



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH REPORT

THEME:

**THE USE OF KAHOOT TO IMPROVE VOCABULARY IN EFL
LEARNERS**

Research report before obtaining the bachelor's degree in National and Foreign
Language Pedagogy, English Major

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**PUJILÍ - ECUADOR
FEBRUARY 2025**

DECLARATION OF AUTHORSHIP

Garnica Rodriguez Melany Jhoset, with citizenship card No 1754039913, declare to be authors of this **RESEARCH PROJECT: "THE USE OF KAHOOT TO IMPROVE VOCABULARY IN EFL LEARNERS"**, being the Dra. Venegas Álvarez Gina Silvana, PhD., tutor of this work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions. Furthermore, We certify that the ideas, concepts, procedures, and results expressed in this investigative work are our exclusive responsibility.

Pujilí, February 24, 2025



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ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

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“THE USE OF KAHOOT TO IMPROVE VOCABULARY IN EFL LEARNERS” by Garnica Rodriguez Melany Jhose, from the career of Pedagogy of National and foreign languages. I consider this investigative report worthy of approval as it complies with the technical standards, translation, and formats provided, as well as incorporating the observations and recommendations proposed in the pre-defense.

Pujilí, February 24, 2025



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ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL

As the Readers' Tribunal, approve the present Research Report according to the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Extension; because, the postulant: Garnica Rodriguez Melany Jhoset with the title of the Research Project: **"THE USE OF KAHOOT TO IMPROVE VOCABULARY IN EFL LEARNERS"**, has considered the recommendations issued in a timely manner and meets the sufficient merits to be submitted to the act of sustaining the degree work.


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GRATEFULNESS

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DEDICATION

It is with immense pride that I dedicate this thesis to my parents, Carlos and Rocio, who have taught me that with effort, perseverance, and values, all goals can be achieved. Thank you for instilling in me the respect and principles that define me and for giving me your unconditional love and support in every step of my life. Their sacrifice and dedication have been fundamental in allowing me to complete my studies today, and for that, I am eternally grateful. I love you infinitely and know that every one of my accomplishments is yours.

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ENGLISH MAJOR

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ABSTRACT

Vocabulary learning is a fundamental component of acquiring a new language. However, there are factors that difficult this process, such as mother tongue interference, lack of vocabulary, pronunciation problems, and traditional teaching methods, which are not very effective. In this context, the integration of technological tools in education has proven to be an effective strategy to optimize the language teaching-learning process, such as Kahoot. The main objective of this research is to identify whether the use of Kahoot improves vocabulary learning in students of English as a foreign language at Unidad Educativa San Francisco de Asis from Salcedo Canton. The study was conducted using a quantitative approach and a descriptive design. The participants were 19 fourth-grade students. The instrument were a Pre-test to diagnose the students' knowledge and a Post-test to evidence the improvement of vocabulary learning. It is worth mentioning that the Pre-test and Post-test were adapted to the Cambridge Assessment model (A1 Beginners). The results indicated significant improvements in accurate and fluent use of vocabulary, as well as in memorization, retention, and students' ability to identify and associate words with pictures. In conclusion, the use of Kahoot not only improved vocabulary acquisition, but also increased students' motivation and active participation favored more dynamic and effective learning in the classroom. These results suggest that Kahoot is an important tool for strengthening vocabulary learning in English language teaching contexts.

Keywords: Kahoot, Vocabulary, Technological tools

TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ CAMPUS

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

TÍTULO: “EL USO DEL KAHOOT PARA MEJORAR EL VOCABULARIO DE
LOS ALUMNOS DE INGLÉS COMO LENGUA EXTRANJERA”

Autor:

Garnica Rodriguez Melany Jhoset

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Dra. Gina Silvana Venegas Álvarez, PhD.

RESUMEN

El aprendizaje del vocabulario es un componente fundamental para adquirir un nuevo idioma. Sin embargo, existen factores que dificultan este proceso, como la interferencia de la lengua materna, la insuficiencia de vocabulario, problemas de pronunciación y los métodos de enseñanza tradicionales, que son poco efectivos. En este contexto, la integración de herramientas tecnológicas en la educación ha demostrado ser una estrategia eficaz para optimizar el proceso de enseñanza-aprendizaje de idiomas. El objetivo principal de esta investigación es identificar si el uso de Kahoot mejora el aprendizaje del vocabulario en estudiantes de inglés como lengua extranjera en la Unidad Educativa San Francisco de Asís del Cantón Salcedo. El estudio se llevó a cabo mediante un enfoque cuantitativo y un diseño descriptivo. Los participantes fueron 19 estudiantes de cuarto año. Para la recolección de datos se emplearon un Pre-test para diagnosticar los conocimientos de los estudiantes y un Post-test para evidenciar la mejora del aprendizaje del vocabulario. Cabe mencionar que el Pre-test y el Post-test se adaptaron al modelo de Cambridge Assessment (A1 Principiantes). Los resultados indicaron mejoras significativas en el uso preciso y fluido del vocabulario, así como en la memorización y retención, y en la capacidad de los estudiantes para identificar y asociar palabras con imágenes. En conclusión, el uso de Kahoot no solo mejoró la adquisición de vocabulario, sino que también incrementó la motivación y la participación activa de los estudiantes, lo que favoreció un aprendizaje más dinámico y efectivo en el aula. Estos resultados sugieren que Kahoot es una herramienta importante para fortalecer el aprendizaje del vocabulario en contextos de enseñanza del idioma inglés.

Palabras clave: Kahoot, Vocabulario, Herramientas tecnológicas

CONTENTS

COVER PAGE.....	i
COPYRIGHT REFUSE.....	ii
TUTOR’S ENDORSEMENT	ii
COMMITTEE APPROVAL	iv
GRATEFULNESS	v
DEDICATION	vi
ABSTRACT	vii
RESUMEN	viii
1. GENERAL INFORMATION.....	1
2. PROBLEM STATEMENT.....	2
3. JUSTIFICATION.....	3
4. OBJECTIVES	4
4.1 General Objective	4
4.2 Specific Objectives	4
5. ACTIVITIES AND TASK SYSTEM.....	4
6. SCIENTIFIC AND TECHNICAL FOUNDATION.....	5
6.1 BACKGROUND	5
6.2 THEORETICAL FRAMEWORK.....	9
6.2.1 Information and Communication Technology (ICT) Tools	9
6.2.2 Importance of ICT Tools in Education	9
6.2.3 Advantages of the use of ICT Tools.....	10
6.3 Educational Tools.....	10

6.3.1 Tools for Improving English Learning.....	11
6.4 Kahoot.....	13
6.4.1 Challenges and Solutions in the Kahoot Application.....	13
6.4.2 Methods for Implementing Kahoot	14
6.4.3 Strategies for Implementing Kahoot	14
6.5 Common European Framework of Reference for Languages (CEFR)	15
6.6 Receptive and Productive Skills.	15
6.7 Use of Vocabulary	16
6.7.1 Methods for Assessing Vocabulary Progress.....	16
6.8 Active Learning Vocabulary	17
6.9 Kahoot and English Language Teaching.....	18
6.9.1 Kahoot for Vocabulary	18
7. RESEARCH QUESTIONS.....	19
8. METHODOLOGY	20
8.1 Research Approach.....	20
8.2 Technique and Instruments	20
8.3 Participants.....	22
8.4 Data Collection	22
9. ANALYSIS AND DISCUSSION OF RESULTS	22
9.1 Pre-Test and Post-test sections: Average of student´s	27
10. RESEARCH IMPACT	39
11. CONCLUSIONS.....	40
12. RECOMMENDATIONS	41
13. REFERENCES	42
14. ANNEXES	1

FIGURES

FIGURE 1: Pre-Test Results.....	23
FIGURE 2: Post-Test Results	25
FIGURE 3: Section 1: Multiple Choice Questions Pre-Test/Post-Test.....	27
FIGURE 4: Section 2: True and False Pre-Test/Post-Test.....	29
FIGURE 5: Section 3: Read and Complete Pre-Test/Post-Test.....	31
FIGURE 6: Improvement Results.....	33
FIGURE 7: Comparative Results Pre-Test and Post-Test.....	35

TABLES

TABLE 1: Pre-Test Results.....	23
TABLE 2: Post-Test Results.....	25
TABLE 3: Section 1: Multiple Choice Questions Pre-Test/Post-Test	27
TABLE 4: Section 2: True and False Pre-Test/Post-Test.....	29
TABLE 5: Section 3: Read and Complete Pre-Test/Post-Test.....	31
TABLE 6: Improvement Results.....	33
TABLE 7: Comparative Results Pre-Test and Post-Test.....	35
TABLE 8: Comparative Results by Student Scores.....	37

1. GENERAL INFORMATION

Theme:

The use of Kahoot to improve vocabulary in EFL learners.

Starting Date: October 2024

Ending Date: March 2025

Place of Research: San Francisco de “Asis” Educative Unit

Sponsoring Faculty: Campus Pujilí

Sponsoring Major: National and Foreign Language Pedagogy: English

Macro Project of the Major:

Academic Speech

Research Group: Melany Jhoset Garnica Rodriguez

Work Team:

- Dra. Gina Silvana Venegas Álvarez, PhD.
- Melany Jhoset Garnica Rodriguez

Knowledge Area: Education

University Research Line:

Education, communication, and design for human and social development.

Extension Subline:

Prácticas pedagógico, didácticas, curriculares e inclusiva en las áreas del conocimiento.

2. PROBLEM STATEMENT

Learning English is easier when maximum attention is paid to vocabulary acquisition (Rahmat & Mohandas, 2020). Proficiency in English has become an essential skill, not only in academia but also as a competitive advantage in the job market in an increasingly globalized society. In this context, learning a new language requires motivation and new educational tools, especially vocabulary acquisition.

Although factors such as language exposure, mother tongue interference, and ineffective teaching methods hinder learners' acquisition, retention, and effective use of vocabulary, resulting in comprehension deficits and oral and written performance that diminish their confidence in learning a new language, teachers continue to strive to develop and implement innovative methods that enable learners not only to learn new words but also to remember certain terms that meet their communicative needs (Surmanov and Azimova, 2020).

In Asian countries, vocabulary teaching contains certain problems and barriers in vocabulary acquisition. Han (2023), mentions several problems in vocabulary learning. That is why teaching vocabulary is a disconnected language situation; vocabulary learning without strategy guiding, the enhancement of vocabulary lacks practice, and the traditional way of vocabulary teaching is based on the word list in the textbook, which is boring for the students.

In recent years, digital platforms have revolutionized language learning. These game-based learning platforms have gained popularity for their ability to motivate learners and improve vocabulary acquisition in the classroom through interactive and fun activities. Therefore, learning English vocabulary requires constant practice and effective retention methods. Thus, Kahoot stands out as a tool that efficiently engages students in vocabulary learning through activities that motivate students and allow them to reinforce and retain words through repetition, making the practice and process enjoyable.

In Santiago, Chile, the effectiveness of the Kahoot language learning tool has been recognized, especially in addressing a common problem: students' lack of motivation to learn English vocabulary. Kahoot is proving to be able to meet students' needs and encourage their active participation in the educational process (Robles, 2022).

Ecuador has one of the lowest levels of English proficiency in the world, ranking 82 nd out of 116 countries evaluated in the EF English Proficiency Index 2024. The results reflect a decline compared to 2023, highlighting the need to improve language teaching

(Machado, 2024). Although many teachers in Ecuador do not prioritize the use of technological tools, it is essential to implement innovative strategies that reinforce learning and go beyond traditional methods based on repetition and memorization. These strategies should include activities that motivate students and involve them actively in the classroom (Ecuador Digital Agenda for Education, 2022). Faced with this problem, Kahoot is proposed as a technological tool that, through interactive activities, encourages students' participation and motivation, thus contributing to improving their English learning.

In English, the correct teaching of vocabulary is necessary as the main part of the student's learning process to acquire a foreign language. Therefore, the objective of this research is "To identify the use of Kahoot to improve the vocabulary in EFL learners in the fourth grade EGB of the San Francisco Asis Educational Unit in the Canton of Salcedo."

