



**THE USE OF KAHOOT FOR THE DEVELOPMENT OF THE READING SKILLS
IN NINTH-YEAR STUDENTS AT FRANCISCO DE ORELLANA SCHOOL.**

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AVAL DEL TUTOR DE LA TESIS**AVAL DEL TUTOR DE LA TESIS**

Fecha 30 de abril del 2024

Siendo designado como tutor del programa de maestría Pedagogía, Mención Formación Técnica Y Profesional de la Universidad Bolivariana del Ecuador (UBE) se avala el trabajo titulado Magister en Pedagogía del Inglés como Lengua Extranjera., que ha sido elaborado por Daniel Israel Cisneros Silva y Danilo Alejandro Moreno Cabezas bajo mi tutoría, y que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.

Firma: Msc. JOHNNY SEGUNDO CAMPOVERDE LOPEZ

DEDICATION

To our parents, for their great support from afar, you have been my example of determination, strength, and sacrifice, for your unconditional love and advice that have always been my greatest motivation.

To my wife, I express my gratitude for everything we have been through on this journey, completing the master's degree is a great achievement in my life and professional career, and it would not have been possible without your unwavering, constant support.

Danilo Alejandro Moreno Cabezas

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To my wife and son, I express my gratitude for everything we have been through on this journey, completing the master's degree is a great achievement in my life and professional career, and it would not have been possible without your unwavering, constant support.

My gratitude to each and every one of the people who, in some way, propelled this success, for their words of support, advice, I thank them.

Daniel Israel Cisneros Silva

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Danilo Alejandro Moreno Cabezas

Daniel Israel Cisneros Silva

RESUMEN

Las herramientas tecnológicas son materiales que, sin necesidad de utilizar muebles, estanterías grandes o horas de consulta, informan y comunican tanto como sea posible a quienes buscan información. Es la manera en que los estudiantes, miembros de una comunidad educativa y de la sociedad misma, se enteran de lo que está sucediendo a su alrededor en un nivel educativo, económico, político, social y tecnológico. Además, lo que hace posible el uso de herramientas tecnológicas es que se puede visitar en cualquier momento del día y desde cualquier lugar del mundo a través de Internet, y con el deseo que tienen los estudiantes de mejorar y asimilar nuevos conocimientos que les sean útiles para el desarrollo de su conocimiento sobre el tema. Este estudio cubrió a una población de 30 estudiantes de la unidad educativa Francisco de Orellana que tenían deficiencias en comprensión lectora en la asignatura de inglés como segundo idioma. La propuesta adjuntará la encuesta realizada a los estudiantes con los contenidos básicos del uso correcto de la plataforma Kahoot! y la información sobre los beneficios que los estudiantes obtendrán mediante el uso de la herramienta tecnológica será evaluada cuantitativa y cualitativamente a través de encuestas y pruebas realizadas a medida que el estudiante desarrolla habilidades de comprensión y lectura dentro de la plataforma. El uso de la plataforma permite la interacción entre el maestro y el estudiante de manera dinámica y facilita así el aprendizaje del idioma extranjero para los estudiantes. Un aspecto relevante de utilizar esta aplicación es generar un mayor conocimiento y una mejor comprensión lectora y de esta manera se demostrará la eficacia del desarrollo para mejorar las habilidades de los estudiantes de inglés como segundo idioma. Maestros y estudiantes estarán involucrados en este proceso de investigación para verificar si la propuesta es positiva para el desarrollo de habilidades de comprensión lectora en estudiantes de noveno grado.

Palabras clave: herramienta tecnológica, lectura, enseñanza, aprendizaje, habilidades.

ABSTRACT

Technological tools are materials that, without the need to use furniture, large shelves or consultation hours, inform and communicate as much as possible to those seeking information. It is the way in which students, members of an educational community and of society itself, find out what is happening around them at an educational, economic, political, social, and technological level. Furthermore, what makes the use of technological tools possible is that it can be visited at any time of the day and from anywhere in the world through the Internet, and with the desire that students have to improve themselves and assimilate new knowledge that is useful to them. for the development of their knowledge on the subject. This study covered a population of 30 students from the Francisco de Orellana educational unit who had deficiencies in reading comprehension in the subject of English as a second language. The proposal will attach the survey conducted to the students with the basic contents of the correct use of Kahoot! platform, and information about the benefits that students will obtain through the use of the technological tool will be evaluated quantitatively and qualitatively through surveys and tests carried out as the student develops comprehension and reading skills within the platform. The use of the platform The platform allows interaction between teacher and student in a dynamic way and thus facilitates the learning of the foreign language for students. A relevant aspect of using this application is to generate greater knowledge and better reading comprehension and in this way the effectiveness of the development will be demonstrated to improve the skills of English as a second language students. Teachers and students will be involved in this research process to verify if the proposal is positive for the development of comprehensive reading skills in ninth grade students.

Keywords: technological tool, reading, teaching, learning, skills.

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INTRODUCTION

Learning English as a second language has become a crucial educational goal in an increasingly interconnected world. In this context, technology plays a prominent role. This proposal explores and evaluates technologies used in teaching English, aiming to understand their impact on learning effectiveness. Existing methodologies haven't adapted well to technical education, emphasizing the need for updated didactic methods to enhance the teaching-learning process.

This investigative work aims to prepare students for future challenges, promoting greater motivation and integration while acquiring knowledge and skills for autonomous learning. Students will develop competencies and capabilities that will benefit them in their professional lives. The didactic method of using Kahoot! proves invaluable in strengthening English teaching through technology, optimizing the learning process. This approach emphasizes presenting global problems requiring collaborative research, with students at the center of the learning process.

The Francisco de Orellana School is strategically located in the city of Puyo, in the province of Pastaza, Ecuador. Situated in the Amazon region, the school plays a crucial role as an educational and cultural center in the region. Its location provides students with an enriching academic environment, engaging them in both the ecological and cultural aspects of the Amazon. Surrounded by the impressive biodiversity and natural wonders of the Amazon region, the Francisco de Orellana School offers students an educational experience deeply rooted in the local context.

The study involves a population of 30 ninth-grade students from the Francisco de Orellana educational unit who face challenges in learning English as a second language at the A1.1 level. For the implementation of the research project, the use of audiovisual material,

computer-based teaching aids, physical supports, and others is recommended, which will provide the trainer with assistance to develop their performance in the classroom, so that:

The application of Kahoot! is a methodology through which students can acquire content in a way different from traditional education.

Currently, teachers and students must apply new teaching methodologies. The main objective is for students to acquire and develop skills, abilities, and competencies in reading proficiency.

In today's educational landscape, technology plays a vital role in shaping students' learning experiences. Kahoot stands out as a game-based platform that boosts classroom engagement and enhances reading skills. This research focuses on its use to improve reading abilities among ninth-graders at Francisco de Orellana School. As we embrace the digital age, evaluating Kahoot's impact on academic growth becomes increasingly important.

This research aims to investigate the impact and development through the use of the Kahoot platform, focusing primarily on reading skills in ninth-grade students, ranging from critical thinking to collaborative problem-solving. By examining Kahoot's implementation in the learning environment, the study seeks to discern its influence on motivation, participation, and overall academic performance. Additionally, the study strives to identify any challenges or limitations associated with integrating Kahoot into the educational environment, providing insights that can inform future strategies for teaching English as a second language.

Addressing key issues such as student motivation, adaptability to different learning styles, and the promotion of communication skills, this research seeks to shed light on the evolving and transformative role that technological tools can play in improving reading ability and acquiring English language skills. It outlines the opportunities and challenges presented by the convergence of technology and English learning in the current educational context.

Through both quantitative and qualitative data analysis, the aim is to provide practical recommendations for educators, enabling them to better utilize technological tools for the development of reading skills in ninth-grade students at the Francisco de Orellana School in the future.

Problem Statement

How does the reading skills were improved through the use of Kahoot platform of students of A1.1 level of Francisco de Orellana school of ninth grade?

Objectives

Main Objective

To evaluate the degree of influence of technological tools and interactive resources on reading skill in English proficiency at aA1.1 level, through a technological proposal.

Specific Objectives

- Determine the level of influence in students using platform Kahoot tools as a technological resource within the learning of reading skills.
- To examine the effect of using platform Kahoot tools and to enhance reading skills students.
- To assess the impact of technological tools and interactive resources on the enhancement of reading skills in English proficiency among students

In the research the independent variable pertains to the manner in which Kahoot is utilized to support the advancement of reading abilities among ninth-grade students. Meanwhile, the dependent variable focuses on the proficiency level of reading skills exhibited by these ninth-grade students.

STRATEGIES

(Weinstein & Mayer, 1986), define learning strategies as the actions and thoughts employed by a learner to shape their encoding process. Similarly, (Dansereau, 1985) characterize them as structured sequences of actions or methods selected to aid in the gathering, retention, and/or application of information. These strategies encompass a range of deliberate behaviors and cognitive processes aimed at enhancing learning outcomes. Their definitions underscore the intentional nature of these approaches, emphasizing their role in shaping the learning experience and optimizing information retention and utilization.

According to (Monereo, 1995) learning strategies encompass conscious and intentional decision-making processes. These processes involve the student actively selecting and retrieving the necessary knowledge in a coordinated manner to meet specific educational demands or objectives. The choice of strategies is tailored to the characteristics of the educational context in which the student is engaged. (Monereo, 1995) emphasizes the dynamic nature of these processes, highlighting the strategic adaptation to varying learning situations to optimize learning outcomes.

(Beltrán, 1993) underscores two significant aspects in defining learning strategies. Firstly, they are described as activities or cognitive processes employed by students to enhance learning outcomes. Secondly, these strategies possess an intentional or deliberate nature, indicating the presence of a purposeful action plan. This characterization highlights the active engagement of students in employing specific techniques to optimize their learning experience.

These strategies consist of fundamental components such as learning techniques, tactics, and skill sets. The efficacy of a strategy largely hinges on the proficiency of the techniques it encompasses. Mastering these strategies demands not only adeptness in executing specific

techniques but also a profound contemplation on their application, emphasizing reflective utilization rather than mere mechanical or automatic implementation (Beltrán, 1993)

The classification of learning strategies, while varied among different scholars, often converges on three broad categories as identified by several authors. These categories, as outlined by (Poza, 1990) cognitive strategies, metacognitive strategies, and resource management strategies. Cognitive strategies encompass the mental processes employed by learners to comprehend, retain, and apply new information effectively. Metacognitive strategies involve the monitoring and regulation of one's own learning process, enabling learners to plan, evaluate, and adjust their learning approaches as needed. Lastly, resource management strategies pertain to the utilization of available resources and environmental supports to optimize learning outcomes. While nuances may exist in the delineation of these categories, the overarching framework provides a comprehensive framework for understanding the diverse array of learning strategies employed by individuals across various educational contexts.

Recognizing the consensus among scholars regarding the categorization of learning strategies into these three overarching groups provides educators and researchers with valuable insights into the complex dynamics of learning. This framework serves as a foundational tool for designing instructional interventions, crafting learning materials, and nurturing students' metacognitive awareness and self-regulation abilities. Furthermore, comprehending the interaction between cognitive, metacognitive, and resource management strategies enables educators to tailor their teaching methods to suit various learning styles and preferences. Thus, the classification of learning strategies not only deepens comprehension of the learning process but also guides evidence-based teaching approaches that enhance educational outcomes across diverse learner demographics.

METHODOLOGY

APPROACH

This study adopts a qualitative approach due to the need for internal investigation, the formulation of immediate objectives, the presentation of logical hypotheses or questions, the involvement of a small population, and the necessity of conducting fieldwork involving all students and teachers within the institution. Conversely, it takes on a quantitative nature as data will be collected and subsequently analyzed to establish the investigation's consensus

The research takes place in the field, utilizing observation methods to directly observe phenomena within their natural setting. This methodology adheres to the scientific method, enabling the acquisition of fresh insights within the sphere of social reality. By embedding ourselves in the context where these events unfold, our goal is to obtain a firsthand comprehension of the complexities and subtleties inherent in the phenomena being studied. Through methodical observation and examination, we strive to unveil patterns, tendencies, and fundamental dynamics that enrich our understanding of the subject matter at hand. In conjunction with field observation, our research methodology also incorporates bibliographic exploration, drawing upon existing research papers and scholarly literature relevant to our investigation. This component involves meticulous examination and synthesis of previous Drawing upon existing studies and academic literature forms a cornerstone of our research efforts, providing a solid

foundation upon which to build our investigations. By harnessing the knowledge and discoveries documented in previous research, we enhance the comprehensiveness and sophistication of our analytical framework, guiding our investigative methods. Through synthesizing existing knowledge with empirical observations, our aim is to contribute to the progression of scholarly dialogue and the creation of fresh insights within our field of study.

In our study, we adopt an explanatory research approach to explore the connection between the variables under investigation. Utilizing data collected from participant surveys, we aim to determine the validity of the formulated hypothesis. By meticulously analyzing the data, our goal is to shed light on the factors that affect student learning outcomes, thereby enhancing the explanatory capacity of our research findings. Moreover, our methodology incorporates a descriptive research perspective, allowing for a comprehensive and nuanced examination of the identified issue. By correlating the independent variable the use of a specific web page with the dependent variable student learning we seek to uncover the complex dynamics at play. Through this in-depth analysis, we strive to elucidate the impact of the webpage on student learning, providing a multifaceted understanding of its significance within the educational setting.

The population under research comprises the students enrolled at the Francisco de Orellana Educational Unit, totaling 30 individuals. Given the relatively small size of the student body, our research approach will encompass the entire population rather than employing sampling techniques. By including all students in our study, we aim to capture a holistic view of the experiences, perspectives, and outcomes relevant to our research objectives.

Main Contributions

Reading Comprehension

Reading comprehension involves interpreting the meaning of words, phrases, and entire paragraphs. It's not just about understanding individual words but grasping the text's overall structure and organization. This skill allows readers to extract information and understand the deeper message conveyed by the author. Developing strong reading comprehension abilities is crucial for academic success and effective communication in various contexts.

Game-based Students Response System (GSRs)

Game-based Student Response Systems (GSRs) leverage the principles of game-based learning or gamification to enhance student engagement and participation. By integrating game elements into educational activities, GSRs make learning more interactive and enjoyable for students. (Cárdenas-Moncada, Véliz-Campos , & Véliz, 2020) emphasizes the effectiveness of using games as learning tools, highlighting their potential to motivate students and improve learning outcomes. These systems encourage active participation and allow educators to gauge student understanding in real-time, facilitating a more dynamic and responsive teaching environment

Kahoot! Game

Kahoot! transforms the traditional classroom setting into an interactive game show, making learning engaging and enjoyable for students. As a game-based student response system, Kahoot! encourages active participation by presenting content in a quiz-like format. Students can answer questions using their devices, competing individually or in teams. This interactive approach not only enhances student engagement but also promotes collaborative learning and instant feedback, creating a dynamic and lively learning environment.

IMPORTANCE

The first is an encyclopedic approach, where the teacher is a specialist who knows the subject perfectly; Teaching is the transmission of the teacher's knowledge that translates into knowledge for the student. There may be a danger that the teacher who has the knowledge does not know how to teach it.

The second approach is comprehensive, where the teacher is an intellectual who logically understands the structure of the subject and transmits it so that the students come to understand it as he himself.

In both approaches, great importance is attached to knowledge related to other disciplines. In its mode of transmission and presentation, the knowledge that the student acquires is derived from the knowledge and practical experience of the teacher, who puts his faculties and knowledge at the service of the student.

In summary, in this perspective, learning is the communication between sender (teacher) and receiver (student) taking into account the understanding and the relationship with meaning of the contents.

The first section delves into the research background, conceptual framework, legal basis, and key variables related to the study. This sets the stage by offering a solid theoretical groundwork to explore how Kahoot! aids in improving reading skills.

The second part outlines the chosen research approach and its level, describing both the target population and the sample used in the study. It elaborates on the tools and techniques employed for gathering, processing, and analyzing data, complemented by statistical visuals to interpret the survey outcomes.

