct use of English. A formative test was taken on a structured basis with the same topics as the pre-test such as present simple, past simple, future simple and present perfect. Each of the questions had a score of one point. Resulting in a final score of 10.

Post-Test Data

Tabla 1



Post Test Data

Mean	Mode	Median	Max	Min	Range	SD
8,71	9	10	10	5	5	1,15

Table elaborated by Andrea Urrutia and Karina Flores.

Table 18 shows the information extracted from the post-test. In the same way, 31 students belonging to the 1st BGU were analyzed giving as final results the following data. Maximum result 10 and minimum 5, median 10; mode 9 and final mean $M=8,71$; $SD=1,15$. The new results that were evidenced in the post-test showed us that the use of technology such as the kahoot platform helped in the development and improvement of the use of English in the students; achieving a better structure in the sentences and thus helping in the writing of sentences or paragraphs.

Tabla 2
Description of the difference between the means

Pretest		Posttest		Difference between the means	
M	SD	M	SD	MD	SD
5,68	1.58	8.71	1.15	-3.03	1.37

Table elaborated by Andrea Urrutia and Karina Flores.

Table 19 verifies the valid data of the 31 students of 1st BGU, where the difference between the pre-test and post-test can be observed. Their difference between means was $MD=-3.03$. The standard deviation, which represents the average of the individual differences of each observation with respect to the mean of a distribution, was $SD=1.37$. Resulting in an increase of 3.03% to the final mean.





La Universidad para todos



CONCLUSIONS

The use of the Kahoot technology tool was effective in teaching English to A2 level students, as it adapted to their different learning styles. Students were more engaged through gamified, interactive and participatory approaches, which improved their English communication skills, especially in language use. This approach was beneficial in achieving positive learning outcomes and also developed a favorable disposition towards learning English.

The use of the Kahoot platform in the classroom has several advantages, such as improving student motivation, active participation and learning through play, which is particularly beneficial in situations where it is difficult to engage students. On the other hand, some drawbacks were noted, such as access to technological devices, as well as the possibility of distractions without adequate supervision. Thus, although Kahoot remains a useful tool, its impact is largely determined by the educational context and the lesson plan prepared by the educator.

Evaluating the use of the Kahoot platform shows that this tool greatly enhances the learning experience and aids in the development of English language acquisition. Its interactive and dynamic format drives active student engagement, increases retention of vocabulary and language structures, and fosters a collaborative and motivating learning environment. In addition, by providing instant feedback, it allows students to track their mistakes and progress independently, which reinforces their learning process.

The study on the impact of the Kahoot interactive tool on the English language learning process for A2 level students has a remarkable and positive impact. Kahoot's approach to learning helps A2 learners effectively engage with the language by



encouraging a high level of participation, motivation and practice. Its game-based approach improves both language comprehension and retention, aligning with various learning styles which subsequently improves students' performance and confidence in using English.

RECOMMENDATIONS

It is advisable to incorporate technological tools such as Kahoot systematically in the English teaching process, particularly at the A2 level. It is essential that teachers adapt activities to the learning styles of their students and use these platforms to stimulate active and continuous participation. In addition, it is recommended that there be periodic training sessions for teaching staff to maximize the pedagogical application of the technologies, resulting in greater success in English language acquisition.

On one hand educators evaluate the technological requirements of the classroom along with students' previous experience with digital environments and tools before using Kahoot. In addition, it is recommended that active teaching methodologies be used in conjunction with Kahoot to achieve a balanced and holistic education, maximizing the tool's potential while minimizing its disadvantages. On the other hand the teaching-learning process can be greatly enhanced through the careful and balanced structure provided by Kahoot.

Moreover, Kahoot will be incorporated as part of a more comprehensive pedagogical strategy that blends digital resources with communicative activities to enhance English language instruction while maintaining a high level of student engagement. In addition, it is recommended that teachers create quizzes tailored to A2 level learning outcomes, ensuring that questions foster essential language skills and knowledge. When



used consistently and purposefully, Kahoot can be an effective tool for improving academic performance and the overall educational experience in the classroom.

Finally, Kahoot will be used as a complementary educational tool in A2 English classes, within a blended learning framework that balances interactivity with well-defined pedagogical objectives. Teachers should create appropriate curriculum-based activities and promote thoughtful engagement with the platform to enhance its benefits toward language learning. In addition, regular assessments of learner progress are also important to adapt learning strategies to better suit the dynamic classroom environment.





References

Ahmad, S., Wasim, S., Irfan, S., & Gogoi, S. (2019). Qualitative v/s quantitative research.