3. JUSTIFICATION

Learning vocabulary in English as a second language is a challenge that requires dynamic and effective strategies to improve retention and use of the language. In this sense, technological evolution has allowed the incorporation of digital tools such as Kahoot, an interactive platform that motivates students and makes the teaching-learning process more attractive. This research seeks to analyze the impact of Kahoot on vocabulary acquisition, evaluating its effectiveness as a pedagogical resource and its ability to increase student participation. The importance of this study lies in the need to adapt the teaching of English to innovative methodologies that respond to the current demands of the educational context.

The use of Kahoot offers various benefits for the both students and teachers. For students, it provides an enjoyable and accessible way to reinforce their learning, allowing them to associate with the content playfully. It gives teachers an effective tool for assessing student progress, identifying difficulties, and applying personalized teaching strategies. In addition, this project is viable thanks to the ease of access to the platform, its compatibility with different devices, and its accessibility in both face-to-face and virtual environments, which contract its implementation without high costs or complex technological requirements.

4. OBJECTIVES

4.1 General Objective

- To identify the use of Kahoot to improve EFL learners' vocabulary in the fourth grade EGB of the San Francisco Asis Educational Unit in the Canton of Salcedo.

4.2 Specific Objectives

- To analyze previous studies and theoretical frameworks on vocabulary acquisition for EFL students in the fourth grade EGB of the San Francisco Asis Educational Unit in Salcedo Canton.
- To determine the vocabulary level of 4th-grade EFL students.
- To describe the results using Kahoot in improving vocabulary in EFL students.

5. ACTIVITIES AND TASK SYSTEM

Specific Objectives	Activities/tasks	Activity Results	Verification Means
To analyze previous studies on vocabulary acquisition in EFL students in the fourth grade EGB of the San Francisco Asis Educational Unit in Salcedo Canton.	<ul style="list-style-type: none"> • Searching for bibliography information related to the research. 	<ul style="list-style-type: none"> • Summarize papers, theses, and eBooks about previous research. 	<ul style="list-style-type: none"> • Theoretical Framework
To determine the vocabulary level of 4th-grade EFL students.	<ul style="list-style-type: none"> • Applying a pre-test and a post-test for vocabulary assessment. 	<ul style="list-style-type: none"> • A questionnaire for pre-test and post-test assessments. 	<ul style="list-style-type: none"> • Pre-test • Post-test
To describe the results using Kahoot in improving vocabulary in EFL students.	<ul style="list-style-type: none"> • Analyzing the gathered data. 	<ul style="list-style-type: none"> • Interpreted the obtained results. 	<ul style="list-style-type: none"> • Conclusions • Recommendations

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

To support the current research project and to conduct an analysis of the impact of the tool "Kahoot" on English vocabulary acquisition, several previous studies were taken into account. Notably, the studies and papers referenced in this research are the work of professional researchers and are accessible through a variety of academic search engines, online journals, and institutional digital repositories.

Ayumi and Chan (2022) developed a research work that aimed to see how the Kahoot tool contributes to students' vocabulary improvement in intermediate reading and writing classes. This study applied an experimental methodology with an appropriate intervention to collect and analyze the data to improve student's vocabulary. It included a pre-test and a post-test made by the students. A pre-test was taken at the beginning of the semester to identify the meaning of 100 words. Before the end of the semester, students did a post-test filled out a survey, and checked their responses using the Kahoot tool. Moreover, the study was applied to students in the Intermediate Reading and Writing class in the 2019-2020 academic year, so 11 people enrolled in the course participated.

Moreover, the results showed a great improvement. In addition, the previous study work was a great contribution to the present work because it shows an increase in students' performance when identifying the meaning of context. Kahoot promotes good learning through vocabulary activities.

Katamba et al. (2022) developed research that aimed to determine if male and female students learn vocabulary the same way using Kahoot games. This study uses quantitative research, a pre-test and a post-test were administered to sixty-eight seventh-grade students. These tests include a pilot test with fifty multiple-choice questions. A pre-test with thirty questions was reliable and significant for both groups, the purpose of the pre-test measures the students' previous vocabulary knowledge in both groups before using the app game. A post-test to determine the students' level of improvement after using Kahoot games. Furthermore, the results showed a great improvement between the female and male participants. However, it was more interesting to be able to determine the learning results in the male group, since the research was more motivating for this

group than for the female group that concentrated on the games but did not develop sufficiently.

Navin Kumar and Sivakami (2024) conducted a study to assess the impact of Kahoot gamification on improving the grammar acquisition of young learners of English as a second language. The study involved 68 sixth-grade students from two educational institutions in the city of Chennai, India. Moreover, the study also applied pre-experimental quantitative research that helped in data collection. Both the pre-test and post-test were designed with 25 items, divided into two sections. The first section used for “Select the most appropriate prepositions” consisted of fifteen multiple-choice questions, followed by the second section “Fill in the blanks with the most appropriate preposition” consisted of ten questions. Finally, the results that the authors obtained were a high percentage of satisfaction and motivation in students, concluding that it is a good application that keeps students confident of wanting to learn a new language and they found it easy to use the Kahoot application very useful even with the content that is desired or required to teach. This study also contributes positively to the research by showing that Kahoot is a useful tool not only for young people but also for children allowing them to feel motivated and interested in learning, Kahoot has no age limit and is accessible.

Another research work developed by Min et al. (2022) studied 10 low-achieving students from a Chinese primary school in the Kluang district. In addition, this research used a quasi-experimental quantitative research method with a group sample of the pre-test and post-test design. The research instrument included two instruments: a questionnaire adapted from Bicen and Kocakoyun’s model and a Malay vocabulary test was self-developed. The questionnaire consisted of 13 items to measure the respondents’ perception level. The test consisted of 15 vocabulary items. Each item has 2 points and the total points for this vocabulary test is 30 points. The vocabulary test has multiple choice, true and false, and fill-in-the-blank questions. As a result, the researchers obtained good results, showing a significant effect on students’ perception and performance after using Kahoot to learn vocabulary. In addition, the authors conclude that learning English vocabulary through this application is a preferred pedagogical tool for teachers, basing their choice on the various processes and activities inherent in the Kahoot learning method.

Lutfiah (2023) researched to evaluate the effectiveness of Kahoot in teaching vocabulary and to determine the significant impact of its implementation. The study was conducted with a group of 46 eighth-grade students belonging to Mts A I-Hidayah educational institution located in Purwokerto, specifically in the Bayunas area. In addition, this research used a quasi-experimental and quantitative approach. After the application process, the researcher used a pre-test and post-test with multiple-choice questions. Finally, the results obtained by the author were good considering the different scores obtained by the students in the various tests. Therefore, the participants found the Kahoot tool useful and it had a significant impact on learning and vocabulary mastery.

Another research developed by Tenecota (2022) in their project entitled "M-Learning (Kahoot App) And Vocabulary" referred to 23 students (9 - 10 years old) of 5th grade from "Unidad Educativa La Granja". This research used a quantitative research method. In addition, the research instrument used was a pre-and post-test, a survey, and a series of interventions, in addition to data collected after the development of the Cambridge standardized test (Pre A 1 Starters). The data obtained from the administration of the test gave them insight into the vocabulary level of the students. The information collected by the researchers was analyzed and good results were obtained, showing a significant effect when implementing a series of activities, videos, use of the Kahoot application, and pictures. In addition, when the survey was administered, the students mentioned that the Kahoot activities helped them recognize and remember the vocabulary they had learned in class. In conclusion, the author mentions that the students improved their vocabulary learning through the activities provided by the Kahoot application.

Mawarni and Susanto (2021) conducted a study to determine the effectiveness of the interactive game Kahoot as a didactic tool for teaching vocabulary. The study involved 71 tenth-grade students who were divided into two groups: an experimental group of 36 students and a control group of 35 students. In addition, the researchers used a quasi-experimental design to aid in data collection. The research instrument used was a Google Form test to infer the difference between before and after using the Kahoot game. In conclusion, the authors mention that teaching vocabulary through the fun Kahoot game was effective, therefore they suggest teachers use the fun game in teaching vocabulary.

Hadijah et al. (2020) proposed in their article titled "Interactive game 'Kahoot!' as the Media of Students' Vocabulary Assessment". The research focused on collecting

students' perspectives on this application as a means of lexical assessment, specifically in a public high school in the Yogyakarta region of Indonesia. In this paper, they conducted qualitative research with the voluntary participation of five students. The instrument they used refers to semi-structured interviews with follow-up questions based on the responses of the participants, the questions were elaborated by the research question and objectives. Therefore, the results of this study indicate that the use of Kahoot produced a positive attitude towards vocabulary tests, so the students think that by using Kahoot they feel more focused and interested when developing vocabulary tests.

6.2 THEORETICAL FRAMEWORK

6.2.1 Information and Communication Technology (ICT) Tools

ICT tools are a set of networks, software, services, and devices such as computers, smartphones, programs, and websites that include technologies for storing, processing, retrieving, and communicating information through various electronic and computing devices (Giri & Pavithra 2023). The purpose of ICT tools is to improve the quality of life in schools in an environment where ICTs serve to communicate, create, and disseminate information more efficiently, as a way of accessing knowledge and improving the capacity of students and teachers through the use of ICTs, i.e. they are theoretical, creative and individualized tools that allow students to express their knowledge and prepare them to face the technological changes that happen in society or their jobs (ICT in Education n.d.).

For this reason, Bhandari & Bhandari (2024) mention that ICT offers teachers the opportunity to learn more about technology by having to adapt to new teaching methods and theories, so that students who belong to disadvantaged groups, who particularly lack access to technological and learning tools, they risk slowing down their progress in education. This is why ICT is necessary in this new era, as it will make it possible to improve learners' language skills and provide quality education through access to reliable and effective learning resources.

6.2.2 Importance of ICT Tools in Education

ICT tools are essential for the integral formation of students at all levels of education, since they allow the development of digital skills and competencies, enhancing the teaching-learning process with innovative and dynamic methodologies. The use of ICTs in education and teaching English is considered a fundamental tool for the integral formation of students at all educational levels, as they allow access to academic resources and lucrative online materials so that ICT tools will enable the development of interactive and dynamic classes, generating participatory teaching through digital games and didactic platforms that increase motivation and efficiency in learning (Bhandari & Bhandari, 2024).

Giri & Pavithra (2023) mention that ICT in education and society is important and will continue to develop in the coming years, thus contributing favorably to education being a support tool for many traditional subjects, in addition to knowing that teachers use ICT to improve the teaching-learning process. That is why teachers must have skills and techniques to be able to teach classes successfully, being so that modern technology and education require knowledge of ICT by teachers. These are used with their skills thus proposing an efficient and productive teaching that will give solutions and support to teachers in the understanding of technology that is included with teaching in the classroom.

6.2.3 Advantages of the use of ICT Tools

ICT tools help students access quality education, be more creative, and develop imagination and initiative, therefore the new technological tools bring improvement and dynamism to students. The advantages of its use are:

- It allows students to improve their concentration when performing activities through didactic tools.
- Increases motivation and attention levels, contributing to greater efficiency in the learning process.
- Allows students to develop critical thinking and contribute new ideas.
- Allows students to learn on their own time, fostering independence and flexibility.
- Increases student interest and group work, improving classroom productivity and learning.
- Encourages close dialogue between students and teachers through various channels more spontaneously and less formally.
- Allows new learning methods and new educational methodologies ("7 Advantages and Disadvantages of ICTs in Education", 2023).

6.3 Educational Tools

Educational tools are designed to support students, teachers, and parents in enhancing and reinforcing learning at all academic levels. With advancements in technology and the increased accessibility of Internet services, these applications have become essential resources for educators. They are characterized by their multimedia

nature, integrating videos, images, audio, text, and interactive elements to create engaging learning experiences.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), “Digital innovation has demonstrated powers to complement, enrich and transform education, and has the potential to speed up progress towards Sustainable Development Goal 4 (SDG 4) for education and transform modes of provision of universal access to learning.” The emergence of technological tools and, with them, educational applications, have improved the quality of education, supporting teachers, and improving the training of students.