Lastly, the final section elaborates on the suggested solution to the research problem, broadening the understanding of the topic at hand. It covers the rationale, goals, feasibility study, foundational aspects, the model's operation, and the assessment of the proposed solution

CHAPTER I

1. Technology resources in teaching reading comprehension

The use of technology in education can be utilized as a supplement to the teaching-learning method in the classroom to establish a dynamic environment with students. In the current context, adapting to modern technologies is important in educational institutions to enhance the level of teaching English as a second language, especially in reading comprehension. According to (Fakhrudin, Ratnasari, & Nurhidayat, 2018) modern technologies offer a variety of relaxation and well-being tools to students to fully engage in the subject matter rather than considering it a difficult task. Therefore, applying technology is important in the teaching and learning process without time limitations.

1.1.Gammification

The purpose of gamification is to make the learning process more engaging for students. It creates a dynamic learning experience that increases student motivation in a learning environment that includes competition. Motivation is important in student learning in most learning designs, including gamification. Therefore, adding gamified designs that consider the element of motivation can result in a more effective learning process.

Computer technologies are convincing for permanent changes in human behaviors, they may have an effective role combined with motivation. Gamification applications can be justified as necessary for students to think, create alternative atmospheres, and to create a competitive environment.

Reading proficiency in English as a Foreign Language (EFL) students is one of the most important skills to acquire. It enables students to understand and process text in the desired language effectively (Bicen & Kocakoyun, 2018) . Thus, reading proficiency empowers

second language English learners to employ their analytical and evaluative abilities, which is beneficial in supporting their academic performance. (Zuhriyah & Pratolo, 2020)

Education authorities and, more importantly, teachers must ensure that students successfully acquire the importance of reading skills.

For language learning as a second language, gamification is an important choice. Various types of games, ranging from online multiplayer role-playing games to exercise games, adventures, tutorials, and simulations, have shown to elicit positive psychological responses and improve learning achievements among students (Suharno, Suherdi, & Gunawan, 2023) Gamification fosters motivation and engagement while also reducing learning anxiety among second language learners (Sánchez-Tello & Argudo-Garzón, 2022) Therefore, gamification provides essential elements for students to practice reading skills.

While the application of gamification in teaching English as a foreign language has been practiced for a long time, the use of online gamification has increased in recent years. The reason for this is the demand for acquiring Information and Communication Technology (ICT) skills and the emergence of online and hybrid classrooms. (UNESCO, 2009) mentioned that the ability to "transmit, maintain, generate, share or exchange information" using various technological resources is indispensable in learning in the 21st century (Yavuz, Ozdemir, & Celik, 2020) ICT skills positively enhance the academic achievements of English as a foreign language students (Shortt, Tilak, Kuznetcova, Martens, & Akinkuolie, 2023) Therefore, implementing online gamification in English as a foreign language offers benefits in the classroom through ICT acquisition.

The evolution in students' profiles has led teachers to review their role, discover and apply new teaching methods. Currently, many teachers recognize the importance of their students acquiring skills for the 21st century. Technological literacy requires the ability to use

technology efficiently. Although some teachers are still not completely comfortable using technology in the classroom, the reality is that students are already using various technologies. "These technological advances offer teachers numerous opportunities and new possibilities to improve and change the way we relate and interact with our students" (Alawadhi & Abu-Ayyash, 2021) In today's digital era, where multiple Wi-Fi networks can be easily found, traditional teaching practices often fail to sustain motivation in the classroom, primarily because old teaching and learning methods are no longer attractive to students with technological skills.

1.1.1. Social Media Platforms

One pertinent theory in this area is Social Constructivism, which proposes that knowledge is socially constructed by individuals through their interactions with others. This suggests that learners are more likely to benefit from involvement in digital communities, where they have access to peers who share similar interests and goals. Additionally, it could be suggested that engagement in these virtual environments could provide learners with increased exposure to different cultures and languages, thus aiding their language development. (Mulatu & Regassa, 2022)

"Technological resources offer language learners chances to develop their digital competencies, participate in utilizing the desired language, collaborate, and enhance their linguistic and pragmatic skills". Furthermore, social media platforms and apps can be divided into two groups:

Synchronous communication tools encompass messaging platforms and audio and video conferencing applications, allowing individuals to exchange instant messages or collaborate regularly using messaging apps or social networking platforms, which can also be utilized for

making phone calls or conducting audio-video conferences. (Priyanti, Santosa, & Dewi, 2019)

Asynchronous communication tools enable users to collaborate over extended periods.

"Asynchronous communication can occur through various messaging systems. Many communication methods allow individuals to engage in activities that are not synchronized in real time. Learners find such tools beneficial, such as message boards available on Google Classroom or instant messenger applications. Additionally, learning foreign languages is possible by interacting with others via email. (Korkmaz & Öz, 2021)

Although games have been a part of educational settings for a while, gamification is a newer concept. Gamification applies game-like elements, such as points, leaderboards, and badges, to non-game contexts. Dickey highlights meta-centered activities, incentives, and progression as key elements of gamification. Additionally, proposed various design patterns, mechanics, and principles for gamification. (Sewelem Alalwany, 2021)

Theories on motivation, engagement, and psychology have explored the benefits of gamification. The self-determination theory (SDT), is commonly associated with gamification, addressing both extrinsic and intrinsic motivation, suggests that gamification boosts intrinsic motivation by creating feelings of control, autonomy, and connection through features like levels and points.

Various motivational and cognitive theories, including social cognitive theory, achievement goal theory, activity theory, and situated learning theory, form the basis for effective game-based learning design. (Zou, 2020)

Games serve as powerful educational tools to spark student interest, enhance engagement, and review content. Additionally, game-based response systems allow students to answer questions displayed on screens. Using mobile devices, typically phones, students select their

answers to multiple-choice questions. Responses are instantly displayed graphically, often in histograms, allowing for discussion and review by teachers. (Rachman, Soviyah, Fajaruddin, & Pratama, 2020)

Kahoot is a popular web-based game-based response system used in both online and traditional learning environments. Kahoot fosters student curiosity and engagement, helping educators identify areas needing improvement in content understanding and course design. The competitive and engaging nature of Kahoot is beneficial for learning and psychological well-being.

Kahoot offers two modes: classic and team. In the classic mode, students compete individually, while team mode allows instructors to divide students into groups. Teams collaborate using their devices and compete against other groups, supervised by the instructor. Kahoot enables instructors to create multiple-choice questions, display correct answers, and can be accessed via the web. Players compete for points using a code provided by the instructor. (Pardede, 2020)

Like any tool, Kahoot has its pros and cons. On the positive side, it's user-friendly, requiring no downloads or tech expertise, helping students adapt to the learning platform. Before starting a course, instructors can assess online learners' knowledge and adjust their teaching approach accordingly.

Furthermore, Kahoot serves as an excellent warm-up activity, helping educators break the ice before diving into course material. During the course, real-time feedback can be received, allowing learners to gauge their understanding. The tool also aids in gamifying the course and motivating students, making it ideal for end-of-course reviews. Lastly, it fosters interaction, vital for online learning communities (Khan., Shahbaz, Kumar, & Khan, 2020)

When it comes to language learning, a specific strategy is essential. Students should employ various techniques to enhance their learning. Games are used as an engagement strategy, offering students a break while practicing language skills. Huyen outlines several benefits of using games to learn vocabulary: (a) games provide relaxation, aiding word recall, (b) friendly competition engages and motivates students, and (c) games offer real-world context. Games that involve competition, collaboration, and role-play engage learners emotionally and cognitively. (Krishnan, Norman, & Md Yunus, 2021)

Theories and models derived from foundational learning theories like constructivism and situated learning have been integrated into mobile learning and its pedagogies. Mobile learning focuses on practices that blend individual and social learning levels, contributing to learners' overall development. This theoretical framework serves as a guide for examining mobile learning environments. Research suggests that mobile phones can enhance students' proficiency in English. (Maryo, & Pujiastuti, 2022)

1.2. Advantages and limitations in implementing technological tools in ESL classrooms

They have pointed out that one of the main reasons students acquire mobile phones and other mobile devices is the advantage of effectively learning English. The mere availability and accessibility of technology do not guarantee positive results in the teaching-learning process; the user's acceptance of technology becomes a crucial aspect. Moreover, this topic has been a significant area of study for over two decades now. (Maristy, 2023)

Since teachers and students are key players in the educational process, their willingness to adopt technology as an effective learning method is a central concern. (Ratnasari, Hikmawati, & Ghifari, 2019) developed the Technology Acceptance Model (TAM), in which he identifies three stages: System Features and Capabilities, User's Motivation to use the system, and

Actual System Use. Furthermore, he argues that system use is a response that can be explained or predicted by user motivation, which in turn is directly influenced by an external stimulus consisting of the system's actual features and capabilities.

Currently, technology serves as a significant complement to the teaching and learning process, playing a crucial role worldwide and impacting nearly every facet of education. Mobile learning presents a variety of challenges and potential pitfalls for educators and students alike when dealing with various mobile devices (Mohammadi, E., & Shirkamar, Z. S. 2018). Based on the literature review, integrating Mobile-Assisted Language Learning (MALL) into second language classrooms has been shown to be effective. However, there are specific constraints when using mobile devices for educational purposes, which can be categorized as Psychological, Pedagogical, and Technical. (Sabiri, 2019)

1.2.1. Psychological Limitations:

Students prefer mobile learning (M-learning) when they are away from their classrooms. Any learning activity requires effort and mental focus. After class hours, students usually prefer to relax. How many of them would want to study or learn rather than relax on the bus or in the car on the way home after a long day of study? When they get home, if they want to learn, mobile devices are unlikely to be their first choice. The more likely choices would be computers with learning software installed or computers with high-speed Internet access for e-learning. Mobile phones will mainly be used for communicating with other people and not for educational purposes. The fundamental principles of learning do not change with mobile learning (Razak, 2004). M-learning does not replace traditional learning but is simply another way of learning using new technology. (Lam & Yunus, 2023)

1.2.2. Pedagogical Limitations:

In mobile learning settings, students assume full responsibility for their learning activities, reducing the role of teachers in the learning process. This lack of teacher involvement means students often lack support and guidance during their learning journey. Many organizations prefer to monitor learners' activities using a learning management system (LMS) to keep track of their progress. Additionally, a significant pedagogical challenge in mobile learning courses, whether on phones or other devices, is the difficulty of administering tests. Without in-person supervision, organizers cannot be sure that the responses sent from a mobile device are genuinely from the registered user and the intended learner (Touriñan Lopez & Saenz Alonzo, 2012)

1.2.3. Technical Limitations:

The quality of mobile learning is significantly influenced by internet data availability. While 30GB might seem ample, it might fall short when dealing with high-definition (HD) audio and video files. Storing these files on mobile phone memory can hinder system performance and consume more storage space. Additionally, users may experience slow processing speeds or encounter data corruption issues. In countries like India, which is still developing its communication technology infrastructure, challenges related to Wi-Fi or mobile data connection speed are often linked to internet speed, as noted by (Metruk, 2024)

1.3.Screen Size:

Given that smartphones are the primary devices used in Mobile-Assisted Language Learning (MALL), the screen size often poses a significant challenge for seamless learning. Table 1 displays the screen sizes of the mobile devices typically used by learners, as indicated by (Metruk, 2024)

Table 1 Screen Size of the commonly used mobile Devices

S.No	Device	Screen Size
1	Mobile phone	1.65 to 2.75 inches
2	Smaetphone	5.5 to 6.2 inches
3	Laptop	17 inches
4	Tablets	7 to 10.1 inches

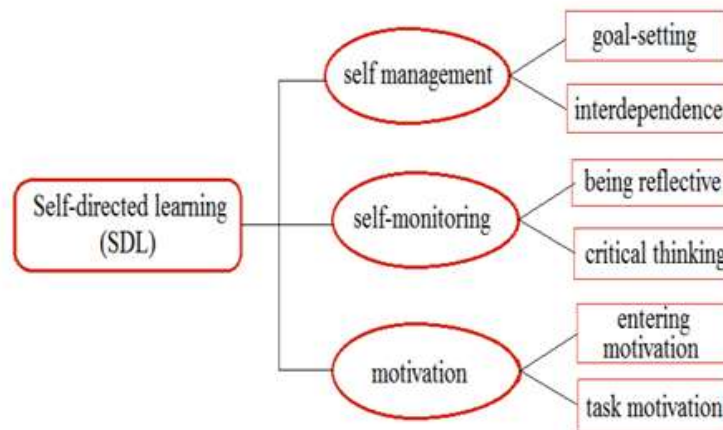
1.3.1. Advantages of implementing in implementing technological tools in ESL classrooms

The benefits of MALL primarily lie in its ability to support both synchronous and asynchronous learning modes. Despite the limitations previously mentioned, (Yavuz, Ozdemir, & Celik, 2020)demonstrate that mobile devices can be effective tools for delivering language learning content to students. Mobile technologies offer numerous advantages, such as flexibility, affordability, portability, and user-friendliness, prompting researchers to explore their potential in language teaching and learning.

1.3.2. Self-Directed Learning (SDL)

SDL is an inherent human capability where individuals engage in activities, they initiate themselves to learn (Garrison D. , 1997)Both educators and learners can employ SDL to structure the teaching and learning journey. This approach boosts motivation for both parties and fosters cognitive learning experiences (Garrison D. , 1997) (Figure I) illustrates the various facets of SDL, including self-management, self-monitoring, and motivation.

Illustration 1: Dimensions of Self-directed learning (SDL)



Source: (Garrison D. , 1997)

According to (Garrison, 2020), the metacognitive aspects of self-monitoring in the SDL dimension are effectively addressed by MALL, aiding in reflection and critical thinking. These elements are crucial factors within MALL. Motivation also plays a significant role in MALL. Research indicates that motivation, as a learner attribute, can be measured (Patrick, Skinner, & Connell, 2019), Their findings suggest that perceived control strongly influences students' persistence, attention, effort, and engagement. Recent studies on SDL view it as a distinct characteristic and learning process, considering various psychological, educational, and environmental factors (Guarin & Ramirez, 2019) (Stokchell, 2023) highlights that learners' attitudes, such as their beliefs about the value and personal considerations of technology use, also influence the adoption of technology in learning.

The use of information and communication technologies has had a significant impact on the reading process. In today's era, it is essential for teachers to encourage reading among students through the use of novel tools. In this sense, the objective of the study is to analyze the theoretical principles related to reading comprehension in English and open educational resources. A mixed approach was used for the research, supported by inductive-deductive, historical-logical and analysis-synthesis methods. Documentary research was the technique

used to collect information, through the review of various scientific articles and master's theses. The results obtained allow us to identify the theoretical concepts that contribute to the development of knowledge and innovation in educational practices.

The traditional teaching of the English language is a gap that is currently present in various educational contexts. Thus, students, directly, young people who attend upper elementary school, may present difficulties in reading comprehension. In the digital age, not understanding the foreign language is shown as an excuse, since there are technological tools that contribute to the English teaching-learning process. (Guarin & Ramirez, 2019) state, the deficit in reading comprehension in English is a problem that manifests itself in students at all educational levels. In this way, a study carried out in Spain (Lopez, 2019) shows that 85% of students claim not to have reading habits in the English language due to low levels of proficiency in the language. Thus, reading in the foreign language becomes a very rigorous cognitive task. Therefore, in English, ensuring that students understand what they read becomes a somewhat complicated and tedious task. (Rico, 2023) Research carried out in Ecuador exposes:

The teaching of a foreign language must adjust to the changes brought about by educational technology. The current language teacher, in addition to applying an approach that mitigates the development of communicative competence, faces great challenges. And, these are related to the way in which information and communication technologies can be integrated into the teaching process. Study carried out in Ecuador by (Bernal, 2020) reveals that, in general, the teaching of English as a foreign language focuses, mainly, on the application of teacher-centered methodologies. That is, strictly following the contents and sequences of English textbooks. In this way, it is determined that there is teaching oriented in the

traditional pedagogical model, without denoting contributions of the creative thinking of educators.