ResearchGate.

https://www.researchgate.net/publication/337101789_Qualitative_vs_Quantitative_Research

Altawalbeh, Khita, & Irwanto, (2023). Game – Based Learning: The impact of kahoot on a higher Education Online Classroom. *Journal of Educational Technology and Instruction*, 2 (1), 30-51. [https://www.researchgate.net/publication/369236575_Game-](https://www.researchgate.net/publication/369236575_Game-Based_Learning_The_Impact_of_Kahoot_on_a_Higher_Education_Online_Classroom)

[Based Learning The Impact of Kahoot on a Higher Education Online Classroom](https://www.researchgate.net/publication/369236575_Game-Based_Learning_The_Impact_of_Kahoot_on_a_Higher_Education_Online_Classroom)

Alvarez, G. (2019).. *Relationship between Attitudes and Motivation towards Kahoot and the Academic Performance of Undergraduate Students of a Private University in Lima*. [Tesis de Maestria, Universidad Privada de Lima]. <http://hdl.handle.net/20.500.12404/14206>

Arif, U. Q. (2025). The Influence of Gamification on English Vocabulary Retention in Online Learning Platforms. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 5(2), 1044–1053.

Baker, R. S. J. d., D’Mello, S. K., Rodrigo, Ma. Mercedes. T., & Graesser, A. C. (2010). Better to be frustrated than bored: The incidence, persistence, and impact of learners’ cognitive–affective states during interactions with three different computer-based learning environments. *International Journal of Human-Computer Studies*, 68(4), 223–241.

<https://doi.org/10.1016/j.ijhcs.2009.12.003>

Basuki, Y & Yeni, N.H. (2019). *Kahoot! or Quizizz: the Students’ Perspectives*. *Proceedings of the*





3rd English Language and Literature International Conference (ELLiC).

https://www.researchgate.net/publication/334358438_Kahoot_or_Quizizz_the_Students'_Perspective

Benhadj, Y., El Messaoudi, M., & Nfissi, A. (2019). *Investigating the Impact of Kahoot! on Students' Engagement, Motivation, and Learning Outcomes: Ifrane Directorate as a case study*. International Journal of Advance Study and Research Work, 2(6), 1-8. doi: 10.5281/zenodo.325066

Benzizoune, O., & Chibi, M. (2024). The Effectiveness of Using Kahoot in Reinforcing Grammar and Writing for Ibn Tofail University EFL Students. Journal of English Language Teaching and Applied Linguistics, 6(4), 103–113. <https://doi.org/10.32996/jeltal.2024.6.4.11>

Bhandari, P. (2020, June 19). What Is Qualitative Research? | Methods & Examples. Scribb. <https://www.scribbr.com/methodology/qualitative-research/>

Bicen, H. & Kocakoyun, S. (2018). Perceptions of Students for Gamification Approach: Kahoot as a Case Study. *International Journal of Emerging Technologies in Learning*, 13 (2), 72-93. doi: <https://doi.org/10.3991/ijet.v13i02.7467>

Bicen, H. (2018, February). (PDF) Perceptions of Students for Gamification Approach: Kahoot as a Case Study. ResearchGate. https://www.researchgate.net/publication/323441450_Perceptions_of_Students_for_Gamification_Approach_Kahoot_as_a_Case_Study

C.M, P. (2017). Plump, C. M., & LaRosa, J. (2017). Using Kahoot! In the Classroom to Create Engagement and Active Learning A Game-Based Technology Solution for eLearning Novices. *Management Teaching Review*, 2, 151-158. - References - Scientific Research



Publishing. Scirp.org.

<https://www.scirp.org/reference/referencespapers?referenceid=2430868>

Delone, W., & McLean, E. (2003, April). The DeLone and McLean Model of Information Systems Success: A Ten-Year Update. ResearchGate; Taylor & Francis (Routledge).

https://www.researchgate.net/publication/220591866_The_DeLone_and_McLean_Model_of_Information_Systems_Success_A_Ten-Year_Update

Dexway Innovation in Languages, (2023) 5 Benefits of educational technology when teaching english. *Educative Technologies*. <https://www.dexway.com/es/5-beneficios-la-tecnologia-educativa-aprender-ingles/>

Earl, S. R., Taylor, I. M., Meijen, C., & Passfield, L. (2017). Autonomy and competence frustration in young adolescent classrooms: Different associations with active and passive disengagement. *Learning and Instruction*, 49(2), 32–40.

<https://doi.org/10.1016/j.learninstruc.2016.12.001>

Explorance. (2025). 7 Ways Technology in the Classroom Enhances Student Success.

Explorance.com. <https://www.explorance.com/blog/7-ways-technology-in-the-classroom-enhances-student-success>

HD, B. (2025). Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. New York Longman. - References - Scientific Research Publishing. Translate.goog.

https://www-scirp-org.translate.goog/reference/referencespapers?referenceid=1189753& x tr sl=en& x tr tl=es& x tr hl=es& x tr_pto=tc

Henri, V., Sudarsono, S., & Regina, R. (2019). Using kahoot to Increase Students' Engagement and Active Learning: A Game based Technology to Senior High school Student. *Proceedings International Conference on Teaching and Education (ICoTE)*, 2 (2), 236-241.

Doi:[10.26418/icote.v2i2.38235](https://doi.org/10.26418/icote.v2i2.38235)

<https://hdl.handle.net/20.500.12727/9700>

Khitam Altawalbeh, & Irwanto Irwanto. (2023, March 15). Game-Based Learning: The Impact of Kahoot on a Higher Education Online Classroom. ResearchGate; unknown.