6.3.1 Tools for Improving English Learning

Technological tools have revolutionized current teaching methods. These innovative tools make it possible to adapt the learning process to the pace of each student, improving the experience and development of essential skills in their education. Incorporating these tools into the classroom contributes to more personalized and effective instruction.



Socrative: The Socrative application is a free pedagogical tool facilitating interaction and assessment in virtual learning environments. It allows teachers to create customized question-and-answer systems, ensuring an accessible teaching methodology for students. Through an intuitive interface, it promotes distance learning by efficiently connecting teachers and students, offering feedback mechanisms that enrich the teaching-learning process in an organized and dynamic way (Edwards, 2023).



EdPuzzle: The Edpuzzle digital tool revolutionizes the educational experience by allowing teachers to incorporate high-quality audiovisual content into their classes and create material tailored to students' needs. Through an easy-to-use interface, it offers solutions to students' problems by providing them with didactic materials and an instant feedback system that improves the overall quality of learning. It also allows

teachers to monitor student interaction with the video content in real-time, based on level and performance (Alvarez, 2024).



Edmodo: Edmodo is a simple educational application that allows access to registered students and teachers and is available in several languages. It will enable teachers to create courses on the platform by subject or topic, with the possibility of attaching various documents, files, forms, images, and videos. Each course can have a grading system, and teachers can create quizzes, forums, tests, assignments, and assessments to measure learning objectives and continuously improve the educational process (Kaba, 2021).



Quizlet: Quizlet is an innovative technology tool that revolutionizes vocabulary learning through digital flashcards, providing students with an interactive and customizable learning experience. Unlike other flashcard learning applications, Quizlet offers multiple modes of use that adapt to different learning styles and educational needs. The highlight of this platform is its ability to allow users not only to create and study vocabulary but also to track their learning progress in detail in open-ended and interactive tasks that will enable monitoring the student's progress at the individual and class level (Sundaram, 2021).



Duolingo: Duolingo is a language learning application that allows users to learn nearly 39 languages. Its method is unique in that it helps develop the four main skills of a new language: listening, speaking, reading, and writing. Thanks to its practical and interactive approach, Duolingo has become very popular with students and people who want to learn a new language in an easy and fun way (“Duolingo-advantages and disadvantages”, 2022).



Quizizz: Quizizz is a fun and practical digital tool for students, enabling interactive and dynamic assessments. The application allows students to demonstrate their knowledge anytime, anywhere, while for teachers it represents a simple way to assess academic progress. Its main advantage is that it makes learning more enjoyable, allowing students to practice and improve their skills autonomously, without the pressure of a traditional exam (Narpila et al., 2023).

6.4 Kahoot

Kahoot is an innovative educational technology platform that uses a question-and-answer system to transform traditional learning into an interactive and engaging experience for students at all levels of education. According to Ayumi & Chan (2021), the Kahoot platform increases student motivation and participation through its game-based learning approach, effectively encouraging active engagement in the learning process. The platform operates through a simple registration system that allows educators to join a growing community of teachers using the application as an effective educational resource. This is in line with Tenecota's (2022) perspective: "To make learning more fun, the goal of Kahoot is to learn for life. Curiosity and play are two ways to develop new talents in life" (p.6), emphasizing the platform's commitment to creating lasting and meaningful learning experiences.

6.4.1 Challenges and Solutions in the Kahoot Application

Implementing Kahoot as an educational tool presents several challenges that require specific solutions to maximize its effectiveness in the classroom. Limited access to mobile devices or Internet connectivity can be addressed through collaborative work strategies and administrative coordination to ensure the availability of technology resources. Inconsistent participation by some students, especially in competitive formats, can be managed by using a "ghost" mode or allowing anonymous involvement. Regarding content creation, teachers can leverage existing public quizzes or collaborate with other educators to develop relevant material. Finally, while Kahoot's results monitoring may seem less detailed than traditional methods, its analytics can be complemented by other assessment tools to provide a comprehensive view of student progress. Technology tools

have revolutionized current teaching methods. These innovative tools make it possible to adapt the learning process to the pace of each student, improving the experience and development of essential competencies in their education. Incorporating these tools into the classroom contributes to more personalized and effective teaching.

6.4.2 Methods for Implementing Kahoot

Implementing Kahoot in the classroom offers multiple effective instructional strategies. Teachers can begin by using Kahoot for a quick review of key concepts at the beginning or end of class, leveraging it as a formative assessment tool to monitor student progress and understanding continually. Game-based learning is enhanced by incorporating Kahoot as a gamification strategy that significantly increases student engagement and motivation. In addition, the platform facilitates the generation of discussions and debates through open-ended questions. It can be extended to collaborative projects to engage students to design their own Kahoot quizzes. Educators can organize friendly competitions between groups or classes to foster a dynamic learning environment, promoting collaboration and a healthy competitive spirit that stimulates interest in knowledge.

6.4.3 Strategies for Implementing Kahoot

Effective implementation of Kahoot in the classroom requires a multi-faceted and dynamic strategy. It is important to include different types of questions, such as true/false and multiple-choice, to keep students engaged and provide various difficulty levels. Each question should be tailored to the specific needs of the students and deliver relevant and challenging content. Kahoot should be integrated into a broader educational program that includes videos, readings, and hands-on activities to provide a holistic learning experience. Moderation is key to avoiding saturation, so it is important to vary the dynamics to maintain interest. Features such as 'ghost' mode can motivate learners to compete against their past performance. Organizing Kahoot activities in breakout rooms for online classes can encourage collaboration and fun. Teachers should constantly analyze the results to improve their teaching methods, provide immediate clarification, and use the answers as a starting point for deeper discussion and debate. Using Kahoot

during test review days or pre-assessment days is beneficial, allowing students to reinforce and deepen their knowledge interactively.

6.5 Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR), an internationally recognized standard defines language learners' abilities in Europe. It serves as a reference for developing language programs, curricula, and assessments in various educational and social contexts. It is divided into six levels, from A1 for beginners to C2 for proficient users, thus allowing the linguistic progress of students to be measured (Council of Europe, 2001).

The Common European Framework of Reference for Languages (CEFR) is an essential tool for teachers to assess and understand the linguistic progress of learners. It enables the number of activities a learner can complete and the level of understanding at each stage of the teaching-learning process to be accurately identified. Through this framework, teachers can systematically monitor the development of their students and identify areas needing reinforcement, bearing in mind that each level set has specific objectives and requires a detailed assessment of individual competencies. One of the most striking features of the CEFR is its effectiveness in explaining and differentiating between different levels of learning for developing communicative skills and extending knowledge of the target language (Prajapati, 2022).

6.6 Receptive and Productive Skills.

In secondary education, language skill integration refers to an approach whereby receptive skills (reading and listening) are merged with production practice tasks in one language lesson. This method will develop all of the skills in context, through well-planned activities and authentic materials. One example could be reading an article, sharing and discussing the content with other group members in person or on email threads; next: access a podcast related to the topic being discussed and do a reflection summary/opinion. This approach benefits in developing the student's fluency and communication competence and raising their retention affecting their ability to use language practically (Masduqi & Fatimah 2023).

Nuralievna (2021) emphasizes the importance of receptive and productive skills in the English teaching-learning process. These skills require significant effort on the part of the student and are developed through specific techniques that include listening comprehension, oral expression, reading, and written expression. In teaching English, it is essential to identify the skills that best suit each student and their particular learning style. Implementing activities that focus on these skills will not only enhance the learning process but also produce positive results on the assessment. In this way, with proper support from teachers, students can effectively develop each of these skills during their learning process.

6.7 Use of Vocabulary

Nematov (2023) argues that vocabulary management is the most important factor in enhancing lexical competence, critical thinking, and decision-making in learners. In the educational context, the acquisition and appropriate development of vocabulary is considered a fundamental element in learning a new language. Nation (2001) reinforces this idea by noting that native speakers recommend that second-language learners master a wide range of words. Thus, appropriate vocabulary use provides multiple opportunities to learn different types of terms in a variety of contexts.

According to Barrionuevo et al. (2021), vocabulary is fundamental to both oral communication and language development, with the latter emphasized as necessary for the acquisition of vocabulary from its foundations. The process goes beyond mere memorization or word counting, as it also requires the mastery of grammatical skills that, in conjunction with vocabulary, facilitate the explicit representation of concepts. Tenecota (2022), emphasizes the importance of educators designing appropriate activities that promote the acquisition of new vocabulary. In turn supports lexical development, comprehension, and expression. By using this method, the learner can not only memorize words but also acquire new language through visualization and repetition of information.

6.7.1 Methods for Assessing Vocabulary Progress

Second language acquisition requires a fundamental basis for teaching vocabulary to beginner-level English language learners, as expanding vocabulary at an early stage is key to communicative development. Therefore, teaching vocabulary at the early levels

requires innovative strategies, and it is essential to create engaging activities that enable the retention of words and develop effective communication skills. Karshiyeva (2024), mentions certain methods that enable word retention "Interactive and Visual Learning Techniques".

- **Vocabulary Matching Game:** Students receive cards with words and their definitions or images. The goal is to connect each word with its corresponding meaning or picture. This interactive activity enhances vocabulary retention and promotes active learner engagement.
- **Picture Dictionary:** A learning tool that pairs words with images, helping learners connect vocabulary to meanings intuitively. It promotes self-directed language exploration and makes word acquisition more memorable and engaging.
- **Incorporating Learners' Interests:** Teachers engage students with personal passions, real-world materials, and choices. This approach motivates, makes language relevant, and helps students connect with language.
- **Assessment and Feedback:** are key to tracking vocabulary learning progress. Formative assessments help teachers identify areas for improvement and guide students in correcting errors and deepening their understanding (Karshiyeva, 2024).

6.8 Active Learning Vocabulary

Gruneberg and Sykes (1991), note that vocabulary knowledge can be divided into two distinct types: active and passive vocabulary.

Active and passive vocabulary are distinguished by how they are taught to the learner, that is to say, the first type of vocabulary refers to the typical vocabulary that the learner prepares to use, while the second type of vocabulary refers to words that the learner recognizes but cannot pronounce (p. 185).

Hatch and Brown (1995), distinguish between two fundamental types of vocabulary: receptive and productive. Receptive vocabulary, also known as passive vocabulary, includes those words that the learner can recognize and understand in a text even if he or she is unable to use them spontaneously in speaking or writing. On the other hand, productive or active vocabulary includes those words that the learner understands and can also pronounce and use correctly in communication.

6.9 Kahoot and English Language Teaching

Kahoot is a platform that includes various activities that motivate students and make their participation fun and competitive. In other words, instead of the traditional method of textbooks and typical repetitive vocabulary notes, Kahoot allows users to learn, socialize, and collaborate in virtual classrooms and an active learning environment (Kaur & Nadarajan, 2020). That is, Kahoot is an application where students are more engaged in learning and there is more collaboration when Kahoot is used in the classroom. Kaur & Nadarajan, (2020) explain that students enjoy participating in Kahoot and that the content presented is assumed to be engaging and fun, allowing students to participate competitively.

6.9.1 Kahoot for Vocabulary

Kahoot is an educational application that integrates various games, videos, and activities to motivate students and improve their vocabulary learning. As a free and accessible platform, it allows teachers to introduce a wide variety of topics and assess their students' prior knowledge. This tool makes it easy for teachers to organize dynamic and participatory classes, adapting the vocabulary to the level and specific needs of the students in their teaching-learning process. In addition, it serves as a means to reinforce the knowledge dictated in class and to encourage students' active participation in the correct use of vocabulary. According to Hadijah et al. (2020), using Kahoot creates positive perspectives and favorable results in vocabulary tests, as students show greater concentration and interest in their learning process.