For its part, research carried out in the Puyo canton by (Freire, 2023) points out, because teaching a foreign language represents a challenge for the educator, the application of motivational strategies corresponds. These actions have the purpose of capturing the attention of students for the construction of meaningful learning. But on certain occasions, limited teacher training and few resources act as a barrier to providing quality education. Thus, educational problems arise, especially in the area of English. Multimedia materials have become the new resources for teachers and students. The work in the coming years is to develop multimedia content appropriate to the different educational stages and have updated banks of said content that can be used with pedagogical guarantee within the classroom. In recent years, increasing importance has been given to the use of new technologies in education. The development and standardization of the use of the Internet, which is not only a medium used in the workplace but also in all social areas of people, has turned this medium into an essential resource as an instrument in the training and educational process.

1.4.Generalities about reading comprehension in the English language

(Roldan, 2019)Reading comprehension means that the reader must construct meaning by reading the text. Thus, the interaction between decoding and oral comprehension is achieved as a result. It is noted that reading comprehension is a process that involves the development of attention and concentration on the part of the reader, and even more so if in the English language the development of vocabulary is essential.

They mention, (Rosas, 2019)Understanding written text is a complex and interactive process that requires the application of knowledge in a coherent way. This is how the relationship, classification, ordering, structuring and construction of concepts is achieved in a significant

way. From this perspective, teachers and parents become the main educational actors who motivate students to enhance the habit of reading.

In accordance with (Alvarez , 2023)The effort to understand reading has to be focused on the development of the syntax of the English language because this is where one of the greatest difficulties appears. In addition, teaching methodologies on reading strategies are integrated so that students develop skills. Likewise, students would understand a text quickly and efficiently. In accordance with (Duran, 2019)It follows that reading comprehension is a process that is characterized by being constructive, interactive, strategic and metacognitive. It is a constructive process because it favors the production of knowledge through the interpretation of content. It is an interactive process since there is a link between the reader and the text. It is strategic because the person reading adopts the best possible strategy to understand what he or she reads. And, it is a metacognitive process because it is integrated into knowledge, awareness, control and the nature of one's own learning processes.

It is important to mention that the problem that motivated the research was the low level of reading comprehension in English at the upper basic level of the Francisco de Orellana educational unit in the Puyo canton, province of Pastaza-Ecuador. The causes of the problem may be lack of motivation to learn the foreign language, the application of traditional teaching paradigms and the lack of implementation of laboratories. Likewise, the effects tend to be low oral competence, limited skill development, and few reading habits. It is noted that the problem may be present because teachers do not apply a didactic strategy that allows them to innovate the educational environment. Thus, the use of Open Educational Resources (OER) stands out, which have a fundamental role as they are technological tools that contribute to education. Furthermore, it is favorable to motivate students with the integration of this educational technology to strengthen reading comprehension in English.

1.5.Characteristics of reading comprehension

On the other hand, it is emphasized that reading comprehension is made up of three elements, and these are: the reader, the text and the reading activity, which have an interactive influence in a specific social and cultural context (Strangman, 2023)In this case, the first-year high school student becomes the reader. For its part, the text is the set of contents that the subject has available to carry out the reading process. Finally, the reading activity stands out as a set of actions carried out by the student to read and understand.

1.5.1Reading comprehension levels

The competence of reading comprehension in English is significant for the development of other foreign language skills. For example, if a student has difficulties in this competence, the student will have a limitation in understanding the meaning of the key words. (Vargas, 2020)

Furthermore, the student does not understand the grammatical qualities and derivational morphemes to derive words from a context. It is highlighted that there are three levels of reading comprehension that students can achieve when reading in the English language, and these are called literal level, inference level and critical level. Thus, the importance of the study and knowledge of key references that allow the teacher to establish the level reached by each of the students. It can be stated that to understand reading in this foreign language the student must have knowledge of the meaning of words and grammatical structure.

In accordance with (Freire, 2023)At the literal or comprehensive level, the reader recognizes the phrases and key words of the content he or she reads and captures the information described. Therefore, it concerns a non-mechanical reconstruction of the text with the compression of what is informed by the context of reading. It is highlighted that on certain occasions educators carry out evaluations or apply tests to know this level of reading comprehension in the English language of students in the ninth year of basic education.

(Vargas, 2020) They point out, at the inferential level the student who reads interacts with the text and integrates new information. The student carries out interpretation activities to demonstrate a personal approach to the contents of the text and poses hypothetical questions. It can be deduced that, at this level, students manage to develop analytical thinking, and applies methods of induction and deduction; as well as the ability to write conclusions.

For (Jimenez & Escobar, 2019) The critical level is the deepest and implies the formation of one's own subjective judgments, identification with the characters and the author. In order for students to develop reading comprehension to this last level, teachers must teach them to judge the content of the text from their own perspective. Also, students will be motivated to identify a fact, express an opinion, make a judgment and carry out the analysis of the text read (Vargas, 2020) states, the competence of reading comprehension in English is significant for the development of other foreign language skills. For example, if a student has difficulties in this competence, the student will have a limitation in understanding the meaning of the key words.

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1.6. Generalities about Educational Resources

Besides, (Chalen, 2021) They affirm, Information and Communication Technologies (ICT) have contributed to the accessibility of OER through which learners can examine to promote the construction of knowledge. (Colome, 2019) mentioned, OER have originated from the emerging need to contribute to the construction of knowledge based on ease of accessibility and availability. From this point of view, the integration of this type of resources is thanks to the technological vanguard According to ((Bano, 2022)):

Open educational resources are materials in digital format shared in public repositories to be used in teaching-learning processes. These tools are used by educators, students and researchers. The distribution of these resources is carried out under a Creative Commons

license so that they can be manipulated, adapted and redistributed without restriction. Open educational resources, according to (Chalen, 2021) are all those open access tools such as books, course materials, techniques, videos, complete courses, exams, programs and modules used to create and/or provide access to knowledge. For its part, (Lopez, 2019) mentioned, these resources are digital educational materials prepared from a clear pedagogical and training intention. It is evident that OER are constituted as technological resources that provide important contributions to quality education.

(Garrison, 2020) maintains, open educational resources are those teaching, learning or research materials that can be in the public domain or with intellectual property licenses with ease of use, adjustment and free distribution. OER are tools that contribute to education and are evocative of innovation in the current era. For this reason, they have contributed to the transformation of education with significant contributions in the creation of habits, most of all towards reading.

(Rosas, 2019) stand out.

The trend derived from the field of development of open source computer programs generates open educational resources as a result. These resources allow free access to information and sharing the source code. Likewise, they promote the democracy of knowledge, and favor the design of collaboration networks in the educational context.

(Bicen, 2019) They emphasize, open educational resources are an innovative online training space that promotes self-learning or active learning where you learn from each of the members of the educational community. The educator with the use of OER assumes the role of guide of the educational process. Likewise, students will be motivated to participate in a didactic and active way to develop learning skills, especially in the English language.

(Colome, 2019) highlights, open educational resources aim to provide open access to educational digital resources that are available online. (Alvarez, 2023) states, OER have the objectives of informing about a topic, helping in the acquisition of knowledge and reinforcing learning. Also, remedy an unfavorable situation, promote the development of a certain competence and evaluate knowledge. Students must receive tutorial processes that motivate them to use them appropriately to build significant knowledge.

(Bicen, 2019) highlight, in the quality teaching-learning process, OER represent great potential, both equitable and inclusive. Therefore, they are open accessibility media based on different educational contexts. That is to say, OER have the benefits of promoting the inclusion of students in all educational areas, and directly in the teaching-learning process of the foreign language (English).

(Duran, 2019) highlight, the condition of open educational resources as interactive and collaborative media allows students to explore language in a more creative way. Also, the student has the opportunity to access and organize information in a varied way. And, also develop the understanding of the second language in a critical way, in this case of the English language.

1.7.Types of Educational Resources

Educational resources can be course materials, modules, books, evaluations, software, as well as any other digital tool used to support access to knowledge (Roldan, 2019) That is, to recognize the types of OER, the characteristics already mentioned in the previous section must be taken into account. In this way, there are three types of OER, these being educational content, tools and implementation resources. The types of open educational resources. For example, according to (Garrison, 2020) an OER of educational content is YouTube, considered a great video library. Through this platform, which has a large number of

educational documents, the use of videos to support classes is facilitated. In addition, teachers and students can edit them to make them more summary and didactic, and they can also record their own. The insertion of questions during and at the end of the video is favorable, to achieve adequate feedback.

1.7.1. Description of the types of educational resources

(Alawadhi & Abu-Ayyash, 2021) point out that a teaching guide can be considered an open educational resource. Thus, the teaching guides provide multiple options for searching for content with diverse themes directed according to the requirements of the curriculum. At the same time, they denote flexibility in terms of use hours for carrying out investigative actions; They increase creativity and the habit of innovating.

(Bicen & Kocakoyun, 2018) highlights as OER those called, Agenda Web hundreds of free English exercises, Wordville, ESL: English as a Second Language, GB (GrammarBank.com). In this way, open educational resources are a very valuable technological alternative for the development of students' reading comprehension. In addition, it is important to mention some Open Educational Resources Movement initiatives available in Latin America such as TEMOA, ITESM, RELPE, Red CLARISE. Finally, other sites such as Kahoot stand out, characterized by being a web program for the creation of OER. We find ourselves in a new panorama of education where the new possibilities offered by new technologies (Internet, all its multimedia content resources, etc.) can be an element of help to facilitate the understanding and learning of the contents to be learned in the different subjects or areas of knowledge.

1.8. Internet

The Internet is a large international network of computers. (It is, rather, a network of networks). It allows, like all networks, to share resources. That is to say: using the computer, establish immediate communication with any part of the world to obtain information on a

topic that interests us, see the collections of the Library of Congress of the United States, or obtain a specific program or game for our computer. . In short: establish communicative links with millions of people around the world, whether for academic or research purposes, or personal (Guarin & Ramirez, 2019)

1.8.1. Definition of internet

Nowadays the term Internet has become part of our common language. In fact, everyone understands the meaning of any phrase that is mentioned in a conversation. But it is not easy to define the Internet, since we can do it from several points of view: From the technical point of view, it is a “network of networks”, that is, a set of global computer networks, from the point of view Viewed by those of us who can use it, the Internet encompasses a very broad set of services, among which the World Wide Web and email stand out. The Internet, as a network of networks, belongs to no one and, in theory, no one takes care of it. The maintenance system is very simple: each organization, company, etc., takes care of the operation of its own network. (Fakhrudin, Ratnasari, & Nurhidayat, 2018).

1.8.2. Web

The first step is to convert the server name in the URL into an IP address using the Internet’s distributed DNS database. This IP address is needed to reach the web server and send data packets to it. Next, an HTTP request is sent to the server to retrieve the resource. For a typical web page, the HTML content is requested first, and the browser immediately begins parsing it, followed by additional requests for images and other files that make up the page. Website popularity is generally measured by counting page views or server and file requests. Once the server sends the requested files, the browser displays the page based on HTML, CSS, and other web languages, integrating images and other elements to create the final page seen by the user.. (Fakhrudin, Ratnasari, & Nurhidayat, 2018)

1.8.3. Internet services

The World Wide Web (WWW), often referred to as the "global web," is a system of hypertext and hypermedia documents that are interconnected and can be accessed via the Internet. Using a web browser, users can view websites made up of web pages, which may include text, images, videos, and other multimedia content. Navigation between these pages is facilitated through hyperlinks.

1.9. Teaching Learning

For several years now, education has been experiencing a renewal in the teaching-learning process that different educational institutions have undertaken in different ways and at different rates. Nowadays, new technologies "invade" human activity, in such a way that significant changes are introduced in today's society. Higher education is not immune to this methodological renewal in which the teacher has ceased to be the axis of teaching in the classroom and now the student occupies the center of the activity under a model of independent learning, which the teacher promotes using resources such as information and communication technologies. (Korkmaz & Öz, 2021)

All these possibilities must be taken advantage of to fulfill the training purposes that are associated with professional preparation and the formation of skills to positively integrate into the so-called knowledge society, in which learning continues throughout life.

Educational institutions face this reality, but they do not always have the necessary resources to promote the preparation of students with a vision that displaces the traditional teaching in which the teacher is the main figure; moving in a much larger space such as the classroom, the laboratory and another work environment. It is necessary to know the abilities and deficiencies of the students and offer them work alternatives so that each one finds the one that best responds to their abilities and interests. New technologies constitute an excellent

teaching resource to use to take advantage of the possibilities they offer in the different educational areas and levels, to have a positive and dynamic impact on the teaching process. When evaluating the incorporation of new technologies in educational processes, you must keep in mind that its integration into the teaching-learning process is not a simple task. This implies a rigorous analysis of the objectives, a real understanding of the potential of the technologies, a consideration of their effectiveness and perspectives on the dynamics of the changes that occur in the institution. (Ratnasari, Hikmawati, & Ghifari, 2019)

The use of computing in teaching, in scientific research and in teaching management has been a prioritized objective of the National Information Technology Policy since the first years of the Revolution.

- All careers have introduced the teaching of Computer Science based on the needs of the professional model, as well as how it is used by different disciplines and subjects in order to improve the teaching-learning process.
- The study plans of Secondary and Higher Secondary Education have also undergone changes that have allowed the study of this discipline with different objectives and methods.
- The creation of a national network of Young Computer Clubs with recreational and cognitive objectives for learning Computer Science in young people and in the Cuban family in general.
- The state has invested large sums of foreign currency in the acquisition of equipment to achieve compliance with national plans at different levels of education.
- The structure of a postgraduate improvement system based on different avenues to guarantee the professional level of those in charge of developing this process.

- The achievement of Internet connection in our main centers as well as universalizing the use of new advanced technologies.

Taking into account all these advances, the authors of this work propose the use of these computer technologies in the curricular design of the subject Writing and Style II, at the University Headquarters of Santa, in the Social Communication degree, which will allow to enrich and strengthen the work of the subject teachers, and the independent study of the students, responding to the current demands in the field of education: the training of a competent professional. The learning process (PEA) must be aimed at ensuring that the students interact and know how to express themselves in different languages of a sound and audiovisual nature. A multimedia teaching process, which combines various forms of knowledge representation through the use of different modalities, will enrich the expressive and communicative possibilities of our students while increasing their cognitive, sensory-motor and affective development. (Rachman, Soviyah, Fajaruddin, & Pratama, 2020)

Learning with media is fundamentally an individual activity that occurs in a specific context. Obtaining knowledge through material is a process in which multiple factors of a diverse nature intervene (cognitive, aptitude, organizational, among others). These constitute an excellent teaching resource to use to take advantage of the possibilities they offer in different areas. and educational levels. Among the skills and competencies that can be developed with its use are: the search and selection of information, critical analysis and problem solving, teamwork, the capacity for self-learning and adaptation to change. or initiative, perseverance and self-evaluation. When introducing new technologies in teaching, changes must occur in the main categories of the teaching system, objectives-contents-methods and how the media are integrated into the teaching system, resulting in a more complex system: objectives-

content-methods-means. to which is added the need for changes in the form of evaluation and the organization of the process. (Suharno, Suherdi, & Gunawan, 2023)

The use of the computer is an excellent learning medium, since the student can be presented with materials from different sources: texts, graphics, audio, video, animations, simulations, photographs, diagrams and concept maps. This environment guarantees the passage from “live contemplation to abstract thinking” where the student acquires a leading role since, he has the opportunity to select the part of the material with which he wishes to interact and where at the end he can receive an exhaustive report of his performance with the material. program. The inclusion of new technologies in the educational system is due to their importance in daily life, both professional and social, which is why students must know how to use computers and other basic computer resources. (Zuhriyah & Pratolo, 2020)

1.10. More flexible teaching

This model, which is universalization, must lead to training where there is a significant part of self-instruction; In this, technological supports play a fundamental role, to achieve creative, adaptable, enterprising, interdisciplinary people who collaborate to solve the problems that arise. It is a flexible model because it faces various work situations, territorial particularities and individual rhythms of academic achievement. It is structured because it favors the organization and development of student-centered learning to strengthen their responsibility and the active nature of their own training process. Focused on the learning process, promoting a concept of self-education supported by learning strategies and combining the student's independent activity with collaborative work strategies. The use of these media in teaching-learning processes is not given because it is what it is. fashionable, but because they really add significant value to said process. (Zuhriyah & Pratolo, 2020)

CHAPTER II

2. Methodology for the Development of Research and Diagnostic Study

2.1. Conceptualization and operationalization of variables and categories

2.1.1. Variable Independent

Table 2 Operationalization of the Independent Variable: Technological Tools

Operationalization of the Independent Variable: Technological Tools				
CONCEPTUALIZATION	CATEGORIES	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTATION
Kahoot! is a game-based student response system (GSRS) that turns the classroom environment into a game show in which the teacher becomes the host, and the learners are the (Korkmaz & Öz, 2021)	Application of technological tools in the execution of workshops	Methodology: Application of Technological Tools	Have you conducted didactic projects in the development of your academic activities as a teacher?	Technique: Survey Instrument: Kahoot! Platform & Questionnaire
	Benefits of Using Technological Tools in the Educational Process:	Development of Reading Skills and Abilities	Do you consider that the use of technological tools strengthens the teaching-learning process of high school students?	
		Development of autonomy	Do you consider that the use of technological tools helps students develop their reading skills autonomously?	