[https://www.researchgate.net/publication/369236575_Game-](https://www.researchgate.net/publication/369236575_Game-Based_Learning_The_Impact_of_Kahoot_on_a_Higher_Education_Online_Classroom)

[Based Learning The Impact of Kahoot on a Higher Education Online Classroom](https://www.researchgate.net/publication/369236575_Game-Based_Learning_The_Impact_of_Kahoot_on_a_Higher_Education_Online_Classroom)

Krishnaswamy & Janardhana, (2022). *The Impact of Kahoot in Teaching English Grammar: Assessment in a different Perspective*. Doi:[10.13140/RG.2.2.36566.32320](https://doi.org/10.13140/RG.2.2.36566.32320)

La Rosa, J. (2017). *Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices* Doi:[10.1177/2379298116689783](https://doi.org/10.1177/2379298116689783)

Lee, E., Pate, J. A., & Cozart, D. (2015). Autonomy Support for Online Students. *TechTrends*, 59(4), 54–61. <https://doi.org/10.1007/s11528-015-0871-9>

Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13(1), 1–23. <https://doi.org/10.1186/s41039-018-0078-8>

Licorish, S.A., Owen, H.E., Daniel, B. et al. *Students' perception of Kahoot!'s influence on teaching and learning*. *RPTEL* 13, 9 (2018). <https://doi.org/10.1186/s41039-018-0078-8>

Martínez, G. (2017). *Technologies and new trends in Education: Learning while playing* . Option, 33 (83), 252-277. Recuperado de

<http://www.produccioncientifica.luz.edu.ve/index.php/opcion/article/view/23116>

Nadima, I. S., & Halim, A. (2024, November). The Correlation of Student Engagement using Kahoot on Learning Outcomes in Junior High School. Research Gate.

https://www.researchgate.net/publication/386545357_The_Correlation_of_Student_Engagement_using_Kahoot_on_Learning_Outcomes_in_Junior_High_School

Nguyen, T. N. T., & Nguyen, H. B. (2020a). Classroom Participation in EFL Speaking Classes: Students' Perceptions. International Journal of Innovative Research and Development, 9(4).

<https://doi.org/10.24940/ijird/2020/v9/i4/apr20004>

Nguyen, T. N. T., & Nguyen, H. B. (2020b). Classroom Participation in EFL Speaking Classes: Students' Perceptions. International Journal of Innovative Research and Development, 9(4).

<https://doi.org/10.24940/ijird/2020/v9/i4/apr20004>

P, B. (2020). Bhandari, P. (2020) What Is Qualitative Research Methods & Examples. - References - Scientific Research Publishing. Wwww.scirp.org.

<https://www.scirp.org/reference/referencespapers?referenceid=3087568>

Pareja, C. (2022). *Program "I have fun with Kahoot" in the improvement of English language learning in fourth grade students of a mixed private school in the city of Ica.* [Tesis de Maestria, Universidad de San Martín de Porres].

Plump & LaRosa, (2017). *Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices*

Doi:[10.1177/2379298116689783](https://doi.org/10.1177/2379298116689783)

Quiroz, M. F., Gutiérrez, R., Rocha, F., Valenzuela, P., & Vilches, C. (2021). Improving English Vocabulary Learning through Kahoot!: A Quasi-Experimental High School Experience. RESEARCH GATE, 2021(2), 3–13.

https://www.researchgate.net/publication/351035105_Improving_English_Vocabulary_Learning_through_Kahoot_A_Quasi-Experimental_High_School_Experience

R. Earl, S. (2020). Nguyen, T. T., & Nguyen, T. T. (2020). Artificial Intelligence in Finance A Comprehensive Review and Future Research Directions. International Journal of Finance & Economics. - References - Scientific Research Publishing. Scirp.org.

<https://www.scirp.org/reference/referencespapers?referenceid=3862040>

Robles, J. (2020). *The impact of Kahoot and Quizizz as digital learning tools to improve grammar and vocabulary in EFL classrooms*. [Trabajo de Titulacion de Maestria, Universidad Tecnica Particular de Loja]. Repositorio Institucional de la UTPL.

<https://bibliotecautpl.utpl.edu.ec/cgibin/abnetclwo?ACC=DOSEARCH&xsqf99=124226.TITN>.

Rodriguez, B. (2022). *The strengthening of English lexical competence in third grade students of Colegio Monserrate in Bogota D.C., making use of the Kahoot platform*. [Tesis de Maestria, Universidad de Cartagena]. Repositorio Institucional de la UC.

<https://hdl.handle.net/11227/15605>

Rose, A. (2025). The effect of using Kahoot as a game-based learning tool on vocabulary acquisition of grade 10 learners. European Journal of Literature, Language and Linguistics Studies, 9(1), 100–114.

https://www.researchgate.net/publication/392238094_the_effect_of_using_kahoot_as_a_gam



[e-based learning tool on vocabulary acquisition of grade 10 learners](#)

Samboteng, L., & Nadeak, B. (2023, January). The Effectiveness of Pre-test and Post-test Using Kahoot in Increasing Students' Attention.