7. RESEARCH QUESTIONS

The present study examines the difficulties faced by fourth-grade students at the United Educative San Francisco de Asís in acquiring and retaining English vocabulary. It mentions that current ineffective teaching methods lead to these educational problems. As a solution, the use of Kahoot as a didactic and educational tool is analyzed, recognizing its impact on students' memorization, vocabulary use, and motivation.

- 1.** What is the level of English vocabulary proficiency of fourth-grade EFL students?
- 2.** How useful is Kahoot in improving EFL learners' vocabulary in the fourth grade EGB of San Francisco de Asis Educational Unit in Salcedo?

8. METHODOLOGY

8.1 Research Approach

The present research was developed using a quantitative approach, focusing on collecting and analyzing numerical data to measure the impact of using the Kahoot platform on EFL (English as a foreign language) students' vocabulary learning. Creswell (2014) suggested that quantitative research is important for collecting and analyzing quantitative data on variables. The research design was quasi-experimental. According to Creswell (2014), this type of experimental research is characterized by the non-random assignment of participants, although without a control or experimental group, it was still possible to observe changes in students' vocabulary performance before and after the implementation of Kahoot. The study was descriptive as it sought to detail and analyze the results obtained from the application of measurement tools such as pre-test and post-test, as mentioned by Manjunathan (2019), "Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon being studied" (p. 863). Thus, it was possible to describe the changes observed in the vocabulary levels of the students. This methodology facilitated obtaining quantifiable and specific information about the impact of the technological tool on vocabulary learning.

8.2 Technique and Instruments

In the present investigation, different resources, both human and material, were used. In terms of human resources, the students of the "San Francisco de Asís" Educational Unit of the 4th year of EGB "A" are recognized. The material resources are a standardized test adapted and validated by teachers from the Technical University of Cotopaxi, appropriate for level A1. Other materials needed are a classroom, a computer, a projector, an Internet connection, and Cambridge Kahoot slides, as well as academic sheets and pens or pencils. Teachers from the Technical University of Cotopaxi and the San Francisco de Asis Educational Unit also participated in the research.

The instruments used in the research were a pre-test and a post-test based on the test Cambridge Assessment English (Starters) printed exam. This model was chosen because it is a standardized test and certified for the students' A1 level, ensuring that it conforms to Cambridge standards and to the students' prior knowledge.

The test focuses on the reading section and consists of three parts to assess the student's vocabulary level. The First Section has 2 questions with 7 items, the Second Section has 2 questions with 7 items and the Third Section has 1 question with 3 items, for a total of 5 questions with 17 items.

In Section 1 (Multiple Choice), the First, three questions present sentences describing multiple-choice graphs. Students must read each sentence and select the correct graph. The Second question shows a graph with several countable objects, and students must count and select the number of objects written in letters. The purpose of this type of question is to measure the level of comprehension and interpretation of words through graphs.

In Section 2 (True/False and Complete), the First question contains 4 pictures with their corresponding sentences, and students must indicate whether they are true or false. The Second question presents three sentences with blanks to complete according to the pictures shown, selecting the correct word for each sentence. This type of question allows students to measure their ability between the facts and opinions presented in the statements and to indicate whether they are true or false.

Section 3 (Read and Complete) presents a story with three items, blank spaces, and four response options. Students must read the text and complete the blanks by selecting the appropriate words. This type of question measures the level of reading and comprehension of texts and also helps students to identify keywords when reading different texts.

For the implementation phase of the study, lesson plans based on the Kahoot interactive approach to teaching English vocabulary were designed and applied (Annexes 7). For two consecutive weeks, students participated in daily sessions for a total of seven lessons, five of which focused on vocabulary acquisition using this digital tool. Each session began with a review of flashcards to reinforce the pronunciation of keywords, followed by interactive activities in Kahoot, mainly in the Quiz and True/False modalities, the former being the most used due to its dynamism and variety of answers. These activities made it possible to assess students' progress in real-time and to adapt the lesson to their needs. The lesson plans were based on Cambridge English Vocabulary content, ensuring that the activities fit into a structured learning framework.

The study was conducted over two weeks and included five sessions, four of which were specifically dedicated to vocabulary learning using Kahoot! The methodology consisted of starting each lesson with a review of flashcards to practice vocabulary pronunciation, followed by interactive activities in Kahoot that allowed for the collection of data on student progress.

8.3 Participants

This research was conducted at the San Francisco de Asis Educational Unit, located in the Canton of Salcedo, Cotopaxi Province. The participants were 19 students in the 4th year of EGB A, with whom the Kahoot activities and applied tests were carried out. It should be noted that the student's curriculum is based on the Common European Framework of Reference for Languages (CEFR). Therefore, the average age of the students is between 8 and 10 years old, with a starting base level of A1 as a reference.

8.4 Data Collection

The research began with the presentation of a letter to the "San Francisco de Asis" Educational Unit detailing the purpose of the project and the participating student population, which was approved by the Committee of the English Area and the Rector (Appendix 3). Parents received a report on the activities and objectives of the study and gave their consent for their children to participate in the research process (Appendix 5). The students agreed to participate under the guarantee of confidentiality, assuring that their identities and faces would not be revealed during the practice and evaluation process. Finally, when all the written information was accepted, the evaluation and practice process continued to obtain the results of the research.

9. ANALYSIS AND DISCUSSION OF RESULTS

The results were analyzed and interpreted from the data collected through a pre-test and a post-test, both adapted from the Cambridge Assessment English standardized tests (Pre-A1 Starters). The assessments were applied to 19 students from the 4th year "A" of the "San Francisco de Asís" Educational Unit. The structure of both tests was divided into Three Sections. During the data collection process, and at the request of the Educational Unit, the confidentiality and privacy of the information was guaranteed. For this reason,

in the data analysis, the names of the students were replaced by codes (S1, S2... S19), thus indicating the number of participants in the research. The objective of these tables is to present the comparative results of each section evaluated in the pre-test and post-test.

Table 1

Pre-Test Results

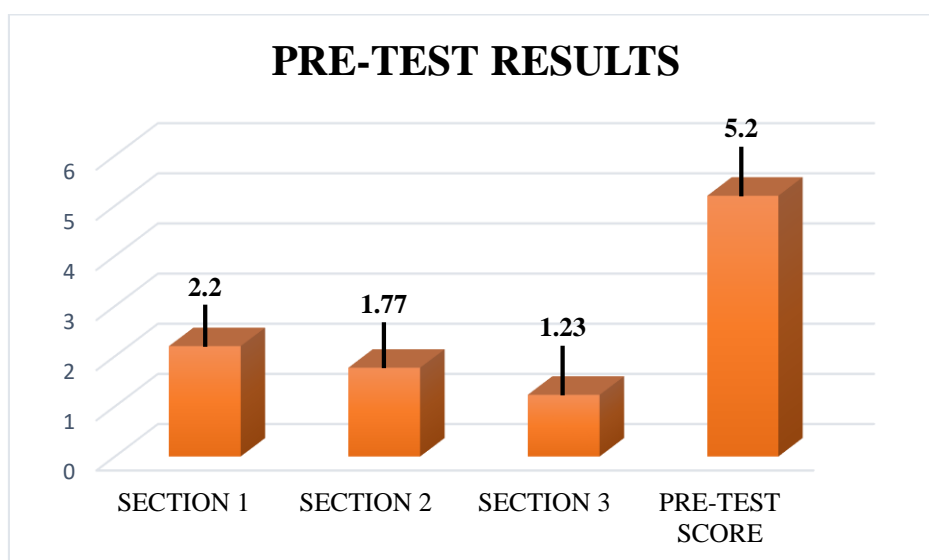
PRE-TEST RESULTS

	SECTION 1 Multiple Choice Questions	SECTION 2 True and False	SECTION 3 Read and complete	PRE-TEST SCORE
<i>AVERAGE</i>	2.2	1.77	1.23	5.2

Elaborated by: Garnica, M. (2024)

Figure 1

Pre-Test Results



Elaborated by: Garnica, M. (2024)

Analysis and Interpretation

To evaluate the English vocabulary level of the students, a diagnostic pre-test was conducted with 19 students of the 4th grade "A", of the Educational Unit "San Francisco de Asís". The test was adapted from the Cambridge Assessment English standardized assessment model (Pre-A1 Starters). The assessment instrument consists of three sections

with a total of 17 items, distributed as follows 7 items in Section 1, 7 in Section 2, and 3 in Section 3. The maximum score is 10 points, with sections 1 and 2 each worth 4 points and section 3 worth 2 points. The results obtained after taking the pre-test are presented below in the form of a table and a graph.

In the First Section of multiple choice questions, students averaged 2.20 out of 4. In the Second Section of true/false questions, they averaged 1.77 out of 4. Finally, in the reading and writing section, students averaged 1.23 out of 2. The sum of the scores resulted in 5.20 out of 10, indicating an intermediate level (Pre A1 Starters) of English vocabulary knowledge.

After administering the pre-test, the analysis of the data revealed the main difficulties and strengths of the students in each section. In the First Section (Multiple Choice Questions), students scored an average of 2.20 out of 4 points, which showed that they had difficulty relating sentences to specific vocabulary and characteristics of graphs. This difficulty was directly related to a limited understanding of English vocabulary and a lack of practice.

The Second Section (True and False) yielded an average score of 1.77 out of 4, where students showed considerable difficulty in associating pictures with text. The main challenges were confusion with similar words and a lack of visual recognition of vocabulary.

In the Third Section (Read and Complete), students scored 1.23 out of 2. Although they showed relatively better ability in reading comprehension and keyword identification, some students struggled due to a lack of concentration and confusion with multiple-choice vocabulary.

Nation (2001) highlights the importance of vocabulary learning, pointing out that knowledge of new words is essential to learning a new language. The English vocabulary is extensive, and even native speakers continue to learn new words throughout their lives, highlighting the complexity and ever-evolving nature of the language. On the other hand, Katemba et al. (2022) state that the use of a pre-test is an effective tool to measure students' prior vocabulary knowledge, as it allows them to assess their level of competence and establish a basis for future educational interventions.

Table 2

Post-Test Results

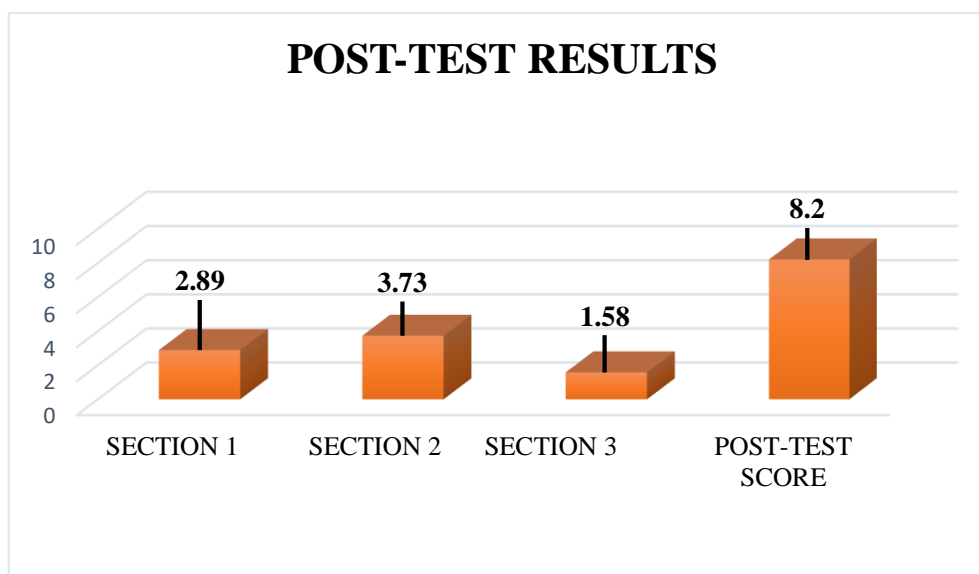
POST-TEST RESULTS

	SECTION 1 Multiple Choice Questions	SECTION 2 True And False	SECTION 3 Read And Complete	POST-TEST SCORE
AVERAGE	2.89	3.73	1.58	8.2

Elaborated by: Garnica, M. (2024)

Figure 2

Post-Test Results



Elaborated by: Garnica, M. (2024)

Analysis and Interpretation

After administering a pre-test to the students and determining their vocabulary level as shown in the table above, a practice process was conducted for two consecutive weeks. During this period, the Kahoot tool was used as a teaching tool to improve and develop English vocabulary knowledge. This strategy made it possible to demonstrate the impact of the application on the student's learning.