2.1.2. Dependent Variable

Table 3 Operationalization of the Dependent Variable: Reading Skills

Operationalization of the Dependent Variable: Reading Skills				
CONCEPTUALIZATION	CATEGORIES	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTATION
Reading skill refers to the method a student employs to enhance their reading capability. A reading strategy, on the other hand, is a specific plan or approach used to execute a particular skill.	Development of Reading Skills	Application in Reading Competencies	Have new teaching methodologies been applied for the development of reading skills in the institution? Do you consider that the Kahoot! platform influences students to develop their reading skills in real-life situations?	Technique: Survey Instrument: Kahoot, Platform / Questionnaire
	Reading Skills and Teamwork	Teamwork	Do you think that incorporating technological tools like Kahoot! will improve	

			students' teamwork?
	Classroom	Reading skills	Do you consider that the implementation of the Kahoot platform influences students' reading ability?

SOURCE: AUTHORS' OWN

2.2.Research Approach

Numerous methodologies exist for conducting research and diagnosing studies across diverse areas, fields, and disciplines. Consequently, the most appropriate methodologies for this research endeavor are outlined. The chosen approach will be a mixed method (combining qualitative and quantitative elements), following the principles articulated by (Sampieri, Collado , & Baptista Lucio, 2014)describes mixed methods as systematic, empirical, and critical processes that encompass gathering and analyzing both quantitative and qualitative data, integrating them, and engaging in collaborative discussions to derive conclusions from the entirety of the collected information.

Similarly, it is noted that mixed research enables the incorporation of both quantitative and qualitative methodologies within a single study, with the goal of enhancing comprehension of the subject under investigation (Pereira Pérez, 2011) describe mixed designs as studies in which researchers integrate various research techniques, methods, approaches, concepts, or quantitative and qualitative languages into a unified investigation

Table 4 Qualitative research and Quantitative Research

Qualitative research	Quantitative Research
Qualitative research facilitates quantitative research	Quantitative research supports qualitative research
It takes the subject's perspective as a starting point	Guided by the researcher's concerns
It can facilitate the interpretation of relationships between variables	Easily establishes relationships between variables
It tends to deal with aspects of behavior on a small (micro) scale.	Can explore large-scale structural characteristics of social life (macro)

Source: (Sampieri, Collado , & Baptista Lucio, 2014)

With the use of the quantitative approach, researchers conducted surveys and questionnaires with teachers and students from the 9th grade. On the other hand, the qualitative approach included the use of group interviews with students and teachers to understand their experiences and expectations regarding the use of technological tools like Kahoot as a teaching strategy.

This approach allows for the analysis and interpretation of events as they unfold, without changing or generating alterations, through the use of appropriate teaching strategies, which are adapted according to the study phenomenon. This enables a direct relationship with the different actors, the teachers, and students of the 9th year of Basic Education.

2.3.Scope of the Research

To carry out the present investigation, it was necessary to examine fundamental and pertinent information such as the Constitution of the Republic of Ecuador, the Organic Law of Intercultural Education (LOEI) and various normative documents issued by the Ministry of Education, such as the Curriculum Framework for Higher Basic Education.

Through this information, it was possible to review, analyze, and extract significant data that supported and expanded the nature of the research.

Methods Employed and Their Purposes in the Research Context. For the development of the present research, it was necessary to employ general methods such as inductive and deductive reasoning, enabling the transition from the general to the specific and vice versa. This approach allowed for a comprehensive exploration of the research topic by initially considering broader concepts and then narrowing down to specific instances or observations, and vice versa, synthesizing specific observations to draw broader conclusions or principles.

The inductive method, which progresses from the simple to the complex, was employed to arrive at general conclusions. This approach involved starting with the analysis and understanding of each variable, focusing on specific and particular aspects, and then synthesizing these observations to draw broader conclusions related to the variables under study. The deductive method was applied in the design of the proposal, based on the understanding of the methodological structure and the corresponding theory.

2.4.Diagnostic Study

Presentation, analysis, interpretation, and discussion of the diagnostic study results.

2.4.1. Analysis And Interpretation Of Results"

Through the application of a survey to English teachers at the "Francisco de Orellana" School, it was possible to collect information. This process included the analysis of each item, as well as the preparation of tables and statistical graphs related to each question of the survey, for detailed analysis and interpretation of each element. Frequency tables and graphs helped identify the responses, frequencies, and percentages corresponding to the population that participated in the study. Furthermore, the analysis and interpretation provided a preliminary overview of the current situation, allowing the identification of the pedagogical strategies used by teachers in the educational institution and describing the factors that influence the pedagogical formation of the institution. Consequently, it is considered

appropriate to develop a guide for the use of the Kahoot! platform, aimed at teachers and ninth-grade students. Below are the results obtained from the surveys conducted with the English language teachers at the Francisco de Orellana School.

2.4.2. Statement and Justification of the Type of Research

Field research is characterized by the application of direct observation techniques in the context where relevant events occur. This method, grounded in the rigor of the scientific method, aims primarily to generate new knowledge by studying social phenomena in their natural environment. In contrast, bibliographic research focuses on conducting a comprehensive review of existing scientific literature related to the research topic. To achieve this, a critical and detailed analysis of previous research works is carried out, providing a solid foundation for the development of the research.

On the other hand, experimental research involves the execution of a meticulously planned set of activities and the use of specific techniques to gather information and relevant data on the research topic and the problem at hand. This experimental approach allows for the control of variables and the establishment of causal relationships with greater precision.

The data was collected during the academic year 2024 over a period of one month. The teacher and students of the educational institution were informed about the study and its underlying reasons. This study was conducted at the premises of the educational institution using the Kahoot platform. The researcher engaged in several discussions regarding the steps to be followed by the coordinating teachers with the group of students. After the teacher understood what to do, the application was implemented with the students. Firstly, a pre-test was administered to the group of students. Subsequently, it was found that all group members had different learning styles. Finally, all students completed the post-test. The results of the

post-tests were calculated and analyzed accordingly. Additionally, the writer's observation was included.

2.4.3. Methods employed and their purposes in the research context.

During the data collection process, the researcher utilized an instrument designed to assess reading comprehension through multiple matching, which was adjusted using multiple-choice questions to meet the standard of application in Kahoot! for the English language. The tests comprised eight items for the questions. While Kahoot! allowed for providing options, the test administered to English teachers only featured four passages as source options, thus the options in Kahoot! were linked to the discussed passages. Additionally, some of the questions were carefully designed and developed by the researcher, selecting titles so that the developed items could address the research question. The materials and exercises were selected and crafted in alignment with the objectives of the required standards for this research. The selected materials covered the Assessment Objectives for Reading skill applied in the multiple matching exam section. Each reading section included eight test items. A detailed description of the tests and exercises was provided.

To carry out this study, it was necessary to use broad methodological approaches, such as the quantitative, and qualitative methods, which allow progression from the general to the specific and vice versa.

2.4.3.1. Quantitative

Since through the data obtained from the surveys, it can be explained whether the proposed hypothesis is true.

2.4.3.2. Qualitative

Since a diagnosis is carried out to determine if implementing a website in the institution can help improve student learning at the school through a survey

Table 5 Questions Type

Evaluation objectives for reading skill	Questions Type		
	Multiple Matching Items		
	Pre-test	Kahoot!	Post-test
R1: understand and respond to information presented in a variety of forms	(2), (2)	(2), (4), (6)	(3), (1)
R2: select and organize material relevant to specific purposes	(3), (3), (8)	(1), (3), (7)	(3), (2), (5)
R3: recognize, understand and distinguish between facts, ideas and opinions	(4), (7), (7)	(5), (9)	(7), (6), (8)
R4: infer information from texts	(9), (10)	(8), (10)	(9), (10)
No of items	10	10	10

(Fernandez, 2020)

2.5.Data Collection Techniques and Instruments

To ensure a smooth data analysis, a web calculator was used to compute key statistical measures such as means and standard deviations, along with the independent samples t-test.

These findings were detailed and integrated with the author's observations, thereby ensuring a comprehensive and coherent presentation of the study's findings.

Table 6 Types of Questionnaire

Closed-Ended Questionnaire	These questions provide predefined response options for the respondent to select from and may be structured as dichotomous or single-choice options.
Open-Ended Questionnaire:	These are questions that do not offer response options but instead allow the respondent the freedom to answer independently, developing their response in their own words.

Mixed Questionnaire: This is a questionnaire that combines open-ended, closed-ended, and mixed-type questions (Fernandez, 2020)

For the development of the research, a technique and an instrument were used, which is the survey directed to ninth-grade students of basic education. The survey was conducted using a questionnaire based on the Likert scale, containing 8 questions with multiple response options

2.6. Subjects of Research - Population and Sample Population

The main purpose of a research can lie in examining a variety of elements, including objects, individuals, and even documents. This total set is known as the population. The population to be evaluated at Francisco de Orellana educational unit consists of 30 students and 7 teachers specialized in the field of foreign language. The research involves 30 ninth-grade students and 7 teachers from the foreign language area.

2.7. Results of the survey applied to English teachers at Francisco de Orellana School."

Question 01

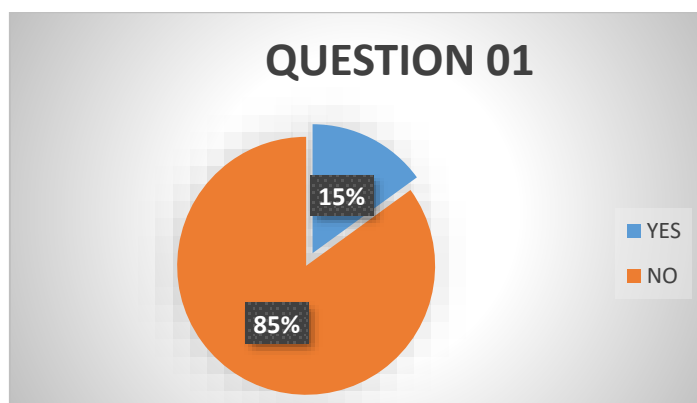
How often do you currently use Kahoot in your teaching practice

Table 7 How often do you currently use Kahoot in your teaching practice

Option	Frecuency	Percentage
Yes	1	85%
No	6	15%
Total	7	100%

Source: Authors' Own

Illustration 2 Use of Kahoot



Source: Authors' Own

2.7.1. Analysis and interpretation

It's evident that the majority of the teachers surveyed, approximately 85 %, do not currently use Kahoot in their teaching practice. Only one teacher, representing approximately 15% of the respondents, reported using Kahoot. This suggests a low adoption rate of the platform among the surveyed teachers. Possible reasons for this low usage could include lack of familiarity with the tool, limited access to technology in the classroom, or preference for traditional teaching methods.

QUESTION 02

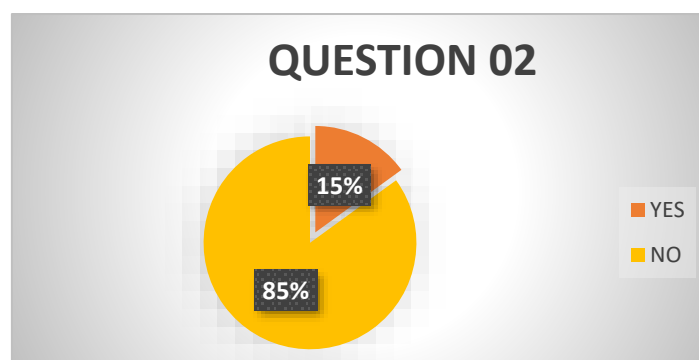
Are you familiar with the features of Kahoot related to reading skills development?

Table 8 You are familiar with the features of Kahoot related to reading skills development

Option	Frecuency	Percentage
Yes	1	85%
No	6	15%
Total	7	100%

Source: Authors' Own

Illustration 3 Knowledge of Kahoot



Source: Authors' Own

2.7.2. Analysis and interpretation

It becomes evident that there is a significant lack of familiarity among the surveyed teachers regarding the features of Kahoot pertaining to reading skills development. The overwhelming majority, comprising approximately 85.71% of respondents, indicated that they are not familiar with these features. Conversely, a single teacher, representing approximately 14.29%

of the sample, reported being acquainted with Kahoot's reading skills development capabilities. This stark contrast in responses highlights a potential gap in knowledge or training among educators regarding the specific functionalities of Kahoot relevant to enhancing reading skills.

QUESTION 03

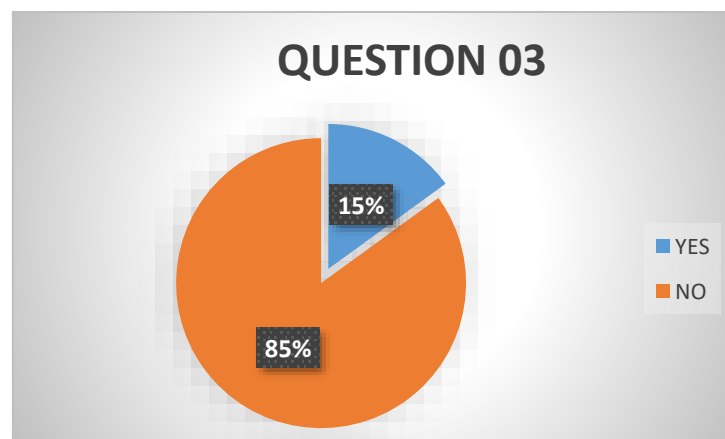
Have you used Kahoot specifically to enhance reading comprehension in your classroom?

Table 9 You have used Kahoot specifically to enhance reading comprehension in your classroom

Option	Frecuency	Percentage
Yes	1	85%
No	6	15%
Total	7	100%

Source: Authors' Own

Illustración 4 The use of Kahoot for reading comprehension



Source: Authors' Own

2.7.3. Analysis and interpretation

Analyzing the question 3, posed to 7 teachers, the results indicate a predominant lack of utilization of Kahoot for enhancing reading comprehension. Out of the surveyed teachers, 6 responded negatively, representing approximately 85.71% of the sample, while only 1 teacher, constituting approximately 14.29% of respondents, reported using Kahoot for this

purpose. This significant disparity underscores a potential underutilization of Kahoot as a tool for enhancing reading comprehension within classroom settings

QUESTION 04

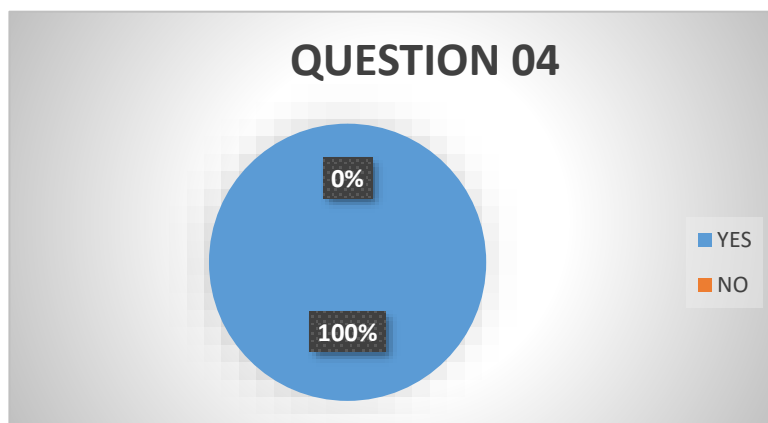
Have you encountered any challenges or limitations when using Kahoot for teaching reading skills?