<https://www.researchgate.net/publication/370005435> [The Effectiveness of Pre-test and Post-test Using Kahoot in Increasing Students' Attention](#)

Sibatuara, U. D. (2021). The Effectiveness of Kahoot in Improving Vocabulary: The Case of a Private University English Study Program. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 10, 33–42. <https://doi.org/10.19109/ejpp.v8i1.8285>

Streefkerk., R. (2023). Inductive and deductive methods of teaching. SlideShare; Slideshare.

<https://www.slideshare.net/slideshow/inductive-and-deductive-method-of-teaching/263707423>

Tan, D., Ganapathy, M. & Manjet, K. (2018). Kahoot! It. gamification in higher education.

Pertanika Journal Social Sciences & Humanities, 26 (1), 565-582.

https://www.researchgate.net/publication/320182671_Kahoot_It_Gamification_in_Higher_Education

Tenecota, E. (2022). *M-Learning (Kahoot App) and vocabulary*. [Tesis de Maestria, Universidad Tecnica de Ambato]. Repositorio Institucional de la UTA.

<https://repositorio.uta.edu.ec/handle/123456789/36048>

Truong, M. (2024). Using Kahoot! to Teach English Vocabulary: Benefits, Drawbacks, and Actual Impacts from Students' Perspective. *CALL-EJ*, 25(2), 201–223.





https://www.researchgate.net/publication/383646394_Using_Kahoot_to_Teach_English_Vocabulary_Benefits_Drawbacks_and_Actual_Impacts_from_Students

Udur, S, (2021). *The Effectiveness of Kahoot in Improving Vocabulary: The case of a Private University English Study Program*. EDUKASI: JURNAL PENDIDIKAN DAN

PENGAJARAN, 8(1), 33-40. Doi:[10.19109/ejpp.v8i1.8285](https://doi.org/10.19109/ejpp.v8i1.8285)

Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – a literature review. *Computers & Education*, 149(103818), 103818.

<https://doi.org/10.1016/j.compedu.2020.103818>

Wang, A & Tahir, R, (2020), The effect of using Kahoot! for learning – A literature review. *Computers & Education*, 9 (149), 2. <https://doi.org/10.1016/j.compedu.2020.103818>

Yürük, N. (2020). Using Kahoot as a skill improvement technique in pronunciation. *Dil ve Dilbilimi Çalışmaları Dergisi*, 16(1), 137–153. <https://doi.org/10.17263/jlls.712669>

Zaenun Nadhif, Harnes Septy Andini, Syifa Nahdiyatul Uyun, & Miflicha Uliyanti Febriani. (2022). The Effectiveness of Kahoot as a Medium for Grammar Exercises in English Education Department. *Conference on English Language Teaching*, 2(2), 220–230.

<https://doi.org/10.24090/celti.v2.51>

Zehra Degirmencioğlu, & İlkay Gilanlıoğlu. (2023). University students' perceptions in Kahoot!-integrated game-based EFL classes. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 10(35), 1365–1378. <https://doi.org/10.29000/rumelide.1346634>



4) Listen to Kevin and Maria. They are talking about Maria and her sister, Catherine. Choose true or false		
a. Maria has brown, curly hair.	T _____ F _____	
b. Maria and Catherine have the same colour eyes	T _____ F _____	
c. Maria's face is longer than Catherine's	T _____ F _____	
d. Catherine's nose and mouth look like Maria's	T _____ F _____	
e. Catherine is taller than Maria	T _____ F _____	
f. Maria isn't as outgoing as Catherine	T _____ F _____	
g. Catherine is older than Maria	T _____ F _____	
h. Both Catherine and Maria are independent	T _____ F _____	
C. HIERARCHY: Sorts a list of elements that are part of a process.		
SKILL: EFL 3.4.1 Make a simple learning resource in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).		
5) WRITE NUMBERS (1-7) TO PUT THE CONVERSATION IN ORDER. _____ I need to go to the library. Do you know where it is? _____ Where do you need to go? _____ Yes, I do. I'm going to the library now. Let's go together. _____ No problem, Come with me. _____ Hi, how are you? _____ Really? Ok, great! Thank you! _____ Hello. I'm Ok. Thanks... but I'm lost.		
6) ARRANGE THE WORDS TO MAKE AFFIRMATIVE SENTENCES. PLACE TIME EXPRESSIONS AT THE END OF THE SENTENCES. a. Go/now/home/will/I _____ b. Give/the present/tomorrow/we/him/ will _____ c. Was/last week/he/in hospital _____ d. Wrote/last week/they/at school/a test _____		
D. PAIRING: Match the columns correctly.		
SKILL: EFL 3.1.3 Exchange basic personal preferences with peers in order to express likes and dislikes		

Annexed 7

Survey

Annex 2: Survey

Objective: Evaluate how the use of Kahoot influences students' motivation and engagement levels in learning English

Instructions: Read carefully the aspects of the following survey and check an (x) in the box that is related to your criteria.

Teachers: Flores Karina- Urrutia Andrea

Class: 1st BGU

Date:

UNIDAD EDUCATIVA MUNICIPAL COTOCOLLAO

Thanks for participating in the Survey on the use of the technological platform kahoot in the learning and acquisition of English grammar and vocabulary.