At the end of the practice sessions with Kahoot, a post-test was conducted to evaluate its effectiveness. The results showed a significant increase in student performance, as shown in the table and graph. In Section 1, students scored an average of

2.89 out of 4; in Section 2, the average score was 3.73 out of 4; and in the final section, the average score increased to 1.58 out of 2. Overall, the post-test score was 8.20 out of 10. These results show that the use of Kahoot had a positive impact on the students because it allowed them to practice and review vocabulary interactively. In addition, the activities offered by this tool were key to the teaching-learning process, as its motivating, dynamic, and interactive nature managed to capture the attention of most students. In particular, a significant change was observed in the evaluations, mainly in section 2 of the post-test, where a significant improvement was recorded compared to the pre-test.

Research conducted by Brown (2007) found that: Kinesthetic learning through digital tools, Kahoot, promotes interaction and engagement among students when learning a new language. Therefore, Reid (1995) mentioned: "Studies that have included kinesthetic styles with results that confirm the importance of addressing these preferences among learners (p. 130)". Therefore, the kinesthetic style of the Kahoot tool ensures motivation, interaction, and active participation of students. On the other hand, Dörnyei's (2001) research provides insight into the importance of motivation in English language learning. He stated that "motivational strategies are techniques that promote individual goal-directed behavior. Because human behavior is quite complex, there are many different ways to promote it; in fact, almost any influence a person is exposed to can potentially affect his or her behavior (p. 28). This means that motivation to learn a new language depends on several factors that the student is exposed to and that make him or her feel comfortable learning a new language.

9.1 Pre-Test and Post-test sections: Average of student's

Table 3 and Figure 3 show the average obtained in Section 1 "Multiple Choice Questions" about the correct answers of all students in both the pre-test and the post-test.

Table 3

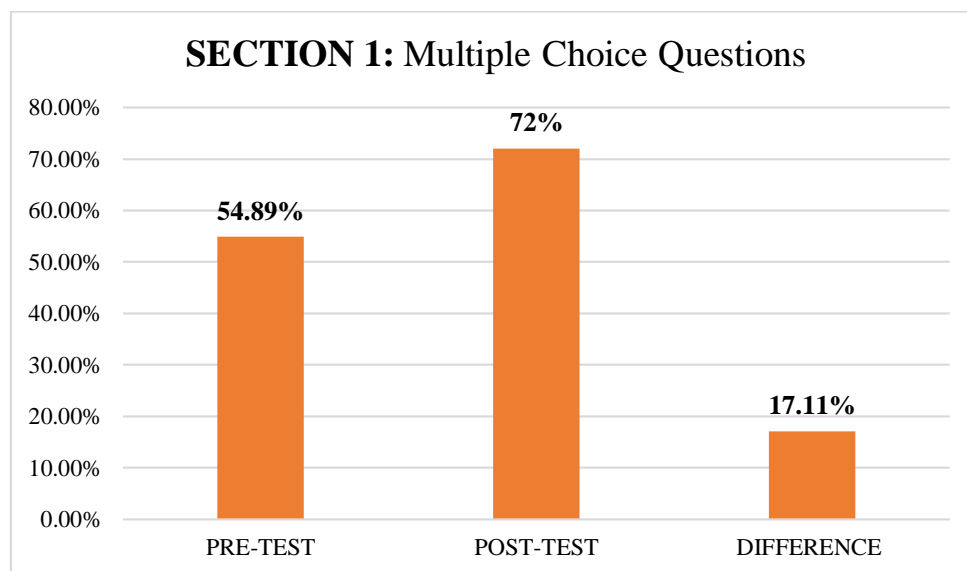
Section 1: Multiple Choice Questions Pre-Test/Post-Test

<i>SECTION 1: Multiple Choice Questions</i>			
	PRE-TEST	POST-TEST	DIFFERENCE
<i>AVERAGE</i>	54.89%	72%	17.11%

Elaborated by: Garnica, M. (2024)

Figure 3

Section 1: Multiple Choice Questions Pre-Test/Post-Test



Elaborated by: Garnica, M. (2024)

Analysis and Interpretation

In Section 1, the data reflected in both the table and the graph show a significant increase in the student's performance in the assessment based on multiple-choice questions. It can be seen that before implementing the Kahoot tool, students scored an average of 54.89% in the pre-test. After using Kahoot in class, the post-test score increased to 72%, an improvement of 17.11%. This increase in the post-test indicates that

Kahoot facilitated learning English vocabulary and allowed students to improve their performance on multiple-choice questions. The 17.11% difference significantly impacts the methodology applied through the game, improving both vocabulary retention and comprehension.

For their part, Plump and La Rosa (2017) highlight that educational platforms such as Kahoot provide teachers with a versatile and effective tool that encourages participation, interaction, and support in the classroom. Furthermore, they point out that the use of this strategy significantly improves students' performance on multiple-choice tests. In short, the improvement shown in the table and graph confirms that Kahoot is an effective strategy for strengthening English vocabulary learning. These findings are consistent with previous studies on the impact of game-based learning in education, highlighting its positive influence on student motivation and academic performance.

Table 4 and Figure 4 show the average obtained in Section 2 "True and False" about the correct answers of all students in both the pre-test and the post-test.

Table 4

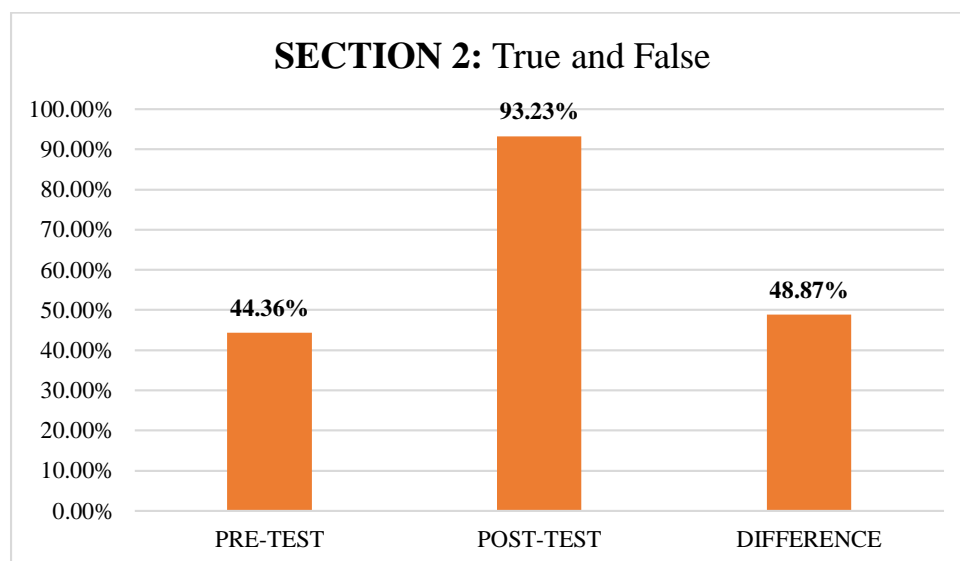
Section 2: True and False Pre-Test/Post-Test

<i>SECTION 2: True and False</i>			
	PRE-TEST	POST-TEST	DIFFERENCE
<i>AVERAGE</i>	44.36%	93.23%	48.87%

Elaborated by: Garnica, M. (2024)

Figure 4

Section 2: True and False Pre-Test/Post-Test



Elaborated by: Garnica, M. (2024)

Analysis and Interpretation

The data obtained in Section 2 shows a significant increase in the student's performance when the questions were based on true or false. Table 4 and Figure 4 reflect a significant change: in the pre-test, students scored an average of 44.36%, while after the implementation of Kahoot and the practice sessions, the score in the post-test increased to 93.23%. The difference between the two assessments was 48.87%, indicating a significant improvement in the student's ability to correctly answer the true/false questions. This increase of approximately 50% suggests that the use of Kahoot was highly

effective and significant in improving understanding and memorization of English vocabulary. Repetition and interaction with the tool likely facilitate the retention of keywords, which is reflected in the high performance on the post-test.

According to Wang (2020), game-based learning platforms, such as Kahoot, manage to increase student's engagement in the learning process and favor the retention of words and knowledge. For her part, Zarzycka-Piskorz (2016) highlights that specific elements within games motivate students to actively participate. Furthermore, she states that online games such as Kahoot are effective tools for improving vocabulary acquisition.

As a result of the significant improvement shown in the table and graph, it is suggested that Kahoot contributed to students' understanding and recall of English vocabulary more effectively. Furthermore, these findings are consistent with previous research on the impact of educational games in language learning, confirming their effectiveness as an effective pedagogical strategy.

Table 5 and Figure 5 show the average obtained in Section 3 "Read and Complete" about the correct answers of all students in both the pre-test and the post-test.

Table 5

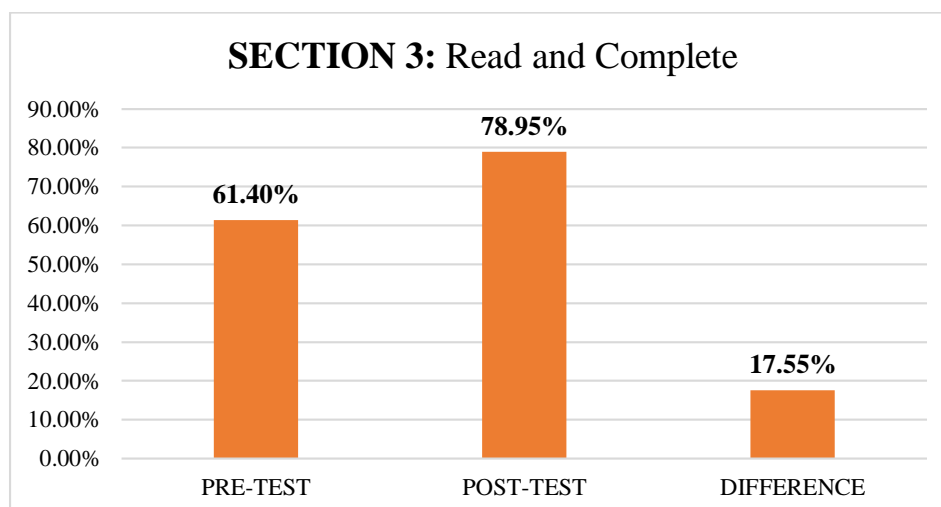
Section 3: Read and Complete Pre-Test/Post-Test

<i>SECTION 3: Read and Complete</i>			
	PRE-TEST	POST-TEST	DIFFERENCE
<i>AVERAGE</i>	61.40%	78.95%	17.55%

Elaborated by: Garnica, M. (2024)

Figure 5

Section 3: Read and Complete Pre-Test/Post-Test



Elaborated by: Garnica, M. (2024)

Analysis and Interpretation

The data obtained in the Third section, which assesses reading and reading comprehension, show a significant improvement. The initial score in the pre-test, with an average score of 61.40%, shows that students started from a moderate level in this skill, indicating that they had some prior knowledge to recognize vocabulary in reading before using Kahoot. This initial result was used to establish a baseline against which to measure progress after using the tool. After implementing the Kahoot intervention and completing several practice sessions, the results of the post-test indicated a significant improvement, with an average score increasing to 78.95%. This difference of 17.55% reflects that the

interactive activities implemented through Kahoot not only contributed to the development of reading skill but also motivated students and reinforced their learning of English in a dynamic and effective way. The increase in scores reflects that Kahoot helped students increase their understanding of vocabulary and improve their ability to apply this knowledge in practical contexts.