Table 10 You have encountered any challenges or limitations when using Kahoot for teaching reading skills

Option	Frecuency	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Source: Authors' Own

Ilustración 5 The challenge in using Kahoot



Source: Authors' Own

2.7.4. Analysis and interpretation

The unanimous response of all respondents indicates a prevalent acknowledgment of challenges or limitations associated with using Kahoot for this purpose. With all 7 teachers reporting encountering difficulties, it suggests a widespread recognition of barriers that impede the effective integration of Kahoot into reading skills instruction.

QUESTION 05

Would you recommend Kahoot as a valuable tool for improving reading skills in other classrooms?

Table 11 You would recommend Kahoot as a valuable tool for improving reading skills in other classrooms

Option	Frecuency	Percentage
Yes	5	70%
No	2	30%
Total	7	100%

Source: Authors' Own

Illustration 6 Using Kahoot as a valuable tool to improve reading skills in other classrooms



Source: Authors' Own

2.7.4.5. Analysis and interpretation

The responses reflect a generally positive perception of Kahoot's efficacy in enhancing reading skills. Out of the surveyed teachers, 5 expressed a willingness to recommend Kahoot, constituting approximately 70% of respondents. Conversely, 2 teachers, representing approximately 30% of the sample, indicated a reluctance to recommend Kahoot for this purpose, the majority's endorsement of Kahoot as a valuable tool for improving reading skills suggests a perceived value in leveraging this platform within educational contexts.

QUESTION 06

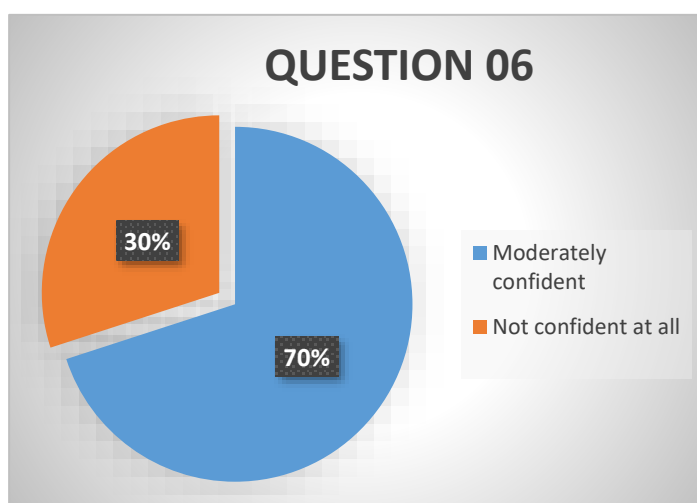
How confident are you in your ability to effectively use Kahoot for teaching reading skills?

Table 12 How confident are you in your ability to effectively use Kahoot for teaching reading skills

Confidence Level	Number of teachers	Percentage (%)
Not confident at all	2	30%
Slightly confident	0	0%
Moderately confident	5	70%
Very confident	0	0%
Extremely confident	0	0%

Source: Authors' Own

Illustration 7 Safely using Kahoot to teach reading skills



Source: Authors' Own

2.7.4.6. Analysis and interpretation

This table illustrates that 70% of the teachers are moderately confident, while 30% are not confident at all in using Kahoot for teaching reading skills.

In response to the question about their confidence in effectively using Kahoot for teaching reading skills, the data from the survey of 7 English teachers revealed varied levels of

confidence. Specifically, 71% (5 out of 7) of the teachers indicated they were moderately confident in their ability to use Kahoot as a teaching tool. On the other hand, 29% (2 out of 7) expressed they were not confident at all.

QUESTION 07

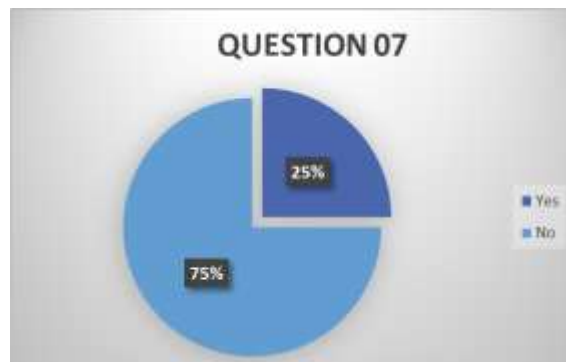
Have you received any formal training or professional development on using Kahoot for educational purposes?

Table 13 You have received any formal training or professional development on using Kahoot for educational purposes

Source: Authors' Own

Illustration 8 Training on the use of Kahoot for educational purposes

Option	Frecuency	Percentage
Yes	5	70%
No	2	30%
Total	7	100%



Source: Authors' Own

2.7.4.7. Analysis and interpretation

The responses revealed a significant lack of formal training among the educators. A striking 86% (6 out of 7) of the teachers indicated that they have not received any formal training or professional development on using Kahoot. This suggests a potential gap in the preparation and support provided to educators regarding the integration of technology tools like Kahoot

into their teaching methodologies. On the other hand, only 14% (1 out of 7) of the teachers responded positively, indicating that a mere fraction of the educators have been formally trained in utilizing Kahoot for educational purposes.

QUESTION 08

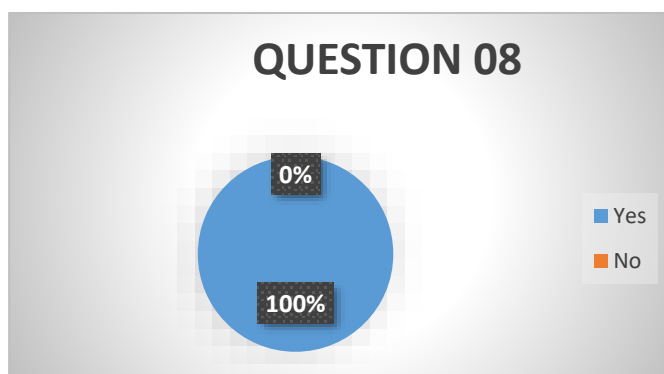
Do you believe Kahoot enhances student engagement during reading activities compared to traditional methods?

Table 14 Do you believe Kahoot enhances student engagement during reading activities compared to traditional methods

Option	Frecuency	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Source: Authors' Own

Illustration 9 "Improvement of reading activities with the use of Kahoot



Source: Authors' Own

2.7.4.8. Analysis and interpretation

A unanimous 100% (7 out of 7) of the teachers expressed that they believe Kahoot enhances student engagement during reading activities compared to traditional methods. This

unanimous agreement underscores the perceived value and effectiveness of Kahoot as a tool to boost student engagement in reading activities.

QUESTION 09

Do you think Kahoot effectively supports differentiated instruction for students with varying reading levels?

Tabla 15 Do you think Kahoot effectively supports differentiated instruction for students with varying reading levels

Option	Frecuency	Percentage
Yes	4	57%
No	3	43%
Total	7	100%

Source: Authors' Own

Illustration 10 Support from Kahoot for students with different reading levels.



Source: Authors' Own

2.7.4.9. Analysis and interpretation

57% (4 out of 7) of the teachers believe that Kahoot effectively supports differentiated instruction, while 43% (3 out of 7) do not share this belief. This data suggests a somewhat divided perspective among educators regarding Kahoot's efficacy in catering to diverse reading levels. The teachers who endorsed Kahoot for differentiated instruction likely see its adaptability and interactive nature as beneficial for engaging students at various reading

proficiencies. Conversely, those who expressed skepticism may have concerns about Kahoot's limitations in truly tailoring content to individual student needs.

QUESTION 10

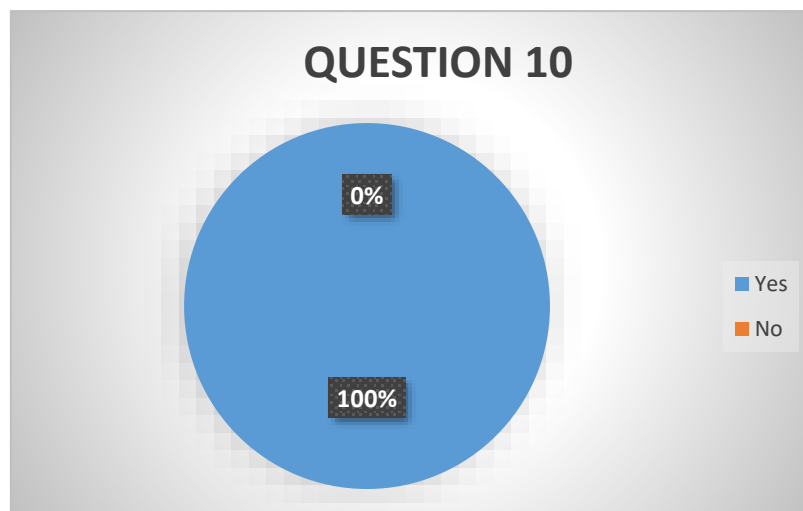
Do you currently have access to the necessary technology to implement Kahoot activities in your classroom?

Table 16 Do you currently have access to the necessary technology to implement Kahoot activities in your classroom

Option	Frequency	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Source: Authors' Own

Illustration 11 Access to the necessary technology to implement Kahoot activities in your classroom



Source: Authors' Own

2.7.4.10. Analysis and interpretation

The results are 100% of the teachers responded affirmatively, indicating they have access to the required technology for Kahoot activities. This overwhelming 100% agreement

underscores the readiness and preparedness of these educators in terms of technological resources. It reflects a positive environment where technology integration, specifically using platforms like Kahoot, is not a barrier due to insufficient resources.

QUESTION 01

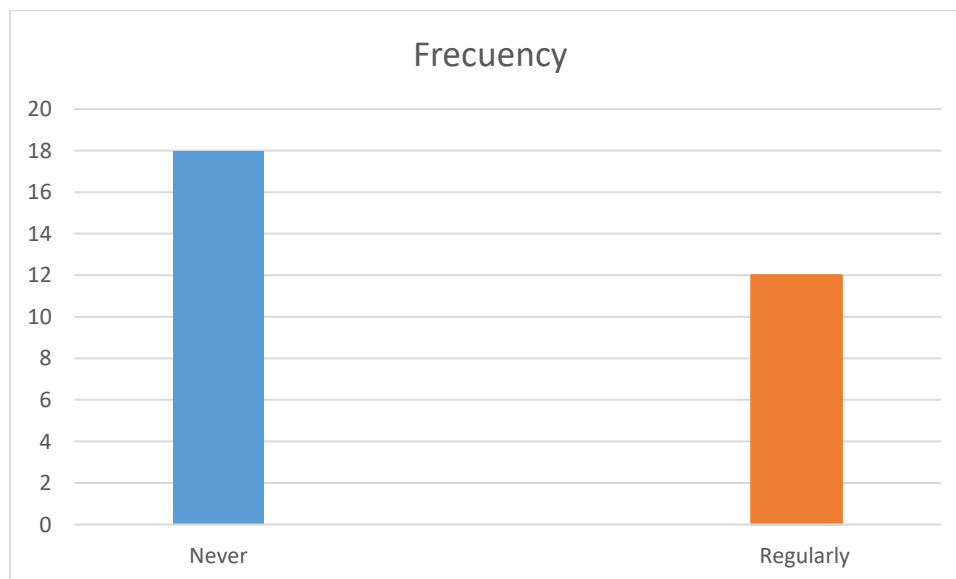
How often do you use Kahoot in your classes?

Table 17 The frequency of using Kahoot in your classes

Option	Frecuency	Percentage
Never	18	60%
Regularly	12	40%
Total	30	100%

Source: Authors' Own

Ilkustration 12 The frequency of using Kahoot in your classes



Source: Authors' Own

2.7.5.1. Analysis and interpretation

As can be seen in the figure, 60% of those surveyed indicate that they never actually use kahoot, while 40% state that they use kahoot regularly. These values can be seen in the table, where the frequency of the results is recorded.

This does not indicate that the majority of respondents never use kahoot

QUESTION 02

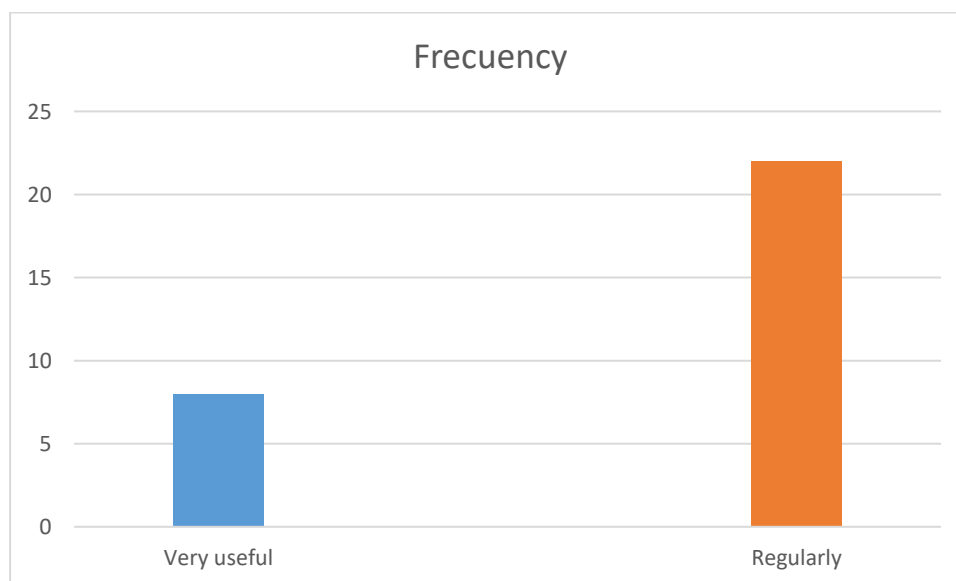
How useful do you think Kahoot is for improving students' reading skills?

Tabla 18 Usefulness of Kahoot for improving students' reading skill

Option	Frecuency	Percentage
Very useful	8	26.6%
Regularly	22	73.3%
Total	30	100%

Source: Authors' Own

Illustration 13 Usefulness of Kahoot for improving students' reading skill



Source: Authors' Own

2.7.5.2. Analysis and interpretation

The opinions of the respondents are reflected in the table and the figure where the response of 30 respondents considers that 26.6% are favorable to the use of kahoot to improve reading skills and this has motivated them positively to improve their learning process in relation to with other methods, while 73.3% indicate that it has not motivated them.

QUESTION 03

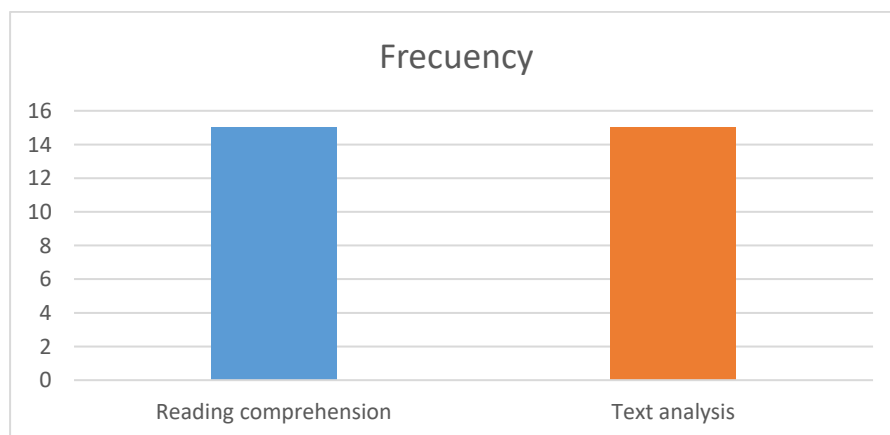
What type of reading activities do you prefer to do in Kahoot?