1. Have you used technological tools in learning English?
☐ always ☐ often ☐ sometimes ☐ rarely ☐ never
2. Have you experienced a greater motivation to learn English thanks to technological platforms?
☐ always ☐ often ☐ sometimes ☐ rarely ☐ never
3. Do you think that the use of technological tools has helped you to improve your English comprehension?
☐ always ☐ often ☐ sometimes ☐ rarely ☐ never
4. Do you know about the kahoot platform as a technological platform to play and practice English?
☐ yes ☐ No Why? _____
5. Would you like to learn more about the kahoot platform and its benefits for learning English?
☐ yes ☐ No Why? _____
6. Would you like to use the kahoot platform in your English class to learn through games?
☐ always ☐ often ☐ sometimes ☐ rarely ☐ never
7. If you know about kahoot, how often do you use it to learn English?
☐ always ☐ often ☐ sometimes ☐ rarely ☐ never
8. What type of English learning activities do you prefer in kahoot?
☐ Grammar ☐ vocabulary ☐ listening comprehension ☐ reading comprehension
9. Do you consider Kahoot to be an effective tool for practicing English pronunciation?
☐ always ☐ often ☐ sometimes ☐ rarely ☐ never
10. How would you rate the fun and engagement you feel when using kahoot to learn English?
☐ Excellent ☐ very good ☐ good ☐ regular ☐ bad

Annexed 10

Lesson Plan

MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE CRITERIA

		NAME OF THE SCHOOL: Municipal Cotacollao High School				N° 2		
1. INFORMATIVE DATA:								
Teacher:	Andrea Urrutia / Karina Flores		AREA:	Foreign Language	Grade/Course:	1°	TIME:	40 min.
UNIT NUMBER:	3	Topic:	UNIT 3 Do + Action Verbs + Daily Routines		General Objective: Students will be able to understand and apply the use of Do with action verbs to describe daily routines in English. -		Specific Objectives: Correctly use Do in questions and answers about everyday actions through interactive activities that develop oral and written communication skills.	
2. UNIT PLAN								
METHODOLOGICAL STRATEGIES			RESOURCES			EVALUATION		
- Warm up -- Brainstorm on the board, "What do you do every morning?" - Teacher writes actions that students say: get up, brush my teeth, eat breakfast, etc. REFLECTION - Asking: What word do we use to ask about daily activities? - Brief conversation about the structure with Do. - CONCEPTUALIZATION			Technological: - Cell phones, tablets or laptops with internet access. - Kahoot! platform (interactive quiz on Do and action verbs). - Projector or screen (to watch the game in class). Teaching aids: - Whiteboard and markers. - Action cards or interview cards. - Notebooks for written exercises.			Speaking Participate in the initial brainstorming and mini-interview in pairs about routines. Listening Understands and correctly answers questions in the Kahoot game. Reading recognizes correct structures in Kahoot questions/answers and written exercises. Writing Correctly writes affirmative and negative		



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero
Resolución A 0023 del 2 de julio del 2010
de 1956



- Explanation of the structure of affirmative, negative and question sentences with Do + action verbs. - Examples of daily routines. - Underlining the use of Do for I, you, we, they. ACTIVITIES - Realizar un juego en Kahoot! sobre: → Complete the sentence → Choose the correct form → What action matches the routine? - Luego, en parejas, crear una mini-entrevista de rutina diaria usando Do.	sentences and questions about daily routines using Do and action verbs.
---	--



MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE
CRITERIA

		NAME OF THE SCHOOL: Municipal Cotacollao High School		N° 3	
1. INFORMATIVE DATA:					
Teacher:	Andrea Urrutia / Karina Flores		AREA:	Foreign Language	Grade/Course:
					1 ^{er}
TIME:	40 min.				
UNIT NUMBER:	3	Topic:	UNIT 3 Future with Will	General Objective: Students will be able to understand and correctly apply the simple future form (will) to express predictions, spontaneous decisions and promises. -	Specific Objectives: Use the future with will in affirmative, negative and interrogative sentences in everyday situations, strengthening listening, speaking, reading and writing skills.
2. UNIT PLAN					
METHODOLOGICAL STRATEGIES			RESOURCES		EVALUATION
- Warm up - Initial question: "What will you do this weekend?" - Teacher writes answers on the board, highlighting will. - REFLECTION - Question: What word do we use to talk about the future? - Short conversation: differences between will and present. - CONCEPTUALIZATION - Brief explanation of: → Affirmative, negative and interrogative structure			Technological: - Cell phones, tablets or laptops with internet access. - Kahoot! platform (create or select a quiz on will). - Projector or large screen to show the game. Didactics: - Whiteboard and markers. - Notebooks. - Worksheets to practice predictions.		Speaking Actively participates in answering questions in class and presenting group predictions. Listening Understands and correctly answers questions in the Kahoot! game. Reading Identifies correct and incorrect will structures in Kahoot! exercises. Writing Writes correct sentences and questions using will in written production exercises.