Wang and Thair (2020) suggest that using the Kahoot tool has a significant impact on student learning and motivation. They highlight that Kahoot encourages active participation and facilitates knowledge retention through gamification, an approach that makes learning an interactive and engaging experience for learners.

According to Zhao (2019), gamification-based tools such as Kahoot help students improve their vocabulary learning. Zhao acknowledges that interactive games are an effective supplement that increases vocabulary retention in addition to improving students' ability to read, comprehend, and complete texts.

In conclusion, the use of Kahoot can significantly improve vocabulary learning because it is a tool that has a positive impact on the teaching-learning process, motivating students and increasing their active participation in the classroom.

Table 6 and Figure 6 show the average number of correct answers obtained in both the pre-test and the post-test, which shows a significant improvement after applying the treatment using the Kahoot tool.

Table 6

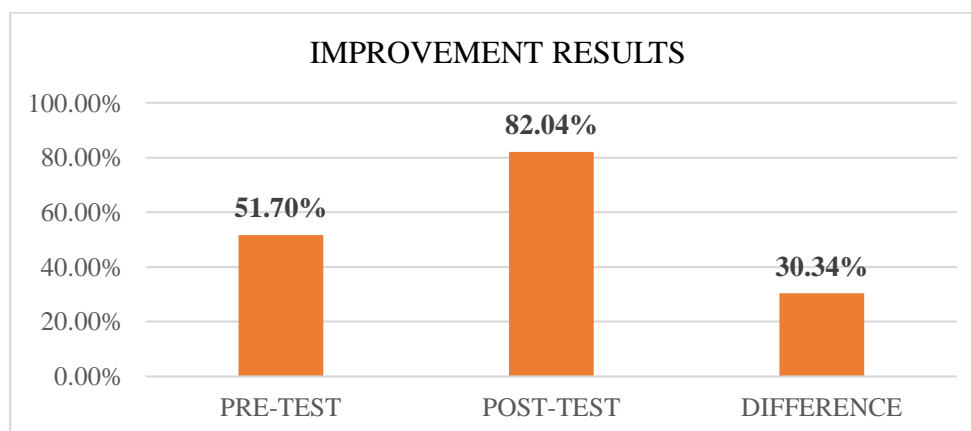
Improvement Results

<i>IMPROVEMENT RESULTS</i>			
	PRE-TEST	POST-TEST	DIFFERENCE
<i>AVERAGE</i>	51.70%	82.04%	30.34%

Elaborated by: Garnica, M. (2024)

Figure 6

Improvement Results



Elaborated by: Garnica, M. (2024)

Analysis and Interpretation

Table and Figure 6 shows the results obtained by all students in the pre-test and post-test, allowing us to evaluate the effectiveness of Kahoot in learning vocabulary through the practical process. In the pre-test, students achieved an average score of 51.70%, indicating a low or intermediate level of understanding and skill before the intervention, highlighting the need for improvement through practice. After implementing Kahoot as an instructional tool, the average score increased significantly to 82.04%, demonstrating a significant improvement in student performance. The difference of 30.34% reflects a significant increase, suggesting that the intervention with Kahoot was highly effective throughout the teaching-learning process. This progress

between the pre-test and post-test shows that students not only increased their knowledge and skills but were also able to better retain and apply vocabulary-related words and concepts. In addition, the use of Kahoot promoted student motivation and active interaction, which contributed to positive outcomes in the practice process.

Wang and Thair (2020) claim that Kahoot is an effective tool to enhance learning through motivation and active interaction. In their research, they suggest that the use of digital educational tools promotes a dynamic and engaging learning environment.

Ultimately, the data presented in the table and figure are highly relevant as they reflect a significant improvement in student performance following the implementation of Kahoot as a practice tool

Table 7

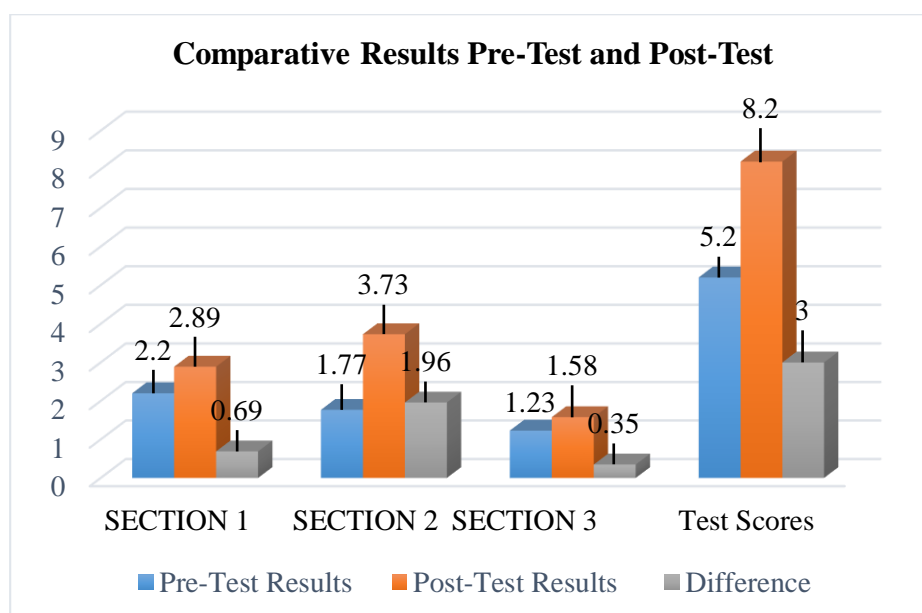
Comparative Results Pre-Test and Post-Test

Criteria	Pre-Test Results	Post-Test Results	Difference
SECTION 1 MULTIPLE CHOICE QUESTIONS	2.2	2.89	0.69
SECTION 2 TRUE AND FALSE	1.77	3.73	1.96
SECTION 3 READ AND COMPLETE	1.23	1.58	0.35
<i>Test Scores</i>	5.2	8.2	3

Elaborated by: Garnica, M. (2024)

Figure 7

Comparative Results Pre-Test and Post-Test



Elaborated by: Garnica, M. (2024)

Analysis and Interpretation

Table 7 and Figure 7 present the students' scores on a 10-point scale, showing a clear comparison between the results obtained before and after using Kahoot to improve vocabulary learning. Both the table and the figure highlight the positive impact that this tool has had on students' performance and allow us to accurately visualize the progress made in each of the sections evaluated. The table is divided into Three Sections: multiple-

choice questions, true/false questions, and a read-and-complete section. In Section 1, students scored an average of 2.2 on the pre-test; after using Kahoot, the average on the post-test increased to 2.89, an improvement of 0.69 points. This suggests that Kahoot helped to slightly improve performance on multiple-choice questions by increasing repetition and interaction with vocabulary. In Section 2, the average score on the pre-test was 1.77 points, while on the post-test it increased significantly to 3.73 points, an improvement of 1.96 points. This significant increase suggests that Kahoot improved students' ability to differentiate between true and false statements, highlighting the importance of feedback and repetition in the learning process. In Section 3, students scored an average of 1.23 on the pre-test, which increased to 1.58 on the post-test, an improvement of 0.35 points. Although this section showed less improvement than the others, Kahoot also positively impacted reading and comprehension.

Overall, the total score on the pre-test was 5.2, while on the post-test it increased to 8.2, an improvement of 3 points. This increase confirms that the use of Kahoot made a significant contribution to vocabulary learning, with a noticeable impact on students' ability to correctly answer true/false questions.

Wang and Thair (2020) highlight that as a digital tool, Kahoot promotes active learning and motivates students, which in turn improves their academic performance in various knowledge areas, including the acquisition of new vocabulary. Similarly, Licorish et al. (2020) state that "the use of Kahoot increased students' learning and knowledge retention, among other positive effects such as attention and engagement" (p. 512). These authors argue that Kahoot significantly contributes to increasing student engagement and achievement in the classroom.

Table 8

Comparative Results by Student Scores

<i>STUDENT</i>	PRE-TEST SCORE	POST-TEST SCORE	DIFFERENCE of improvement
<i>S1</i>	11	17	6
<i>S2</i>	12	16	4
<i>S3</i>	9	15	6
<i>S4</i>	11	14	3
<i>S5</i>	10	14	4
<i>S6</i>	4	15	11
<i>S7</i>	10	14	4
<i>S8</i>	8	16	8
<i>S9</i>	10	16	6
<i>S10</i>	9	15	6
<i>S11</i>	9	11	2
<i>S12</i>	7	14	7
<i>S13</i>	9	14	5
<i>S14</i>	12	15	3
<i>S15</i>	9	15	6
<i>S16</i>	5	8	3
<i>S17</i>	5	11	6
<i>S18</i>	9	13	4
<i>S19</i>	8	12	4

Elaborated by: Garnica, M. (2024)

Analysis and Interpretation

Table 8 shows the students' comparative scores on a vocabulary test administered before and after using Kahoot as a learning tool. These results are key to analyzing the impact of Kahoot on students' vocabulary improvement. Overall, it is clear that all students improved their scores after using Kahoot. Although there are differences in the degree of progress between the pre-test and post-test, each student shows an increase in performance, suggesting that the tool effectively supports vocabulary learning.

In terms of individual improvement, some students showed greater progress than others. For example, Student S6 showed one of the largest improvements with an increase of 11 points in its score, from 4 points in the pre-test to 15 points in the post-test. In contrast, Student S11 showed one of the smallest improvements, with an increase of 2 points in its score, from 9 points in the pre-test to 11 points in the post-test. The average

difference between the students ranged from 3 to 6 points, representing a significant improvement in vocabulary performance. This shows that Kahoot had a positive impact on the majority of students, although some made more progress than others.

As mentioned above, Wang and Thair (2020) and Licorish et al. (2020) discuss the positive impact that digital tools have had on vocabulary learning. These authors demonstrated that gamified platforms, such as Kahoot, have facilitated interaction and improved vocabulary retention when learning a new language by providing a dynamic and motivating learning environment.

10. RESEARCH IMPACT

- This research contributes significantly to all the referent studies that validate the use of digital educational tools such as Kahoot for teaching vocabulary in English as a foreign language EFL, so this study agrees that digital resources can be used not only for vocabulary retention but also for motivation and active participation of students. It is important to mention that Kahoot encourages the development of more dynamic and innovative methods, leaving aside the traditional ways of teaching vocabulary, which allows it to be useful for new teachers and new ways of teaching and motivating students, making learning more attractive and effective.

11. CONCLUSIONS

- The studies that were analyzed in the theoretical framework identified several difficulties in acquiring new vocabulary in EFL learners. These studies showed that learners face challenges in learning. That is why the traditional teaching method proved to be a limiting factor for students to recognize new vocabulary words, which were an obstacle in vocabulary acquisition. However, the gamified approach of the Kahoot tool proved to be a strong motivator for most students, especially for students with visual and kinesthetic learning styles.
- To determine the level of English vocabulary in fourth-year students, a pre-test adapted from the Cambridge Assessment model test (A1 Starters) was applied, which allowed difficulties in vocabulary learning to be identified. The results showed that the students had problems recognizing words related to images, confusion when relating similar terms, difficulty in understanding keywords in reading, and a deficiency in vocabulary retention. To address this problem, an intervention process was implemented using the Kahoot tool, which significantly improved the acquisition of new vocabulary. The post-test demonstrated improvement and clear gains in student learning, highlighting the effectiveness of the Kahoot tool in facilitating vocabulary retention through repetition and interactive activities that captured attention and motivation. In conclusion, Kahoot is a useful and playful didactic tool, which contributed considerably to the strengthening of vocabulary in the students and favored more dynamic and effective learning.
- After the implementation of the lesson plans with the use of the Kahoot tool in the fourth year students, a post-test was applied which showed a significant improvement in performance and vocabulary learning. The results showed that students achieved a more accurate and fluent use of vocabulary, improving both the memorization and retention of words and the identification and association of terms with images. This demonstrates that the Kahoot platform fostered students' enthusiasm and active participation, promoting a greater willingness to engage in classroom activities. In summary, Kahoot contributed significantly to improving students' motivation and their acquisition of English vocabulary.