Table 19 What type of reading activities do you prefer to do in Kahoot

Option	Frecuency	Percentage
Reading comprehension	15	50%
Text analysis	15	50%
Total	30	100%

Source: Authors' Own

Illustration 14 What type of reading activities do you prefer to do in Kahoot



Source: Authors' Own

2.7.5.3. Analysis and interpretation

It can be seen in the table and figure that responses with diverse opinions are presented, so 50% prefer reading comprehension since it gives them greater autonomy and responsibility compared to other forms of teaching, followed by 50% who indicate that they prefer text analysis.

QUESTION 04

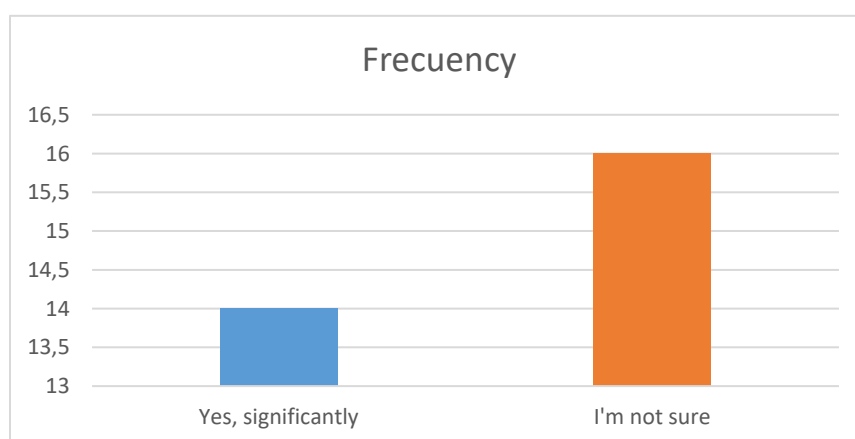
Have you noticed an improvement in your students' reading skills after using Kahoot?

Table 20 improvement of skills with the use of Kahoot.

Option	Frecuency	Percentage
Yes, significantly	14	46.6%
I'm not sure	16	53.3%
Total	30	100%

Source: Authors' Own

Illustration 15 improvement of skills with the use of Kahoot.



Source: Authors' Own

2.7.5.4. Analysis and interpretation

When asking the respondents if they consider that they have noticed a significant improvement in reading skills after having used kahoot, where 46.6% totally agree with that, 53.3% indicate that they are not totally sure that the use of kahoot a Improved reading skills

QUESTION 05

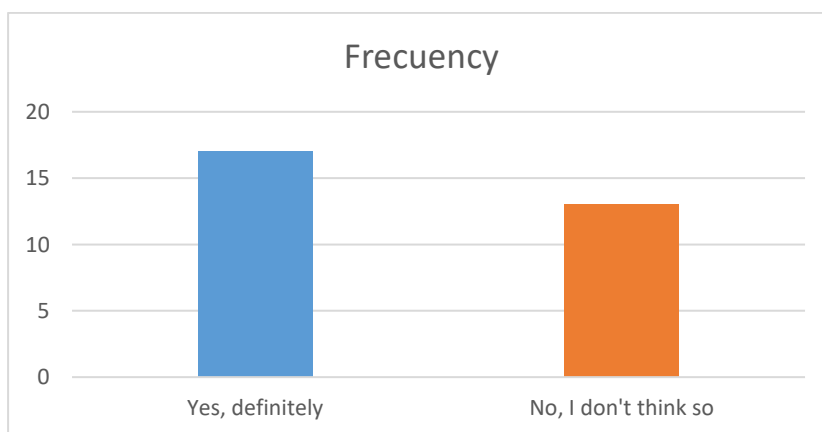
Do you think Kahoot is an effective tool for motivating students to participate in reading activities?

Table 21 Kahoot is an effective tool for motivating students to participate in reading activities

Option	Frecuency	Percentage
Yes, definitely	17	56.6%
No, I don't think so	13	43.3%
Total	30	100%

Source: Authors' Own

Illustration 16 Kahoot is an effective tool for motivating students to participate in reading activities



Source: Authors' Own

2.7.5.5. Analysis and interpretation

When asking the respondents if they consider that they have significantly noticed that kahoot has developed reading activities in the students, where 56.6% totally agree with this since they believe that it has not motivated the students to develop reading activities, 43.3% indicate that they believe that the use of kahoot has improved their reading skills

QUESTION 06

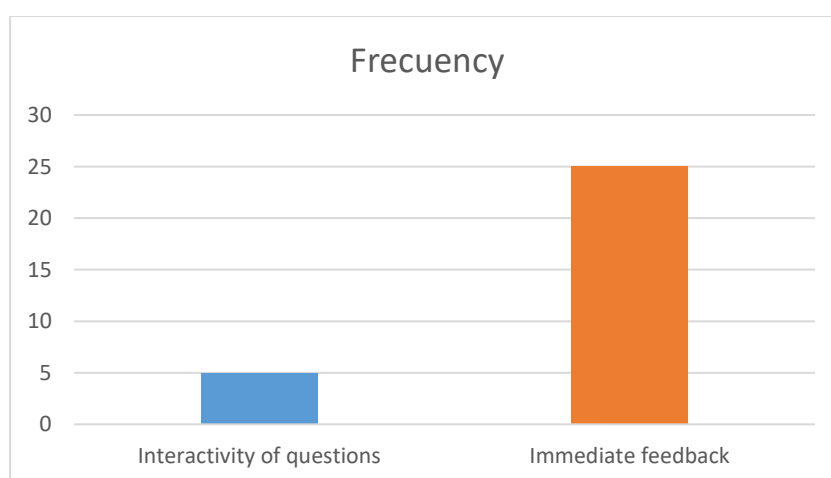
What features of Kahoot do you think are most beneficial for improving reading skills?

Table 22 Beneficial features of Kahoot for improving reading skills.

Option	Frecuency	Percentage
Interactivity of questions	5	16.6%
Immediate feedback	25	83.3%
Total	30	100%

Source: Authors' Own

Illustration 17 Beneficial features of Kahoot for improving reading skills.



Source: Authors' Own

2.7.5.6. Analysis and interpretation

In relation to the students who have noticed the use of kahoot is beneficial to develop reading skills, with 16.6% thinking that it has developed interactivity of the questions, and helps the development of skills, 83.3% indicated they agree, since Using kahoot has simply developed feedback from students. These results show that students know about new methodologies for the development of their reading skills but consider that it is an innovative methodology in education.

QUESTION 07

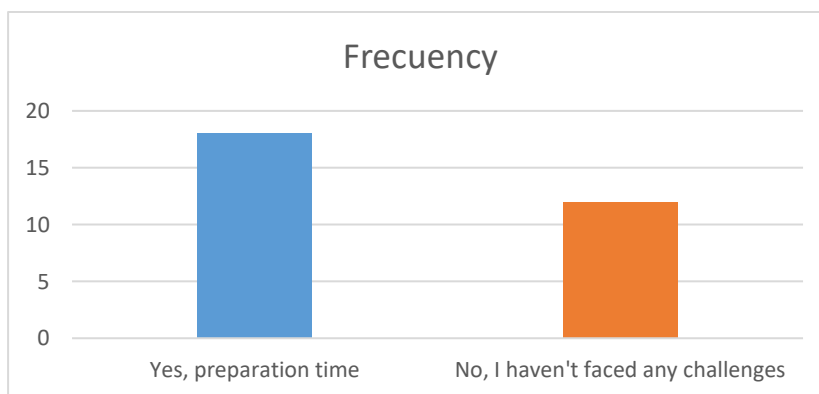
Have you experienced any challenges when using Kahoot for reading activities in the classroom?

Tabla 23 Challenges when using Kahoot for reading activities in the classroom

Option	Frecuency	Percentage
Yes, preparation time	18	60%
No, I haven't faced any challenges	12	40%
Total	30	100%

Source: Authors' Own

Ilustración 18 Challenges when using Kahoot for reading activities in the classroom



Source: Authors' Own

2.7.5.7. Analysis and interpretation

60% of the students indicated that kahoot always positively influenced the development of reading skills since it determined a preparation time to be able to use it, likewise 40% indicated that they have not faced any challenge, which shows that Kahoot whether it positively influences the development of reading skills

QUESTION 08

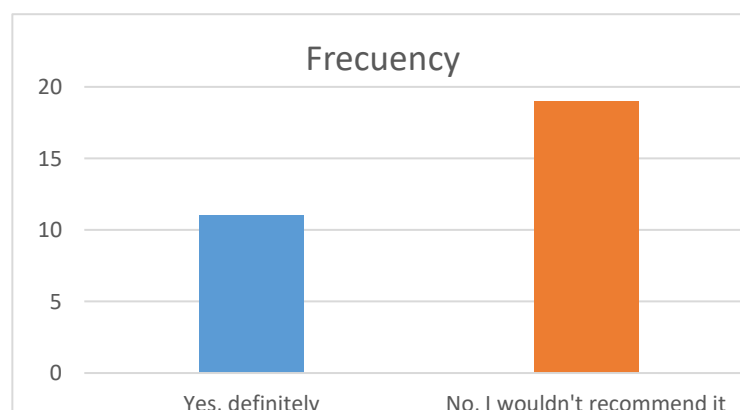
Would you recommend Kahoot as an effective tool for improving reading skills in the classroom?

Tabla 24 Kahoot as an effective tool to enhance reading skills in the classroom

Option	Frecuency	Percentage
Yes, definitely	11	36.6%
No, I wouldn't recommend it	19	63.3%
Total	30	100%

Source: Authors' Own

Illustration 19 Kahoot as an effective tool to enhance reading skills in the classroom



Source: Authors' Own

2.7.5.8. Analysis and interpretation

When asking the respondents if they consider that the kahoot application contributes to improving reading skills in students, where 36.6% would totally recommend it, 63.3% indicate that they agree and state that they would not recommend it since they do not consider that Kahoot helps improve students' reading skills.

CHAPTER III

3. PRESENTATION AND VALIDATION OF THE PROPOSAL

In accordance with the research development and analysis of the results obtained, the proposal responds to the implementation of a guide, aimed at the field of pedagogy for upper basic education, in the continuous improvement of reading ability through the use of the Kahoot platform. The structure follows the following outline:

Proposal Modeling Informative Data Educational Institution: Francisco de Orellana

Educational Unit Province: Pastaza Canton: Pastaza Parish: Puyo Year: 2024

3.1. Beneficiaries:

Ninth-grade students of basic education applied to the subject of Foreign Language

Teachers of the Foreign Language department

Francisco de Orellana Educational Unit in Puyo
 Title of the Proposal Methodological guide based on the development of reading skills through the use of the Kahoot platform for teachers and students who teach and receive knowledge in the subject of foreign language.

3.2. General Objective:

To strengthen the pedagogical field through training for teachers and students of basic education at the Francisco de Orellana Educational Unit with the application of a methodological guide based on the development of reading skills through the use of the Kahoot platform.

3.3. Specific Objectives

To plan didactic strategies with the application of Kahoot and the development of reading skills in students. To socialize the educational methodology of Learning Based on the application of the Kahoot platform, for the improvement and development of reading skills in the educational setting of the institution.

To develop the teaching-learning process from the perspective of Learning Based on the utilization of the Kahoot platform with the application of a didactic guide.

3.4. Justification

The Francisco de Orellana educational unit in the city of Puyo is a flagship institution in education, with the AMIE code 16H001, district Puyo, Mera, Santa Clara, in Zone 3. It is an institution that provides strong education and is committed to the Puyo and Ecuadorian community. This proposal is based on the methodological implementation through the Kahoot platform for the development of reading skills via an innovative pedagogical proposal

for the institution, aiming to enhance academic skills in the teaching-learning process of ninth-grade students in basic education.

Learning based on the utilization of the Kahoot platform allows for student involvement in the development of reading skills, enabling and favoring teachers to be dynamic in learning and to develop activities in teams, examine, and investigate to solve challenges or problems given in real-life scenarios. Kahoot will provide teachers with new innovative pedagogical strategies to facilitate imparting their knowledge for the development of the teaching-learning process, enabling students to create their knowledge. Teachers and students are provided with tools, methods, processes, and guides to implement learning based on a proposal as an innovative methodology, as well as to develop new ways of developing reading skills in students.

3.5. Methodology

The methodology proposed in the proposal is aimed at the use of the Kahoot platform, which allows teachers and students to discover new knowledge according to the development of their reading skills in the educational environment. Pedagogical training was carried out through training sessions, collaborative work, and development within the classroom, enabling its application. Five phases are proposed in the development of the proposal.

3.6. Project Characterization

This project is pedagogical in nature, directed and focused on the training of ninth-grade students in the subject of foreign language, in which a didactic guide based on the utilization of the Kahoot platform for the development of reading skills is implemented. This guide will be planned for the development of activities in order to offer students innovative tools for the completion of tasks or activities related to the subject of foreign language.

3.7. Dynamic Structure of its Components

Once surveys have been conducted and their respective analyses carried out, a proposal aimed at improving reading skills in ninth-grade students of basic education is proposed. The components of the proposal generate and promote the teaching-learning process of ninth-grade students, seeking to strengthen reading skills for the development of their activities. The proposal is divided into 3 phases, each with its respective guidelines for implementation.

3.8. Operational Model of the Proposa

This model details the methodological proposal based on Learning Based on the implementation of the Kahoot platform as a technological tool aimed at strengthening the learning of teachers and students in the area of foreign language and upper basic education, as well as the teaching-learning process and the development of reading skills. Kahoot allows students to be more creative, promotes reading skills, develops autonomous and collaborative learning, improves didactic processes related to the subject of foreign language, thus contributing to improving their skills, abilities, and understanding of the subject.

For the development of this project, it is considered to be carried out in phases, which are detailed as follows:

- Phase 1: The diagnosis of the proposal was carried out in Phase 1, through which the main conceptual aspects will be developed.
- Phase 2: Phase 2 involved the theoretical foundation where different methods, didactic strategies, and resources were analyzed for the correct application of the contents of the methodological guide.
- Phase 3: Phase 3 involves the planning of the proposal.
- Phase 4: Phase 4 identifies the available resources for the implementation of the proposal.
- Phase 5: Phase 5 is the Implementation of the proposal and the project where the necessary instructions for the realization of the proposal are put into practice.

- Phase 6: In this final phase, Evaluation of the proposal is conducted, where the process and the product are evaluated.

3.8.1. Phase I: Diagnosis

This phase, through the diagnosis carried out during the research, has provided us with necessary information to understand that there is currently a deficiency in reading skills in educational institutions, and necessary technological tools for the development and comprehension of students in the classroom. Traditional teaching methodologies implemented during the teaching-learning process are used. Therefore, education today demands that teachers are constantly trained in the educational, professional, and technological fields, to apply new innovative methodologies for the benefit of education and students.

Observing students while they perform their educational activities in classrooms and activities provides us with the necessary information about their skills, interaction, and understanding of topics acquired in the classroom, indicating problems or deficiencies in the methodological approach that teachers use.

In view of this situation, it is necessary to implement new innovative methodologies for the development of didactic resources directed and related to the foreign language subject.

3.8.2. Phase II: Theoretical Foundation

Learning based on the use of the Kahoot application, being an innovative methodology, is perfectly applicable in upper basic education and education in Ecuador. This methodology allows students, through project-based learning, to acquire knowledge closely related to the prevailing needs in society, making its connection directly with the foreign language subject. This provides them with the necessary tools for understanding and developing reading skills from the activities.