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero

Resolución A 0023 del 2 de julio del 2010

de 1956



with will. → Simple and common examples. - Detection of frequent errors. ACTIVITIES - Game in Kahoot! with: → Completing sentences. → Identifying mistakes. → Forming questions. - In small groups, create 5 predictions about their future and present them orally.		
--	--	--





MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE
CRITERIA

		NAME OF THE SCHOOL: Municipal Cotacollao High School		N° 4	
1. INFORMATIVE DATA:					
Teacher:	Andrea Urrutia / Karina Flores	AREA:	Foreign Language	Grade/Course:	1 ^a
				TIME:	40 min.
UNIT NUMBER:	3	Topic:	UNIT 3 Comparative adjectives	General Objective: Students will be able to understand and apply comparative adjectives in simple descriptions involving colors and shapes.	Specific Objectives: Elaborate comparisons between objects using adjectives such as bigger, smaller, more colorful, etc., through dynamic activities and games in Kahoot.
2. UNIT PLAN					
METHODOLOGICAL STRATEGIES		RESOURCES		EVALUATION	
- Warm up - Show images of two different objects (e.g., a large red triangle and a small blue circle). - Ask, "Which one is bigger?", "Which one is		Technological: - Mobile devices with internet access. - Projector or screen to show Kahoot. - Kahoot platform with questions on comparatives and		Speaking Participate orally in guided and paired comparisons. Listening	



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero
Resolución A 0023 del 2 de julio del 2010
o de 1996



more colorful?" REFLECTION - Ask students to tell other comparisons they can make about shapes and colors they see. - Guide with questions: What is the ending of comparative adjectives? When do we use "more"? CONCEPTUALIZATION - Explanation of basic rules of comparative adjectives: - Short adjectives: -er (e.g., taller, smaller). - Long adjectives: more (e.g., more beautiful). - Paired writing practice: 5 comparative sentences with colors and shapes. ACTIVITIES - Kahoot game with: - Comparisons between pictures (e.g., Which is smaller?). - Completing sentences. - Choosing the correct option. - Then, students work in pairs creating 3 comparisons to real objects in the classroom.	shape/color vocabulary. Didactics: - Shape and color cards. - Blackboard and markers. - Notebooks for written work. - Printed comparative images.	responds correctly in the Kahoot game (minimum 70% correct). Reading Correctly interprets sentences in Kahoot and visual exercises. Writing Produces sentences with comparatives correctly in a writing activity.
---	---	--





**MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE
CRITERIA**

			NAME OF THE SCHOOL: Municipal Cotacollao High School			N° 5	
1. INFORMATIVE DATA:							
Teacher:	Andrea Urrutia / Karina Flores		AREA:	Foreign Language	Grade/Course:	1 st	TIME: 40 min.
UNIT NUMBER:	3	Topic:	UNIT 3 Superlative Adjectives		General Objective: Students will be able correctly use superlative adjectives to describe people, places and objects by comparing three or more elements.	Specific Objectives: Identify the structure and use of superlative adjectives in affirmative sentences, recognizing their grammatical form, and apply them correctly in oral, written and interactive exercises.	
2. UNIT PLAN							
METHODOLOGICAL STRATEGIES			RESOURCES			EVALUATION	
• Warm up - Show images of three people/places/animals (e.g., three cities). - Guiding question: Which city is the biggest? • REFLECTION - Guided discussion about what they heard. - What word was used to compare more than two items? - Common examples of <u>-est</u>, the most, the least. • CONCEPTUALIZATION			Devices with internet access (cell phones/tablets) - Kahoot platform (personalized quiz on superlative adjectives) - Projector or digital whiteboard - Written practice sheets - Class notebook			Speaking : Oral production of comparative sentences in a group (direct observation, simple rubric). Listening: Comprehension of oral questions and the Kahoot game (Results of the game). Reading: identifying errors and correct structure in Kahoot questions. Writing: Written production of sentences with superlatives (Correction of written exercises).	



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero
Resolución A 0023 del 2 de julio del 2010
o de 1956



- Clear explanation: - Rules of <u>-est</u>, most + adj. - Spelling (happy → happiest, big → biggest). - Written exercises: completing sentences. - ACTIVITIES - Kahoot game with: - Multiple choice - Complete sentences - Correcting mistakes - Then, activity in pairs: create 3 sentences with superlatives about famous people, animals or places.		
--	--	--





MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE
CRITERIA

		NAME OF THE SCHOOL: Municipal Cotacollao High School			N° 6	
1. INFORMATIVE DATA:						
Teacher:	Andrea Urrutia / Karina Flores	AREA:	Foreign Language	Grade/Course:	1°	TIME: 40 min.
UNIT NUMBER:	3	Topic:	UNIT 3 Verb "to be" in Past Tense: Affirmative and Negative Statements	General Objective: Students will be able to understand and apply the verb to be in the past tense (was/were) in affirmative and negative sentences, in different communicative contexts. -	Specific Objectives: Identify the structure of affirmative and negative sentences with was and were, and use them correctly in oral, written and interactive activities.	
2. UNIT PLAN						
METHODOLOGICAL STRATEGIES			RESOURCES		EVALUATION	



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero
Resolución A 0023 del 2 de julio del 2010
o de 1956