12. RECOMMENDATIONS

- Teachers should integrate Kahoot into the curriculum as a vocabulary teaching tool, not just as an occasional filler activity. This platform can be used to reinforce topics, introduce new vocabulary, and enhance learning through repetition and continuous practice. The teacher should tailor the content to the needs of each student, and adapt the Kahoot quizzes and activities to the needs and educational level of the students. Teachers should use Kahoot's game features to create a motivating environment by engaging students in group activities such as friendly competitions, team challenges, and instant feedback.
- It is recommended that educational institutions offer courses or training on the effective use of the Kahoot technology tool, including the creation of interactive and engaging content that goes hand in hand with the learning objectives of EFL students. Teachers can also choose to use the Kahoot tool not only as a teaching and learning tool, but also as an alternative method to evaluate students' performance through periodic questionnaires, to measure the effectiveness of vocabulary retention quickly and effectively, and to adapt activities according to the results obtained from the application of the evaluations.
- Future research is recommended to explore the use of Kahoot in areas such as pronunciation, grammar, and listening comprehension, as this will add to the knowledge of how technological tools can help improve different language skills in EFL learners.

There were some limitations that affected the effectiveness of using Kahoot in the classroom. One of the main challenges was the limited teaching practice time, which restricted the implementation of certain activities, particularly those focused on vocabulary reinforcement. As a result, students struggled to connect images with words due to the lack of vocabulary contextualization in complete sentences. This highlights the need for future research to explore vocabulary acquisition within meaningful contexts rather than in isolation. In this regard, Kahoot proves to be a valuable tool for enhancing vocabulary learning, as it fosters engagement, encourages active participation, and creates an interactive learning experience that helps students retain new words more effectively.

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14. ANNEXES

ANNEX 1

INSTRUMENT VALIDATION

Instruction: Read the project background information. Then, read each item of the pre-test carefully and evaluate it; add any observation to improve each item.

BACKGROUND INFORMATION

Research Project: The use of Kahoot to improve vocabulary in EFL learners

Main Objective: To identify the use of Kahoot to improve the vocabulary in EFL learners in the fourth grade EGB of the San Francisco Asis Educational Unit in the Canton of Salcedo.

The acronyms for each evaluation scale are: **L= low, M = medium, H = high.**

Pre-Test

ITEMS	VALIDITY (relationship with the objective)			READABILITY (coherence and cohesion of the item)			OBSERVATION
	L	M	H	L	M	H	
Part 1: Read the sentences and select the correct option.							
1. Ian is wearing a hat, sunglasses, shorts and sandals, he is at the beach.			✓			✓	
2. Bill and Rocko eating vegetables.			✓			✓	
3. Which is the ladybug?			✓			✓	
2: Count how many objects are in the picture and select the correct number of each object.							
1. How many crayons?			✓			✓	
2. How many candies?			✓			✓	
3. How many apples?			✓			✓	
4. How many erasers?			✓			✓	
Part 2: Look and read.							
1. Put a tick (✓) or a cross (X) in the box.			✓			✓	
2. Read the sentences and complete the blank space by selecting the correct word.			✓			✓	
Part 3: Read the story and select the correct word to complete each sentence.							
1. Mummy Duck live on a _____			✓			✓	
2. The big _____ started to crack.			✓			✓	
3. The duckling was _____			✓			✓	

VALIDATOR DATA

Full name: Sonia Jimena Castro Bungecho

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Charge: Professor

Teaching experience years: 22 years.

Highest degree: Magister

Signature: 

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Highest degree: Master's degree

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VALIDATOR DATA

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Charge: DOCENTE

Teaching experience years: 25

Highest degree: MASTER

Signature: 

ANNEX 2

Theme: The use of Kahoot to improve vocabulary in EFL learners

Objective: To identify the use of Kahoot to improve the vocabulary in EFL learners in the fourth grade EGB of the San Francisco Asis Educational Unit in the Canton of Salcedo.

Instructions:

- Read carefully.
- Select the correct option.

Part 1: Read the sentences and select the correct option.

1. Ian is wearing a hat, sunglasses, shorts and sandals, he is at the beach.



A

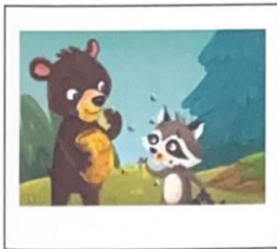


B



C

2. Bill and Rocko eating vegetables.



A



B



C

3. Which is the ladybug?



A







B



C

2. Count how many objects there are in the picture and select the correct number of each object.



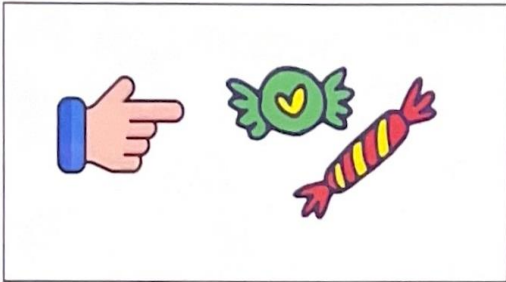
<p>1. How many crayons?</p>  <p> a. Eight b. Nine c. Four d. Three </p>	<p>2. How many candies?</p>  <p> a. Eight b. Nine c. Four d. Five </p>
<p>3. How many apples?</p>  <p> a. Eight b. Two c. Four d. Three </p>	<p>4. How many erasers?</p>  <p> a. Eight b. Nine c. Four d. Three </p>

Part 2: Look and read.

1. Put a tick (✓) or a cross (X) in the box.



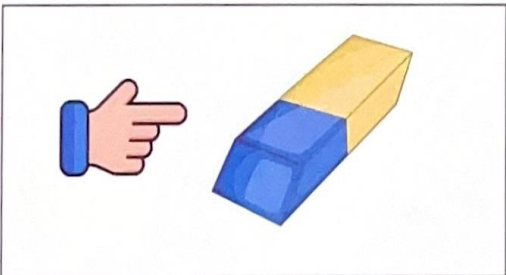
This is a lunch bag



These are candies



This is carton of milk



This is a crayon

2. Read the sentences and complete the blank space by selecting the correct word.

1. The is shining.

- a. Sun
- b. Eraser
- c. Rain
- d. Cloud



2. This is a

- a. Doll
- b. Ghost
- c. Elephant
- d. Ladybug



3. I have a

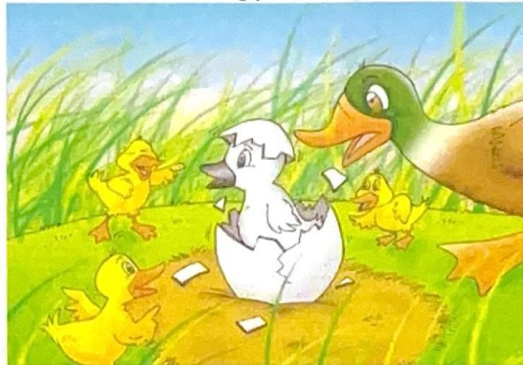
- a. Rabbit
- b. Frog
- c. Dolphin
- d. Fish



Part 3

1. Read the Story and select the correct word to complete each sentence.

The Ugly Duckling



The ugly duckling Story Time Mummy Duck lived on a farm. In her nest, she had five little eggs and one big egg. One day, the five little eggs started cracking. Tap, tap, tap! Five pretty, yellow baby ducklings came out. Then the big egg started to crack. Bang, bang, bang! One big, ugly duckling came out. 'That's strange,' thought Mummy Duck. Nobody wanted to play with him. 'Go away,' said his brothers and sisters. 'You're ugly!' The ugly duckling was sad. So he went to find some new friends. 'Go away!' said the pig. 'Go away!' said the sheep. 'Go away!' said the cow. 'Go away!' said the horse.

1. Mummy Duck live on a _____
 - a. House
 - b. Farm
 - c. School
2. The big _____ started to crack.
 - a. Duck
 - b. Egg
 - c. Baby
3. The duckling was _____
 - a. Sad
 - b. Happy
 - c. Angry

ANNEX 3

Salcedo, 29 de octubre de 2024

Señor
MSc. Juan Paredes Alarcón
RECTOR UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS
Presente. -

De mi consideración:

Expresarle un cordial saludo señor Rector, a la vez desearle éxitos en sus funciones. Quien suscribe Dra. Gina Venegas Álvarez, PhD. con cédula de ciudadanía, 0501598643, Tutora del proyecto de investigación denominado “ **The use of Kahoot to improve vocabulary in EFL learners**”, a través del presente solicito comedidamente se autorice a la señorita Melany Jhoset Garnica Rodriguez, con cédula de ciudadanía 1754039913, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y extranjeros, pueda desarrollar el proyecto arriba mencionado con los estudiantes del Cuarto grado Paralelo “A” de su distinguida institución. El objetivo general del proyecto es implementar Kahoot como herramienta para el aprendizaje del vocabulario en el idioma inglés. Dentro del proceso de investigación se seguirán los siguientes pasos:

1. Consentimiento informado
2. Aplicación de un Pretest
3. Planes de lección
4. Aplicación de los planes de lección
5. Post-test

Por la favorable atención que se de al presente, anticipo mis sinceros agradecimientos.

Atentamente,

Dra. Gina Venegas Álvarez, PhD.
0501598643
DOCENTE PINE-UTC
0995323286

ANNEX 4



UNIDAD
EDUCATIVA
SAN FRANCISCO DE ASÍS



Educando con la pedagogía del amor

OFICIO No. REC/UESFA_2024-2025/136

San Miguel de Salcedo, 06 de diciembre de 2024

Srta.
Melany Garnica

Presente. –

Reciba un cordial saludo franciscano de Paz y Bien, deseando que el Señor bendiga abundantemente su hogar. La Unidad Educativa Particular San Francisco de Asís le informa que su solicitud presentada en rectorado con fecha 29 de octubre de 2024 en donde solicita se autorice la elaboración de su proyecto de investigación denominado "The use of Kahoot to improve vocabulary in EFL learners" ha sido aprobada. Se requiere que cumpla con los lineamientos establecidos en el documento adjunto expedido por la licenciada Elizabeth Guerra coordinadora del Área de lengua extranjera de nuestra institución.

Sin otro particular, me suscribo de usted.

Atentamente,

Mg. Juan Paredes Alarcón

Rector
Unidad Educativa San Francisco de Asís

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ANNEX 5



UNIDAD
EDUCATIVA
SAN FRANCISCO DE ASÍS



Educando con la pedagogía del amor

San Miguel de Salcedo, 05 de diciembre de 2024

Mg. Juan Paredes Alarcón
Rector de la Unidad Educativa San Francisco de Asís
Presente:

Reciba un cordial saludo de Paz y Bien, por medio del presente me permito informar que, luego de haber revisado y analizado detenidamente la información del documento presentado hacia Usted, por parte de la Srta. Melanie Garnica, este no contiene datos que pueda afectar la imagen institucional. Por tanto, se recomienda:

1. Dar paso a la solicitud del trabajo de tesis, tomando en cuenta los siguientes aspectos:
 - Solicitar a la Srta. Melanie Garnica, estudiante pasante, garantizar la confidencialidad y privacidad de los datos recopilados, tanto de los estudiantes quienes serán parte del trabajo de tesis y de la institución en general.
 - Establecer parámetros para la aplicación de la evaluación y dar seguimiento al cumplimiento de los mismos.
 - Especificar la forma en la cual será aplicada la evaluación a los niños que formarán parte de la misma, como menciona en el trabajo de tesis se utilizará la herramienta tecnológica "Kahoot"

Se considera que esta oportunidad puede ser beneficiosa para nuestros estudiantes y la Unidad Educativa, siempre y cuando se cumplan las condiciones establecidas.