In this context considers that: "If they wish to attract students in a digital era and provide them with relevant skills for the market, EFTP centers and entities must improve their teaching procedures (pedagogical and didactic) in order to generate a better experience among students (Kinchin, 2020) .Therefore, the application of Kahoot is necessary for the teaching process in upper basic education and the foreign language subject.

3.8.3. Learning based on the application of the Kahoot platform

Currently, technical education, one of the main characteristics, is "competency-based training through which students personally acquire the development of skills, attitudes, and abilities that will allow meaningful learning and are part of the knowledge that prepares the student for a work life" (Glenberg, 2023)

Similarly, according to (Glenberg, 2023) "by Kahoot we will understand learning experiences centered on the interests and needs of the students, organized around a significant challenge that links the Learning Objectives of the curriculum with real problems".

This pedagogical strategy considers students as the main axis in the educational process, which develops their learning of methods, procedures related to the learning processes that take place in classrooms and workshops.

Furthermore, we must consider (Fakhruddin, Ratnasari, & Nurhidayat, 2018)definition of Kahoot, which "implies a process in which one investigates a topic of knowledge that results.

3.8.3.1. Benefits provided by Kahoot.

The application of Kahoot in upper basic education as an innovative strategy in teaching and learning brings significant benefits to students. It motivates students to develop their knowledge and learn because it allows them to choose topics of interest that are important for their academic, personal, and professional lives. Likewise, it increases their commitment to education and personal motivation, thereby enabling them to achieve important milestones throughout their lives. It is important to note, in line with the ideas presented (Krishnan,

Norman, & Md Yunus, 2021) that the applications used for learning are of great importance as they meet the needs of ninth-grade students in basic education.

3.8.3.2. Learning Process based on the use of technological tools

The Application-Based Learning, in its development, is composed of different stages that teachers and students must perform in order to research, organize, develop, create, and present an analysis on the platform to be used. These phases are not strict when it comes to developing activities on the platform and may vary according to educational models and methodologies used to fulfill them, but they generally follow a similar process. As indicated (Priyanti, Santosa, & Dewi, 2019), we can define Kahoot as "a methodology that allows students to acquire knowledge and competencies of current society. We can then indicate that learning and teaching based on project-based learning are part of the realm of "active learning", which is reflected in classroom activities and practices in the institution's workshops.

3.8.3.3. Teacher's Role

Teachers are the main and great motivators for the implementation and application of the Kahoot methodological process, and from this perspective, they play an important role in the development of the methodology. Teachers have a leading role in these types of innovative methodologies. The teacher acts as a learning facilitator, encouraging students to consult and read different sources of information. It is worth noting the importance of the new role of teachers, where they are responsible for verifying student learning, guiding the process, clarifying doubts or concerns of students; the role of students will be active, participatory, investigative, collaborative in groups with great interest in solving problems and projects proposed by them or by teachers. The teacher's function is to be a facilitator of the teaching-learning process, encouraging students to review information from different sources and media, whether written or using technology, the internet, videos, forums, chats, etc.

3.8.3.4. Student's Role

Learning based on the use of technological tools is considered an innovative teaching-learning methodology, where students are the generators of their own knowledge and learning, which is based on the development of a classroom or workshop project where they will put their knowledge into practice to solve real problems in the educational environment. Within the technological tools, students will be able to develop necessary competencies such as:

Handling diverse sources of information: They are often provided with incomplete information, which they must seek, organize, select, and complete.

Analysis and synthesis, oral and written expression, research, transfer of knowledge to new situations, and interdisciplinary approach: They solve complex problems that encompass knowledge from various disciplines and relate to their profession.

Critical thinking and individual and group responsibility: They become more involved in the learning process as they specify their own objectives within the guidelines advised by the course instructor.

Planning, organization, decision-making, and teamwork.

3.9. PHASE III PLANNING

In this phase, the proposal will be developed within the established timeline, based on the different activities, strategies, and resources with which each of the topics related to its implementation was reviewed.

The activities that are part of the implementation of the pedagogical strategy for the development of reading comprehension based on the use of the Kahoot platform will be carried out comprehensively. Below is the detail of the project presentation to the English teachers and ninth-grade students of the institution in the following table:

3.9.1. Information Chart on the Development of Socialization

Table 25 Information Chart on the Development of Socialization

ACTIVITIES	DEVELOPMENT AND TIME	RESPONSIBLE
Request and approval from the educational institution's authorities for the development of the proposal.	DECEMBER 2023 Presentation of request to the authorities	Master's Students, Principal of the educational institution
Socialize with teachers about the design and implementation of the didactic strategy for the development of reading comprehension.	JANUARY 2024 Socialize with teachers about the design and implementation of the didactic strategy using Kahoot for reading comprehension for ninth-grade students..	Master's Students Trainers Eng. Daniel Cisneros Eng. Alejandro Moreno
Socialize the didactic strategy to be applied to ninth-grade students.	Socialize with ninth-grade students and English department teachers about the implementation of the strategy. MARCH 2024	Master's Students Trainers Eng. Daniel Cisneros Eng. Alejandro Moreno

Source: Authors' Own

In the planning process based on the activity chart, it was necessary to socialize the proposal to arouse the necessary interest of the executives, teachers, and students. This explained clearly and precisely the application of the didactic strategy for the development of reading comprehension, its importance in its implementation, and the positive effect on student learning




As an important part of the strategy implementation, it was necessary to present the strategy, hold talks to engage teachers and students, as well as generate resources for the development of the proposal



Table 26 Talks to engage teachers and students, as well as generate resources for the development of the proposal

ACTIVITIES	OBJECTIVES	TIMES	RESOURCES EXPECTED	EXPECTED OUTCOMES
Develop informational sessions on the application of the didactic strategy for the development of reading comprehension	Conduct 2 meetings with the students in which the strategy, its phases, and its importance in the development of reading comprehension will be discussed	1st socialization: February 14, 2024 2nd socialization: March 11, 2024	Classroom Photocopies Pencils and pens Computer Projector Information on Didactic Strategy	Ninth-grade students from class 'A' of 'Francisco de Orellana' School.

Source: Authors' Own

Table 27 Microcurricular Plan

 UNIDAD EDUCATIVA “FRANCISCO DE ORELLANA” Decreto Presidencial N° 495 - 15/05/1970 - Resolución N° 974-CZE3-2013 Dirección: Barrio El Dorado, Calle Sucumbíos y Calle Oriente PUYO – PASTAZA – ECUADOR					School Year 2023-2024
MICROCURRICULAR PLAN					
1. INFORMATIVE DATA					
TEACHERS	Ing. Daniel Cisneros Ing. Alejandro Moreno	ÁREA	Foreign Language	SUBJECT	English
GRADE	9 th EGB	CLASS	A – B – C	DURATION	Two weeks
N° DE UNIDAD	Third quarter	START DATE	Mar 11 th , 2024	FINISH DATE	Apr 22 nd , 2024
2. PLANNING					
DISCIPLINARY LEARNING	enable students to achieve an in-depth understanding and mastery of the content, principles, and methodologies within a specific academic discipline.				
LEARNING OBJECTIVE	To reinforce students' understanding of comparative structures in English through interactive and competitive activities using Kahoot.				
ESSENTIAL CONCEPTS AND WEEKS	SKILLS WITH PERFORMANCE CRITERIA	EVALUATION INDICATORS	ACTIVE METHODOLOGICAL STRATEGIES	ASSESSMENT ACTIVITIES	RESOURCES
Week 30 Comparatives From March 11th to 15th	EFL 3.3.1. Understand most of the details of the content of a short simple text (online or print). 	I.EFL.3.11.1. Learners can understand most details in a short simple online or print text and can follow short instructions. (I.3, I.4) 	Briefly review the concept of comparative structures with students. Provide examples of comparative adjectives (e.g., taller, shorter, faster) and comparative adverbs (e.g., more quickly, less frequently). Kahoot Quiz Creation Log in to your Kahoot account and create a new quiz. Create questions that focus on forming comparative structures, comparing adjectives and adverbs, and using comparative expressions (e.g., as...as, not as...as). Include a mix of multiple-choice, true/false, and puzzle	Have students retake the Kahoot quiz to see if their understanding and scores have improved after the review and discussion. Compare the results with the initial scores to assess students' progress.	ICT tools Markers Book Photocopies (book)

			<p>questions to keep students engaged.</p> <p>Instructions and Gameplay Divide students into small groups or let them play individually. Provide instructions on how to join the Kahoot game using a game PIN displayed on the screen. Start the game and allow students to answer the questions. Encourage students to discuss their answers within their groups before selecting an option.</p> <p>Discussion and Feedback After completing the Kahoot quiz, review the answers and discuss any common mistakes or misconceptions. Provide feedback and clarify any doubts or questions that arise. Highlight key points and rules related to comparative structures.</p>		
<p>Week 31</p> <p>Superlatives</p> <p>From March 18th to 22nd</p>	<p>EFL 3.2.1. Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)</p> 	<p>Learners can grasp the main idea of spoken texts set in familiar everyday contexts. (I.3, I.4) (REF I.EFL.3.6.1.)</p> 	<p>Briefly review the concept of superlatives with students. Provide examples of superlative adjectives (e.g., tallest, smallest) and superlative adverbs (e.g., fastest, slowest). Log in to your Kahoot account and create a new quiz. Create questions that focus on forming superlatives, comparing with superlatives, and using the with superlatives.</p>	<p>Have students retake the Kahoot quiz to assess their understanding and improvement in superlatives. Compare the results with the initial scores to evaluate students' progress.</p>	<p>ICT tools Markers Book Photocopies (book)</p>

			Include a mix of multiple-choice, true/false, and puzzle questions to keep students engaged.		
ELABORATED		REVISED		APPROVED	
Teacher: Ing. Daniel Cisneros		Area coordinator: Lic. Jenny Padilla		Vice principal: Lic. Rafael Guaila	
Date: Mar 05 th 2024.		Date: Mar 05 th 2024.		Date: Mar 05 th 2024.	

Source: Authors' Own

Table 28 Evaluation rubric

Criteria	Advanced (4 points)	Proficient (3 points)	Basic (2 points)	Below Basic (1 point)
Comprehension	Fully understands main ideas and details. Makes insightful connections and interpretations.	Understands main ideas and most details. Makes accurate interpretations.	Partially understands main ideas. Misses some details.	Struggles to understand main ideas. Misses most details.
Vocabulary	Uses a wide range of vocabulary appropriately. Understands and interprets complex words correctly.	Uses vocabulary effectively. Understands and interprets most words correctly.	Limited use of vocabulary. Struggles with understanding and interpreting words.	Very limited vocabulary use. Unable to understand or interpret words.
Fluency	Reads smoothly with appropriate pace. Shows excellent phrasing and expression.	Reads with some pauses but maintains overall fluency. Shows good phrasing and expression.	Reads with frequent pauses. Shows limited phrasing and expression.	Reads very slowly with many pauses. Shows little to no phrasing or expression.

Engagement	Actively engages with the text. Asks insightful questions and makes relevant comments	Engages with the text most of the time. Asks questions and makes comments	Limited engagement with the text. Rarely asks questions or makes comments.	Shows little to no engagement with the text. Does not ask questions or make comments.
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Source: Authors' Own

3.10. PHASE IV RESOURCES

3.10.1. Human Resources

The present project was developed at Francisco de Orellana Educational Unit in Puyo city. For this purpose, the facilities were used, and the English Department teachers and ninth-grade students from class 'A' participated.

3.10.2. Teaching Materials

Available institutional resources were used to plan the presentation of the project to teachers and students, ensuring the achievement of the objectives set.

Teachers' room.

Projector.

Computer.

Manuals.

3.10.3. Instruments

3.10.4. Microcurricular planning

Microcurricular planning refers to the detailed planning of a specific subject within an educational program. It involves breaking down the content, objectives, activities, and evaluation methods for each class or session to ensure the effective and organized delivery of the course

material. This planning helps educators to structure their teaching, ensuring that all necessary topics are covered and that the learning objectives are met within the given timeframe.

3.10.5. Worksheets

Worksheets are educational tools used by teachers to provide students with structured practice on specific topics or skills.

3.10.6. Implementation Stage

The implementation phase of the didactic guide involves a series of fundamental steps that involve the authorities, teachers, and students of the institution, in this case, the teachers and ninth-grade students. The progress of the work will be presented through a talk in which the main characteristics of the proposal will be indicated.

Table 29 Main activities that indicate the characteristics of the proposal

Practical Activity	Characteristics of the Activity	Responsible
Topic Selection	Choose a topic that encourages students and meets educational objectives.	Teacher Students
Definition of Objectives and Expected Outcomes	Set clear goals in the project development, review the results, and obtain the necessary items to evaluate it.	Teacher
Organization of Teams and Roles	Assign students to groups and allocate the specific tasks for the project development.	Teacher
Research and Planning	Students conduct the necessary research on the proposed topic, gather theoretical information using books, magazines, computers, the internet, etc.	Students
Project Development	Students adhere to the established schedule and carry out the proposed activities on the worksheets according to the teacher's plan.	Students
Supervision and Guidance:	The teacher will be available for guidance and supervision of the students' progress. They will	Teacher

	provide the necessary assistance to resolve any doubts.	
Self-evaluation and Feedback	Students will give their feedback on the group's performance and share their comments on using Kahoot. The teacher will provide general instructions or conclusions related to the work.	Teacher Students
Celebration and Closure	The different processes carried out are reviewed, along with the students' achievements. The advantages and disadvantages of using Kahoot are assessed, and the learning, skills, abilities, and competencies acquired during this process are evaluated.	Teacher Students

Source: Authors' Own


The implementation of Kahoot allows us to provide students with the necessary autonomy for problem-solving, teamwork, and the development of skills and technical competencies within the didactic module in their educational environment.

3.10.7. Worksheet

Illustration 20 Read the text carefull

READING

A. Read the text carefully.



Desert

Desert is a large area with very little water and few plants. Many deserts have extreme heat and lots of sand. They receive very little rainfall that is why they are extremely dry. Deserts have four types: hot and dry, coastal, semiarid and cold deserts.

The largest hot desert is the Sahara in Africa. The temperature in the Sahara can rise up to 50°C but at night it can go below zero. Did you know that the Antarctic is also the biggest desert in the world? The Antarctic and the Arctic are the two largest polar deserts on Earth.

Although the Sahara is very hot, it is home to many animals like the camels, foxes, spiders, elephants and lions, and plants such as cacti and wildflowers.

The desert is a beautiful place but heat, severe sunburns and insects' bites can be dangerous so people need to be prepared.




The Great Barrier Reef



The Great Barrier Reef is the world's largest coral reef system. It is one of the natural wonders in the world. It is larger than the Great Wall of China and the only living thing on Earth visible from space.

The reef is located in the Coral Sea in Australia. The Great Barrier Reef is in tropical waters where temperature is warm in summer and winter.

A coral reef is a cozy and safe place to live for many animals like the jellyfish family, whales and dolphins. More than 1500 fish species live on the reef such as clownfish and also sea turtle, blue ringed octopus and about 5000 species of mollusks as well as 400 different corals.



Cacti

Coral Reefs

3.11. PHASE V IMPLEMENTATION

The application of the proposal in the ninth year students of the Orellana educational unit through the application of the pedagogical strategy, it was observed that the pedagogical strategy is viable since it had satisfactory results through the use of the four variables to improve reading comprehension in students using (vocabulary, speed comprehension, retention) which can be verified in the following tables as demonstrated below.