• Warm up - Show old pictures of celebrities, cities or Students respond with Yes, she was / No, it wasn't inventions. - Ask: Was she a singer? Was it a modern car? • REFLECTION - The teacher writes examples on the board of what the students have said. - Guided discussion: What words changed from the present to the past? Why do we use was or were? • CONCEPTUALIZATION - Clear explanation of: ➤ Use of was and were with pronouns. ➤ Affirmative and negative structure. ➤ Examples with context (people, places, time). - Writing exercises: transforming sentences from present to past tense. • ACTIVITIES - Interactive game in Kahoot: ➤ Choose the correct form. ➤ Complete the sentence ➤ Identify mistakes - Then, in pairs, write 4 sentences: 2 affirmative and 2 negative using was/were, and read them aloud.	Mobile devices, tablets or laptops with internet - Kahoot platform (was/were quiz) - Whiteboard or projector - Worksheets or notebooks for written exercises - Reference images (historical figures, places)	Speaking: Participates orally in warm-up responses and reads sentences in pairs (direct observation, checklist). Listening : Responds successfully in the Kahoot game (minimum 70% correct). Reading: Correctly interprets affirmative and negative structures in quiz sentences. Writing: Correctly writes affirmative and negative sentences with was/were in exercises.
--	---	--



MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE
CRITERIA

		NAME OF THE SCHOOL: Municipal Cotacollao High School			N° 7	
1. INFORMATIVE DATA:						
Teacher:	Andrea Urrutia / Karina Flores	AREA:	Foreign Language	Grade/Course:	1 ^{ra}	TIME: 40 min.
UNIT NUMBER:	3	Topic:	UNIT 3 Verb "to be" in Past Tense - Yes/No and <u>Wh</u> -Questions	General Objective: Students will be able to understand and apply the use of the verb to be in the past tense (was/were) to formulate and answer Yes/No and <u>Wh</u> -questions. -	Specific Objectives: Identify the correct structure of was/were questions and answers and use them orally and in writing in everyday contexts, using digital and collaborative tools.	
2. UNIT PLAN						
METHODODOLOGICAL STRATEGIES		RESOURCES		EVALUATION		
• Warm up - Role play: one student asks a past question using was/were (e.g. Were you at school yesterday?), another answers. - This is done in a classroom chain. • REFLECTION - The teacher collects examples from the warm-up and writes them on the board. - Guided discussion: what structures did you use? What is the difference between "Was she...?" and "Where was she...?"		Technological: - Devices with internet (mobiles/tablets) - <u>Kahoot</u> platform (quiz adapted to the subject) - Projector or digital whiteboard Didactics: - Question cards (<u>Wh</u>- and Yes/No) - Notebooks for written exercises - Printed worksheets for written and oral practice - Rubric for oral observation		Speaking: Oral participation in role-play and paired activity (Observation rubric) Listening: Comprehension of questions during the <u>Kahoot</u> and answers from peers (<u>Kahoot</u> results) Reading : Recognition of correct structures in questions during the game (Multiple choice exercises) Writing: Elaboration of questions and answers in written activities (Review of sentences in notebook/worksheets)		



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero
Resolución A 0023 del 2 de julio del 2010
q de 1956



• CONCEPTUALIZATION - Brief and clear explanation: ► Yes/No questions: Was she...? Were they...? ► <u>Wh</u>- questions: Where was...? When were they...? - Written exercises to transform statements into questions. • ACTIVITIES - Game in <u>Kahoot</u>: ► Quiz type to identify well-phrased questions. ► Complete sentences ► Answer <u>Wh</u>- questions - Then, in pairs, formulate and answer 3 Yes/No and 3 <u>Wh</u>- questions.		
--	--	--



MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE
CRITERIA

		NAME OF THE SCHOOL: Municipal Cotacollao High School		N° 8	
1. INFORMATIVE DATA:					
Teacher:	Andrea Urrutia / Karina Flores	AREA:	Foreign Language	Grade/Course:	1 ^{ra}
TIME:	40 min.				
UNIT NUMBER:	3	Topic:	UNIT 3 Simple Past – Affirmative and Negative Statements	General Objective:	Specific Objectives:
				Students will be able to understand and correctly use the past simple in affirmative and negative sentences, both in regular and irregular forms.	Identify and produce affirmative and negative past sentences using regular and irregular verbs, through oral, written and interactive activities with Kahoot.
2. UNIT PLAN					



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero
Resolución A 0023 del 2 de julio del 2010
de 1956



METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Warm up - Quick activity: "2 truths and 1 lie" (past tense). - Students write 2 true and 1 false sentences about their past. The others guess. REFLECTION - Analysis of the sentences used: which verbs appear, how does the structure change in the negative? - Identification of regular vs. irregular verbs CONCEPTUALIZATION - Clear explanation of: ➤ Affirmative structure (subject + verb-ed/did). ➤ Negative (did not + base verb). ➤ Examples with irregular verbs. - Written practice: transforming affirmative sentences to negative and vice versa. ACTIVITIES - Game in Kahoot: ➤ Choose the correct option (affirmative/negative). ➤ Complete the sentence. ➤ Identify grammatical errors. - Final activity: write 3 sentences in the past tense (2 affirmative and 1 negative), then share orally.	Technological: - Mobile devices/tablets/laptops with internet access - Kahoot platform (quiz on simple past tense) - Projector or digital whiteboard Didactics: - Verb flashcards (regular/irregular) - Written exercise cards – Notebook - Whiteboard	Speaking: Participation in 2 truths and 1 lie and final oral production (simple observation rubric). Listening: Comprehension of oral questions and Kahoot game (quiz results). Reading: Interpretation of sentences and structures during Kahoot and practice exercises. Writing: Writing correctly structured affirmative and negative sentences (written review).

MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE CRITERIA

		NAME OF THE SCHOOL: Municipal Cotacollao High School		N° 9	
1. INFORMATIVE DATA:					
Teacher:	Andrea Urbina / Karina Flores	AREA:	Foreign Language	Grade/Course:	1 ^o
TIME:	40 min.				
UNIT NUMBER:	3	Topic:	UNIT 3 Simple Past – Yes/No Questions and Why Questions	General Objective:	Specific Objectives:
				Students will be able to understand and correctly use simple past tense questions, both Yes/No and Why questions, in different communicative contexts. -	Identify grammatical structure and formulate questions and answers in simple past tense using did and verbs in base form, through written exercises, oral and digital interactions.
2. UNIT PLAN					
METHODOLOGICAL STRATEGIES		RESOURCES		EVALUATION	
Warm up Oral game: "Guess what I did". Teacher gives examples and students ask questions with Did you...? to guess the action. REFLECTION Guided analysis on the board: ► What is the structure of the questions? ► When do we use Did? What happens to the verb? ► Difference between Yes/No and Why questions.		Technological: - Devices (mobile/tablets/PC) - Projector or screen. Kahoot platform (customized quiz) Didactics: - Cards with verbs and Why words - Grammar worksheets - Class notebook - Blackboard and marker board - Grammar exercises - Writing materials		Speaking: Participation in the oral activity and paired interview (observation rubric). Listening: Correct answers in Kahoot (minimum 70% correct). Reading: Structure recognition in written questions (class exercises and Kahoot). Writing: Correct production of questions/answers in worksheets and final activity (direct review).	



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero
Resolución A 0023 del 2 de julio del 2010
q de 1996



CONCEPTUALIZATION Explanation of: ► Yes/No: Did + subject + base verb? ► Why questions: Why + did + subject + base verb? ► Examples with short and complete answers. Exercises on transforming statements to questions. ACTIVITIES Game in Kahoot: ► Identify correct questions. ► Complete questions and answers. ► Differentiate between Yes/No and Why. Then, in pairs: create 2 Yes/No and 2 Why questions about a partner and answer them.	
---	--



MICROCURRICULAR DIARY PLANNING BY SKILLS AND PERFORMANCE CRITERIA

		NAME OF THE SCHOOL: Municipal Cotacollao High School			N° 10	
1. INFORMATIVE DATA:						
Teacher:	Andrea Uscusia / Karina Flores	AREA:	Foreign Language	Grade/Course:	1 ^{ra}	TIME: 40 min.
UNIT NUMBER:	3	Topic:	UNIT 3 Vocabulary – Professions and Hobbies	General Objective: Students will be able to recognize and use vocabulary related to professions and hobbies in oral and written contexts.	Specific Objectives: Identify and use basic vocabulary about professions and hobbies in communicative activities that promote oral and written comprehension and production, through the use of digital tools such as Kahoot .	
2. UNIT PLAN						
METHODOLOGICAL STRATEGIES			RESOURCES		EVALUATION	
Warm up - Guess the job or hobby* activity: pictures are shown and students guess the job or hobby. REFLECTION - Guiding questions: What vocabulary did you recognize? What other professions or hobbies do you know? - Group words into categories: active hobbies, creative hobbies, indoor jobs, outdoor jobs, etc.			Technological: - Devices with internet (mobile/tablet/computer) - Kahoot platform (thematic quiz) - Projector/screen Didactics: - Illustrated flashcards or projected images - Printed or digital vocabulary list - Worksheets (associations, incomplete sentences) - Student's notebook		Speaking: Participation in the oral description activity (Observation rubric) Listening: Correct answers in the Kahoot (Automatic evaluation - minimum 70%) Reading: Comprehension exercises and word-picture association (Written worksheets) Writing: Written production of simple descriptions (Direct correction in class)	



UNIDAD EDUCATIVA MUNICIPAL COTACOLLAO

03 de febrero de 1956
Resolución A 0023 del 2 de julio del 2010



CONCEPTUALIZATION - Presentation of vocabulary list with images: ► Professions: doctor, teacher, engineer.... ► Hobbies: reading, painting, swimming... - Word-picture association and sentence completion exercises. ACTIVITIES - Kahoot game with: ► Word identification. ► Reverse translation ► Images to associate with the term. - In pairs: write a mini-description of a person with his/her profession and hobby, and read it to the group.		
---	--	--



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR



La Universidad para todos





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRIBUNAL PROYECTO DE TITULACIÓN

Nombre y Apellidos

Presidente

Nombre y Apellidos

Secretario (a)

Nombres y Apellidos Profesor (a) tutor (a) del Proyecto de Titulación



La Universidad para todos