Agradezco su atención

Atentamente,

Lcd^a. Elizabeth Guerra Moreno
Coordinadora del Área de Lengua Extranjera - Inglés

ANNEX 6



UNIVERSIDAD TÉCNICA DE COTOPAXI
LATACUNGA-COTOPAXI-ECUADOR



Pujili, 16 de diciembre del 2024

Sres.

Padres de familia de los estudiantes de 4to "A" de la Unidad Educativa "San Francisco de Asís"

Presente

De mi consideración:

Yo, **Melany Jhoset Garnica Rodriguez**, con CI. 1754039913, Estudiante de **Octavo semestre** de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la **Universidad Técnica de Cotopaxi**, solicito muy comedidamente a sus representados del **CUARTO AÑO DE EDUCACIÓN GENERAL BÁSICA PARALELO "A" DE LA U.E. San Francisco de "Asís"**, me concedan la autorización para realizar la aplicación de mi Proyecto de Titulación: **"The use of Kahoot to improve vocabulary in EFL learners"**, en el cual se llevara a cabo ciertas actividades de acuerdo a mi tema y una evaluación que **no compromete a ninguna nota** en su transcurso educativo, a su vez servirá como recolección de datos para el trabajo antes mencionado y en conjunto solicito me concedan el permiso de capturar fotos de las clases con fines educativos, siendo **muy importante** tener en cuenta que se protegerá la identidad de cada estudiante y la privacidad de los datos recopilados.

Gracias de antemano espero poder contar con su aprobación a mi petición.

Atentamente:

Melany Garnica
1754039913
Estudiante de Octavo Semestre
Pedagogía de los Idiomas Nacionales y Extranjeros

YO _____ CON C.I N° _____
REPRESENTANTE DEL ESTUDIANTE _____
AUTORIZO REALICE LAS ACTIVIDADES QUE PROPONE, LA EVALUACIÓN Y A SU VEZ LA CAPTURA DE FOTOS CON FINES EDUCATIVOS.

FIRMA DEL REPRESENTANTE

ANEXXE 7

LESSON PLAN 1			
Teacher's name: Melany Garnica		Place: San Francisco de Asis	Number of students: 19
Topic: Pre-test		Course: 4 EGB "A"	
Object: Assess students' vocabulary level before Kahoot implementation.			
Time	Teacher's Activities	Student's Activity	Material Assessment
15 min	Presentation Explain the evaluation process to the students, taking into account that they should know certain important points to develop the test, and let them know that it will not be graded.	The students understand the rules of the evaluation process and will complete the pre-test.	<ul style="list-style-type: none"> Printed test
20 min	Practice The teacher asks the students to complete the pre-test. The teacher explains how the pre-test is composed and that the pre-test will last 20 minutes. The teacher hands out the pre-test sheets to each student. The teacher then plays the audio of the first part of the pre-test. The teacher supervises the class while the students complete the pre-test.	The students pay attention to the indications provided by the teacher. The students develop the pre-test in 20 minutes based on their previous knowledge.	<ul style="list-style-type: none"> Projector Board Computer
10 min	Production Thank the students for their participation. Mentions that they will learn about these topics in the next classes.	The students pay attention to the indications provided by the teacher.	

LESSON PLAN 2			
Teacher's name: Melany Jhoset Garnica		Place: San Francisco de Asis	Number of students: 19
Topic: Animals		Course: 4 EGB	
Learning outcome: By the end of the lesson, students will be able to learn and reinforce animal vocabulary in English.			
Time	Teacher's Activities	Student's Activity	Material Assessment
10 min	Presentation The teacher starts the class by talking about the Kahoot application and asking questions such as: Do you know the Kahoot application? Do you use the app? The teacher presents images related to the animals and repeats them with the teacher.	Students will repeat the vocabulary according to the words pronounced by the teacher.	<ul style="list-style-type: none"> Projector Computer
25 min	Practice The teacher presents slides with an explanation of Kahoot for practice. Link: https://create.kahoot.it/share/inicio-kahoot/fce5bf13-deef-430e-8192-a76e20efed3d The teacher starts the exercise with animals using slides in Kahoot and flashcards with Kahoot. Link: https://create.kahoot.it/share/animals-a1-starters/f45baba3-5622-4037-9b75-bbfc8fb67148	Students must pay attention to each question in the quiz and select the correct answer; the student with the highest quiz score wins.	<ul style="list-style-type: none"> Kahoot with questions about animals. Board Markers
10 min	Production The teacher asks the students if they felt motivated by the Kahoot application and to answer the question: What is your favorite animal?	Students pay attention to the teacher's questions and answer according to their favorite animal or the animal that caught their attention the most.	

LESSON PLAN 3			
Teacher's name: Melany Garnica		Place: San Francisco de Asis	Number of students: 19
Topic: Toys		Course: 4 EGB	
Learning outcome: By the end of the lesson, students will be able to learn vocabulary related to animals and body parts.			
Time	Teacher's Activities	Student's Activity	Material
10 min	<p>Presentation The teacher presents pictures of toys and asks students if they know them.</p> <p>The teacher teaches the names of toys in English and has students repeat them.</p>	Students pay attention to the teacher. They repeat the new vocabulary words with the correct pronunciation.	<ul style="list-style-type: none"> • Toy Images • Kahoot Slides • Board • Markers
25 min	<p>Practice The teacher plays a memory game with the pictures of the toys and asks the students to match them with their names.</p> <p>The teacher uses Kahoot with the true and false activity, students must identify if the word and the picture match. Link: https://create.kahoot.it/share/toys-vocabulary-a1-starters/5fb99f38-6348-421b-a35e-d329bbf6a14c</p>	<p>Students must match the pictures to the correct name on the board.</p> <p>Students must participate in the Kahoot game identify the pictures and match each one with its name.</p>	
10 min	<p>Production The teacher asks the students which toy they like the most and asks them to form a sentence in English with: "I like..."</p>	<p>Students must answer the teacher's question with their favorite toy, such as</p> <ul style="list-style-type: none"> • I like doll. • I like teddy bear. 	

LESSON PLAN 4			
Teacher's name: Melany Jhoret Garnica		Place: San Francisco de Asis	Number of students: 19
Topic: Clothes		Course: 4 EGB	
Learning outcome: By the end of the lesson, students will be able to identify, read, and memorize vocabulary related to clothing items using Kahoot.			
Time	Teacher's Activities	Student's Activity	Material Assessment
10 min	<p>Presentation The teacher shows a picture of several children in their clothes and writes a short sentence on the board, e.g. "Marlen is wearing a red dress and black shoes. Alex is wearing blue jeans and a white T-shirt" and asks the students to underline each child's outfit. The teacher asks each child: What is Marlen wearing? What is Alex wearing?</p>	Students should go to the board and underline the clothes each child is wearing and answer the teacher's questions.	<ul style="list-style-type: none"> • Flashcards (The clothes) • Board • Kahoot quiz • Markers • Computer • Projector
25 min	<p>Practice The teacher teaches the students to describe the clothes of others or themselves, for example: • I am wearing a yellow T-shirt and black pants.</p> <p>The teacher uses Kahoot to reinforce vocabulary recognition with a multiple-choice quiz. Link: https://create.kahoot.it/share/clothes-vocabulary-a1-starters/be8c4e4a-66cd-4c39-a8d4-137811110ab</p>	<p>Students listen to the teacher's example and participate by saying the same sentence with different clothing.</p> <p>Students participate in the Kahoot game and answer each question in the quiz.</p>	
10 min	<p>Production The teacher asks them to use the previous exercise to describe the clothes they are wearing or to form a sentence with the clothes they have already reviewed in Kahoot.</p>	Students must form sentences using the clothes and say them in front of the class.	

LESSON PLAN 5			
Teacher's name: Melany Gamica		Place: San Francisco de Asis	Number of students: 19
Topic: School Objects		Course: 4 EGB	
Learning outcome: By the end of the lesson, students will be able to identify, read, and remember vocabulary related to school objects using Kahoot.			
Time	Teacher's Activities	Student's Activity	Material Assessment
10 min	<p>Presentation The teacher shows various school items (e.g., pencil, eraser, notebook, ruler, backpack). Students guess the name of the object and repeat it to practice pronunciation.</p> <p>The teacher writes the words on the board for reference.</p>	<p>Students must guess the objects the teacher shows them and say their names in front of all their classmates.</p> <p>Students must repeat each object correctly.</p>	<ul style="list-style-type: none"> Real school objects or flashcards Kahoot quiz (prepared in advance) Student notebooks for writing and drawing
25 min	<p>Practice The teacher starts the Kahoot game with different questions, and the students have to choose the correct word from the four answers. Link: https://create.kahoot.it/share/school-objects-a1-starters/e77e4578-4ee6-498f-87b7-b63993f8b356</p> <p>After the Kahoot activity, the teacher asks the students to spell each word to memorize the classroom objects.</p>	<p>The student must participate in the Kahoot activity and select the correct answer from the four answers provided in the application.</p> <p>The student must spell each word that the teacher writes on the board and repeat it to remember the words and the object.</p>	<ul style="list-style-type: none"> Computer Board Projector
10 min	<p>Production The teacher asks the students: "What do you have in your backpack?" and students list the items in their backpack according to the vocabulary they have learned.</p>	<p>Students must answer the teacher's question and list the items in their backpack.</p>	

LESSON PLAN 6			
Teacher's name: Melany Gamica		Place: San Francisco de Asis	Number of students: 19
Topic: Food and Drink		Course: 4 EGB	
Learning outcome: By the end of the lesson, students will be able to use Kahoot to identify, read, and memorize vocabulary related to food and drinks.			
Time	Teacher's Activities	Student's Activity	Material Assessment
5 min	<p>Presentation The teacher shows cards or real pictures of different foods and drinks (apple, banana, bread, milk, juice, water, pizza, rice, chicken, fish).</p> <p>The teacher repeats each food and drink word with the students.</p>	<p>Students must look at the pictures presented by the teacher and repeat each word with the correct pronunciation.</p>	<ul style="list-style-type: none"> Flashcards or pictures Kahoot quiz (prepared in advance) Notebooks Eraser Markers
30 min	<p>Practice The teacher writes several food and beverage vocabulary words without letters or vowels for students to guess and complete.</p> <p>The teacher launches the Kahoot game in multiple-choice mode, requiring students to identify the food or beverage and select the correct answer. Link: https://create.kahoot.it/share/food-and-drinks-a1-starters/ac5541a0-a753-4246-961b-5b6af86ba73e</p>	<p>Students guess the missing letter or vowel and go to the board to complete each word, repeating each time.</p> <p>Students participate in the Kahoot game and respond based on their knowledge.</p>	<ul style="list-style-type: none"> Projector Computer Board
5 min	<p>Production The teacher asks students to take turns saying their favorite food and drink using the structure: "My favorite food is ____". "My favorite drink is ____". According to the vocabulary reviewed earlier.</p>	<p>The student should respond according to his or her favorite food or drink.</p>	

LESSON PLAN 7

Teacher's name: Melany Gamica		Place: San Francisco de Asís	Number of students: 19
Topic: Post-Test		Course: 4 EGB	
Learning outcome: Students will be able to			
Time	Teacher's Activities	Student's Activity	Material Assessment
10 min	<p>Presentation The teacher asks the students to recall what they have learned:</p> <ul style="list-style-type: none"> • What new words did you learn? • What was the most fun activity we did? <p>Students quickly share their reflections.</p>	Students answer each of the questions and express their experiences.	<ul style="list-style-type: none"> • Printed post-test • Pencils and erasers • Flashcards (if needed for review)
30 min	<p>Practice The teacher gives the post-tests to the students and asks them to complete the test in an estimated 25 minutes.</p> <p>The teacher supervises and makes sure that the students understand the instructions.</p>	Students should complete the test according to their knowledge.	<ul style="list-style-type: none"> • Projector • Computer • Board
5 min	<p>Production The teacher thanks the students for their effort and participation and reinforces any words that the students had doubts about or had difficulty remembering during the evaluation.</p>	Students mention if they had any difficulties during the exam.	