Table 30 Reading comprehension results considering the variables of speed and vocabulary in the students

Student ID	Vocabulary (out of 10)	Speed (out of 10)	Vocabulary (%)	Speed (%)
1	8	7	80%	70%
2	6	8	60%	80%
3	9	6	90%	60%

4	7	9	70%	90%
5	8	8	80%	80%
6	5	7	50%	70%
7	9	9	90%	90%
8	6	5	60%	50%
9	8	8	80%	80%
10	7	6	70%	60%
11	9	7	90%	70%
12	6	8	60%	80%
13	8	9	80%	90%
14	7	6	70%	60%
15	9	8	90%	80%
16	8	7	80%	70%
17	6	8	60%	80%
18	7	9	70%	90%
19	8	8	80%	80%
20	5	7	50%	70%
21	9	9	90%	90%
22	6	5	60%	50%
23	8	8	80%	80%
24	7	6	70%	60%
25	9	7	90%	70%
26	6	8	60%	80%
27	8	9	80%	90%
28	7	6	70%	60%
29	9	8	90%	80%
30	8	7	80%	70%

Source: Authors' Own

Table 31 32 Reading comprehension results considering the variables of speed and vocabulary in the students

	Vocabular y %	Spee d %	Vocabular y	Spee d
Mastering learning (9- 10)	23.3	20	7	6
Achieving learning (7- 8)	50	56.6	15	17
Approachin g mastery (5-6)	20	16.6	6	5

Not achieving < 5	6.6	6.6	2	2
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Source: Authors' Own

3.11.1. Analysis and interpretation

Percentage Analysis:

The percentages for both vocabulary and speed range from 50% to 90%.

Most students achieved percentages between 60% and 90% for both parameters.

There's a notable consistency in performance between vocabulary and speed, with students who scored higher in one parameter often scoring higher in the other as well.

Strengths:

Students generally demonstrate solid skills in both vocabulary and speed, with the majority achieving scores above 60%.

This suggests that they have a good grasp of both understanding words and reading fluently.

Areas for Improvement:

While most students perform well, those with scores below 70% may benefit from additional vocabulary building exercises or speed-reading practice to enhance their skills.

Consistency:

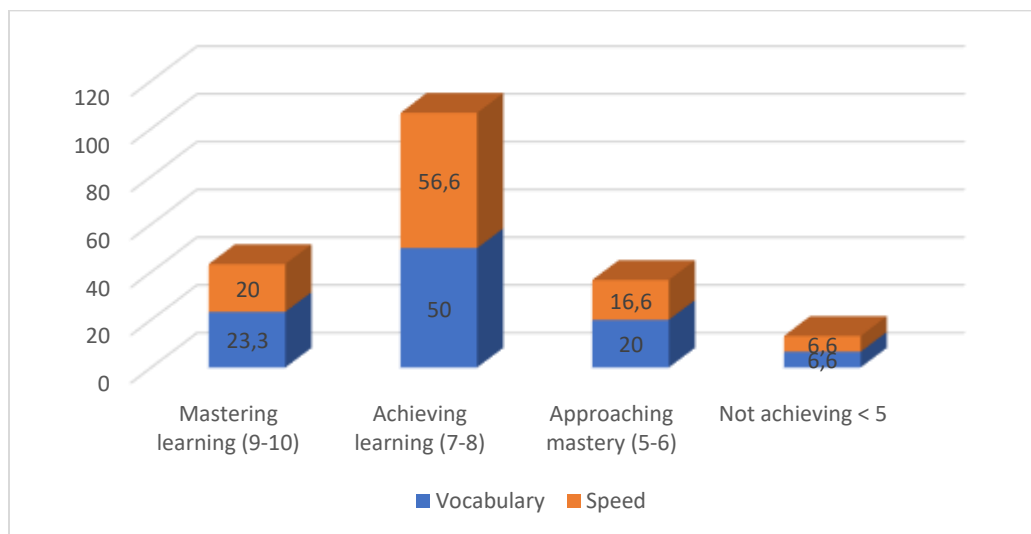
There's a consistent pattern across the students, indicating that their performance in vocabulary and speed is relatively balanced.

Potential Factors:

Factors such as prior knowledge, language background, and reading habits may influence students' performance in vocabulary and speed.

Overall, this analysis provides insight into the reading comprehension abilities of the students, highlighting their strengths and areas for improvement in vocabulary knowledge and reading speed.

illustration 21 Reading comprehension results considering the variables of speed and vocabulary in the students



Source: Authors' Own

The chart provides an analysis of vocabulary and speed proficiency levels across different categories of learning mastery. Here's an interpretation of the data:

- Mastering learning (9-10):** This category represents students who have achieved a high level of mastery in both vocabulary and speed. About 23.3% of students have mastered vocabulary, while 20% have mastered speed. This indicates that a considerable portion of students at this level have strong proficiency in both vocabulary and speed, with 7 students mastering vocabulary and 6 mastering speed.

- Achieving learning (7-8):** Students in this category have demonstrated proficiency in both vocabulary and speed, though slightly lower than those in the "Mastering learning" category. Approximately 50% of students have mastered vocabulary, while 56.6% have mastered speed. This suggests that a significant portion of students at this level have attained a satisfactory level of proficiency in both aspects, with 15 students mastering vocabulary and 17 mastering speed.

Table 33 Reading comprehension results considering the variables of Retention and Understanding of Main Ideas in the students

Student ID	Retention (out of 10)	Understanding of Main Ideas (out of 10)	Retention (%)	Understanding of Main Ideas (%)
1	8	7	80%	70%
2	6	8	60%	80%
3	9	6	90%	60%
4	7	9	70%	90%
5	8	8	80%	80%
6	5	7	50%	70%
7	9	9	90%	90%
8	6	5	60%	50%
9	8	8	80%	80%
10	7	6	70%	60%
11	9	7	90%	70%
12	6	8	60%	80%
13	8	9	80%	90%
14	7	6	70%	60%
15	9	8	90%	80%
16	8	7	80%	70%
17	6	8	60%	80%
18	7	9	70%	90%
19	8	8	80%	80%
20	5	7	50%	70%
21	9	9	90%	90%
22	6	5	60%	50%
23	8	8	80%	80%
24	7	6	70%	60%

25	9	7	90%	70%
26	6	8	60%	80%
27	8	9	80%	90%
28	7	6	70%	60%
29	9	8	90%	80%
30	8	7	80%	70%

Source: Authors' Own

Table 34 Reading comprehension results considering the variables of Retention and Understanding of Main Ideas in the students

	Retentio n	Percentag es	Understandi ng of Main Ideas	Percentag es
Mastering learning (9-10)	7	23.33	6	20
Achieving learning (7-8)	15	50	18	60
Approaching mastery (5-6)	8	26.66	6	20
Not achieving <5	0	0	0	0

Source: Authors' Own

3.11.2. Analysis and interpretation

The provided results offer insights into students' reading comprehension based on two variables: retention and understanding of main ideas, each divided into categories with corresponding percentages.

Retention:

"Mastering learning" (9-10) category comprises 7 students, accounting for 23.33%.

"Achieving learning" (7-8) category includes 15 students, making up 50%.

"Approaching mastery" (5-6) category consists of 8 students, representing 26.66%.

No students fall under the "Not achieving" category.

Understanding of Main Ideas:

For the "Mastering learning" category, 6 students are included, accounting for 20%.

In the "Achieving learning" category, 18 students are present, constituting 60%.

Similarly, 6 students are in the "Approaching mastery" category, making up 20%.

There are no students categorized under "Not achieving."

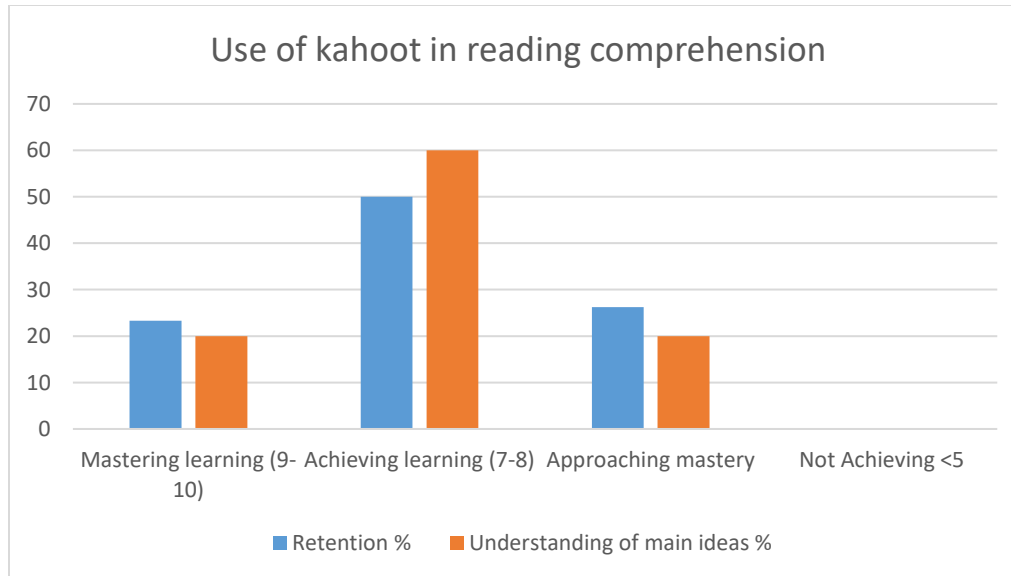
The majority of students fall within the "Achieving learning" category for both retention and understanding of main ideas, indicating a solid performance in these areas.

While fewer students are classified under "Mastering learning" and "Approaching mastery," these categories still represent notable proportions, suggesting varying levels of proficiency among students.

Notably, there are no students categorized as "Not achieving," indicating a generally positive performance across the board.

These results highlight the overall effectiveness of students in comprehending and retaining information, with room for further improvement among those approaching mastery. Continued support and targeted interventions can help bridge any gaps and enhance overall reading comprehension skills.

Illustration 22 Reading comprehension results considering the variables of Retention and Understanding of Main Ideas in the students



Source: Authors' Own

3.11.3. Analysis and interpretation

Retaining information was measured with scores ranging from 5 to 9 out of 10, indicating differing levels of proficiency among students. The average score of approximately 7.5 suggests a commendable ability to recall key details, enhancing overall comprehension. This implies that most students effectively retain information, bolstering their understanding of the material.

Similarly, scores for understanding main ideas also varied from 5 to 9 out of 10, reflecting diverse levels of comprehension regarding the text's central themes. The average score of about 7.5 indicates a solid grasp of main ideas among students, aligning closely with the average retention score. This suggests that students not only retain information but also comprehend the overarching concepts effectively.

In terms of percentages, both retention and understanding of main ideas ranged from 50% to 90%, with most students falling within the 60% to 90% range. However, there was notable

variation in performance, highlighting diverse learning needs within the classroom and the importance of tailored support.

Consistently, students who excelled in retaining information also tended to understand main ideas effectively. This underscores the interconnected nature of these aspects of reading comprehension, emphasizing the need for reinforcing both skills. By addressing weaknesses in retention or understanding, educators can promote a more balanced understanding of the text.

Students with lower scores, particularly below 70%, may benefit from additional support to enhance their reading comprehension skills. By analyzing specific areas of difficulty and providing targeted interventions, educators can foster growth and improvement among all students. Those demonstrating higher scores exhibit strengths in comprehension, suggesting potential for further development with advanced materials or activities tailored to challenge and refine their skills.

3.12. PHASE VI EVALUATION

To properly carry out the evaluation of the proposal, it is necessary to have authorization from the institution's authorities to execute the different stages that are part of the process. In this regard, the following can be mentioned:

Permission granted by the institution's authority, the school principal, to use physical facilities such as classrooms, teachers' lounge, computer lab, etc.

Training through talks for teachers and ninth-grade students on the application of the Kahoot platform.

To evaluate the proposal and project, it is necessary to review whether students have developed their knowledge, skills, and necessary abilities in the educational context.

Verify that educational and teaching-learning objectives have been met.

Evaluate students' experience and benefits in using the Kahoot platform.

Assess the different processes for conducting research, such as collaboration, teamwork, critical thinking, problem-solving, etc.

Evaluate how the use of Kahoot for reading skills benefits students in their academic formation and if it aligns with curriculum guidelines and their competencies

3.12.1. Beneficiaries:

Ninth-grade students.

English teachers.

The Francisco de Orellana High School and the educational community.

3.12.2. Closing:

This project provides the opportunity to innovate in the educational field, as well as acquire new knowledge, skills, and competencies to develop our capacity as teachers. It fosters teamwork, problem-solving, and the practical application of what is learned in both educational and professional settings. The skills, abilities, and competencies acquired during the project provide a direct relationship with theory.

3.12.3. PROPOSAL VALIDATION

Table 35 Validating The Proposal

OBJECTIVE OF VALIDATING THE PROPOSAL

To establish the educational impact produced by the methodological guide as an innovative didactic strategy on Foreign Language students.

Validation Process

<p>SOCIALIZATION OF THE METHODOLOGICAL GUIDE FOR THE APPLICATION OF KAHOOT</p>	<ul style="list-style-type: none"> • Meeting with school authorities to discuss the implementation of the methodological guide and establish the necessary connections for the development of the application. • Meeting with foreign language teachers to inform them about the use of innovative strategies for education in the English subject and the use of the Kahoot application. • Meeting with students of the applied metalworking module to explain the characteristics of the Kahoot application.
<p>PARTICIPATING IN THE PROCESS OF APPLYING THE USE OF THE KAHOOT PLATFORM</p>	<p>Develop the plan of activities to be carried out for the development of the</p> <ul style="list-style-type: none"> methodological guide. • Conduct informational talks aimed at teachers and students about the Kahoot application. • Create and design activities where new innovative strategies are integrated with the Kahoot application. • Design the guide using the Kahoot application.
<p>PRESENTATION OF THE COMPLETED APPLICATION</p>	<p>Conclusion of the project with the results achieved during development.</p> <ul style="list-style-type: none"> • Presentation of the project or product for final review according to the given specifications. <p>Presentation of the information gathered during the project process to support its construction.</p> <p>This includes the didactic units, training sessions, class follow-ups, and reports presented during the process.</p>
<p>EVALUATION OF THE COMPLETED PROJECTS</p>	<ul style="list-style-type: none"> • Submission of the final report on the development of the guide to the institution's authorities. • Presentation of the Kahoot-based guide to the educational community and its application in the teaching-learning process. • Various data collection instruments were used for the evaluation of the guide, such as rubrics, evaluation guides, etc.

: Source: Authors' Own

4. CONCLUSIONS

1. Regarding the first objective outlined in the proposal, it can be concluded that the application requires teachers to have constant updating in their academic training with the use of new methodologies for the improvement of their teaching practice, which provides them with great advantages when implementing new teaching methods. Kahoot creates and develops students' interest in elaborating their own knowledge, fosters teamwork, trains them to solve problems in the educational field, and in the case of higher education, they can solve theoretical and practical problems.
2. The second objective aimed at the development of the teaching-learning process with the application of the didactic guide based on Kahoot-based learning. It is a fundamental tool for the development of technical education, as through it, we will have the necessary and specific instructions for carrying out theoretical and practical activities, highlighting methods and processes to innovate in the development of their skills and abilities to improve their technical competencies.
3. Addressing the third objective, it can be indicated that currently, education has traditional educational methods. In these times, education is constantly evolving with profound and permanent changes aimed at making educational processes innovative, using new methodologies and technological tools that allow for the enhancement of skills, abilities, and competencies. The application of Kahoot-based learning as an innovative strategy creates in students the necessary capacities for organization, innovation, and pedagogical strengthening in different English teaching processes, preparing them to face real-life problems and solve them, as well as improving their academic performance.
4. In conclusion, the proposal for the application of the didactic tool provides teachers and students of the Francisco de Orellana Educational Unit with resources to innovate in the teaching-learning processes applied in classrooms and workshops, so that they generate new knowledge capable of changing and transforming technical education.

5. RECOMMENDATIONS:

It is recommended that the authorities of the Francisco de Orellana High School plan, hold workshops, and conduct talks to train teachers in the application of new innovative methodologies using technological tools. This will strengthen the teaching-learning processes in education. Additionally, it is suggested to motivate teachers to seek regular updates for their professional development, including the use of new methodologies such as the use of technological tools.

It is important to encourage both teachers and students to use Kahoot as an innovative methodological tool to improve learning, especially in the development of reading skills.

It is recommended to manage with the authorities, teachers, and parents the implementation of necessary physical spaces, such as a TIC classroom, where these educational activities can be carried out effectively.

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